



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE

EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Head Teacher	Acting Head Teacher – Deborah Hart
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.



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

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



Current Standards & Quality Report

<http://www.meadowburn.e-dunbarton.sch.uk/school-info/standards-quality-reports/>

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2026/27	2027/28	2028/29
Priority 1	Wellbeing & Inclusion	Wellbeing & Inclusion	Wellbeing & Inclusion
Priority 2	Pedagogy & Meta-Skills	Curriculum & Pedagogy 21 Hours	Pedagogy CIC Implementation
Priority 3	Raising Attainment in Literacy – Listening and Talking (Year 2)	Review of Vision, Values and Aims	Going for Gold - RRSA

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Section 2: Improvement Priority 1			
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	DHT Dyslexia Champion & Ambassadors		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Equity & Opportunity Learning & Teaching Inclusion & Empowerment	Priority 2: Learning & Teaching Priority 5: Partnerships Priority 6: Wellbeing & Inclusion	Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre	Delete / copy as required QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher Leadership - meeting individual pupil needs as part of classroom practice/ EDC Dyslexia Identification Process. Pupil Empowerment - pupil voice in relation to individual target setting/identification of appropriate support strategies. Dyslexia Ambassador group leading change and improvement and moderating with other schools. ASN Coordinator to share learning with all practitioners.	- Time – see collegiate calendar. - Cover costs for staff undertaking any leadership responsibility. - New EDC Dyslexia Guidelines, Dyslexia Scotland Website, Education Scotland Guidelines for Dyslexia. - Zones of regulation resources for pilot – approx. £500- £750 from Staff & Curr Budget	- Parent Council - ongoing involvement in feeding back parent views at meetings. - Parent/Carer views sought through regular meetings, emails, phone calls. - Parental Engagement- Supporting child through regular engagement with school regarding EDC Dyslexia Process.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- Professional Reading - Professional Dialogue/Moderation - Collegiate Time/Inset Days (2 x ¼) - Literacy Champions Meetings	- early intervention & prevention - social & emotional wellbeing - differentiated support	Dyslexia Toolkit resources per class – dyslexia Ambassadors project – £1000 approx.

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
- 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 implementation of Personalised Support. Teachers will support improved participation of individual learners through analysis of Equity in Literacy Checklists and Dyslexia Process. - Views of parents/carers and learners will be used to inform the Dyslexia process and to develop a shared understanding of successful support strategies. - All learners will experience improved approaches for Supporting Children and Young People using the Framework for Equity in Literacy and Dyslexia Guidelines.	Expanding knowledge/ confidence of Dyslexia and supporting Literacy differences to ensure recognising strengths and challenges through collegiate sessions with all teaching staff. Exploration of Dyslexia Guidance to ensure continued and sustained improvement in the process.	Staff feedback from the initial introductory sessions to highlight areas for development regarding Dyslexia/ Literacy Differences.	Aug-Dec 2026	
	Module 1 completion by all teaching and support staff through allocated collegiate hours/in-service day (3 hours).	Staff feedback Completed modules	February 2027 In-service day	
	Dyslexia champion and ambassadors to research a visit to another EDC school and create dyslexia friendly toolkits for every class and create short video to launch in every class and share with parents/carers.	Stakeholder feedback Completed toolkits Pupil self evaluation visit to cluster school	Aug-Dec 2026	
	Universal Support Plan format to be reviewed in relation to Framework for Equity in Literacy/CIRCLE Framework.	New format in place Staff feedback	By June 2027	
	ASN Coordinator to attend PLC sessions throughout the year and feed back to school staff.	- Staff training – pre-assessment of knowledge and skills. - Ongoing self-evaluation of current practice. - Dyslexia Questionnaires. - Professional dialogue. - Meetings with parents, emails, phone calls.	August/ Sept 2026, June 2027	
	Parent/Carers and Pupils consulted as part of the ongoing Dyslexia process.		Ongoing by June 2027	
	ASN coordinator to raise further self-awareness of Dyslexia and Dyslexia Process through ongoing professional development.		Ongoing by June 2027	

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	Completion of Module 2 (10 hours) – Dyslexia Scotland/ Open University Module by further member of staff. Share findings with staff, raise further awareness/ interest	• Ongoing Parent Council consultation. • Post- Questionnaires. • Completed modules	By April 2027	
	Audit and Planning of next steps for session 2027-2028. Raising awareness of Module 3 – Dyslexia Scotland/ Open University Module.		By June 2027	
• Children and young people's needs and behaviours will be better understood and supported through increased staff understanding of the guiding principles and approaches of NVR.	Information sharing session for all staff on NVR (New Vision on Relationships) approaches and key concepts led by Educational Psychologist and DHT.	Staff feedback Professional Dialogue	May 2026 (already completed)	
	Staff working group to be established to lead NVR development work for session 2026/27 including additional staff to attend authority NVR training.	PRD/PDR processes Working group preference survey- August 2026	By September 2026	
	DHT, EP and working group identify key areas from NVR to develop, pilot and feedback to staff.	Staff feedback Professional dialogue Pre and post data	Ongoing From August 2026	
• Children and young people's needs and emotions will be better supported through increased and effective implementation of Zones of Regulation.	Good practice sharing session for all staff on use of Zones of Regulation currently being used effectively in both EYCs and C1/2.	Staff feedback Professional Dialogue	By September 2026	
	Staff working group to be established to lead Zones of Regulation development work for session 2026/27.	PRD/PDR processes Working group preference survey- August 2026	By September 2026	
	PT and working group identify key areas from Zones of regulation to develop, pilot and feedback to staff. Plans for whole school implementation agreed for August 2027.	Staff feedback Professional dialogue Pre and post data	Ongoing From August 2026	

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Section 2: Improvement Priority 2	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 2	Pedagogy & Meta-Skills (Year 2)
Strategic Leads	Acting HT - Pedagogy, New PT(current vacancy) – Meta-skills

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching Child Centred & Future Focused	Priority 1: Leadership Priority 2: Learning & Teaching Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Teacher leadership opportunities - Working party leadership - Pupil led learning	- Leadership time for staff - Ongoing Professional reading on Enquiry based learning (Kath Murdoch books) - Education Scotland Curriculum Improvement Cycle reading and updates	- Parent Council – regular feedback at meetings/HT Reports - Regular updates to all parents through Newsletters/Seesaw - Meta-skills Stay, Play, Learn – Oct '26 (focus - tbc)
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- EDC Literacy Strategy - Feedback toolkit - Play and enquiry reading and research - Practitioner Enquiry - Staff peer observations of enquiry	- high quality learning experience - partnership working - employability & skills development	- Seesaw – Sharing evidence of Pupil Leadership of Learning and Meta-skills progress (£2300 approx.) - Outdoor Zone resources and fencing (£3000 approx) - Enquiry based learning books for Professional Reading - £280 approx.

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
- Enhanced staff knowledge and confidence about best practice in play (P1-2 staff) and enquiry (P3-7 staff) pedagogy. - Learners will have consistent opportunities to lead their own learning through high quality and consistent play and PEBL approaches this session. - Outdoor Play provision will be enhanced for all P1-2 learners. - Policy and planning documentation for Play and PEBL will support clear and consistent practice.	Review our 'Framework for IDL Overview/Worlds' and planning format and agree most effective and sustainable way to incorporate PEBL approaches into 3 year cycle.	Professional dialogue Staff and pupil feedback	By October 2026	
	PEBL planning formats to be evaluated and reviewed (including reviewing good practice examples from other EDC schools including Holy Trinity) and format finalised before Term 2 PEBL Enquiry – 'Our Global World' and for future years.	Professional dialogue Staff feedback Quality Assurance	By December 2026	
	P3-7 staff to create bank of PEBL context for learning planners for future worlds including suggested Central Ideas and Lines of Enquiry.	Professional dialogue Staff feedback Quality Assurance	Ongoing from October 2026 to June 2027	
	P3-7 staff to continue to develop and embed PEBL approach with a focus on providing more opportunities for child-led learning and moving towards a greater balance of Adult-led, Adult-initiated and Child-led learning.	Planning documentation Quality Assurance visits Jotter/Wall Display monitoring Pupil focus groups Whole school Padlet – evidence gathering	Ongoing from August 2026	
	P1-2 staff to continue to develop areas as identified in ongoing self evaluation of Play Pedagogy (EDC's Play Pedagogy Toolkit) including: - Ongoing organisation of play resources into shared location. - Implementation of plan for shared outdoor zone. - Develop 'lift and go' outdoor resources boxes for Discovery, Creative and Social Zones.	Completed audit – further post for comparison Action plan – reviewed and updated Quality Assurance visits Staff feedback Pupil focus groups Whole school Padlet – evidence gathering	Ongoing from August 2026 to June 2027	

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	- Review good practice for use of responsive whiteboard planning walls in own EYCs and across EDC P1/2 classrooms and agree plan for implementation. - Review balance of adult-led, child-initiated and child-led learning opportunities across a typical day/week and explore ways to increase child-led opportunities across all contexts for learning.			
	Review and update Meadowburn's Play Policy for EME and GME to reflect current play and PEBL position and to ensure clear and consistent practice for future years/any new staff.	Updated policy Staff feedback Ongoing Quality Assurance	By June 2027	
All pupils will experience high-quality learning from staff who are collaboratively developing pedagogical practices.	Staff engage with draft CIC technical frameworks through professional review and discussion. Bishopbriggs cluster CLPL as identified by CIC Imagine group.	Professional dialogue Staff feedback	Ongoing from October 2026	
- Increased learner knowledge and confidence in applying and evaluating meta-skills across the curriculum through consistent and progressive approaches including through high quality Play and PEBL experiences. - All children will develop a shared vocabulary for their learning, becoming more aware of the skills they are developing through the 4 contexts for learning.	Introduce more focused monthly meta-skills assemblies where classes are able to share practice of the skills developed that month through use of a whole school padlet. Share Meta-skills tracking pilot from last session, and identified good practice from other EDC schools, with all staff and agree next steps for implementation linked to Play and PEBL. Review skills club approach to ensure links to meta-skills development is more explicit, supporting children to more confidently be able to articulate the skills developed.	Stakeholder feedback Whole school Padlet – evidence gathering Quality Assurance Meta-skills tracking	Ongoing from August 2026 to June 2027 (Potential focus for Stay, Play, Learn – Oct 2026)	

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Section 2: Improvement Priority 3	
School/Establishment	Meadowburn Primary School/Bun Sgoil Innis an Uillt
Improvement Priority 3	Raising Attainment in Literacy –Listening and Talking (Year 2)
Strategic Leads	Acting HT, Gaelic PT

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	HGIOS 4 QIs
Learning & Teaching	Priority 2: Learning & Teaching	Improvement in achievement, particularly in literacy and numeracy.	QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- Literacy Champion - Listening and talking – department Working Groups	- Professional Dialogue/Moderation - Collegiate Time	- Parent Council – regular feedback at meetings/HT Reports - Termly Learning Targets/evidence on Seesaw - Listening and Talking Family Learning/Stay, Play, Learn session – May '27 (focus - tbc)
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
- EDC Literacy Strategy - Feedback toolkit - Professional Dialogue/Moderation - Collegiate Time - Literacy Champions Meetings	- targeted approaches to literacy & numeracy - high quality learning experience	N/A

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Outcomes/Expected Impact for learners	Tasks/Interventions	Measures	Timescale(s)	Progress to date
consider targets, % change expected	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?	Termly update
- Learners will benefit from consistent and progressive whole school approach to the teaching of Listening and Talking skills. - 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. - Increased reliability and rigour around ACEL judgements in Listening and Talking data.	New progressive Listening rules and visuals to be launched across the school for EME and GME and displayed, and referred to regularly, in every class.	Staff feedback Learning Walks Quality Assurance processes Pupil Voice	Ongoing from August 2026	
	Focused block of listening lessons (packs created by working group last session) to be implemented at start of term by all EME classes. (GME staff to review and agree plan for GME implementation where appropriate taking Freàm Cànan into account).	Staff feedback Learning Walks Quality Assurance Pupil Voice	August to October 2026	
	Working groups re-organised/ established and action plans created to complete work on area from last session: - Listening and Responding (group discussions) And final area for this session: - Talking and Presenting	Staff feedback Professional Dialogue Working group minutes Action plan	Ongoing from August 2026	
	Pupils who are not on track identified for small group Raising Attainment Interventions based on tracking data and L&T interventions planned, implemented and evaluated.	Tracking and Attainment data Pre and post assessments (from Teaching Children to Listen books) Intervention Plans Pupil Voice	Ongoing from September 2026 to June 2027.	
	Assessment approaches for Listening and Talking reviewed and updated and moderation activities carried out to support professional judgements.	Staff feedback Professional Dialogue Assessment and Moderation evidence	January to May 2027	

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	Listening and Talking Family Learning event organised for EME and GME families supported by FLAs where appropriate.	Parent feedback	By June 2027 (Potential focus for Stay, Play, Learn – May 2027)	
- 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. - Increased reliability and rigour around ACEL judgements in GME Listening and Talking data.	GME teachers to fully implement Freàam Cànan approaches from Sgoil Araich to Clas 7 following pilot last session ensuring consistent practice.	Quality Assurance visits – GME specific (SLT supported by GME PT) Staff feedback	Ongoing from August 2026	
	Ongoing GME specific professional learning opportunities to continue to be promoted by GME PT and staff through resources such as Ionad airson Sàr Mhathais (Centre for Excellence).	Staff feedback Professional Dialogue Moderation evidence	Ongoing from August 2026	
	Inter-authority GME Moderation opportunities to be arranged by GME PT (with Mount Cameron PS and Condorrat PS) to support increase reliability and rigour around GME approaches and ACEL judgements in Listening and Talking in Gàidhlig.	Staff feedback Professional Dialogue Moderation evidence	Ongoing from August 2026	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact: Outcomes for learners; targets; % change	Tasks/Interventions for identified groups	Resources: Identify PEF allocation, staffing and resources that will be procured to support	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): What are the key dates for implementation? Link to Outcomes	Progress: 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 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 2026 – June 2027	
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.	PSA hours (to be advertised in Aug 2026 for Sept start to Mar 2027) – £17.000 approx. 1 x 0.5 EME PSA 1 x 0.5 GME PSA	Attainment and progress data Quality Assurance processes Learning Walks	September 2026 – June 2027	
	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.	£3000 approx.	Pre and post PM Benchmarks/Assessments Intervention monitoring and tracking	August 2026 – June 2027	
Reduced cost of the school day for identified families	Discretionary residential/school trips support for identified families.	£500 approx.	Cost of the school day reduced	Ongoing	

School PEF allocation 26/27: £28, 080 (£18, 360 for EME + £9, 720 for GME)
Total PEF allocated in SIP £28, 080 (£6, 580 in SIP Priorities and £21, 500 in PEF plan)
Underspend: £ N/A