



# School Improvement Report



2019-2020

# Context of the School

Broomlands Primary School is a new build which is semi open plan. It was opened in January 2018. It is built over two floors and is bright and airy. It is afforded both a dining hall and gym hall. It has 11 classrooms and a large nursery which could accommodate more than 60 children. There are many shared spaces between the classrooms where children can learn cooperatively. In addition to this it has a music room and several spaces for visiting professionals. It is set in its own grounds and has an exciting mix of play surfaces including grass, tarmac and 3G MUGA pitch. The school serves a mixed catchment area mainly from the north of the town. P7 children from Broomlands Primary School transfer to Kelso High School. The school roll is currently 238 P1-7 with an additional 60 children in nursery.



## Our Vision, Values and Aims

*With people at the heart of everything we do - let them fly ...*

"Learning is their journey  
Let them *navigate*  
Push them to *explore*  
Watch them *discover*  
Encourage their *questions*  
Allow them to *struggle*  
Support their *thinking*."



Our values guide the way we work. Together we will be enthusiastic, creative and professional. We will:

Put people first  
Support and respect for all  
Care for our environment  
Listen and respond to our community  
Have high expectations of all  
Work collaboratively with partners

### Aims:

Build a multi-agency team, working for our whole community.

Encourage and celebrate wider achievement.

Provide learning opportunities and experiences to bring to life the 4 capacities.

*Encourage children to question their learning.*

Provide a rich, stimulating, enjoyable and secure environment with individual & collaborative learning.

*Support thinking through a rich, stimulating, enjoyable and secure environment.*

Empower, challenge and motivate all pupils and staff to learn and think independently.

*Support children in their endeavour and provide challenge.*

Build a strong foundation of healthy lifestyle choices and care for the environment.

*Let children navigate and explore their environment - encourage healthy choices and care for the world.*

Our ethos ensures we all respect one another as valued individuals and our talents are nurtured.

*Encourage the children to explore, give freedom to extend learning and nurture their talents.*

Develop the young people of today for the challenges of the future in an ever changing world.

*Watch the children discover through exploration – help them develop as young people, growing into the challenges of the wider world.*

## Review of Progress 2019-20

<p><b>Priority for Improvement:</b></p> <ul style="list-style-type: none"> <li>• Increased teacher confidence in the assessment of literacy skills.</li> <li>• Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy</li> <li>• Our children will experience a developmentally appropriate literacy curriculum</li> <li>• Increased numbers of children acquiring the necessary knowledge and skills to achieve the expected levels of attainment at the end of each level.</li> </ul>	
<p><b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Drivers:</b> Teacher professionalism, Parental Engagement, Assessment of Children’s progress</p> <p><b>SBC Framework:</b></p>	<p><b>HGIOS 4? HGIOELC</b> <b>QI: 1.3, 2.3, 2.5, 2.7, 3.2</b></p>
<p><b>Progress including successful strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Emergent Literacy</b> – Staff have demonstrated high quality engagement with clear development in our understanding of emergent literacy and application of this to support children’s learning. Assessment information is now better used to inform teaching. Our Spelling policy has been updated to include the Emergent Literacy approach. The development of our literacy approach takes account of this. Staff are developing emergent literacy skills within the ELC setting.</li> <li>• <b>Tracking</b> – We have introduced and are making use of streamlined, benchmarked tracking of progress in literacy. This has reduced the time required to track literacy thereby releasing time for planning creative learning opportunities. Children within ELC are now tracked regularly (at least termly) and new trackers are now in place.</li> <li>• <b>Development of literacy curriculum</b> - A whole school literacy approach has been developed helping to support a consistent approach and ensure depth in learning. We have intentionally heightened the place of reading within school.</li> <li>• <b>Moderation</b> – Teachers have engaged in cluster-wide moderation at the planning stage to build a shared understanding of progress, assessment and attainment.</li> </ul>	
<p><b>Outcomes for learners (What has changed/ improved)</b></p> <ul style="list-style-type: none"> <li>• <b>Emergent Literacy</b> – Early screening of children in P1 has allowed for appropriate differentiation and fluid groupings, informed by assessment information, meaning that developmentally appropriate learning experiences are planned. Appropriate differentiation now better supports children’s learning and progress in literacy. Observations and planning demonstrate varied teaching practice across school, enabling children to access a wide variety of texts. In ELC the environment is evolving to support a balanced curriculum; we value play, offer opportunities for self-regulation and provide suitably challenging learning activities.</li> <li>• <b>Tracking</b> – Early indications (including staff feedback) are that the use of streamlined literacy tracking is ensuring that key skills are being tracked. Staff describe it as “much more user-friendly and clearer to see progression and track where the learner is”. They also report that “This makes me feel more confident in being able to say that a learner is at the level they are at and so makes their next steps clearer to identify and can be identified with more confidence”. ELC Staff have used trackers to plan learning opportunities for children, ensuring their progress and development is maintained.</li> <li>• <b>Literacy Curriculum</b>– Staff have engaged in thinking and developing this collegiately, to ensure we offer a broad diet of Literacy. Staff are now trying things that they haven’t tried before, including use of the outdoors, digital stimuli and varied approaches to reading and writing, better engaging children in their learning. There is a clear focus on the development of literacy skills, allowing teaching staff to focus on core skills of learners. We have broadened the range of reading for enjoyment. This focus has been evident in all areas of school, from a re-organised central library area which is now used regularly, to learners completing more online Accelerated Reading quizzes. P5 learners have been using ‘Read Out Loud’ (eg extracts from texts across the curriculum), a strategy aimed at developing fluency/self-confidence in reading aloud to groups or the class. The focus on reading for enjoyment led to a whole</li> </ul>	

school 'Big Read' event where staff chose a favourite text and read to small groups of learners. Learners had the choice of readings to attend and the opportunity to enjoy texts while interacting with children across stages, providing a model opportunity for enjoyment and choice and widening the variety of texts available to learners. We see more children engaging in reading for pleasure and talking about books. A 'Key Skills' document was developed and shared with Parents/Carers in ELC to promote early level literacy at home.

- **Moderation** – Moderation of learning experiences has given important self-evaluation information to ensure we target improvement in key areas next session. The development of holistic assessments has ensured all staff consider a range of learning in planning for assessment.

#### **Next Steps** (High level bullet points)

- **Emergent Literacy** – We need to further develop planning for emergent literacy skills, including deepening our engagement with Parents/Carers in their child's learning and development. This will help provide reassurance to parents of the effectiveness of learning through play; we will continue to promote the power of play and make further training available to staff in emergent literacy.
- **Tracking** – Embed our use of tracking data in partnership with ongoing assessment to ensure we recognise all progress and plan effective next steps. We will work develop Health & Wellbeing tracking next.
- **Literacy Curriculum** – We now need time to clarify and embed our reading approach and further develop shared understanding and expectations. Further opportunities to discuss approaches to teaching of reading will help ensure we improve attainment and reduce the attainment gap. Teaching staff require time and freedom to fully implement the 'Approach to Teaching, Learning and Assessment of Literacy'.
- **Moderation** – Continue to broaden our engagement in moderation, specifically around the moderation of a level, ensuring we continue to improve our shared understanding of what achievement of a level confidently looks like. This will be at both school and cluster level.

**Priority for Improvement:**

- Staff in nursery will develop relationships to enable them to become a confident and effective team.
- Policy, procedures and structures will be developed and established to ensure appropriate and effective care and learning experiences are planned for children in the nursery throughout the new extended day.
- Staff in nursery and early level will work effectively to ensure appropriate transitions.

**NIF Priority:** Improvement in attainment  
Improvement in children’s health and wellbeing.  
**NIF Drivers:** School Leadership, Teacher professionalism  
**SBC Framework:**

**HGIOS 4? HGIOELC**  
**QI:** 1.3, 2.7

**Progress including successful strategies**

- **Environment & Ethos** - Development of the nursery indoor and outdoor environment has helped create a nurturing approach and is supporting children in their learning. A clear focus on the developing a literacy and numeracy rich environment complements this.
- **Emergent Literacy** - Skills in understanding emergent literacy.
- **Early Level Development** - Provision of 0.1 time to enhance cross-stage professional learning. Regular visits from P1 teacher and ‘open door’ weekly sessions whereby nursery children can play in P1 area and vice-versa with nursery staff present.
- **Hub Team** - SEYO and EYO development of leadership, team and approaches within nursery. Effective and positive staff relationships are established with the new team.
- **Systems and Protocols** - Clarity re procedures, expectations and responsibilities. Effective systems in place to support communication and planning in the new hub setting. Communication within the hub and beyond is very good.

**Outcomes for learners (What has changed/ improved)**

- **Environment & Ethos** - Children are happy and confident in the new hub. Children’s varying needs are being met through the environment, through interactions with staff and through the structure of their day. High quality, child-centred staff-child interactions happen consistently. Staff have designated areas each week ensuring an adult is present and available to interact, observe, reassure, and encourage children.
- **Emergent Literacy** – A clear understanding of Emergent Literacy underpins literacy planning and learning experiences, ensuring appropriate learning provision and supporting a focus on the whole child.
- **Early Level Development** - Children are showing high levels of engagement and interaction. Shared vision with 0.1 – quality time.
- **Hub Team** - Staff self-evaluate regularly through questioning from SEYO in line with HGIOELC - One to One consultations promoting Staff health and well-being and sharing clear guidance on procedures, expectations and responsibilities. Shared play sessions with P1. Staff reflect on provision through self-evaluation and in discussion with SEYO, EYO and DHT. There are regular one to one staff meetings with SEYO. Communications book to ensure all members of staff receive information and feel part of team.
- **Systems & Protocols** - Professional dialogue, regular communication and clear expectations ensure the safety and nurture the development of every child within our ELC setting.

**Next Steps** (High level bullet points)

- Revisit Vision, Values and Aims to better reflect our hub setting.
- Practitioners in ELC work with 0.1 together to plan for progression in learning and for continuity across a child-centred play pedagogy and curriculum.
- Through cross-stage working, develop a smooth, more comprehensive transition into P1 with strong links working both ways.
- Develop an agreed, shared rationale for play building on 'Learning Through Play Review'.

**Priority for Improvement:**

- To develop data literacy of all teachers to enable them to interrogate data to improve teaching and learning.
- To deliver high quality learning experiences using the outdoor environment.
- To increase opportunities for parental/family engagement in learning through the use of the outdoor environment.
- Staff have a working knowledge of the Learning and Teaching Toolkit to increase understanding of the expectations of all teachers around this.
- Use the toolkit to identify personal areas for development and actively improve their practice.

**NIF Priority:** Improvement in attainment

Closing the attainment gap between the most and least disadvantaged children.

**NIF Drivers:** Teacher professionalism,  
Assessment of children's progress,  
Performance information, School improvement

**SBC Framework:**

**HGIOS 4? HGIOELC  
QI: 3.2**

**Progress including successful strategies**

- **Data** – Increased opportunities for collaboration in analysis of data. This has ensured increased levels of staff confidence in analysing data and using it to plan next steps.
- **Moderation opportunities** – Staff have had opportunity to work within and across school to moderate at a range of stages of the moderation cycle, including assessment, planning using the E's and O's and in evaluating learner's progress.
- **Outdoor Learning** – The delivery of high quality CPD on Outdoor learning and the chances to revisit and share good practice have increased staff confidence levels.
- **Teaching & Learning** – We have implemented the use of the toolkit as central to our professional discussions on teaching and learning (observations). An early years toolkit has been developed which is more appropriate for ELC and P1 and values learning through play. We now focus on individual (staff) next steps in developing practice, recognising both areas of strength and areas to develop.

### **Outcomes for learners (What has changed/ improved)**

- **Data** - The analysis of data has resulted in more rigorous planning for interventions and differentiated support. Analysis of data has helped us target the needs of individuals and groups within classes, leading to more effective differentiation, and ensuring both pace and challenge. It has helped us identify children who need more targeted interventions. Opportunities to have data explained, to engage with and discuss data have improved. Staff report feeling much more confident in using data to help plan next steps for children.
- **Moderation** – There have been more opportunities to engage in purposeful moderation. Staff report that they have a better understanding of what it is and how we should be doing it, ensuring we continue our journey of improvement and make accurate judgements about children’s learning.
- **Outdoor learning** – This is becoming a regular experience for many of our learners, the positive impact is evident from observing individuals working in the outdoor environment and seeing the skills they are gaining. The Primary 1 outdoor experience is better planned and provides children with the opportunity to extend their learning through play. Almost all classes have embraced outdoor learning, including forest school approach and the children speak positively about their experiences. Parent helpers are now supporting and involved in outdoor learning.
- **Teaching & Learning** - The toolkit has brought the focus back to excellent teaching and learning meaning children’s experiences are improving – they better understand the purpose of their learning, are purposefully engaged and experiences are well matched to their needs. Planning and delivery of lessons embodies the principles of the toolkit and guides discussions in teaching and learning observations. Use of the toolkit has refocused teaching and learning and is helping to provide meaningful opportunities for learners to explore and create.

### **Next Steps (High level bullet points)**

- Develop the learning walks model to include class teachers engaging in peer evaluation and development, using the Toolkit. We need to continually revisit the expectations for learning and teaching, ensuring it is fully embedded in our school culture, particularly in the planning stages. Using ‘How Good is OUR School’, involve children in feedback about quality teaching and learning to establish what works best for them.
- Moderation is to be planned and embedded in our school culture throughout the year.
- Continued our use of outdoor learning across the year.
- Involve discussion of use of data in our regular consultations, building it into the Working Time Agreement to further support this.
- Continue to use technology and to maintain the relationships and parental involvement we have established during closure.

## **Key Improvement Priorities for 2020-2021**

**Evaluate the following QIs against the six point scale:**

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement

Satisfactory      the strengths within this just outweigh the weaknesses, basic provision for learners

Weak                important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways

Unsatisfactory    major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
2.4 Personalised Support	Good	Good
3.3 Creativity and Employability	Good	Good

Our capacity for continuous improvement is Very Good.

Summary list the key priorities which will feature in your school improvement plan for 2020-21:

- Post-Covid-19: Focus on the Health & Wellbeing of Staff, Children and Families; adapting of the curriculum to suit learning needs as appropriate. This dovetails with...
- Becoming a nurturing school – development of and initial training in the delivery of the 6 nurture principles and approaches to how this is 'lived out' in school.
- Maths and numeracy – research and introduce a whole school resource to support teaching and learning.
- Development of Reading – in line with the literacy approach, ensure we have a coherent, clear set of expectations, approaches and agreement about how we teach reading.