





Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
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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	Raising Attainment and Achievement through STEM (Year 1)	STEM (Year 2)

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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 2)
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? DHT and GME PT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 and English 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"> All CTs leading change in own classrooms. School Improvement Committee – review of Pupil Friendly Improvement Plan through use of HGIOurS Literacy Champions/Working Group 	<ul style="list-style-type: none"> Talk for Writing Resources (Non-fiction) Rapid Writing Resources EST/PEF Teacher allocation IT Supports 	<ul style="list-style-type: none"> Parent Council – regular feedback at meetings Regular updates through Newsletters/Twitter/Seesaw Stay and Play and Learn session – Talk for Writing focus.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Collegiate time – 6 hours. Inset – 1 x ½ days Literacy Champion Meetings 	<ul style="list-style-type: none"> Targeted support to close the attainment gap in literacy 	

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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"> Learners will benefit from consistent whole school approach to the teaching of writing skills across the school. Almost all learners will show progress in writing through class teachers' effective implementation of the whole school approach to writing and use of the moderation cycle. 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. Attainment raised in Writing ACEL data by June 2024 and reduction in identified gaps, including Poverty Related Attainment Gap. between 	Refresh staff understanding, and introduce new staff to, 'Talk for Writing' approach including planning, teaching, monitoring and assessment of writing.	Professional Dialogue. Staff feedback/ evaluations – pre and post.	August to September 2023.	
	Continue to seek good practice for Talk for Writing with other GME schools and share/moderate resources.	Professional Dialogue. Staff feedback/ evaluations – pre and post. GME specific resources.	Ongoing.	
	Read and engage with literature by Pie Corbett on Non-Fiction writing approaches.	Professional dialogue.	Ongoing.	
	Implement non-fiction blocks of Talk for Writing each term exploring a range of genres.	Observations. Jotter monitoring. Learning Walks.	From September 2023.	
	Review Grammar Programme of study in line with the Talk for Writing Approach.	Professional dialogue. Progressive programme created.	October 2023 inset – ½ day.	
	Targeted support implemented to close the attainment gap in writing.	Pre and Post Attainment and progress data.	August 2023 to June 2024.	
	Moderation of writing activities to support professional judgement of a level in writing (within authority for EME and outwith for GME).	Use of moderation cycle. Professional judgement.	Ongoing from October 2023.	

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most and least affluent learners.	Review assessment criteria and processes for writing in line with Talk for Writing approach.	Professional Dialogue.	February 2024 inset – ½ day.	
	Regular communication with parents/carers through Meet the Teacher evening, Twitter, Seesaw, Newsletters and Stay and Play and Learn sessions.	Parent/Parent Council Feedback	Ongoing.	
	Monitor impact through quality assurance and self-evaluation processes.	Observations/Learning Walks Jotter monitoring Pupil/staff feedback	Ongoing.	
	Survey staff, pupil and parent/carers about writing and ongoing impact of 'Talk for Writing.'	Collated feedback and analysis	May 2024.	
	Evaluate impact on attainment and achievement in writing across the school.	Attainment and progress data – year on year and over time.	June 2024.	

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Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 2	Raising Attainment in Numeracy
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Maths Champions supported by HT

NIF Priority	NIF Driver		HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school leadership curriculum and assessment parent / carer involvement and engagement		QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in numeracy and Maths 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. All CTs leading change in own classrooms. Support staff trained in Maths Recovery approaches – leading support interventions. 	<ul style="list-style-type: none"> Development time out of class for Maths Champions – 0.2 Numeracy resources, as identified by Maths Champions, following audit/training requirements. (PEF - £1500) 	<ul style="list-style-type: none"> Parent Surveys – pre and post Parent Council – regular feedback at meetings Regular updates through Newsletters/ Twitter/Seesaw/Stay and Play and Learn Family Learning Workshop
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Count on Us Professional Training session. Authority Led training Oct 2023 in-set ½ day. Collegiate Time – 8 hours. 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 Blueprint training from 'Count on Us' – £360 Numeracy resources – approx. £1500 Maths Assessment Packs - £750

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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"> Learners will benefit from consistent whole school approach to the teaching of numeracy skills across the school. 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 2024 and reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners. 	Analyse Data (including SNSA, MCNG, ACEL data) to identify any existing attainment gaps in numeracy.	Professional dialogue. Data analysis.	August to September 2023.	
	Share updated EDC Numeracy Strategy with all staff.	Professional reading/dialogue. Quality Assurance procedures.	By October 2023.	
	Gaelic staff to closely analyse mathematical vocabulary from MCNG assessments to ensure consistency in all classes.	Professional dialogue. Agreed consistent vocabulary used in teaching of maths concepts.	By October 2023.	
	Standardised Pre-Maths Assessments carried out with P2-P7 pupils. (PUMA)	Standardised Assessment Results and analysis.	September 2023.	
	Audit of maths resources across the school, gaps identified and resources purchased.	Staff Feedback.	Ongoing.	
	All staff to take part in Maths Recovery Training led by Maths Champions to share approaches and resources.	Staff Feedback.	By September 2023.	
	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 2023 to June 2024.	
	All teaching staff to take part in Numeracy Blueprint training from Count On Us to increase knowledge and confidence levels in using Blueprints in the classrooms.	Staff Feedback. Quality Assurance Processes.	September 2023.	

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	All staff to take part in Number Talks training led by QIO and Maths Champions.	Staff Feedback. Quality Assurance Processes.	October 2023 inset day – ½ day.	
	Maths Champions to share series of moderated Growth Mindset lessons across Early, First and Second level for implementation with all classes.	Staff Feedback Quality Assurance Processes.	January to April 2024	
	Organise a Family Learning Event to share approaches in Numeracy and Maths with parents.	Parent Feedback.	By June 2024.	
	Regular communication with parents/ carers through Twitter, Seesaw, Newsletters and Stay and Play and Learn sessions.	Parent Survey. Parent Council Meetings.	Ongoing.	
	Post standardise assessments (PUMA) carried out. Evaluate impact on attainment and achievement in Numeracy for learners across the school.	Attainment and Progress Data.	May 2024.	

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Section 2: Improvement Priority 3	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 3	Raising Attainment and Achievement through STEM
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HT and STEM Leads

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all	school leadership curriculum and assessment parent / carer involvement and engagement	QI 1.3 Leadership of Change QI 2.2 Curriculum QI 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people Placing the human needs and rights of every child and young person at the centre of education

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Tutor Assessors – Class Teachers leading priority Pupils – Young STEM Leaders STEM Committees 	<ul style="list-style-type: none"> SSERC Resources Education Scotland Website STEM Resources (Staff & Curriculum Development Budget - £1500) 	<ul style="list-style-type: none"> Parent Information Workshops/Stay and Play and Learn Parent Information Leaflet
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Tutor Assessor Training Young STEM Leader Training Professional Reading 	<ul style="list-style-type: none"> Improve employability skills: skills development engaging beyond the school Equity & Equality in STEM: challenging gender stereotypes 	N/A

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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"> Learners will have increased opportunities to use STEM skills across the four contexts for learning. Almost all pupils will show increased engagement and interest through STEM-based learning. Almost all staff will have increased confidence in delivering quality STEM-based learning and teaching approaches. Parents will have an increased awareness and knowledge of STEM approaches in the school and have greater opportunities to be involved. 	Carry out Education Scotland STEM Self-evaluation and Improvement Framework Audit to identify strengths and development needs.	Completed audit Action Plan	By October 2023	
	All staff participate in CLPL to understand the importance of STEM.	CLPL Calendar Staff feedback	Ongoing from August 2023	
	Make links/visits to other EDC and GME schools with identified good practice.	Professional dialogue	August to October 2023	
	Survey parents to find out information about STEM careers.	Completed surveys	By October 2023	
	Introduce Stem Committees/After-school/ Lunchtime Clubs opportunities involving parents/ community members where possible.	Pupil/parent feedback	Ongoing from September 2023	
	Establish STEM Ambassadors in identified upper school stages.	STEM Ambassador programme	By November 2023	
	All staff identify Science & Social Studies topics to develop a specific and meaningful STEM focus for 'Our STEM World.'	Forward Plan Meetings Professional Dialogue Quality Assurance processes	January to March 2024	
	Review STEM Challenges, STEM Boxes and STEM-a story resources with staff and create	Professional dialogue Quality Assurance processes	January to March 2024	

	plan for most effective and relevant implementation.			
	Begin to gather evidence towards future STEM Nation Award	STEM Nation paperwork/action plan	From January 2024	
	Links to Academy for STEM ambassadors/transition working for P7/S1.	Transition plans and feedback	March 2024 – June 2024	
	Plan and implement an Early Years transition programme (wood-working) across Early Level sharing skills and expertise from EYs practitioners.	Transition plans and feedback	March 2024 – June 2024	
	Review curriculum design with all stakeholders to reflect STEM development and to ensure relevant and up-to-date.	Updated Curriculum Design	By June 2024	

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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 health and wellbeing, attendance and progress for identified pupils, including those potentially affected by poverty as well as other factors.	Nurture Group – Core am Group and pm Wellbeing Interventions	Core Nurture budget for required resources across the year. (Approx £100)	Boxalls/Ferre Lavaers HWB Tracking Pupil/Parent Feedback	September 2023 – May 2024	
	Art Group Nurture sessions	0.1 PEF Teacher (releasing existing CT)	Ferre Lavaers HWB Tracking Pupil/Parent Feedback	August 2023 – June 2024	
Increased attainment and achievement in literacy for identified pupils, including those affected by poverty as well as other factors.	Targeted support for Literacy (Reading/Phonics)	0.1 PEF Teacher	Pre and post PM Benchmarks Intervention monitoring and tracking Attainment Data		
Increased attainment and achievement in Gàidhlig literacy and numeracy for	Targeted GME support for Literacy and Numeracy	0.2 PEF GME Teacher	Pre and post PM Benchmarks		

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identified pupils, including those affected by poverty as well as other factors.			Intervention monitoring and tracking Attainment Data		
Increased engagement in homework, and attainment and achievement 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		
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 Nessy Spelling, Toe-by-Toe, Power of 2, Dyslexia Dictionaries, C-Pens.	£1500 approx	Attainment and progress data Quality Assurance processes Learning Walks		
Increased engagement with families, including those potentially affected by poverty as well as other factors.	Family Learning Room to be created for use by FLAs to support parental engagement for identified families.	£2000 approx.	FLA/parent feedback/evaluations		

School PEF allocation 23/24: £18,360 + £9,720 Total PEF allocated in SIP £28,080 Underspend: £ _____