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East Dunbartonshire Council

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Meadowburn Primary School/ Bun Sgoil Innis an Uillt



Standards and Quality Report 2024/25





Context of the School



Meadowburn Primary School is a non-denomination, co-educational school situated in the east of Bishopbriggs. In June 2025, there were 321 children on the total school roll. 237 children in the English Medium primary organised into 9 classes and 84 in the Gaelic Medium primary 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 96.4% for English Medium classes and 93.6% 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 14.81 Mainstream teachers plus 5.8 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 recently updated reviewed with all stakeholders to ensure it remains relevant and unique to our school context. The updated version is being finalised this term to incorporate pupil designs and will be ready to be shared with all stakeholders at the start of Session 2025/26. 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 in English and Gaelic on the school website or through the links below:

<http://www.meadowburn.e-dunbarton.sch.uk/school-info/vision-values-and-aims/>

<http://www.meadowburn.e-dunbarton.sch.uk/learning/curriculum/>

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 2024/25 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Numeracy (Year 2)	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver school leadership curriculum and assessment parent / carer involvement and engagement</p>	<p>HGIOS4 QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact: This session, we have continued developing our approaches to Raising Attainment in Numeracy through an ongoing focus on teaching approaches across the school. Very good progress has been made with this priority this year.</p> <p>Staff have continued to benefit from a range of targeted training opportunities focused on raising attainment in Numeracy including Numicon, Blueprint Boards, Number Talks and Fractions, Decimals and Percentages training. Staff also carried out self-evaluation and moderation activities at the start of the year to agree 'What a good Meadowburn numeracy lesson looks like?' Quality assurance processes carried out across the year demonstrate that this has helped to promote more consistent and high standards for most learners across the school.</p> <p>Staff training also took place on the benefits of Spiral Learning approaches and new planners promoting this approach were piloted across various classes. Teachers involved speak positively about the new planners supporting depth, breadth and application with increased opportunities for learners to revisit learning concepts throughout the year. Good practice on using Retrieval approaches in lessons as well as for Home Learning to make learning 'sticky' was also shared and all teacher piloted this approach in classes and through home learning approaches in Term 2. Staff have reported positive impact on learners with better retention of concepts and an increased growth mindset. Pupils in most classes are also very clear on the impact of using Retrieval Practice in class and for homework sharing that it <i>'helps you remember learning you have already done and it gets 'stuck' in your head,' and 'has helped us this year because we go back and do it again and have a better understanding.'</i></p> <p>There has been regular communication with parents and carers about our approaches in Numeracy this year including a focused Stay, Play, Learn session and Family Learning sessions led by EDC's 'Count Me In' Team. The focus of these opportunities was to share strategies and resources to support numeracy learning at home. Parent feedback has been positive with pre and post data with most parents reporting increased confidence in how to support their child with their numeracy home learning, providing positive feedback including, <i>'I was clueless how to help and now I've learned so many strategies' and 'Excellent – really helped me learn to help teach maths in a creative way. I'd love to do more if there were future opportunities. The four sessions were invaluable.'</i> Following feedback from parents, our Maths Champions have also developed Parent Home Learning Guides to support this further showing clear progression pathways and visual representation of key maths strategies used in school. Initial feedback from Parent Council members was very positive and these will be shared with all parents at the start of the new session.</p> <p>Evaluation of assessment information, confirms that the approach is continuing to impact positively on attainment in Numeracy for P1, P4 and P7 stages with a 3% increase in ACEL data from predicted levels at the start of the year over these combined stages.</p> <p>Next Steps:</p>	

- Implement revised Maths planners across whole school and monitor impact on progress and attainment.
- Launch Parent Home Learning Guides with all parents/carers at the start of next session.
- Revisit benefits of Retrieval Practice Home Learning with parents/carers.

School priority 2: Raising Attainment and Achievement through STEM (Year 2)

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.
Improvement in skills and sustained, positive school-leaver destinations for all

NIF Driver

school leadership
curriculum and assessment
parent / carer involvement and engagement

HGIOS 4 QIs

QI 1.3 Leadership of Change
QI 2.2 Curriculum
QI 3.3 Increasing creativity and employability

Progress and Impact:

This session, we have continued our focus on Raising Attainment and Achievement through STEM. Excellent progress has been made with Year 2 of this priority. This is particularly evident through analysis of pre and post audit data, using Education Scotland's STEM Self-evaluation and improvement framework. Significant improvements have been made from average ratings of 1 or 2 in each area in October 2023 to average ratings of 4 or 5 in June 2025.

Staff have continued to take part in a range of training opportunities including sessions on effective use of Meta-skills, Makedo Engineering, Sphero Bolt and Sphero Indi to enhance learning and teaching approaches. Feedback from staff has been extremely positive and they have reported increased knowledge, enthusiasm and confidence in delivering these approaches. In addition, one of our STEM Leaders shared good practice on 'Increasing Digital Confidence with Staff' as part of the National STEM Network sharing feedback such as *'Building this experience weekly over a period of 6 weeks enhanced my professional competence and ability to then allow me to introduce these in my own classroom with greater confidence to assist pupils'*.

Learners in all classes have benefited from increased and more consistent opportunities to develop STEM skills across the four contexts for learning this year, through a range of varied and motivating learning experiences such as Stem-a-story topics, STEM challenges, National STEM Day activities, STEM Committees, STEM Skills Clubs and K-nex Cluster challenges. Pupils across the school speak very positively about the impact of these increased opportunities including *'My favourite thing about STEM was when one of the teachers came and showed us how sphero indi worked and the reason I liked it was because we got to problem solve on our own.'* Pupil leadership opportunities have been a strong feature of our STEM improvement journey this year with Digital Ambassadors from P4-7 supporting and leading STEM learning across the school. *'Being a Digital Ambassador is good, you get to learn about all the digital tools and help other with them'* and *'I like being able to show the younger children what they can do.'* These pupils have also recently completed the Young STEM Leaders application process; organising and leading a successful STEM afternoon for younger pupils. Meta-skills have been another key focus this year and have been developed through assemblies, class displays, revised KWOF grids and IDL evaluations as well as through a highly successful reviewed approach to 'Our Working World' this term. Parent feedback has included *'I've definitely noticed the increased focus on STEM, DYW and Meta-skills this session. My son has talked enthusiastically about different jobs and skills involved in these jobs.'* Increased pupil knowledge and engagement about meta-skills is evident in all classes with specific pupil feedback including, *'My favourite thing was when we were in groups and building bee gardens and learning about meta-skills.'*

There has been regular communication with parents and carers about our approaches in STEM again this year including a STEM focused Stay, Play, Learn session in May, a STEM Family Learning Newsletter, regular posts on Seesaw and 'X' as well as STEM and Woodwork Family Learning after school clubs. Parent feedback has been highly positive with almost all parents who completed a recent survey highlighting the clear impact including feedback such as *'I think this has been the schools' biggest strength this year. The Stay and Play was fab and the Stem After School club also.'*

Next Steps:

- Submit evidence towards STEM Nation Award for EME and GME by end of June.
- Further embed meta-skills next session through Play and PEBL priorities

School priority 3: The CIRCLE Framework, The Promise and Inclusive Practices (Year 1)

NIF Priority

Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

NIF Driver

school leadership
teacher professionalism
school improvement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion
QI 2.4 Personalised Support
QI 1.1 Self evaluation for self improvement

Progress and Impact:

This year we have been implementing the CIRCLE Framework to support the development of inclusive practices focusing on improving the participation and achievement of all learners. Very good progress has been made this session with Year 1 of this priority.

All staff participated in training sessions to introduce the CIRCLE framework and take forward CIRCLE approaches appropriate to specific identified areas for improvement. All teaching staff carried out an audit of classrooms using the CIRCLE Inclusive Classroom Scale (CICS), identified individual next steps and created an action plan. Progress and impact of implementation was monitored on a regular basis through collegiate discussions and examples of impact included; *'Children are more aware of routines and use of visuals has made expectations clear'*. From the data gathered through Pre and Post CIRCLE questionnaires, it can be noted that overall staff confidence in knowledge and understanding of the CIRCLE Framework positively increased across the course of the year, with the majority of staff scoring High or Very High in the post questionnaire as opposed to almost all staff scoring Very Low or Low in the pre questionnaire.

Pupil voice was also an integral part of improvement and pupils from a variety of stages completed an adapted CICS scale through our School Improvement Committee. The results were very positive across all areas however one theme emerged that pupils were keen to improve; Sensory Space: Noise (level of noise in class). As a result, teachers met collegiately to discuss and suggest ways to improve this and all teachers identified a specific strategy with their class for implementation. Progress and impact was monitored through follow-up collegiate sessions, learning walks and pupil focus groups. Teaching Staff noted very good improvement and impact of noise monitoring systems in class e.g. Use of calming music, designated quiet areas and 'noise-o-meters.' This has also been observed by senior leaders during formal and informal quality assurance visits across the school. Pupils in most classes also noted positive improvements such as *'it helped us focus better'* and *'we like having quiet music on – it gives a calm feeling.'* A few pupils however felt that these weren't always effective and that they could be more visible and consistently implemented.

We were also keen to involve Support staff in this development therefore a CICS scale, adapted to suit the outdoor environment, was completed by Support Staff across the school with the following area of development identified; Availability of Objects. As a result, support staff worked together to create and take ownership of an action plan to address this. Activity zones were timetabled and activities led by available staff. This has had a positive impact on our outdoor environment with increased games and activities available for pupils across the school.

As part of our work on inclusive practices this session, staff across the whole establishment have also undertaken professional learning to further develop their understanding of 'The Promise' (the commitment made by the Scottish Government to improving the experiences and outcomes for Scotland's care experienced children and young people). All staff involved were successfully awarded an individual 'I Promise' recognition award and a 'We Promise' award for the school.

Next Steps:

- Focus on individualise supports for identified learners through the use of the CIRCLE Participation Scale (CPS), including reviewing Universal Support plans.
- Continued focus on The Promise and how it aligns with Family Learning (FLA training).

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 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. In addition, this year our Children's Rights Committee have also worked hard to raise the profile of UNCRC across the school further with a whole school competition and attractive display. We were delighted to receive our Bronze Rights Respecting Schools Award in May 2025.

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. Pupil leadership roles across many areas of school life also provide meaningful contexts for pupil voice to be heard and this year we have enhanced these opportunities through whole school committees who have been integral in helping to shape a number of school improvements such as achieving a Gold Reading Schools Award and supporting working towards our STEM Nation Award application.

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 2025 shows that attainment has been raised for reading, writing, listening and talking and numeracy at P1 and for writing and listening for P4 and has been maintained for reading, writing, listening and talking and numeracy in P7. Attainment data for 2024-2025 is above most recently available EDC averages in reading, writing, listening and talking and numeracy in P1, reading, writing, listening and talking and numeracy in P4 and for reading, writing and listening and talking in P7 and in line with EDC averages for numeracy 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:

The promotion of equity is integral to the life and work of our school. 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), Borrow a P1 Blazer/1st Day of school photographs 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 continued our 'Cost of the School Day' Working Group (consisting of parents, pupils and staff) who have been using the Cost of the School Day Toolkit to review our current approaches and identify action points for the future to ensure that we continue to have a clear focus on addressing financial barriers to participation and learning.

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 implemented where required. Any individual concerns or worries raised are addressed through 1:1 discussion with a trusted adult and supports put in place as required. Targeted supports offered this year have included LIAM (Let's Introduce Anxiety Management), Bespoke Soft Start arrangements, Counselling sessions, as well as a range of Nurture Interventions including Lego Therapy, Art Nurture, Outdoor Learning and Emotional and Social Wellbeing groups. A number of Group counselling sessions for P7 pupils also continued this session with a focus on transition and were very positively evaluated by almost all who attended. This year, all P6 and P7 pupils also took part in the SHINE Mental Health survey. This survey aims to help schools better understand the mental health and wellbeing needs and experiences within their own school community. Survey results for Meadowburn pupils have been analysed against comparator data at national, authority and cluster level. Overall, the results were very positive in almost all areas. Any areas of concern raised have been analysed by senior management and changes to wellbeing supports and our HWB curriculum are planned for next session.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	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	most
Second level by end of P7	most	most	almost all	most

Pupil achievements are celebrated regularly throughout the school through online platforms, school displays and termly Wider Achievement Assemblies. Pupils from all stages experienced a variety of after-school and lunchtime clubs as well as termly whole school skills clubs and committees. This year, the school was delighted to be awarded its Fair Aware Status, Rights Respecting Schools Bronze Award and Gold Reading Schools Award. Our STEM Leaders are well on their way to submitting evidence at the end of this term towards a STEM Nation Award for EME and GME in all 5 key areas; Leadership in STEM, STEM family and community learning, Employability and STEM partnership working, STEM curriculum and learner pathways, and Equity and equality in STEM. We

are also extremely proud of the successes of our Gaelic choir and many Gaelic individual performers who performed this year at the Royal National Mod in October 2024 and the Local Glasgow Mod in June 2025 scooping gold medals and trophies for winning various competitions.

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 HWB including the introduction of Nurture Breakfast.
- Resources and training to raise attainment in Numeracy across the school.
- Support and intervention resources to raise attainment in literacy including taking part in the Reading Recovery programme.
- IT resources and programmes to enhance learning for targeted groups of pupils and raise attainment in literacy.
- Staffing to support raising attainment in literacy, numeracy and health and wellbeing 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 through funding school trips for identified families.

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 2025/26

1. Raising Attainment in Literacy and English and Literacy and Gàidhlig (Listening and Talking-Year 1)
2. Pupil Leadership in Learning-PLAY/PEBL
3. Ensuring Equity and Wellbeing-The CIRCLE Framework and Inclusive Practices (Year 2)

What is our capacity for continuous improvement?

Stakeholders continue to highlight 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. Capacity building this year has been strong with all teachers have taken on leadership opportunities this year through leading skills clubs, committees and lunchtime or after-school clubs. A number of teachers have also been integral in leading the school towards the various achievements and awards, as mentioned in the 'Attainment and Achievement Data' section on the previous page. Furthermore, a number of teaching staff and members of the leadership team have demonstrated their commitment to continuous improvement through engaging in accredited professional learning courses such as Dyslexia and Inclusive Practice Professional Recognition Programme, Masters in Gaelic Education, Leading the How of Change, Reading Recovery Professional Recognition Programme and Seesaw Certified Educator.

We are therefore confident that the positive and nurturing relationships between staff, pupils and parents, the commitment and ongoing professional learning of staff and the enthusiasm and

eagerness of pupils to learn in Meadowburn will ensure continued progress in our improvement planning priorities next session.

‘As well as great activities to engage the children in their learning, the importance placed on nurturing the children is one of the main strengths of the school. It really feeds into everything they do and it's apparent throughout all of the staff in the school too. The children are happy and at ease with the teachers and therefore, their learning is much more productive and fun!’

(Parent Comment, June 2025)