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Meadowburn Primary School/ Bun Sgoil Innis an Uillt



Standards and Quality Report 2023/24





Context of the School



Meadowburn Primary School is a non-denomination, co-educational school situated in the east of Bishopbriggs. In June 2024, there were 339 children on the total school roll. 257 children in the English Medium primary organised into 9 classes and 82 in the Gaelic Medium primary classes organised into 4 classes. We also have a Nurture class, the 'Calm Cove,' with identified pupils attending 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. Our average attendance for the school year 2023-24 is 96% for English Medium classes and 93% for Gaelic Medium classes. We monitor attendance of all pupils and address any issues promptly to ensure high attendance rates for all.

The teaching entitlement at the start of last session was 16.5 Mainstream teachers plus 4.8 Gaelic Medium teachers. The work of the school is further supported by 4 Classroom Assistants, 5 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. Pupils also have opportunities to attend a range of extra-curricular activities, through lunchtime and after-school clubs, and this year these have included football, netball, choir, running, drama, art, baking, chess, reading and STEM.

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 updated in 2019 consultation with all pupils, parents and staff and is currently under review again with all stakeholders to ensure it remains relevant and unique to our school context. The updated version will be ready to be shared with all stakeholders at the start of Session 2023/24. 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 2023/24 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy – Writing (Talk for Writing – Year 2)

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: This session, we have continued developing our approaches to Raising Attainment in Writing through an ongoing focus on Talk for Writing. Very good progress has been made with this priority this year.

The Talk for Writing approach has been developed further this session through ongoing dedicated time for professional dialogue, regular moderation activities and focused collegiate sessions, with an emphasis on non-fiction genres. This session, the focus has been implementing the creation of non-fiction writing through 3 structured blocks across the course of the year exploring genres such as persuasive, discursive and instructional. Ongoing formal and informal 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 and being used regularly by teachers and pupils to enhance learning and teaching.

Overall, this approach has continued to prove successful with supporting pupils with improving skills and knowledge in structuring non-fiction texts, further exploration of grammatical features and extended use of genre-specific vocabulary. Staff have also reported that *'Children are much more confident about different genres of writing and the criteria to be successful with these,'* and that they have observed that *'Increased motivation to produce independent texts as well as use of more subject specific vocabulary to enhance the quality of their writing'* Gaelic staff also report that they feel that pupils' motivation to speak Gàidhlig and make more accurate attempts to use grammatical structures have also improved as a result of Talk for Writing. Pupils also report that the approach is having a positive impact on progress and have shared that they are *'Better at writing different non-fiction types of texts,'* and that *'I like using the actions and the toolkits to help me.'* A few pupils reported that they would like more flexibility and autonomy with suggestions including more pupil choice in the model texts as well as increased time for free writing.

Talk for Writing was the focus of our whole school Stay, Play, Learn session in November to further demonstrate the approach to parents allow further understanding of the approach, demonstrate the impact on pupils' progress in writing and share ideas on how parents could support at home. All parents who completed the feedback survey provided positive feedback, including *'I really enjoyed my time in class. It was lovely to see Talk for Writing in action and to see how engaging the teachers were and how the children responded positively'* and *'The school was very welcoming, very helpful and it was a good insight into how their writing skills are developed.'*

Evaluation of assessment information, confirms that the approach is beginning to increase attainment in Writing for P1, P4 and P7 stages with a 2% increase in ACEL data from predicted levels at the start of the year in these combined stages.

Next Steps:

- Implement Talk for Writing overview with mixture of fiction, non-fiction and free writing blocks across the year and monitor impact.
- Implement revised whole school Grammar programme and monitor impact.

School priority 2: Raising Attainment in Numeracy

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
parent / carer involvement and engagement

HGIOS 4 QIs

QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement

Progress and Impact: Following on from the successful implementation of Maths Recovery approaches last session for identified groups of pupils, we recognised the need to build on this further this session with a whole school approach to raising attainment in Numeracy focusing on developing a more consistent and updated approach to the teaching of numeracy skills across the school. Very good progress has been made this session with Year 1 of this priority.

Staff have benefited from a range of training opportunities across this session focused on raising attainment in Numeracy. Within the first term these included Maths Recovery training for all staff from our Maths Champions, Number Talks session led by our QIO and external Blueprint Board training from 'Count on Us'. Feedback from staff on all training opportunities has been extremely positive and they reported increased knowledge and confidence in delivering these approaches as well as highlighting the impact for learners. *'Increased confidence and resilience'* and *'Learners are making links with previous learning and have increased confidence in sharing strategies.'* Peer observations were carried out in January with a focus on sharing practice in the implementation of these areas in the classroom.

Standardised Maths Assessments were carried out with P2-P7 pupils and teaching staff were analysed results to identify any areas for development for identified pupils, year groups or the school as a whole. Across all first level year groups results were strong with the majority of pupils' results indicating that they were working above expected level. The average results for all first level year groups were also above the standardised average for all organisers. Staff therefore identified the need to ensure effective challenge was in place as well as identifying any pupils for additional support through targeted Maths Recovery sessions. At second level, although results indicated that most pupils were working at or above expected levels and above average for almost all of the Numeracy and Maths organisers, deeper analysis highlighted that Fractions, Decimals and Percentages was an area that we needed to explore further. A focused training session on this area was delivered by our QIO in February and subsequent quality assurances processes found that the impact of this training was evident in almost all classes. Furthermore, we identified the need to review our current maths planners to allow for greater depth and breadth, particularly with organisers such as Fractions, Decimals and Percentages as well as providing greater opportunities to reinforce and apply concepts across the year. Consequently, our Maths Champions have been researching and seeking good practice across EDC and beyond in terms of planners for implementation next session.

Quality assurance processes carried out across the year demonstrate that almost all of the approaches we aimed to develop this year, to raise attainment in Numeracy, are being implemented consistently across all classes and that resources such as the Blueprint Boards, are being used regularly to enhance learning and teaching. Pupils speak clearly about the benefits to them in their learning and can confidently talk about different strategies they are using through Number Talks and report that *'It challenges us in our learning and helps us to learn from our mistakes too.'*

There has been regular communication with parents and carers about our approaches in Numeracy this year including a focused Stay, Play, Learn session in March and a Family Learning Event in June showcasing Number Talks and the use of Blueprint Boards. Parent feedback has been positive with almost all parents who completed a recent survey stating that their child had made very good or good progress in Numeracy this session including a few parents who have feel that their children have made significant progress this session '*... 's numeracy has significantly improved this session as she is now able to do certain tasks she previously found difficult.*'

Evaluation of Achievement of a Level information, confirms that the approach has increased attainment in Numeracy and Maths for P1, P4 and P7 stages with a 5% increase in ACEL data from predicted levels at the start of the year in these combined stages.

Next Steps:

- Maths Champions to continue to deliver range of professional learning opportunities for all staff school including Numicon training.
- Develop the use of 'Retrieval Practice' approaches to enhance learning and teaching in Numeracy and Maths, including sharing good practice from this year's retrieval approaches to home learning in Numeracy and Maths for P6/7 and P7.
- Pilot new maths planners with a focus on increased opportunities for breadth, depth and application of skills and built in assessment processes.

School priority 3: Raising Attainment and Achievement through STEM

<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Improvement in skills and sustained, positive school-leaver destinations for all</p> <p>NIF Driver school leadership curriculum and assessment parent / carer involvement and engagement</p>	<p>HGIOS4 QIs QI 1.3 Leadership of Change QI 2.2 Curriculum QI 3.3 Increasing creativity and employability</p>
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Progress and Impact: Self evaluation processes last session identified the need to review our curriculum design and, in particular, increase opportunities in relation to STEM-based learning. Good progress has been made within this priority this year as evidenced by pre and post audits as well as stakeholder feedback.

An integral part of this improvement priority was increasing staff knowledge, confidence and skills related to STEM and this has been achieved through a number of focused professional learning sessions delivered by EDC's Primary STEM Development Officer. These sessions have included training on Micro:bits, STEM on a Shoestring and IDL and Curriculum Design.

During recent pupil evaluations, children from all classes have reported that they have benefited from increased and more regular STEM learning opportunities this year. These opportunities have included House STEM Challenges, STEM Competitions, STEM excursions, extra-curricular STEM clubs, a focus on National STEM Day and activities with STEM Ambassadors from Bishopbriggs Academy, STEM-a-Stories and through 'Our STEM World' for IDL this term. Pupils have conveyed that they were highly motivated by the range of STEM learning opportunity this year and almost all children were able to identify new skills learned or developed such as creativity, team building, communication, time management, problem solving as well as subject specific skills such as engineering, construction and coding. Most children were able to articulate the relevance of these skills for learning, life and work. Pupil feedback also included: '*I really liked it when the Academy came to visit us to do Bungee Barbie with us.*' and '*I liked the STEM Topic. I learned that robots use algorithms. They are a set of instructions for it to follow.*'

Teachers also reported that pupils have been highly motivated and have demonstrated increased engagement and interest through STEM learning this session and found paired and buddy working particularly beneficial for supporting opportunities such as Micro:bits lessons and STEM challenges. Feedback from parents, through a recent survey, has also triangulated the positive impact and progress made with this priority this session with very positive feedback including: *'Both children have thoroughly enjoyed STEM tasks and opportunities all year. Talking enthusiastically about experiences they have had and evidenced through seesaw to share at home.'* and *'The kids have come home talking about STEM activities and wanting to be scientists and it all sounds really engaging, well done!'*

All staff recently reviewed our Curriculum Design, with a particular focus on STEM, but also to ensure that it remains relevant and up-to-date and accurately reflects the unique context of our school. Pupils and parents will also be involved in this review at the end of this session.

Next Steps:

- Launch revised Curriculum Design with all stakeholders next session.
- Establish STEM Ambassadors in identified upper school classes, review evidence so far and continue working to apply for STEM Nation Award.
- Increase links with parents and community members to support STEM developments further.

Progress in National Improvement Framework (NIF) priorities

- Placing the human rights and needs of every child and young person at the centre;
This session we have continued to focus on developing our focus on Children's Rights across the 4 contexts for learning. Opportunities to learn about children's rights across the curriculum are 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. Children's needs and rights are also 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. In addition, two of our senior pupils are part of an EDC Pupil Forum, sharing their information and ideas at an authority level. All pupils have also been involved in evaluating the work of the school using 'How Good Is OUR School' to identify strengths and next steps for improvement.
- 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 for June 2024 shows that attainment has been raised for reading, writing, listening and talking and numeracy and maths at P7 and for reading, listening and talking and numeracy and maths for P4. Attainment data for 2023-2024 is above EDC averages from the previous session in reading, writing and numeracy and maths in P1, reading listening and talking and numeracy and maths in P4 and for reading, writing and numeracy and maths in P7. Attainment data is consistently above the national average in all areas.
- 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. Our Family Learning Assistant has also continued to be integral in supporting these interventions with an ongoing focus on reducing the Cost of the School Day with initiatives such as our year round and very popular 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 established a 'Cost of the School Day' Working Party who have been using the Cost of the School Day Toolkit, recently updated by the Child Poverty Action Group, to review our current approaches and identify action points for the future. One of the actions to arise from this group is a 'Borrow a P1 Blazer' initiative for the first day of school in August 2024 so that new P1 parents are aware that they can borrow a blazer for the 'First Day of School' photographs rather than buying one.

- 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. Targeted supports offered this year have included LIAM (Let's Introduce Anxiety Management), Seasons for Growth, Bespoke Soft Start arrangements, Counselling sessions, as well as a range of Nurture Interventions including Lego Therapy, Art Nurture and Emotional and Social Wellbeing groups. Group counselling sessions for P7 pupils also continued this session with a focus on transition and were very positively evaluated.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	almost all	most	almost all
First level by end of P4	almost all	most	almost all	almost all
Second level by end of P7	almost all	most	almost all	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 to support children's health and wellbeing.
- Resources and training to raise attainment in Numeracy across the school.
- 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 support raising attainment in literacy and numeracy 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	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 2024/25

- 1. Raising Attainment in Numeracy – Year 2
- 2. Raising Attainment and Achievement through STEM – Year 2
- 3. Ensuring Equity and Wellbeing – The CIRCLE Approach

What is our capacity for continuous improvement?

Stakeholders continue to highlight that the nurturing and positive ethos and climate of achievement in the school and that our children continue to be happy, achieving and motivated by the learning opportunities they experience. There has been increasing stability within the Leadership Team this year and, as the school moves into session 2024/2025, we are committed to building further capacity within Leadership Staff team by reviewing strategic remits and responsibilities now that we are closer to full capacity to ensure we are best utilising the wide range of experience and skills.

We are confident that the positive 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.