HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Broomhill Primary School

Glasgow City Council

27 October 2026

Key contextual information

Broomhill Primary School is situated in the west end of Glasgow. The school roll is 427 children across 16 classes. The majority of children reside in deciles 9 and 10 of the Scottish Index of Multiple Deprivation and just over one third of children on the school roll attend following a parental placing request. A minority of children have English as an Additional Language, with children speaking a total of twenty-four different languages within the school. A few children are registered for free school meals.

The headteacher has held a senior leadership post within the school for over ten years. She became acting headteacher in September 2024 and has held the substantive headteacher post since November 2025. The extended leadership team comprise of two depute headteachers and a principal teacher. The teaching staff team is well-established, with new clerical and support staff joining the school immediately prior to the inspection.

2.3 Learning, teaching and assessment	**very good**

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff work together very well to create a positive, inclusive and nurturing ethos where children feel supported, motivated and safe. Senior leaders and staff have high expectations for themselves and children. Staff promote ambition and resilience very effectively. They encourage children to see mistakes as a necessary part of learning. This positive mindset is improving children's confidence and self-esteem as learners. Almost all children engage enthusiastically with their learning and are proud of what they achieve.

- Teachers support children very well to create and agree class charters, linked to the school values and children's rights. These school-wide consistent approaches help to create and sustain a calm and purposeful learning environment. As a result, children benefit from extremely positive interactions with staff and with each other. Almost all children behave very well.

- Throughout the school, learning environments are attractive and inviting places for children to learn. In all classrooms, wall displays link well to children's learning and help support independence. Additionally, staff have created purposeful learning spaces for science, play and relaxation. They use these well to enhance children's learning experiences and wellbeing.

- Almost all teachers have a clear understanding of the needs of children who require additional support with learning. Staff have developed a range of strategies to support successful

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learning across the school. These include productive movement breaks and dedicated quiet learning spaces.

- Senior leaders empower the staff team very well to lead improvement in learning, teaching and assessment. Staff are enthusiastic and motivated through their involvement in working groups which are led by teachers. They work collegiately to create well-considered learning and teaching guidance. This supports teachers very effectively to provide a consistent, approach to learning and teaching across the school which helps children to engage fully with their learning.

- In almost all lessons, teachers share effectively the purpose of learning and provide clear and helpful explanations and instructions. This helps children to focus on their learning and understand what they need to do to be successful. In most lessons, teachers encourage children to consider prior and future learning. As a result, children are supported well to understand the relevance and purpose of their learning.

- Staff provide rich and interesting learning experiences for children that allow them to work as individuals, in pairs and in groups in areas such as art and science. Senior leaders should revisit approaches to outdoor learning and digital technologies to ensure these are progressive and embedded consistently across the curriculum. Strengthening these aspects of learning will improve further the quality of learning experiences and outcomes for all children and encourage them to apply their skills and knowledge in a wider range of contexts.

- In most lessons, the pace of learning is appropriate. Teachers meet the needs of most children and provide appropriate support as required. In a few lessons, staff provide children with high levels of challenge which increases children's motivation and accelerates their progress. Teachers now need to consider more carefully the needs of all children during whole-class lessons. Children who require greater challenge are ready to begin more demanding tasks more quickly. This should help to ensure these children experience appropriate challenge across all aspects of their learning.

- In almost all lessons, teachers use praise and oral feedback very effectively to support children in their learning. Children engage well in learning conversations about their progress and next steps. Almost all teachers use questioning well to check children's understanding and prompt recall. In a minority of lessons, teachers use skilled questioning to extend and deepen children's learning. This strong practice should be shared with colleagues across the school to help children develop their higher-order thinking skills.

- Staff work very well together to support and consolidate children's learning through play at the early stages. Staff make effective use of well-designed learning spaces to provide a range of stimulating, high quality and relevant learning zones. They use these well to help develop children's creative and social skills. Almost all children interact successfully with each other during play and demonstrate confidence in working independently and in groups. Senior leaders should continue to support teachers to balance carefully child- initiated and adult-directed activities.

- Teachers are meeting national expectations in line with the 1+2 Languages policy. French is the first additional language. Mandarin is delivered through a ten-week block as the second

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additional language for children at P5-7. Scots language is taught at P1-7 through song, text, film, poetry and related activities.

- Assessment is an integral part of learning and teaching across the school. Senior leaders, in collaboration with staff, have developed an assessment calendar. This supports all teaching staff to have a clear, consistent approach to gathering evidence of children's learning. It outlines a range of high-quality assessment opportunities including summative, formative and holistic assessments. In addition, staff are increasingly gathering helpful assessment evidence generated from daily learning and teaching. Teachers make very effective use of this wealth of assessment evidence to identify children's progress or gaps in learning. They use this to inform their decisions about children's progress and next steps. They are rightly now considering how to assess how well children are developing and applying their learning skills across all curriculum areas.

- All teachers are developing very effectively their shared understanding of high-quality assessment. They engage well in moderation with stage partners across the school, and with colleagues in local schools, to enhance their understanding of national expectations. This work underpins teachers' robust, accurate professional judgements about children's progress within and across Curriculum for Excellence (CfE) levels in literacy and numeracy.

- Teachers plan collaboratively with stage partners. They plan learning well for children over different timescales and across all curriculum areas. Teachers include detail about the support and challenge that is required for individuals and groups of children. Staff use progression frameworks linked to CfE experiences and outcomes across all curriculum areas effectively to build on children's prior learning. This supports them to plan high-quality learning across a broad and progressive curriculum.

- Senior leaders use tracking data very effectively to understand children's progress at individual, group and stage levels. They meet termly with class teachers to review children's progress, attainment and achievements. Together, senior leaders and teachers analyse data effectively to identify children who may have gaps in their learning, including those with additional support needs. This is enabling staff to focus on early intervention for children who are not making expected progress in their learning. Senior leaders monitor closely the range of interventions in place for children to evaluate their effectiveness on improving outcomes for children in literacy and numeracy.

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2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

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3.2 Raising attainment and achievement	very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- The overall quality of attainment is very good. Almost all children achieve early level in P1 in literacy and numeracy. Most children achieve expected levels in P4 and P7 in both literacy and numeracy. A few children are working beyond expected levels of attainment in reading, writing and numeracy across the school.

- Almost all children who require additional support are making good progress, and a few are making very good progress, relative to their individual targets.

Attainment in literacy and English

- Across the school, almost all children make good progress in literacy and English. A few children make very good progress.

- Across the school, almost all children are articulate and speak with confidence to adults and their peers. Almost all children listen carefully to the opinions of one another and can build on their responses. Listening and talking is an area where children could be challenged further. At first level, children would benefit from more opportunties to read aloud to develop their fluency. There is scope to utilise the very well-resourced library further to engage all children more in reading activities. Across the school, children write regularly across a variety of genres. By second level, most children are confident to use sophisticated vocabulary and literary techniques such as metaphors and personification within their writing.

Attainment in numeracy and mathematics

- Almost all children make good progress in numeracy and mathematics. A few children make very good progress.

- At first and second level, children's understanding of the relevance of numeracy and mathematics is an important strength. They explain clearly how numerical and mathematical skills and knowledge are used in a wide range of real-life contexts, including employment across different sectors. They understand why their learning is meaningful and purposeful. Children at first and second level assess regularly their own learning and are very clear about their next steps. At first level, children require more support to understand different ways to collect and present information. A few children need to develop greater speed and accuracy when recalling multiplication and division facts. Children at second level require more consolidation of learning about the link between decimals, percentages and fractions. The standard of presentation of children's written work in numeracy and mathematics across the

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school is variable in quality. Teachers should develop and share agreed expectations to support improvement in this area.

Attainment over time

- Overall, children sustain high levels of attainment over time. Teachers and senior leaders meet regularly to discuss children's progress and attainment in literacy and numeracy, based on a wide range of reliable assessment data. Senior leaders identify effectively gaps in children's attainment and implement universal and targeted interventions for classes, groups and individual children. As a result, this supports identified children well to make improved progress in literacy and numeracy.

- Senior leaders analyse rigorously whole school attainment data, alongside other information, to support their strategy for raising attainment. They identified recently a dip in reading attainment at first level. They took prompt action to improve teaching approaches and children's learning experiences. They have identified accurately the need to raise attainment in writing and this features on their improvement plan this session.

- Senior leaders and staff gather elements of evidence in relation to curricular areas beyond literacy and numeracy to monitor children's progress and achievement. This term, they have begun to refine their approaches to ensure that evidence more clearly demonstrates the breadth of skills children are developing through their learning experiences.

Overall quality of learners' achievement

- Children across the school participate in a wide range of extra-curricular activities. These include clubs that focus on, for example, sports and the arts. Children who require additional support join targeted clubs designed to meet their individual needs. These clubs help them to develop their own understanding of helpful strategies and resources that they can use to support their learning and wellbeing. They take on leadership of these clubs and share their learning at assemblies. This is supporting their own attainment and wellbeing, and helping to raise awareness within the school community.

- Children across the school participate in leadership groups that promote areas such as equalities, children's rights and sports development. Children lead specific clubs and take on mentoring roles. They express clearly the important skills, such as citizenship, creativity, and communication, that they develop as a result of these responsibilities. Staff track children's participation in clubs and activities. They are taking appropriate steps to ensure that an increasing number of children are involved in actvities of interest to them. They should now track explicitly the skills children develop as a result of their involvement in clubs or activities. Staff should consider how they can help children build on these skills progressively as they move through the school.

Equity for all learners

- The headteacher uses Pupil Equity Funding appropriately to provide a range of supports such as additional staffing, literacy resources and supports for wellbeing. Specific literacy interventions, particularly in reading, are leading to improved outcomes for individuals and reducing the poverty-related attainment gap in literacy. Staff should now ensure they evaluate fully the impact of all other funded interventions. This will support them to demonstrate more effectively how well additional supports and interventions are reducing the poverty-related attainment gap.

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- Senior leaders and staff put in place processes to help address some of the costs associated with the school day. They offer financial assistance and ensure all children are able to participate in school trips. Senior leaders and staff need to develop further their approaches to ensuring equity. They should continue to reduce, and where possible remove, all financial barriers to participation. Senior leaders and staff need to work closely with children and families to develop a shared understanding of the range of supports that are available. This should help to ensure that no child is disadvantaged by their socio-economic circumstances.

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Other relevant evidence

The average attendance in 2024/25 and 2025/26 across the school is 95%. This is above the national and local authority average. In 2024/25, 11.2% of pupils missed ten percent or more of the school year compared with the national average for primary schools of 21.1%. The most prevalent reason for absence is self-certified parental holidays.

Staff follow local authority procedures for managing attendance and latecoming. A few children have a high level of absence or reduced timetables. Senior leaders work in close partnership with families and other agencies to provide effective, tailored support. This is helping to improve attendance, provide continuity of learning and support children's wellbeing.

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Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.

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