



Progress Report

Broomhill Primary School

FEBRUARY 2015

Education Scotland published a report on the standards and quality in Broomhill Primary School on 4th June 2013, following an inspection of the school in April 2013.

This inspection of your school found the following key strengths.

- Articulate, confident children who enjoy learning and coming to school
- The inclusive ethos and provision for children with additional support needs
- Children's positive attitudes to gaining skills in citizenship, enterprise and global education
- Examples of effective teaching and improving quality assurance arrangements which are influencing the development of the curriculum, learning and teaching

The inspection team discussed with staff and the education authority how the school might continue to improve. This is what we agreed with them.

- Continue to improve the curriculum and achieve greater consistency in the quality of learning and teaching
- Raise further children's attainment in literacy and numeracy

The school prepared an improvement plan indicating how it would address the main points for action identified in the report. Staff from the council's Education Improvement service visited Broomhill Primary to assess the extent to which the school was continuing to improve the quality of its work, and evaluate the progress made in relation to the main points for action in the report.

How well do children learn and achieve?

Children's attainment in literacy and numeracy continues to improve with high standards evident across the school. Teachers ensure good pace and challenge. They use effective questioning well to support children's understanding. In all classes children are engaged in active learning. A wide variety of learning approaches are in use to engage, stimulate and challenge learners. Children across all stages are regularly provided with a choice of tasks offering different levels of challenge. They are responding well to this and comment positively on the more active and problem solving approaches that they experience. This is helping to increase their critical thinking skills and their independence in leading their learning. In numeracy children are confident in working with real life problems and calculations.

Staff work collaboratively to provide a cohesive and progressive curriculum which identifies clear milestones for progress and helps children to set personal targets and reflect on their achievements. In addition to literacy and numeracy, teachers are confidently tracking skills in almost all areas of the Curriculum. There is a consistent use of learning logs across the school. Parents and children are positively embracing this opportunity to share learning and progress. The school will continue to review its homework practices to provide stimulation and challenge to learners.

How well does the school support children to develop and learn?

All staff continue to work collaboratively to review their teaching approaches and ensure that a variety of teaching methods are used to meet all learning styles. Improvements in tracking help teachers plan effectively to meet learners' needs across the curriculum. There is consistent use of formative assessment in all classes. Children are fully involved in setting targets, identifying success criteria and reviewing their

learning. They show confidence in reflecting on their achievements in their individual learning logs. Teachers use the shared skills progression and curricular milestones well to ensure that children are on track with their learning. They plan well to meet the varying levels of support and challenge required to meet the needs of the children in their classes. The school is working well with the learning community to improve transition. Staff now have a shared understanding of children's previous experiences and achievements. At points of transition children's progress is better planned to take account of prior learning.

How well does the school improve the quality of its work?

The school has put in place robust and well embedded approaches to improving the quality of its provision. The quality of learning experiences is consistent across the school. All staff continue to improve the way they track the progress of children in line with the curriculum and have taken account fully of increased expectations. Staff are working well both in school and across the learning community to share best practice and share standards. They are all actively involved in development work and professional development to ensure improvements are consistently embedded across the school. The headteacher and deposes monitor effectively the work of the school.

Staff are more confident in self-evaluation processes. They are clearly aware of the impact of their actions to improve the quality of the education the school provides. They demonstrate individual and collective commitment to professional development and collaboration to improve standards. They work very well as a team to improve children's experiences and provide a very good quality of provision to children and families. Broomhill Primary School provides children with a stimulating and caring learning environment. It is well placed to continue to improve.

Maureen McKenna
Executive Director of Education
Education Services
Glasgow City Council
City Chambers East
40 John Street
Glasgow G1 1JL
0141 287 4551
www.glasgow.gov.uk