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Meadowburn Primary School/  
Bun Sgoil Innis an Uillt



Standards and Quality Report  
2021/22



## Context of the School



Meadowburn Primary School is a non-denomination, co-educational school situated in the east of Bishopbriggs. In June 2022, there were 330 children on the total school roll. 245 children in the English Medium primary organised into 10 classes, including a team teaching approach in primary one, and 85 in the Gaelic Medium primary classes organised into 4 classes. This year a Nurture class was also introduced, the 'Calm Cove,' with a group of identified pupils attending a Core Nurture Class 4 mornings a week supported by a Nurture Teacher and Family Learning Assistant. Most of the children who enter primary one have previously attended local authority, or private early years establishments. The associated secondary is Bishopbriggs Academy.

According to the Scottish Index of Multiple Deprivation (SIMD), tells us that most of our pupils live in an area described as highly affluent. The FME entitlement for the school is low. A number of pupils live within areas prioritised for funding from the Pupil Equity Fund. Last session the school was awarded £23, 953 for Mainstream Primary and £12, 681 for Gaelic Medium Primary to develop strategies to close the poverty related attainment gap.

The teaching entitlement at the start of last session was 15.46 Mainstream teachers plus 4.8 Gaelic Medium teachers. The work of the school is further supported by 3 Classroom Assistants, 4 Support for Learning Assistants, 1 Family Learning Assistant, 1 full-time admin assistant and two part-time clerical assistants. A 0.3 Education Support Teacher is allocated to the school. We also have instrumental tutors for cello, woodwind and clarsach who work with groups of children. In addition, we provide traditional Scottish instrument tuition for children.

The school benefits from excellent support of formal parent bodies who represent the whole parent forum: The Parent Council, the Parent Teacher Association and Comman nam Pàrant. Our Curriculum Design was reviewed and updated in consultation with all pupils, parents and staff and underpins our key values for learning and the development of the whole child. This is available to view on the school website. Our Vision, Values and Aims were also created in partnership with all stakeholders and underpin all aspects of the life and work on the school can be viewed on the school website or on the attachments below:



Vision, Values & Aims - English.pdf



Vision, Values & Aims - Gaelic.pdf

Our Standards and Quality Report has been created in consultation with children and young people, staff and parents and carers. It summarises the story of our school's performance, successes and achievements in Session 2021/22 and identifies our main priorities for next year.

## Progress in School Improvement Plan (SIP) priorities

### School priority 1: Excellence through Raising Attainment

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy

- Closing the attainment gap

NIF Driver

assessment of children's progress

performance information

HGIOS4 QIs

QI 3.2 Raising attainment and achievement

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Last session, we had identified the need to review our assessment approaches with more regular, clear assessment opportunities, integral to learning and teaching. At the start of this session, staff worked collegiately in level groups to identify good practice and areas for improvement. The Senior Leadership Team also looked outwards to good practice highlighted at authority level before creating an updated assessment calendar. The calendar was piloted this session and feedback and observations from teachers and Senior Leaders, during Learning and Teaching meetings, has already shown that more regular and flexible assessment approaches have had a positive impact on attainment, particularly in reading across the school, and also allowed increased pace and greater fluidity of ability groupings throughout the year. Staff feedback has included:

*'Assessing reading more regularly in class has helped to have a more accurate picture of learners' progress ... improved pace and attainment of most pupils in my class.'*

This year we reviewed our reading programme for P4-7 classes taking views of pupils and parents into account through online questionnaires and pupil focus groups. Staff then worked collaboratively, researching and identifying new approaches to reading to enrich learning experiences at Meadowburn further. The Bug Club Programme was identified as an approach that would engage and develop children's reading through a variety of whole class, group and independent activities as part of a well-structured and cohesive programme.

The programme was piloted this term and early feedback has been very positive from all staff involved. They have reported that they have already observed a positive impact on attainment. In particular, ACEL Data for P7 in June 2022 was higher than projected. Staff shared that they have been *'impressed with the quality of answers from children'* and they have observed that *'children were able to justify answers and are answering with more confidence.'* Pupils also report that the *'books are more interesting'*, that they *'have a good storyline'* and have been positive about the mixed ability grouping approach as they *'enjoy working together'*.

We have also been working towards achieving our 'Reading Schools' accreditation this session to enrich the reading culture and environment within the school further. We have made good progress on this journey already by introducing a range of initiatives across all classes including termly Reading Certificates and Assemblies, Recommendation Bookmarks, 'What am I reading today?' lanyards and regular and consistent opportunities for ERIC time (Everyone Reading in Class). Feedback from stakeholders has been positive with pupil focus groups reporting increased interest, progress and opportunities for reading in school and staff observing *'more of a buzz about reading'* and more active engagement of reading for enjoyment. We are currently on track to apply for our Core Accreditation at the start of session 2022-2023.

Next Steps:

- Fully implement revised Assessment Calendar and closely monitor impact on attainment.
- Fully embed our new reading programme across P4-P7 stages and monitor ongoing impact on attainment.
- Apply for Reading Schools Core Accreditation early next session.

## School priority 2: Achieving Equity

### NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

### NIF Driver

school leadership  
school improvement

### HGIOS4 QIs

QI 2.2 Curriculum

QI 3.1 Wellbeing, equality & inclusion

### Progress and Impact:

As part of our continued development of Outdoor Learning, all classes have had the opportunity to take part in termly Outdoor Learning sessions in the community with local partners this session. All staff also undertook Loose Parts training from Operation Outdoors and a whole school timetable was created to ensure fortnightly opportunities for each class. As a result, self evaluation processes have shown that all classes have experienced increased and more consistent outdoor learning opportunities this year and have developed a range of skills from our Progressive Skills planner as well as other skills for learning, life and work.

During pupil focus groups, all children reported that they enjoyed the Ranger and Loose Parts sessions and almost all children were able to identify new skills learned or developed such as map reading and fire-making. Some children were able to articulate how they had transferred these skills into other areas of learning or life. A few children reported that they felt that their team work skills and confidence had improved through these sessions and specific feedback included:

*'I felt more confident working in a team'*

*'I liked going outside with my class and we were learning and having fun at the same time!'*

Parent feedback in a recent survey was also extremely positive identifying that their children had developed skills such as teamwork, creativity and had made links to the real world. All parents who completed the survey provided positive feedback about the sessions and comments included:

*'The kids enjoyed getting out of the classroom to learn all about nature and building dens, survival and team work.'*

All non-teaching and teaching staff were also very positive about the impact this has had with almost all staff sharing that they had observed skills such as teamwork and creativity being developed and transferred into other areas of learning. A few staff also observed an increase in children's knowledge of their local community. All staff reported on the children's positive engagement with the loose parts and Ranger sessions and comments included:

*'Children have learned new skills from the Mugdock Ranger and have implemented these creative outdoor ideas through loose parts.'*

We also implemented the EDC Health and Wellbeing (HWB) Tracker this session following successful involvement in the pilot last year. All teaching staff received in-house training and took part in a coaching session to model effective analysis of data including identifying any key themes or trends. Teachers have demonstrated increasing understanding and involvement in Data Driven Dialogue during tracking and monitoring meetings. Staff reported that they felt that the analysis of the trackers helped to gain a more holistic overview of their class, as well as quickly identifying any individual wellbeing concerns, and any emerging themes to explore as a class.

### Next Steps:

- Implement the Outdoor Learning Skills planner next session led by school staff.
- Develop an Outdoor Learning Policy to ensure a continued consistent approach and experiences across the whole school.
- Continue to implement the HWB Tracker with an increased focus on analysis of comparator data and provide training for any new staff next session.

### School Priority 3: Nurture

#### NIF Priority

•Improvement in children and young people's health and wellbeing

•Closing the attainment gap

#### NIF Driver

teacher professionalism

parental engagement

#### HGIOS 4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

#### Progress and Impact:

This session, Meadowburn Primary was one of 12 schools invited to take part in an EDC Nurture Pilot. This resulted in a core Nurture class being established as well as various Wellbeing Groups and promotion of a Whole School approach to Nurture.

Our Nurture provision is staffed by a Principal Teacher and Family Learning Assistant, both of whom attended regular authority training delivered by EDC Psychological Services. All pupils selected for the Core Nurture class and Wellbeing groups were identified through a robust process of assessment, including Boxall Profiling, Stirling Wellbeing Scale and Ferre Laevers. Information from recent Boxall Assessments, carried out by class teachers within the mainstream class setting for each child, have shown that all pupils attending the Core Nurture Class have made improvements within both Developmental and Diagnostic Strands of the assessment-with 2 children making significant improvements. All pupils have reported that they thoroughly enjoyed being part of the Nurture Class and were able to articulate that have developed a variety of skills throughout the year, such as: communication, listening, self-confidence/belief and collaborative skills. All parents involved also provided extremely positive feedback on the impact on their child's overall wellbeing and willingness to attend school including comments such as:

*"My child loves coming to school now and I don't need to worry about trying to get her in!"*

A range of supplementary wellbeing supports have also been implemented this session with over 10% of the whole school roll benefitting from an intervention offered in the Nurture Room, such as Lego Therapy, Friendship Groups, 1:1 Emotional Literacy and Regulation sessions. During a recent staff evaluation session, almost all staff members highlighted the positive impact that these interventions have had on the overall wellbeing and engagement of children involved with feedback including:

*"This has been a huge success for children in my class. They are able to handle their emotions and feelings more effectively, they are completing tasks on time, listening and sitting has improved and their behaviour has generally improved while in my class."*

All staff received training to develop their knowledge and understanding of the Nurture Principles. A Nurture Working Party was subsequently set up to promote Nurture Principle 2, which focussed on creating a 'safe area' within every classroom in the school. This has enabled consistency and moderation throughout the school and allowed children to develop self-regulation skills to help manage their emotions independently. This has been well received by all stakeholders and some feedback from children included:

*"I know there is somewhere in the class for me to go and de-stress if I need time to myself after break or lunch."*

#### Next Steps:

- Ensure more regular, planned opportunities for ongoing communication and planning time between Nurture Teacher and Class Teachers.
- Continue to develop 'safe areas' in the school with a focus on corridors and outdoor spaces in the playground.

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy**

We now have comparator data to track cohorts of learners across Curriculum for Excellence levels, year on year and over time. In session 2021/2022, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking at P7 level has increased in all areas since 2015/16. Data for achievement of curriculum for excellence levels at P4 level in June 2022 has increased in Reading and Numeracy from last session's data with a slight dip in Writing and Listening and Talking. Data for achievement of curriculum for excellence levels at P1 in June 2022 level has increased in Numeracy, Reading and Writing from last session's data with a slight dip in Listening and Talking.

### **Closing the attainment gap between the most and least disadvantaged children and young people**

As a staff team, we reviewed assessment evidence and analysed data to identifying any existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, as well as those most adversely impacted by the pandemic. Pupil Equity Funding, as well as additional staffing entitlement created by Probationer allocations, was used to support our most vulnerable pupils through planned, targeted interventions in aspects of Literacy, Numeracy and Health and Wellbeing focusing on narrowing any attainment gaps our most and least disadvantaged pupils. The introduction of a Family Learning Assistant to the school has also been integral in supporting these interventions with a focus on reducing the Cost of the School Day.

### **Improvement in children and young people's health and wellbeing**

As a result of the impact that the pandemic and school closures have had on the physical and mental health of children, we have placed great emphasis on continuing to focus on supporting children's health and wellbeing this session. This has been achieved through Emotion Coaching training for all staff as well as revisiting Whole School Nurturing Principles. The EDC HWB Tracker was used by the Leadership Team and all teachers to track and analyse pupil wellbeing, through implementation of the EDC HWB Tracker, ensuring that targeted supports were identified and put in place to support vulnerable children and families. Targeted supports included LIAM (Let's Introduce Anxiety Management) sessions, Counselling, bespoke Outdoor Education support sessions as well as a range of Nurture Interventions.

### **Attainment and Achievement Data**

Curriculum for Excellent Levels at the end of June 2022				
EME Data	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	most	most	most	most
Second level by end of P7	almost all	most	most	almost all

### **Impact of Interventions for Equity and Pupil Equity Funding (PEF)**

Pupil Equity Funding has been used to purchase resources, with clear links to Improvement Plan priorities, to raise attainment for children at risk of not achieving, with a particular focus on narrowing the poverty related attainment gap. This included:

- Nurture resources and training opportunities to support children's health and wellbeing.
- Reading resources and training to raise attainment in literacy.
- Support and intervention resources to raise attainment in literacy and numeracy.
- IT resources to enhance learning for targeted groups of pupils and raise attainment in literacy.
- Staffing to run afterschool homework clubs for identified groups of pupils.



The school has continued to promote actions to mitigate the impact of poverty, including approaches to reducing the Cost of the School Day. Pupil Equity Funding was used to provide funding for children and young people to participate in school trips as well as the purchasing of P7 Leavers' Jumpers.

### Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good
3.2 Raising attainment and achievement	Good	Good

### Summary of School Improvement priorities for Session 2022/23

1. Raise attainment in Writing through implementation of the 'Talk for Writing' model across the whole school.
2. Raise attainment in Numeracy and Mathematics for identified groups of pupils through development and implementation of EDC's 'Maths Recovery' programme.
3. Review our Relationships, Behaviour and Learning policy with all stakeholders.

### What is our capacity for continuous improvement?

Stakeholders continue to highlight that there is a very nurturing and positive ethos and climate of achievement in the school and that our children continue to be happy, achieving and excited about learning. Although there has been staff absence within the Leadership Team this year, the school moves into session 2022/2023 with a Leadership Staff team with a wide range of experience and skills, committed to continuing to developing these skills through continued professional learning in improving the quality and consistency of children's learning experiences. Furthermore, two members of staff have undertaken the 'Improving our Classrooms' programme this session and are well placed to support and lead ongoing improvements in their own classrooms, and at school level, by using data and self evaluation to raise attainment with a focus on highly effective practice.

We are confident that the very good relationships between staff, pupils and parents, the commitment of staff and the enthusiasm and eagerness of pupils to learn in Meadowburn will ensure continued progress in our improvement planning priorities next session.