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East Dunbartonshire Council

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Meadowburn Primary School/
Bun Sgoil Innis an Uillt



Standards and Quality Report
2022/23



Context of the School



Meadowburn Primary School is a non-denomination, co-educational school situated in the east of Bishopbriggs. In June 2023, there were 329 children on the total school roll. 246 children in the English Medium primary organised into 9 classes and 83 in the Gaelic Medium primary classes organised into 4 classes. We also have a Nurture class, 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.

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 £18,360 for Mainstream Primary and £9,720 for Gaelic Medium Primary to develop strategies to close the poverty related attainment gap.

The teaching entitlement at the start of last session was 16.9 Mainstream teachers plus 4.8 Gaelic Medium teachers. The work of the school is further supported by 4 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 2022/23 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy – Writing (Year 1)

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

school leadership

curriculum and assessment

performance information

HGIOS4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact: Last session, we identified the need to focus on raising attainment in writing based on analysis of ACEL data (Achievement of a Level) and stakeholder feedback. Staff also identified, through self evaluation processes, the need for a more consistent, structured approach to the teaching of writing across the school. The Senior Leadership Team looked outwards to good practice at authority level, as well as outwith the authority for Gaelic Medium schools, before deciding that Meadowburn could benefit from embedding Talk for Writing across the school.

The Talk for Writing approach has been developed this session through carefully planned and structured collegiate sessions, led by the DHT and Gaelic PT. This has allowed protected time for the structure of Talk for Writing lessons to be explored in depth, allowing essential professional dialogue and moderation to take place and the sharing and creating of quality resources to promote consistency of implementation across the school. Recent quality assurance processes demonstrate that almost all of the Talk for Writing methodology is being implemented consistently across all classes and that the visual aspects such as Story Maps and Toolkits, are visible in all classrooms and being used regularly by teachers and pupils to enhance learning and teaching. This session, the focus has been implementing the creation of imaginative writing through 3 structured blocks across the course of the year. Overall, these blocks have proved successful with supporting pupils with improving skills in structuring of texts, further exploration of grammatical features and extended use of appropriate vocabulary. Staff have also reported that *'Children are much more confident in knowing the structure of stories and speaking about this,'* and that they have observed that *'There is greater enthusiasm for writing with appropriate grammar and paragraphing being used more successfully.'* Gaelic staff also report that pupils' confidence and accuracy in Gaelic grammar and vocabulary has been strengthened, particularly at the immersion stages.

Pupils also report that the approach is having a positive impact on progress and have shared that they are *'Adding in more detail now to my stories,'* and that *'If we're stuck, there are more things around us to help us now.'* Pupils who previously found writing challenging shared that they *'Like the fact we write a similar story to the model text, it makes it easier.'* Assessment data shows that Talk for Writing has had a positive impact on increased pace of progress across the school and that this is beginning to impact on raised attainment in Writing ACEL data with a 4% increase at P4 stage.

Talk for Writing was showcased to parents at an information session in May to allow further understanding of the approach, the impact on pupils' progress in writing and to share ideas on how parents could support at home. All parents who completed the feedback survey provided very positive feedback, including *'I think it's great! I love the collaborative and interactive approach to it as well as the fun elements like the story map. I can now see why there has been such an improvement in my children's vocabulary and my daughter now writes stories in her notebook all the time!'* Parents who attended the session also reported an increased level of understanding of Talk for Writing from an average rating of 1.75 to 4.42, an average increase in confidence of 2.67 (1-no knowledge, 5-very knowledgeable). They also reported increased confidence in how to support their child with writing at home from an average of 2.83 to 4.42, an average increase in confidence level of 1.59.

Next Steps:

- Further embed the approach next session with a focus on non-fiction texts.
- Review our whole school Grammar programme, to create a more streamlined and coherent approach in line with Talk for Writing methodologies.

School priority 2: Health and Wellbeing (Nurture, UNCRC, Relationships)

NIF Priority

Placing the human rights and needs of every child and young person at the centre
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

parent / carer involvement and engagement

school leadership

school improvement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.4 Personalised Support

QI 2.5 Family Learning

Progress and Impact: This session, we have continued to build on the positive impact of our Nurture provision in the Calm Cove. 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 across both Developmental and Diagnostic Strands. Furthermore, parent voice also reinforces the positive impact of the core nurture provision with feedback such as, *"The Calm Cove has provided my child with great support and stability during this difficult and unpredictable time we're experiencing at home."* Pupil feedback during recent evaluations also highlighted positive impact with, *"I think I'm better at controlling my anger now and can get on with my work quicker, in class, if something bad has happened at break or lunch."*

A range of additional supports have continued to be implemented to support wellbeing for identified pupils across the school with interventions such as Lego Therapy, Outdoor Learning, Seasons for Growth and Art Nurture. 16% of the overall school role (outwith core nurture group) have engaged with these additional interventions. This figure has increased from last year (11%) and stakeholder feedback highlights the valuable impact that these interventions are having on pupils' wellbeing. Teachers have reported that, *"Children are able to share learned calming strategies with their peers, when they return to class."* Parents have also commented very positively on impact for their children with feedback including, *"Calm cove has been great for our son, allowing him to be involved in smaller group interactions, turn taking and helping him with his confidence."*

This session we have also been focusing on Children's Rights. Increased awareness and opportunities to learn about children's rights across the curriculum have been achieved through implementation of whole school progressive UNCRC (UN Convention on the Rights of the Child) planners in all classes, exploring different rights and UNCRC articles during whole school assemblies and through making relevant links to IDL topics. As a result, staff have reported that they feel that children are more aware of their rights and responsibilities and more knowledgeable and confident with the language used around children's rights. Staff have also noted that, *"Children have been able to demonstrate their knowledge of UNCRC during discussions in various areas of the curriculum."*

Increasing pupil leadership opportunities throughout the school has been another focus for improvement this session. We have achieved this through introducing whole school house focus 'Our Houses ... Our Say' groups where children have worked together to evaluate improvement priorities through use of HGIOURS. Whole school committees have also been successfully implemented this term to embed pupil voice throughout the school. All children have had the opportunity to be part of a committee and have worked together in committees to devise and implement a clear, improvement focused action plan resulting in whole school improvements including the creation of outdoor library areas, revised activities and format for Sports Day and more consistent use of the Daily Mile across the school.

We have also been focusing on developing our approaches to positive relationships and behaviour. As a result, we reviewed our school rules with all stakeholders to make them more meaningful and have also drafted a new Relationships and Behaviour Blueprint to be launched at the start of the new school session. Although implementation of the revised rules took place in the final term, initial feedback has been positive with pupils sharing that the new 3 rules are better as they are *'easier to remember'* and that they feel that the language of the rules are referred to more regularly by staff around the school. Other approaches developed include consistent approaches to 'Meeting and Greeting' children in the morning, introducing Recognition Boards and a weekly VIP table to celebrate pupils who go 'over and above' by displaying our school **Values In Practice (VIP)** around the school. Some of these approaches have been recently implemented, and will require ongoing monitoring and evaluation next session, but feedback from staff and

pupils is very positive with teachers reporting that, “VIPs create a lovely atmosphere for children in the classroom. Peers being proud of their classmates’ achievements and applauding and complimenting them.” Pupils have reported that they liked being recognised for ‘doing the right thing’ and that they feel that it motivates everyone to follow our values the best that they can. Parent feedback, when the approaches were first introduced, was positive from most parents however a few parents raised concerns about the background and purpose to the VIP table approach through the Parent Council Forum. We plan to continue to raise awareness and evaluate impact into the new session and will use face-to-face opportunities such as our ‘Meet the Teacher’ information evening at the start of term to share further information.

Next Steps:

- Continue to develop our whole school approach to Nurture with the launch of ‘safe spaces’ in the playground and corridors.
- Further develop our work on Children’s Rights and apply to be accredited for the Rights Respecting Schools Bronze Award.
- Launch our Positive Relationships and Behaviour Blueprint with all stakeholders and monitor and evaluate impact (including approaches such as the VIP Table and Recognition Boards.)

School priority 3: Raising Attainment in Numeracy – Maths Recovery

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

curriculum and assessment
school improvement

HGIOS4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.2 Raising attainment and achievement

Progress and Impact: Last session, we identified the need to focus on raising attainment in Numeracy for identified groups of pupils based on analysis of ACEL (Achievement of a Level) data. Our Maths Champions highlighted the positive impact that effective implementation of Maths Recovery approaches had had on raising attainment in other local authority schools.

At the start of the session the Maths Champions looked outwards to schools within EDC with existing effective implementation of Maths Recovery approaches. The Maths Champions also took part in focused professional learning Maths Champion sessions. They reported that this increased their knowledge and understanding of the interventions approaches, assessment tools and resources. As a result, the Maths Champions built up a bank of maths recovery resources and assessment information for use with implementation with targeted groups of pupils across the school. Pupils who could benefit from the approach were identified based on analysis of assessment and attainment information. Interventions took place twice a week over a 6-week period and pre and post diagnostic assessments and surveys were carried out to measure impact. Support staff received training to help reinforce the strategies when working with the identified groups in class.

Evaluation of post-assessment data, as well as Achievement of a Level information, confirms that the Maths Recovery approach has increased attainment in Numeracy and Maths for P4 and P7 stages with a 12% increase in ACEL data in P4 and 10% increase in P7. Stakeholder feedback was also positive with pupils reporting increased confidence levels, enjoyment of numeracy and maths and more specific knowledge of strategies to support them. Teachers also noted positive impact, “*The benefit to the children from the Maths Recovery programme is evident in the classroom. They have grown in confidence and developed skills to be able to handle more challenging calculations with increased ease.*”

Next Steps:

- Continue to implement Maths Recovery interventions next session for identified groups of children and measure impact on attainment.
- Deliver staff training on Maths Recovery approaches to raise awareness/increase knowledge.
- Focus on Raising Attainment in Numeracy and Maths across the whole school as part of our School Improvement Priorities.

Progress in National Improvement Framework (NIF) priorities

Placing the human needs and rights of every child and young person at the centre of education

A number of developments have been implemented this session towards this NIF priority and most are detailed in Improvement Priority 2. In addition, we have also registered for the Rights Respecting Schools Award and begun our journey towards accreditation led by a Rights Respecting Committee. Artwork linked to key UNCRC articles was also created this session and examples from every class were displayed in the school hall to share with the whole school community. Children's needs and rights are at the heart of all ASN approaches in Meadowburn with all staff aware of their responsibilities with GIRFEC. Pupil voice is evident within all Targeted Action Plans/CSPs and included within any referrals for support outwith the school.

Improvement in children and young people's health and wellbeing

Improvements in children and young people's health and wellbeing continues to be a priority with a range of strategies, approaches and interventions in place across the school. We track wellbeing twice a year, using the EDC HWB Tracker. Data is analysed by teachers and leadership staff and targeted interventions and support planned and implemented where required. This session, almost all P6 and P7 pupils also took part in the SHINE Mental Health Survey and key themes will be identified for further development next session. Targeted supports offered this year have included LIAM (Let's Introduce Anxiety Management), Counselling sessions, as well as the range of Nurture Interventions detailed in Improvement Priority 2. This session, as well as continuing to deliver 1:1 LIAM sessions, our DHT and the school link educational psychologist piloted a whole class LIAM course with an identified upper school class. Post intervention data demonstrated positive impact including children's increased knowledge about anxiety, better identification of the effects of anxiety and more specific coping strategies. Group counselling sessions for P7 pupils were also introduced this session with a focus on transition.

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

As a staff team, we regularly review assessment evidence and analyse data to identify any existing or emerging gaps in attainment and achievement between our most and least disadvantaged children and young people, as well as other identified groups of pupils. Pupil Equity Funding, as well as additional staffing entitlement created by Probationer allocations, has continued to be 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 between our most and least disadvantaged pupils. Our Family Learning Assistant has also been integral in supporting these interventions with a focus on reducing the Cost of the School Day with initiatives such as our year round Uniform Swap Shop, Seasonal Swap Shops (Winter/Spring Coats, Christmas Jumpers) and emails and newsletters signposting to other agencies including EDC Foodbank, CAB and the EDC Skills for Learning, Life and Work services. This session we have also re-established our Wider Achievement Tracking system and this will be fully implemented next session to ensure that no children are at risk of missing out.

Improvement in attainment, particularly in literacy and numeracy

Achievement of Curriculum for Excellence levels have remained consistently above national averages. Attainment over time data show that most or almost all children are attaining expected levels at P1, P4 and P7 for reading, writing, listening and talking and numeracy and maths. In comparison to data from last year, our ACEL (Achievement of a Level) data shows that attainment has been raised for reading, writing, listening and talking and numeracy and maths at P1 and P4. Attainment data for 2022-2023 is in line with or above EDC averages from the previous session in all areas for P1 and P4 and for numeracy and maths in P7.

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	most	most	almost all	almost all
Second level by end of P7	most	most	most	most

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.
- Resources and training to raise attainment in writing.
- Support and intervention resources to raise attainment in other areas of 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

Self-evaluations of How Good Is Our School? (4th 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 2023/24

- 1. Raising Attainment in Literacy – Writing (Year 2)
- 2. Raising Attainment in Numeracy and Maths (Whole School – Year 1)
- 3. STEM (Year1)

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 continued staff absence within the Leadership Team this year, the school moves into session 2023/2024 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 mentor roles as part of the 'Improving our Classrooms' programme this session and are well placed to continue 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.