



Framework for School Improvement Planning 2025/26

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 has recently been updated with all stakeholders and we look forward to launching the revised version in August 2025	
	http://www.meadowburn.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.meadowburn.e-dunbarton.sch.uk/learning/curriculum/ 

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2025/26	2026/27	2027/28
Priority 1	Raising Attainment in Literacy – Listening and Talking (Year 1)	Raising Attainment in Literacy – Listening and Talking (Year 2)	Raising Attainment in Literacy – Spelling
Priority 2	Pupil Leadership in Learning – PLAY/PEBL	Curriculum Design – Expressive Arts	Review of Vision, Values and Aims
Priority 3	The CIRCLE Framework and Inclusive Practices (Year 2)	Review of whole school HWB Programme	UNCRC – Rights based Learning/Rights Respecting School (Going for Gold)

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Section 2: Improvement Priority 1	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 1	Raising and attainment in Listening and Talking – Year 1
Person(s) Responsible	HT/Literacy Champion/Listening and Talking Working Groups – EME and GME

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 teacher professionalism curriculum and assessment	QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment QI 1.3 Leadership of Change	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"> Literacy Champion Working Groups – Leads identified for each level 	<ul style="list-style-type: none"> Various Listening and Talking Resources – Staff & Curr. budget Time for resource development – cover budget Professional Reading – Teaching Children to Listen in Primary Schools 	<ul style="list-style-type: none"> Parent Council – regular feedback at meetings/HT Reports Termly Learning Targets/evidence on Seesaw Listening and Talking Family Learning event organised for EME and GME families supported by FLAs
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Professional Reading Professional Dialogue/Moderation Collegiate Time/Inset Days (2 x ¼) Literacy Champions Meetings 	<p>Improve attainment in Literacy through:</p> <ul style="list-style-type: none"> Early intervention and prevention Differentiated support Targeted small group interventions <p>Use of EDC's Framework for Equity in Literacy used to inform differentiation and small group interventions.</p>	<ul style="list-style-type: none"> Seesaw – Sharing evidence of progress towards Learning Targets (£2000 approx.) Cover – release staff for resource development – 8 week block. (£2600 approx).

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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"> Staff will have increased knowledge and confidence levels about making judgements about achieving a level in Listening and Talking – EME and GME. Learners will benefit from consistent whole school approach to the teaching of Listening and Talking skills across the school. Improved progress in Listening and Talking for identified pupils, including those potentially affected by poverty as well as other factors, will show an increased pace of progress in Listening and Talking through targeted small group interventions. Parents will have an increased awareness of Listening and Talking progress and approaches in the school and have greater opportunities to be involved in Family Learning events. 	Pre/post surveys carried out on staff knowledge and confidence levels about making judgements about achieving a level in Listening and Talking – EME and GME .	Glow Survey – pre and post. Analysis of results.	Pre: September 2025 Post: May 2026	
	Professional reading and research undertaken and visits to schools identified as having good practice in this area carried out.	Staff feedback Professional Dialogue	August to September 2025	
	Pre/post baseline carried out for L&T skills per class.	Baseline results and analysis – pre and post data.	Pre: September 2025 Post: May 2026	
	Professional learning for all teachers on: <ul style="list-style-type: none"> 'Teaching Children to Listen' in Primary Schools EDC's Framework for Equity in Literacy – L&T Focus 	Staff feedback Professional Dialogue	September to October 2025	
	Planning documentation shared and reviewed and 2 of 3 areas identified to focus on from: <ul style="list-style-type: none"> Active Listening/Tools Talking and Presenting Listening and Responding (group discussions) <i>3rd area will be focus for Year 2 along with further moderation and assessment focus.</i>	Staff feedback Professional Dialogue	October Inservice Day	
	Working groups established and action plan created and implemented for agreed 2 focus areas.	Working group minutes Action plan	October 2025 to April 2026	

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<ul style="list-style-type: none"> Increased reliability and rigour around ACEL judgements in Listening and Talking data. 	Ongoing professional dialogue and moderation to take place to review actions and impact.	Staff feedback Professional Dialogue Moderation evidence	Ongoing from October 2025 to April 2026.	
	Pupils identified for small group support based on baseline assessment/analysis of data and L&T interventions planned, implemented and evaluated.	Pre and post data Intervention Plans Pupil Voice Attainment data	Ongoing from October 2025 to April 2026.	
	L&T specific Learning Targets to be included in Termly Learning Targets shared with parents and evidence of learning linked to targets shared with parents/carers through Seesaw.	Learning Targets monitored Seesaw moderation Parent feedback	From January 2026	
	Listening and Talking Family Learning event organised for EME and GME families supported by FLAs	Parent feedback	By June 2026	
<ul style="list-style-type: none"> GME Learners will benefit from consistent whole school approach to the teaching of Listening and Talking skills across the school. Increased and consistent use of Gàidhlig by GME pupils will be reported by staff. 	GME teachers to implement updated Freàm Cànan planners from Sgoil Araich to Clas 7 through 15 mins daily oral practice linked to Freàm Cànan targets.	Quality Assurance visits Staff feedback	Ongoing from August 2025	
	Pupils to be encouraged to use Gàidhlig as much as possible through the introduction of: <ul style="list-style-type: none"> iGàidhlig visuals in each class. 'Oifigear Gàidhlig at GME assemblies. 	Pre and post staff survey Pupil Focus groups	September to October 2025	
	Moderation opportunities and outwith professional learning opportunities for GME specific L&T/Oracy development to be sought out by Gaelic PT.	Staff feedback Professional Dialogue Moderation evidence	Ongoing from August 2025	

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Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 2	Play and PEBL (Meta-Skills Focus)
Person(s) Responsible	HT supported by Play and PEBL Champion (to be identified through PRD process at start of term) All teachers through involvement in Play Working Group/PEBL Working group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<p>Improvement in skills and sustained, positive school-leaver destinations for all</p> <p>Placing the human rights and needs of every child and young person at the centre</p>	<p>school leadership</p> <p>teacher professionalism</p> <p>curriculum and assessment</p>	<p>QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.3 Increasing creativity and employability</p>	<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Placing the human needs and rights of every child and young person at the centre of education</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teacher Leadership – sharing previous training attended with rest of staff, leadership opportunities through Working Groups/Champion Roles. Pupil Empowerment – leading own learning through Play/PEBL approaches. 	<ul style="list-style-type: none"> Play Resources – (£1000 approx. from Staff & Curr. budget) Cover budget – good practice visits 	<ul style="list-style-type: none"> Parent Council – regular feedback at meetings/HT Reports Regular updates to all parents through Newsletters/Seesaw/X/Stay Stay, Play, Learn – May '26
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> EDC Play and PEBL PLCs (optional) Collegiate Time – Working Groups 	<ul style="list-style-type: none"> Additional support for any children who require support and 'scaffolding' to access all areas/resources in the learning environment. Nurture group support for pupils who need to be taught how to play, including some children with Additional Support Needs. 	<ul style="list-style-type: none"> Outdoor Fence to create safe designated outdoor play area – cost tbc (£2000 app.) Outdoor play resources to enhance quality of play provision for P1 and P2 pupils across EME and GME. (£1000 approx.)

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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"> Increased staff knowledge and confidence (P3-7 staff) about effective approaches for planning, implementing and assessing Pupil Enquiry Based Learning (PEBL). Learners will have increased opportunities to lead their own learning through PEBL approaches this session. Parents will have increased knowledge of PEBL approaches and opportunities to be involved. Our curriculum will be enhanced by incorporating PEBL approaches into our 3 year 'Worlds' framework for IDL. 	Pre/post surveys carried out on staff knowledge and confidence levels about PEBL approach.	Glow Survey – pre and post. Analysis of results.	Pre: September 2025 Post: May 2026	
	PEBL Working Group established and Champion(s) identified through PRD processes.	Working Group minutes PRD paperwork	September 2025	
	Develop professional knowledge of PEBL through: <ul style="list-style-type: none"> Professional Reading Good practice visits to other schools EDC PEBL PLCs (optional) Peer visits 	Staff feedback Professional dialogue	Ongoing from August 2025	
	In-house training by PEBL Champion(s) based on EDC PLC training model focusing on: <ul style="list-style-type: none"> What is PEBL? Creating a Central Idea The Enquiry Cycle/ Planning Observation/Assessment 	Staff feedback Professional Dialogue Meeting minutes	September to November 2025	
	Staff work collaboratively to plan and pilot a PEBL approach for 'Our Historical World' in Term 2.	Planning documentation Quality Assurance visits Jotter/wall Display monitoring	November 2025 to March 2026	
	Evaluate PEBL approach pilot with all stakeholders.	Parent survey/Staff feedback/Pupil focus groups	April to May 2026	
	Share PEBL learning with parents/carers through showcase event at Stay, Play, Learn session.	Parent survey/feedback	May 2026	
	Review our 'Framework for IDL Overview/Worlds' and planning paperwork to incorporate PEBL approaches into our 3 year cycle.	Updated Framework/planning documentation	By June 2026	

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<ul style="list-style-type: none"> Enhanced staff knowledge and confidence (P1-2 staff) about play pedagogy and best practice. Learners will have consistent opportunities to lead their own learning through high quality play approaches this session. Parents will have increased knowledge of effective Play Pedagogy approaches. Outdoor Play provision will be enhanced for all P1-2 learners. Policy and planning documentation for Play will support clear and consistent practice. 	Play Working Group established and Champion(s) identified through PRD processes.	Working Group minutes PRD paperwork	September 2025	
	Further enhance professional knowledge of Play pedagogy through: <ul style="list-style-type: none"> Professional Reading Good practice visits to other schools EDC Play PLCs (optional) Peer visits (including EYCs) 	Staff feedback Professional dialogue	Ongoing from August 2025	
	Pre/post Play Audit carried out using EDC's Play Pedagogy Audit Toolkit and results analysed.	Completed audit – pre and post Analysis of data/impact	Pre: September 2025 Post: May 2026	
	Action Plan created and implemented based on audit results and focus areas for development identified.	Action plan – reviewed and updated	Ongoing from September 2025	
	Develop use of Play Plenaries, linked to meta-skills, to support learner evaluation of skills development through Play experiences across P1 and P2.	Quality Assurance visits Staff feedback Pupil focus groups	By October 2025	
	Share Play skills development with parents/carers through Stay, Play, Learn session.	Parent survey/feedback	May 2026	
	Review planning approaches and documentation for P1 and P2 to ensure that they reflect current practice and an overall balance between child-led, adult-initiated and adult-led play.	Planning documentation	April to June 2026	
	Review and update Meadowburn's Play Policy for EME and GME to reflect current play position and to ensure clear and consistent practice for future years/any new staff.	Updated policy	By June 2026	

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<ul style="list-style-type: none"> Increased learner knowledge and confidence in applying and evaluating meta-skills across the curriculum including through high quality Play and PEBL experiences. 	<p>Ongoing development and focus on embedding knowledge and application of meta-skills across the curriculum including through:</p> <ul style="list-style-type: none"> Assemblies IDL KWOF Grids and Evaluations PEBL pilot Play Plenaries Termly Learning Targets Wider Achievements Skills Clubs/Committees 	<p>Pupil Focus Groups Quality Assurance procedures Wall displays</p>	<p>Ongoing from August 2025</p>	
	<p>Develop a clear progression overview for Meta-skills within Meadowburn.</p>	<p>Progression overview</p>	<p>By June 2026</p>	

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Section 2: Improvement Priority 3	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 3	Improvement of Wellbeing and Equity through Implementation of the CIRCLE Framework/ Inclusive Practices
Person(s) Responsible	DHT

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
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 Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism school improvement	QI 1.1 Self evaluation for self improvement QI 2.4 Personalised Support QI 2.7 Partnerships QI 3.1 Wellbeing, equality & inclusion	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing 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"> Teacher Leadership - meeting individual pupil needs as part of classroom practice. Pupil Empowerment - pupil voice in relation to individual target setting/identification of appropriate support strategies. CIRCLE Advisor to share learning with all practitioners. 	<ul style="list-style-type: none"> Time – see collegiate calendar Cover costs for staff undertaking any leadership responsibility. CIRCLE Framework tools: Education Scotland Resources and Training videos 	<ul style="list-style-type: none"> Parent Council - ongoing involvement in feeding back parent views at meetings. Parent/Carer views sought through regular TAC meetings. Parental Engagement-Use of Participation Scale/Parental Postcards to support individual learners.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/viewing online materials – Education Scotland. 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support individual pupils looking at Targeted supports within all schools. 	<ul style="list-style-type: none"> Calm Corner resources/refresh for new session (£600 approx.)

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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"> All children and young people's needs and behaviours will be better understood and supported through increased staff understanding of inclusion and additional support needs. Improved Classroom Environments for Children: Teachers make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment. Improved implementation of Personalised Support. Teachers will support improved participation of individual learners through analysis of Participation Scale (CPS) and associated skills and strategies. Class teachers will be able to work alongside staff with specific support for learning remits to complete a more detailed assessment of needs when required. Views of parents/carers and learners will be used to inform 	Expanding on CIRCLE Framework at Aug Inservice, specifically Participation Scale and associated supports for all staff.	Staff feedback from the initial introduction session highlights areas for development within CIRCLE Action plan.	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.	August 2025 and June 2026	
	Parent and Pupil consultation shows that targeted groups of learners have an increased involvement in identification of strategies and supports that they can access within their learning environment	Pupil Voice tools/ pupil forums Professional dialogue TAC Meeting feedback/minutes	By June 2026	
	Staff use CICS individually and with a supportive peer to critically analyse classrooms. Professional discussion - aspect of school CIRCLE action plan identified for improvement.	Reflections with colleagues and changes made to classrooms as a result of self evaluation using CICS- and Action Plan. Moderation and evaluation evidence shows increase in universal level supports available to all learners.	October 2025 By June 2026	
	Staff use CPS to identify individual learners' strengths and areas for development. Staff will identify and implement further strategies to enhance pupil skills in collaboration with Parent/carers and individual children and young people. Staff use CPS alongside formative and summative assessment to identify individual learners' strengths and areas for development.	Completion of pre and post participation scale through a case study approach for those who have support plans/TAC meetings. Views of parents/carers and learners will be used to inform the assessment process and to develop a shared understanding of successful support strategies. Universal Support Plan format reviewed in line with CIRCLE Framework.	August 2025 and ongoing Ongoing By June 2026	

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<p>the assessment process and to develop a shared understanding of successful support strategies</p> <ul style="list-style-type: none"> All learners will experience improved approaches for Supporting Children and Young People using the Circle Framework. 	<p>Use of parent postcard approach with case study pupils</p>	<p>Parent and pupil consultation and feedback Parent Postcards/feedback through TAC meetings on success of support strategies. Ongoing Parent Council consultatio</p>	<p>Ongoing</p>	
	<p>All staff implement appropriate interventions with consideration of CICS & Skills, Supports and Strategies outlined in Circle Framework</p>	<p>Reflections with colleagues and changes made to classroom practice as a result of self-evaluation using CICS action plan and CPS</p>	<p>Term 3 By June 2026</p>	
<ul style="list-style-type: none"> Family Learning Assistants will have enhanced training opportunities and knowledge about The Promise and how it aligns with Family Learning. 	<p>Family Learning Assistants take part in professional learning opportunities to further develop their understanding of The Promise with a focus on how the principles of The Promise align with Family Learning values.</p>	<p>Education Scotland resources FLA meeting</p>	<p>By June 2026</p>	
<ul style="list-style-type: none"> Progress will be made towards becoming a Prem Aware School through completing the first 2 steps: <ul style="list-style-type: none"> Training Awareness 	<p>Leadership Team to complete 'Preterm Birth Information for Educational Professionals' training.</p>	<p>Prem Aware Training Resources Leadership Team Meeting</p>	<p>By October 2025</p>	
	<p>Training cascaded to all teaching staff.</p>	<p>Prem Aware Training Resources Collegiate session</p>	<p>By February 2026</p>	
	<p>Parents encouraged to share any details of child's birth history in relation to preterm birth as part of admission procedure, information added to tracker and shared with relevant staff.</p>	<p>Enrolment paperwork updated Tracking systems updated</p>	<p>Ongoing from August 2025</p>	

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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
<ul style="list-style-type: none"> 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 as well as Nurture breakfast and lunchtime groups.	Nurture budget for required resources across the year including daily nurture snack, family cooking sessions, targeted breakfasts/snacks. (approx. £1000)	Boxalls/Ferre Lavaers HWB Tracking Pupil/Parent Feedback Attendance Tracking Pre/post pupil evaluations	September 2025 – May 2026	
	Liaison with Educational Psychologist to analyse attendance data and plan targeted interventions/hooks to increase attendance of identified pupils. (e.g. block of Creatovator sessions, other identified 'hooks,' such as outdoor learning, identified through attendance/TAC meetings)	TBC through TAC/ Attendance meetings (approx. £1500)	TAC Meetings Parent/Pupils feedback Attendance Tracking	September 2025 – May 2026	
	GME specific interventions/hooks to increase attendance of GME pupils overall as well as identified families/pupils with FLA liaison to support identify Gaelic specific hooks such as Gaelic Graffiti/Spòrs Gàidhlig activities.	TBC through TAC/ Attendance meetings (approx. £1500)	TAC Meetings Parent/Pupil feedback Attendance Tracking FLA meetings	September 2025 – May 2026	
	Art Group Nurture sessions	£2600 (approx.) to release member of staff for 8 week block	Ferre Lavaers HWB Tracking Pre/post pupil evaluations	October 2025 – December 2026	

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<ul style="list-style-type: none"> Increased attainment and achievement in literacy and numeracy for identified pupils, including those affected by poverty as well as other factors. 	Targeted support for Numeracy, Literacy and English and Literacy and Gàidhlig.	£10, 430 (approx.) to release member of staff for 4 x 8 week blocks of RAT/ development work	Pre and post PM Benchmarks/Assessments Intervention monitoring and tracking	September 2025 – May 2026	
	Literacy, Numeracy and Digital Technology resources to support identified learners including Nessy Spelling, Toe-by-Toe, Power of 2, Dyslexia Dictionaries, C-Pens, Laptops/ Ipads for identified pupils.	£2000 approx.	Attainment and progress data Quality Assurance processes Learning Walks	Ongoing	
<ul style="list-style-type: none"> Reduced cost of the school day for identified families 	Discretionary school meal payment/school trips support for identified families.	£850 approx.	Cost of the school day reduced	Ongoing	

School PEF allocation 25/26: £28,080

Total PEF allocated in SIP £28,080 (approx.)

Underspend: N/A (depending on cost of fence)