





Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Head Teacher	Jennifer Campbell
Link QIO	Karen Oppo

School Statement: Vision, Values & Aims and Curriculum Rationale	
Please click on documents below to view information about our Vision, Values and Aims and Curriculum Design.	
	
Vision, Values & Aims - English.pdf	Vision, Values & Aims - Gaelic.pdf
	
Curriculum Wall Updated 2019.pdf	Curriculum Wall Updated Gaelic.pdf

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Raising Attainment in Literacy – Writing (Year 1)	Raising Attainment in Literacy – Writing (Year 2)	Raising Attainment in Literacy - Listening and Talking
Priority 2	Health and Wellbeing (Nurture, UNCRC, Relationships)	Raising Attainment in Numeracy - (Number Talks/Growth Mindset)	Raising Attainment in Numeracy - (Year 2)
Priority 3	Raising Attainment in Numeracy – Maths Recovery	STEM (Year 1)	STEM (Year 2)

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 1	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 1	Raising Attainment in Literacy - Writing (Talk for Writing – Year 1)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT (Literacy Champion) and PT – Caron Doherty and Anne MacDermaid

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school leadership curriculum and assessment performance information	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Literacy Champions leading development. All CTs involved - leading change in their own classrooms. Pupil Council – leading Pupil Improvement Plan through use of HGIOurS 	<ul style="list-style-type: none"> External T4W training sessions (exact cost and date TBC – approx £1500) T4W Resources from Early to Second Level (exact costs TBC – approx £1500) 0.2 PEF Teacher (approx. £7000) 	<ul style="list-style-type: none"> Parent Surveys – pre and post Parent Council – regular feedback at meetings Regular updates through Newsletters/Twitter/Seesaw Family Learning Workshop after trial implementation periods in school
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Collegiate time – (15 hours) Inset – 2 x ½ days Visits to identified schools/observe good practice Literacy Champion Meetings 	<ul style="list-style-type: none"> Targeted support to close the attainment gap in literacy. 	<ul style="list-style-type: none"> 0.2 PEF Teacher (approx. £7000) Talk for Writing Training and resources (approx £3000)

Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Increased attainment and achievement in writing at all stages. Learners attitudes to writing will have improved and they will have an increased awareness of processes in writing. Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in terms of quantity and quality of writing produced. Parents/carers will have an increased awareness of skills/approach used for writing and use these to support their children's learning. Attainment raised by 5% or more in Writing ACEL data by June 2023 and reduction in identified gaps, including Poverty Related Attainment Gap. between most and least affluent learners. 	Data driven dialogue session with all teachers on writing attainment data to analyse progress from prior levels of attainment.	Professional Dialogue Data analysis	August – September 2022	
	Survey teacher views and confidence levels on teaching writing.	Collated feedback and analysis	By October 2022	
	Survey pupil and parent views on writing.	Collated feedback and analysis	By October 2022	
	Read and engage with literature of Pie Corbett on 'Talk for Writing.'	Professional Dialogue	August – October 2022	
	Identify/visit schools (including GME) with good practice/effective implementation of Talk for Writing approaches.	Professional Dialogue	June – September 2022	
	Staff Training (internal or external – tbc) introducing principles, format and structure of 'Talk for Writing.'	Staff feedback/evaluations Improved teacher knowledge and confidence	By October 2022	
	Staff to work in level teams to develop plan for implementation of 'Talk for Writing' strategies.	Clear and consistent structure to writing lessons/strategies in place	October 2022	
	Trial 'Talk for Writing' period in class from Early to Second Level – creative writing focus.	Observations Jotter monitoring Learning Walks	October – December 2022	
	Monitor impact through quality assurance and self-evaluation processes.	Observations Jotter monitoring Pupil/staff feedback	Ongoing	
	Trial second 'Talk for Writing' period in class from Early to	Observations Jotter monitoring	January – March 2023	

	Second Level – non-fiction writing focus.	Learning Walks		
	Targeted support implemented to close the attainment gap in writing.	Attainment and progress data	August 2022 – June 2023	
	Regular communication with parents/carers through Twitter, Seesaw and Newsletters.	Parent survey – collated feedback and analysis Parent Council meetings	Ongoing	
	Organise a Family Learning Event to share new approaches in writing.	Parent Feedback	By June 2023	
	Survey staff, pupil and parent/carers about writing and impact of 'Talk for Writing.'	Collated feedback and analysis	May 2023	
	Evaluate impact on attainment and achievement in writing across the school.	Attainment and progress data – year on year and over time.	June 2023	

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 2	Health and Wellbeing
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HT and PT – Jennifer Campbell and Pritpal Dhaliwal

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	parent / carer involvement and engagement school leadership school improvement	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.5 Family Learning	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Pupil Committees Nurture Working Group – Teaching and Support Staff 	<ul style="list-style-type: none"> External 'Hearts and Minds' Classroom Culture session (£2100) Professional Reading resources – (£500) 	<ul style="list-style-type: none"> Parent Surveys/workshops – pre and post Joint Parent and Pupil Council working/meetings Family Learning Activities (FLA)
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Collegiate time – (15 hours) Inset Training – 2 x ½ days Nurture PLCs 	<ul style="list-style-type: none"> Targeted support to close the attainment gap in health and wellbeing. 	<ul style="list-style-type: none"> Nurture Resources (targeted and whole school) - exact costs TBC (approx £2500) External 'Hearts and Minds' Classroom Culture session (£2100)

Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Targeted groups of children, including those affected by poverty as well as other factors, will benefit from improved health and wellbeing and increased learner engagement. Increased attendance for identified pupils. Increased Family Learning Opportunities provided throughout the year. 	Continue to provide targeted support to close the attainment gap in health and wellbeing for identified pupils – Core Nurture Group.	Boxall Profile Assessments Ferre Lavaers Observations Sterling Assessment Pupil/Parent/Staff feedback and evaluations	Ongoing from August 2022 to June 2023	
	Continue to provide targeted support to close the attainment gap in health and wellbeing for identified pupils – Nurture & Wellbeing Interventions.	HWB Assessments Ferre Lavaers Observations Sterling Assessment Pupil/Parent/Staff feedback and evaluations	Ongoing from September 2022	
	Continue to develop whole school nurture approaches by developing 'safe areas' in the school with a focus on corridors and outdoor spaces in the playground.	HWB Assessments Pupil/Parent/Staff feedback and evaluations	Ongoing from September 2022 to June 2023	
	Ensure more planned opportunities for regular communication between NT and CTs to support transitions for learners.	Professional Dialogue Pupil/staff feedback	Ongoing from August 2022 to June 2023	
	Implement a programme of Family Learning Opportunities for families to support improvements in health and wellbeing, literacy and numeracy, including identified pupils and families.	Pre and post Parent Surveys	Ongoing from August 2022 to June 2023	
	Implement new UNCRC planners and assembly overview to ensure that children's rights are embedded in practice.	Quality Assurance processes Pupil/staff feedback Collated data from HGIOurS	Ongoing from August 2022	

Framework for School Improvement Planning 2022/23

<ul style="list-style-type: none"> Increased awareness of Children's rights. Increased opportunities to learn about Children's rights through the curriculum. Increased leadership opportunities for pupils throughout the school. 	Continue to review/update IDL planners making relevant links to UNCRC.	Quality Assurance processes Pupil/staff feedback	Ongoing from September 2022	
	Ensure pupil voice is embedded in practice by researching and devising a whole school approach to Pupil Committees.	Pupil committees/feedback Collated data from HGIOurS	August to October 2022	
	Increase the number of pupil leadership opportunities available throughout the school by re-establishing pupil-led lunchtime clubs, fun-friends and other opportunities identified by pupils.	Pupil feedback Collated data from HGIOurS Monitoring and tracking data	Ongoing from August 2022	
	Re-introduce wider achievement monitoring and tracking to identify/address any gaps	Monitoring and tracking data	Ongoing from September 2022	
<ul style="list-style-type: none"> Implement a more consistent whole school approach to the development of positive, relationships and behaviour resulting in intrinsic motivation and increased engagement of almost all learners (over 95%). 	Whole staff training on 'Hearts and Minds' – The 5 Principles of Classroom Culture.	Staff feedback	October 2022	
	Professional reading on changing classroom culture and positive behaviour approaches.	Professional Dialogue	Ongoing from October 2022	
	Professional Learning Discussions to identify key strategies to trial and implement.		November 2022	
	Pupil/Parent/Staff pupil views gathered through attitudinal surveys and/or focus groups.	Collated feedback and analysis – pre and post	December 2022 June 2023	
	Create a new Relationships, Behaviour and Learning Strategy/Blueprint, based on feedback from all stakeholders, and share with school community.	Feedback from all stakeholders	January 2023	
	Implement revised approaches and evaluate impact in classes/playground.	Staff and pupil feedback SLT monitoring of use of emergency cards/playground incidents	January 2023 to June 2023	

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 3	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 3	Maths Recovery
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Maths Champions – Emma Gibb and Jillian Gough

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment school improvement	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Maths Champions leading development. Support Staff trained in Maths Recovery approaches – leading interventions 	<ul style="list-style-type: none"> Development time out of class for Maths Champions – 0.2 (due to fully funded NQT) Numeracy Resources, as identified by Maths Champions following visits to other schools 	<ul style="list-style-type: none"> Parent Surveys – pre and post Parent Council – regular feedback at meetings Regular updates through Newsletters/Twitter/Seesaw
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Collegiate time – (3 hours) Visits to identified schools/observe good practice Maths Champion Meetings 	<ul style="list-style-type: none"> Targeted support to close the attainment gap in numeracy. 	<ul style="list-style-type: none"> Numeracy Resources - exact costs TBC (approx £1000)

Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Increased attainment and achievement in Numeracy at identified stages. Attitudes to Numeracy will have improved for identified groups of learners and they will have an increased awareness of processes in Numeracy. Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in Numeracy. Attainment raised by 3% or more in Numeracy ACEL data by June 2023 and reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners. 	Data driven dialogue session with Maths Champions and SLT on maths attainment data to analyse progress from prior levels of attainment and identify stages/groups for targeted intervention.	Professional Dialogue Data analysis	August 2022	
	Maths Champions to create intervention plan based on IOC approach and share with staff.	Professional Dialogue Data analysis	September 2022	
	Maths Champions to identify/visit schools in EDC with good practice/effective implementation of Maths Recovery Approaches.	Professional Dialogue	August 2022 to September 2022	
	Maths Recovery resources to be developed and organised for effective use throughout the school to support learners.	Staff feedback Quality Assurance processes	Ongoing from September 2022	
	Training session by Maths Champions for all staff to share Maths Recovery approaches and resources.	Professional Dialogue Staff surveys – pre and post	November 2022	
	Targeted support, using EDC Maths recovery approaches, implemented to close the attainment gap in Numeracy.	Attainment and progress data Pupil and Parent surveys – pre and post.	September 2022 to June 2023	
	Evaluate impact on attainment and achievement in Numeracy for identified groups of learners across the school.	Attainment and progress data – year on year and over time.	June 2023	

Framework for School Improvement Planning 2022/23

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Increased attainment and achievement in reading for identified pupils, including those potentially affected by poverty as well as other factors.	Targeted support for Reading	0.1 PEF Teacher	Pre and post PM Benchmarks Intervention monitoring and tracking	August 2022 to June 2023	
Improved health and wellbeing and attendance attainment for identified pupils, including those potentially affected by poverty as well as other factors.	Art Nurture Group sessions	0.1 PEF Teacher	Pre and Post - Ferre Lavaers and Sterling Assessments HWB Tracking	From October 2022	
Increased attainment and attainment in Gàidhlig for identified pupils, including those potentially affected by poverty as well as other factors.	Continue with supported study GME Homework Club for targeted immersion stages/families.	£1000 approx.	Staff/parent feedback Increased homework engagement	From September 2022	
Increased engagement and attainment in Literacy and Numeracy for identified pupils, including those potentially affected by poverty as well as other factors.	Literacy, Numeracy and Digital Technology resources to support identified learners (including Toe by Toe, Power of 2, C-Pens).	£1500 approx.	Attainment and progress data Quality Assurance processes Learning Walks		