

11 March 2025

Dear Parent/Carer

In October 2023, HM Inspectors published a letter on Broughton Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and Scottish Borders Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve approaches to leadership of change in the school and nursery. The headteacher needs to ensure that key improvement priorities are identified through robust self-evaluation and addressed in a rigorous manner.

The headteacher and staff, with support from the local authority, have made positive progress in addressing this area for improvement.

The headteacher, staff and children have worked together well to strengthen the school community's understanding of the school's values of challenge, achieve and nurture. The staff team's approach to strengthening the use and understanding of school values is establishing a common purpose. This is providing a clear direction that children and staff understand and work towards. As a result of recent developments and changes to the school curriculum, the headteacher and staff should continue to review the school's values to ensure that they remain relevant and meaningful to the school community.

The headteacher and staff have developed a school and Early Learning Centre (ELC) improvement plan which sets out clearly appropriate priorities across the year. They have made positive progress in addressing these areas. These include improving approaches to leading change, learning and teaching, raising attainment in writing, and developing the curriculum. Staff have agreed appropriate actions and timescales to ensure they improve the quality of children's experiences and improve outcomes for children. This is having a positive impact on children's learning. For example, children now build on their prior learning more effectively and understand better what steps they need to take to be successful.

The headteacher has developed an effective calendar of activities that helps evaluate the quality of the school's work. Staff, parents, local authority officers and children are engaged in activities that evaluate the work of the school. For example, children engage in pupil focus groups which are beginning to provide staff with useful information on the progress and impact of school improvement priorities. Parents provide their views on the work of the school through parent and carer questionnaires and the newly established parent school improvement group. Consequently, teachers identify that feedback provided from these evaluation activities is now supporting them more effectively to improve their approaches to learning and teaching. The headteacher and staff now need to build on this positive start. They should ensure that all activities that help evaluate the work of the school are carried out

rigorously and robustly. They should consider carefully the feedback gained through these activities and offered by parents and use this to help inform their decision making.

Improve the overall quality of learning and teaching in the school to meet better all children's needs. This will help to raise attainment in literacy and numeracy across the school.

The headteacher and staff, with support from the local authority, have made effective progress in this area for improvement.

Staff have worked together well to create new planning, learning, teaching and assessment guidance. This sets a clear expectation of what effective learning and teaching should look like in lessons. All teachers benefit from high-quality professional learning to support whole school improvement in learning and teaching. This is having a positive impact on helping teachers to better meet the needs of all children. Senior leaders undertake activity regularly to help them evaluate the quality of learning and teaching across the school. This involves visiting classrooms to observe teaching and reviewing children's work. Senior leaders provide useful feedback to teachers individually following this activity. This supports them to identify what is working well and where further improvement is required. As a result, children are now more engaged in lessons and teaching and learning is improving across the school.

Teachers engage in useful activities that help them understand better national standards and expectations for children's achievements in learning. As a result, staff are becoming increasingly confident when making professional judgements on children's progress and attainment in literacy and numeracy. The headteacher should continue to develop this work through providing opportunities for teachers to discuss children's standards with colleagues from other schools. This will support teachers to develop a greater understanding of high-quality learning and teaching, children's progress and achievement. The school's attainment data on children's learning is increasingly accurate and most children are now on track to achieve appropriate levels of attainment in literacy and numeracy.

Staff have worked together to make improvements to the classroom environment for children learning in the early years. This change supports successfully children's ability to explore and be more creative and curious. As a result, children apply their learning in different ways and experience greater opportunities to learn effectively through play. Teachers should develop further their use of observations of children in their play to better inform their planning of children's learning. This will help provide more open ended, challenging activities that extend children's knowledge, understanding and skills.

Improve approaches to planning learning and teaching in the school. Teachers need to plan learning for individuals and groups of children across all curricular areas. In doing so, they should plan tasks and activities which are appropriately matched to all children's level of ability.

The school has made positive progress in addressing this area for improvement with support from the local authority.

Teachers have improved their approaches to planning for learning in literacy and numeracy. Teachers now use helpful guidance provided by the local authority to plan learning that builds progressively on children's prior knowledge and skills. This new approach makes it clearer

what children are expected to learn. As a result, children experience activities that are more appropriately matched to their abilities. The headteacher and staff should now extend this approach to all areas of the curriculum.

Teachers have improved their approaches to planning for children who require additional support with their learning. Senior leaders provide class teachers and support for learning staff with additional time to agree on individual and group targets for children's learning. They now plan learning activities collaboratively. This is providing greater consistency of approach and helping to improve outcomes for children. Support for learning staff and teachers now routinely work alongside each other to deliver these plans in a team-teaching model. Children who require additional support with their learning are increasingly supported in class where appropriate, rather than in a separate area. This is contributing to all children being fully included in classes as they learn.

Improve approaches to assessment within the school. Teachers need to gather stronger and more relevant assessment evidence to support planning for learning that meets all children's needs.

The school has made positive progress in addressing this area for improvement with support from the local authority.

Staff have developed a clear approach to assessing children's learning and have created a whole school assessment calendar. They now use an appropriate selection of assessments for literacy and numeracy at agreed times across the year. Teachers are now more confident in using information gathered from assessments to help make accurate judgements about children's progress and attainment. This is helping to inform their planning for children's learning in literacy and numeracy. Teachers now need to consider how they will assess children's progress in other areas of the curriculum to help them to plan learning more effectively in these areas.

Teachers and children agree and set targets for learning in literacy, numeracy and health and wellbeing. Children can speak about their individual targets and understand what they need to do to achieve success in these curricular areas. This is helping them to assess their own progress in learning. Teachers should now support children to set targets for their learning in other areas of the curriculum.

The headteacher and class teachers meet termly to discuss and evaluate the progress of every child in each class. Teachers produce an overview of class attainment identifying children who require additional support and challenge. During the meetings, the headteacher and teachers discuss the resources, interventions and strategies that may support children to make the best possible progress. As a result, teachers are now taking more appropriate action to improve the progress of children's learning.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Scottish Borders Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Fraser Gillan
HM Inspector