





Framework for School Improvement Planning 2024/25

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	Vicky Mackenzie

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. Our Curriculum Design is currently being updated with all stakeholders and we look forward to launching the revised version in August 2024.	
	
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	2024/25	2025/26	2026/27
Priority 1	Raising Attainment in Numeracy - (Year 2)	Raising Attainment in Literacy - Listening and Talking (Year 1)	Raising Attainment in Literacy – Spelling/Handwriting
Priority 2	Raising Attainment and Achievement through STEM (Year 2)	Pupil Leadership in Learning - PLAY/PEBL	Curriculum Design – Expressive Arts
Priority 3	The CIRCLE Framework, The Promise and Inclusive Practices (Year 1)	The CIRCLE Framework for Inclusive Practice (Year 2)	Review of whole school HWB programme

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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 Numeracy – Year 2
Person(s) Responsible	Maths Champions/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 – leading support interventions. Maths Challenge groups – pupils leading own learning. 	<ul style="list-style-type: none"> Numeracy Resources (Staff & Curriculum Development Budget - £1000) 	<ul style="list-style-type: none"> Parent Council – regular feedback at meetings. Regular updates through Newsletters/ Twitter/ Seesaw/Stay, Play, Learn sessions. Family Learning engagement and feedback.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Collegiate Time 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 (numicon) – approx. £1250

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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. Targeted groups of children, including those affected by poverty as well as other factors, will show an increased pace of progress in Numeracy. Learners will benefit from increased challenge in their learning in Numeracy through Maths Challenge Groups for targeted groups of pupils. Attainment raised by 3% or more in Numeracy ACEL data by June 2025 and reduction in identified gaps, including Poverty Related Attainment Gap between most and least affluent learners. Parents will have an increased awareness of Numeracy approaches in the school and have greater 	Pilot new maths planners at identified stages and review impact on attainment and progress.	Professional Dialogue Staff feedback	Ongoing from August '24 to June '25	
	Collegiate discussion and agreement on exemplification of what a good Meadowburn numeracy lesson looks like to ensure consistent and high standards for all learners.	Professional Dialogue Quality Assurance	By October 2024	
	All staff to take part in quality, ongoing Numeracy CLPL as identified through PRD and self evaluation processes including Numicon training shared by maths champions.	Professional Dialogue Pre and post staff surveys Quality Assurance	Ongoing from August '24 to June '25	
	Staff input on benefits of spiral approach and agree plan for implementation.– input for all staff on approach and benefits and begin to implement.	Professional Dialogue Staff feedback	August to September '24	
	Staff input for all staff on benefits of Retrieval Practice and collegiate discussion and agreement about next steps for implementation in all classes.	Professional Dialogue Pre and post staff surveys Quality Assurance	October Inservice Day	
	Good practice on use of Retrieval Practice for home learning to be shared by 2 members of staff with rest of teaching staff and collegiate discussion and agreement about next steps for implementation in all classes.	Professional Dialogue Staff feedback Parent/pupil feedback	October to December '24 Home Learning Pilot from Jan '25	

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opportunities to be involved in Family Learning events.	Ongoing targeted support, using EDC Maths Recovery approaches, implemented for identified pupils to help close the attainment gap in Numeracy.	Attainment and Progress Data. Pupil and Parent Surveys-Pre and Post.	September '24 to June '25	
	Maths Challenge groups to be continued and extended to other year groups to provide focused challenge opportunities for identified groups of pupils.	Attainment and Progress Data. Pupil and Parent Surveys-Pre and Post.	September '24 to June '25	
	Maths Champions to liaise with EDC's Count Me In Team and plan Family Learning offers for this session.	Professional Dialogue Family Learning offers increased Parent/Pupil Feedback	Ongoing from August '24	
	Parent Home Learning Guides on how to 'Support Numeracy at Home' to be created and shared with parents on school website.	Parent Feedback	By June '25	

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Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 2	Raising Attainment and Achievement through STEM – Year 2
Person(s) Responsible	STEM Champions/HT/PTs

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"> Pupils – Young STEM Leaders STEM Committees/Clubs 	<ul style="list-style-type: none"> SSERC Resources Education Scotland Website STEM/Makedo Resources (Staff & Curriculum Development Budget - £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
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Young STEM Leader Training STEM CLPL led by EDC's STEM Development Officer Professional Reading 	<ul style="list-style-type: none"> Improve employability skills: skills development engaging beyond the school. 	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"> Our Curriculum Design will be updated, relevant, reflect recent STEM developments and will be shared with all stakeholders. Learners will have consistent opportunities to use STEM skills across the four contexts for learning including making links to Meta-Skills. Staff will further develop their skills and confidence in delivering quality STEM-based learning and teaching through engaging with high quality STEM CLPL. Young STEM Leaders will be established and support the ongoing development of STEM learning in the school. Progress will be made towards applying for a STEM Nation Award. Our curriculum will be enhanced by seeking increased partnership with businesses/community partners to support delivery of STEM in school. Parents will have increased knowledge of STEM approaches in the school and 	Pupil friendly version of Curriculum Design – shared with all parents and corridor display updated.	Stakeholder feedback Curriculum Design displayed in school, classes and on website	August to October 2024	
	Introduce Meta-Skills to all pupils through assemblies and follow-up activities. Display in all classes, including in Gàidhlig, and develop further in classes through a progressive approach through IDL - 'Our Working World' in final term.	Pupil feedback/focus groups Quality Assurance	Ongoing from September 2024	
	Revise KWOF grids and learner IDL evaluations to make them more relevant to skills based approach.	Professional Dialogue Staff feedback/evaluations Pupil feedback/focus groups Quality Assurance	August to October 2024	
	Ongoing staff CLPL opportunities provided as identified through PRDs, self evaluation processes including Meta-Skills, Sphero Bolt and Makedo Engineering training.	Professional Dialogue Staff feedback/evaluations	Ongoing from September 2024	
	Stem-a-stories implemented as start of next session and STEM Challenges/Boxes used regularly throughout the year (once a month).	Pupil feedback/focus groups Quality Assurance	From August 2024	
	Rolling blocks of Fun 31, Skills 31 and whole school Committees to be established with STEM opportunities built in and involving parents/ community members / business partners (including Gaelic speakers) where possible.	Stakeholder feedback	From September 2024	
	Ongoing review of curriculum offers/planners to ensure relevant	Professional dialogue Stakeholder feedback	Ongoing from August 2024 – June 2025	

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have greater opportunities to be involved.	and appropriate STEM links are identified to existing focus weeks and curriculum planners –research progressive overview of skills for implementation next session.			
	New Digital Leaders established and support provided to classes across the school for lessons on coding, Micro:bits, Sphero Bolts and any other identified areas.	Pupil feedback/pupil focus groups Staff feedback/evaluations	From September 2024	
	Young STEM Leaders to be established in upper school stages focusing on leadership skills, qualities and behaviours as well as challenging stereotypes, and outdated views in STEM.	STEM Leader programme in place. Staff/pupil feedback on impact.		
	STEM Champion to have development time to gather evidence towards STEM Nation Award application and display evidence in DLB.	Apply for STEM Nation Award recognition. Display/journal of evidence/story so far available for all stakeholders.	From August 2024	
	Register to take part in the Glasgow Science Festival Creating Engineers K-Nex Challenge for P5/6 Learners.	Successful participation.	By November 2024	
	Regular communication with parents/ carers through Twitter, Seesaw, Newsletters, Parents Evenings, school displays and Stay and Play and Learn sessions.	Parent Survey. Parent Council Feedback	Ongoing from August 2024 – June 2025	
	Organise a Career's Event in final term as part of 'Our Working World' with a focus on STEM Career opportunities (including Gaelic speakers where possible).	Stakeholder feedback.	By May 2025	

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Section 2: Improvement Priority 3	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 3	The CIRCLE Framework, The Promise and Inclusive Practices (Year 1)
Person(s) Responsible	DHT/PT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Placing the human rights and needs of every child and young person at the centre</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>school improvement</p>	<p>QI 3.1 Wellbeing, equality & inclusion</p> <p>QI 2.4 Personalised Support</p> <p>QI 1.1 Self evaluation for self improvement</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in children and young people's mental health and wellbeing</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher Leadership related to classroom practice. Pupil Leadership – Pupil Voice Inclusive Classroom Scale CIRCLE Advisor to share learning with all practitioners. 	<ul style="list-style-type: none"> Time – see collegiate calendar for meetings/Personal Professional Development time. Cover costs as required. CIRCLE Framework tools: https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary/ Education Scotland Training Videos – CIRCLE and The Promise. 	<ul style="list-style-type: none"> Parent Council ongoing involvement in feeding back parent views at meetings.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/Teaching CLPL (Inservice Days/Collegiate hrs). Professional reading/viewing online materials. Quality Assurance processes, Peer/SLT/professional discussions. 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils looking at Universally accessible supports. 	<ul style="list-style-type: none"> Resources allocated to update Calm Corners in classrooms (£1200 approx)

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"> All children and young people's needs will be better understood and supported through increased staff understanding of inclusion, nurture and additional support needs. Staff will have increased knowledge and confidence of how best to support children and young people with a definition of dyslexia. Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment. Learners will experience improved Approaches for Supporting Children using the Circle Framework. 	Introduction to The CIRCLE Framework at August Inservice for all staff.	Staff feedback from initial introduction.	August Inservice Day	
	CIRCLE advisor PLC sessions throughout the year fed back to school staff.	Staff pre and post training assessment of knowledge and skills.	Ongoing from August '24	
	Pupil consultation shows that learners have an increased awareness of the strategies and supports they can access within their learning environment.	Pupil Voice Tools/Pupil Forum Professional Dialogue	By June '25	
	Staff use CICS individually and with a supportive peer to critically analyse classroom.	Learning visit feedback through Action Plan/ Evaluations and discussions with staff.	Terms 1 and 2 – By March '25	
	Staff implement appropriate interventions with consideration of CICS and Skills, Supports and Strategies outlined in CIRCLE Framework.	Moderation and evaluation evidence shows increase in universal level supports available to all learners.	Terms 1 and 2 – By March '25	
	Reflections with colleagues and changes made to classroom practice as a result of self-	Learning Walks/Quality Assurance processes Professional Dialogue Pupil Voice Tools/ Focus Groups	By June '25	

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<ul style="list-style-type: none"> Almost all staff develop their understanding of 'The Promise' to improve outcomes for children and young people who are care experienced. 	evaluation using CICS and action plan.			
	All staff to watch 2 Education Scotland video presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award	Feb Inservice day (am)	
	All staff to revisit Nurture Principles and Nurture, review current practice and identify action points for this session to ensure clear and consistent approaches and strategies in place across the school.	Professional Dialogue Learning Walks/Quality Assurance processes Pupil Voice Tools/ Focus Groups	Ongoing from August '24 – June '24	
	Agreed and consistent visuals (e.g. Visual Timetables, Now and Next, Regulation supports) to be in place across the school (in English and Gaelic) building on effective Calm Cove practice.	Professional Dialogue Learning Walks/Quality Assurance processes Pupil Voice Tools/ Focus Groups	By October 2024	
	DHT to share good practice with all staff from GTCS professional learning on 'Dyslexia & Inclusive Practice' course through identified collegiate session, including a focused IT training session sharing good practice.	Professional Dialogue Staff Feedback	Ongoing from August '24 – June '24	
	Data driven dialogue to take place with all staff about attainment data with a focus on dyslexia and raising attainment and areas for improvement identified and agreed.	Professional Dialogue Learning Walks/Quality Assurance processes	October Inservice Day	

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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 £500)	Core Nurture budget for required resources across the year. (Approx £1000)	Boxalls/Ferre Lavaers HWB Tracking Pupil/Parent Feedback Attendance Tracking	September 2024 – May 2025	
	Art Group Nurture sessions	0.2 PEF Teacher - £7695 (releasing existing CT)	Ferre Lavaers HWB Tracking Pupil/Parent Feedback Attendance Tracking	September 2024 – March 2025	
	Liaison with Educational Psychologist to analyse attendance data and plan bespoke, targeted interventions to increase attendance of identified pupils. (e.g. Creatovator sessions)	TBC through TAC meetings - Approx £1000	Attendance Tracking Pupil/Parent Feedback	September 2024 – May 2025	
	Introduce a Nurture Breakfast on Monday mornings in the Calm Cove to support identified pupils and families with transition to school at start of the week.	Core Nurture budget for required resources across the year. (Approx £1000)	Pupil/Parent Feedback Attendance Tracking	September 2024 – May 2025	
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)	Reading Recovery Training for PT and resources (£4000 approx) 0.2 PEF Teacher (as above - £7695)	Pre and post PM Benchmarks Intervention monitoring and tracking	September 2024 – March 2025	

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	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	Ongoing	
Increased attainment and achievement in Gàidhlig literacy and numeracy for identified pupils, including those affected by poverty as well as other factors.	Targeted GME support for Literacy and Numeracy	0.2 PEF GME Teacher - £7695	Pre and post PM Benchmarks Intervention monitoring and tracking Attainment Data	September 2024 – March 2025	
Increased engagement in homework, and attainment and achievement in Gàidhlig for identified pupils, including those potentially affected by poverty as well as other factors.	Re-introduce supported study GME Homework Club for targeted immersion stages/families.	£800 approx	Staff/parent feedback Increased homework engagement	September 2024 – March 2025	
Continued and increased effective engagement with families, including those potentially affected by poverty as well as other factors.	Use of Seesaw in all classes to share learning experiences, learning targets and learners' progress every term.	£1940 approx.	Parent feedback/evaluations	Ongoing	

School PEF allocation 24/25: £28, 080

Total PEF allocated in SIP £28, 080 (£2,450 allocated within SIP Priorities 1 & 3)

Underspend: £ N/A