



Follow-through Inspection Report

Broomlea School

May 2008

The Inspection

Broomlea School was inspected in January 2006 as part of a national sample of provision for children with additional support needs. HMIe's report was published on 9 May 2006. Working with the education authority the school has prepared an improvement plan each year to take forward the work of the school.

Continuous Improvement

Staff had worked together to build and develop the curriculum in order to meet the needs of all learners even more effectively. Programmes and courses had been regularly updated to provide challenging learning opportunities and progression for all children. The breadth of the curriculum had been further improved by developing programmes of study in Understanding and Relating to the Environment (URE), Health, Enterprise and Technology, and Science. These programmes had been developed by staff improvement teams and provided very clear guidelines to support teachers in planning broad and balanced learning experiences for all learners. The school had developed a clear curricular rationale, founded on the principles of A Curriculum for Excellence, and had shared and reviewed this with parents and carers.

The school had continued to ensure that staff development and training provided the specialised skills necessary to meet the needs of all children. Staff had also undertaken annual moving and handling training and their expertise had supported the health and well being of both children and staff. The school had developed a strong and effective programme for the induction and support of new staff.

The headteacher and depute headteacher had continued to play a very strong role in leading improvement and change. All staff had been given opportunities to take forward aspects of the action plan and to extend their skills and experience. They were fully committed to working together to bring about improvements. Staff members had taken lead roles in developing enterprise activities and in setting up and taking forward the work of the EcoTeam. They had also continued to build on the very positive links with other schools on the Keppoch Campus in order to widen and develop opportunities for all their learners.

Learning and teaching was a key strength of the school. Senior managers had continued to monitor learning and teaching effectively and had challenged and supported all staff to ensure that the very high standards the school had achieved were maintained and developed further.

The school had continued to ensure the care and welfare of all children very effectively. A joint inspection by the Care Commission and HMIe had found that nursery and primary children were safe and well-protected. There had been a particular focus on the needs of children who were looked after and accommodated. The school had further extended its very good communication strategies and had accessed support from CALL Scotland (Communication Aids for Language and Learning) and through Partners in Advocacy. As a result children were continuing to develop their abilities in expressing their views and ideas.

Progress Towards the Main Points for Action

Main point for action 1

The initial inspection report published in May 2006 identified one main point for action. This section evaluates the progress made with this action point and the resulting improvements for young people and other stakeholders.

The school and the education authority should continue to provide high quality and improving education. In doing so, they should take account of the need to address aspects of the facilities within the new accommodation as outlined in the report.

HMIe's initial report recognised that the school had very good accommodation and appropriate disabled access. Currently slings used with mobile hoists cannot also be used with the fixed ceiling hoists in the hydrotherapy area and this continues to mean some additional movement and handling for a few children. All children, however, continue to have full access to and use of the hydrotherapy area.

Conclusion and Next Steps

The school, working with the education authority, had continued to build on its strengths and provide very high quality and improving education. They had sustained and continued to improve learners' achievements, approaches to learning and teaching and partnerships with parents and the community. The outstanding leadership of the head teacher and her senior managers remained a key strength of the school. They worked together very effectively with all their staff and partners, and with learners and their parents and carers to take forward their vision for the school.

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