

Meadowburn Primary School/ Bun Sgoil Innis an Uillt



Standards and Quality Report 2025/26





Context of the School



Meadowburn Primary School is a non-denomination, co-educational school situated in the east of Bishopbriggs. In June 2026, there were 336 children on the total school roll. 255 children in the English Medium Primary Education (EME) organised into 9 classes and 81 in the Gaelic Medium Primary Education (GME) 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 English Medium 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 2024-25 is 96.1% for English Medium classes and 94.3% 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 15.01 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, makaton, art, crochet, 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 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 2025/26 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy – Listening and Talking (Year 1)

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

school leadership

teacher professionalism

curriculum and assessment

HGIOS4 QIs

QI 3.2 Raising attainment and achievement

QI 2.3 Learning, Teaching & Assessment

QI 1.3 Leadership of Change

Progress and Impact:

This session, we have been developing our approaches to Raising Attainment in Literacy through a focus on Listening and Talking across the school. Very good progress has been made with almost all targets being achieved in Year 1 of this priority.

Staff took part in a range of professional learning activities including visits to other schools, professional reading and research to identify good practice and inform areas for development. One of the key areas identified was to develop a clear, consistent and progressive approach to listening tools across the school. Pupil voice was sought on how to support driving this improvement priority forward. As a result, 'Good Listening Bears' were introduced at assemblies by our House Captains and used weekly to promote and celebrate effective use of the core Listening Tools. Staff and pupils report the positive impact these are having in assemblies, and in classes.



Pupils were identified for small group listening and talking support, based on baseline data, and interventions were implemented across a range of stages. Analysis of pre and post data for each class shows overall improvements in almost all classes. Pre and post data from targeted raising attainment groups shows positive impact for almost all pupils who took part. Parent feedback also highlighted positive improvements including:

'I see a particular improvement in my child's focus and listening skills having engaged in the listening groups.' – Parent Feedback

Evaluation of assessment information also confirms that the approaches are beginning to impact positively on attainment in Listening and Talking for P1, P4 and P7 stages with a 3% increase in ACEL data over these combined stages from predicted levels at the start of the year.

A Gaelic specific Listening and Talking/Grammar programme, Frèam Cànan, was also implemented consistently from Sgoil Àraich to Clas 7. Staff feedback on the programme has been positive, reporting increasing usage of focus grammar concepts taught. Oifigearan Gàidhlig (Gaelic pupil officers) were introduced, linked to Gaelic specific assemblies. These assemblies are used to correct common errors with Oifigearan Gàidhlig taking the lead in following this up further in all classes throughout the week. Pupil feedback is positive; they enjoy the responsibility of this post. Parents have also provided positive feedback on the quality of the work shared on the Seesaw linked to Frèam Cànan and have shared with staff that they feel it is clearer to see the progress that their children have made.

Next Steps:

- Moderation activities to further support professional judgements.
- Share EME and GME Listening and Talking developments further with parents/carers.

School priority 2: Pupil Leadership in Learning – PLAY/PEBL (Year 1)

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all
Placing the human rights and needs of every child and young person at the centre

NIF Driver

school leadership
teacher professionalism
curriculum and assessment

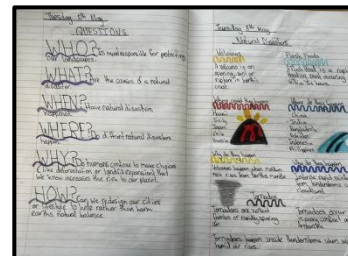
HGIOS 4 QIs

QI 1.2 Leadership of Learning
QI 2.3 Learning, Teaching & Assessment
QI 3.3 Increasing creativity and employability

Progress and Impact:

This session, we have been increasing opportunities for Pupil Leadership in Learning through a focus on quality Play Pedagogy, Pupil Enquiry Based Learning (PEBL) and further development of the use of Meta-skills across the school. Very good progress has been made with almost all targets being achieved in Year 1 of this priority.

As part of the PEBL development work, P3-7 staff benefited from a range of in-house and outwith professional learning opportunities across this session focused on effective approaches to enquiry based learning. Feedback from staff has been positive. Analysis of pre and post survey results show increased confidence and knowledge from all staff involved. Staff also worked collaboratively to plan and pilot a successful PEBL approach for 'Our Historical World' during Term 2 in all P3-7 classes. Quality assurance processes highlighted positive impact in all classes such as increased independence and leadership of learning opportunities. Furthermore, stakeholder feedback also highlighted increased engagement, motivation, responsibility and creativity with most pupils preferring the enquiry based approach to previous IDL approaches with pupil feedback such as:



'I like doing PEBL better because we work together more to find out our own facts and develop life skills too.' – Pupil Feedback

'PEBL was amazing. I wish we could have done it for longer.' – Pupil Feedback

P1-2 staff worked together this session to enhance further their knowledge of quality play pedagogy and to ensure effective and consistent play opportunities for all P1-2 learners. Pre-audit results from EDC's Play Pedagogy Toolkit highlighted the good practice already in place to build on further as well as identifying key areas to focus on. Staff visited a number of other schools and early years centres to identify further good practice and used this to create a focused action plan. Some of the key areas developed include the creation, and consistent use of designated zones (Creative, Discovery and Social), responsive planning implementation, meta-skills play plenaries and Another key area developed in pupils independently evidencing their learning through posting target tasks on Seesaw to share with families at home. Post-audit results show very strong progress across almost all areas identified. Quality assurance processes also highlighted positive impact and consistent approaches in all classes such as increased independence and ownership of learning.

Stakeholder feedback for Play and PEBL has been very positive with parents and staff highlighting the skills for life they could see being developed such as creativity, critical thinking, collaboration and independence and examples of specific feedback included:

'This is amazing, the pupils can take the opportunity to explore more about the world, encouraging them to have curiosity and develop critical thinking.' – Parent Feedback

'Helping to build confidence, develop friendships and improve his communication skills. He learns best through hands on activities and imaginative play which helps him be more creative and develop his problem solving skills'. - Parent Feedback

'I've seen a big difference in play in P1. New resources and the focus on the children's interests based on observations has made a big difference.' - Support Staff feedback
'I think PEBL has been an excellent way to engage children in their learning. Creating opportunities to let children lead in their own learning.' - Support Staff feedback

This session we have also continued to further develop and embed meta-skills across the curriculum through a variety of approaches including the introduction of Play Plenaries linked to meta-skills in P1-2 classes, PEBL pre and post self-evaluations linked to meta-skills in P3-7 classes and linking personal/class targets to meta-skills in termly Learning Targets in all classes. As a result, teachers in most classes report that children are able to more confidently identify and talk about the meta-skills they are developing across the curriculum.

'Children can confidently talk about meta-skills and relate them to their learning across the curriculum. They know the meta-skills without the use of visuals now which shows they are embedded and understood.' – Teacher feedback

'Collaboration in the infants. P2 are so good at working together and know their meta-skills inside out.' - Support Staff feedback

Next Steps:

- Continue with Year 2 of developing Play and PEBL with a particular focus on Outdoors for Play and reviewing our Framework for IDL for PEBL.
- Further develop approaches for meta-skills progression and tracking next session.

School priority 3: The CIRCLE Framework and Inclusive Practices (Year 2)

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

This year we have been continuing to develop the implementation of the CIRCLE Framework to support the development of inclusive practices focusing on the CIRCLE Participation Scale (CPS), aimed at supporting improved Personalised Support for identified learners. Very good progress has been made this session with almost all targets being achieved in Year 2 of this priority.

All staff completed pre and post questionnaires on their confidence levels in relation to the CPS. They participated in professional learning sessions to introduce the CPS and allow for rich discussion and dialogue on the approach. This included exploring the CIRCLE Framework further and familiarising themselves with the scale and how it would further support learners through its correct implementation. Staff used the CPS to identify an individual learners' strengths and areas for development in relation to three main aspects: Physical and Social Environment, Structures and Routines and Motivation and Skills. One 'Skill Area' to target was identified by staff and they considered the suggested supports and strategies which could be further developed or added into a child's plan to enhance the identified child's learning experiences. All teaching staff completed a Planning Page (or Action Plan), to create a robust plan based on the suggested strategies that they would take forward with further consistency, to support children's engagement in learning. A mid-term 'Reflection' was completed regarding their constructed plan, where staff discussed progress with colleagues and adapted plans. Pupil voice was also sought on impact of the strategies. Staff evaluated

their Planning Page towards the end of the school session, where they further reflected on the strategies and identified next steps. Feedback from staff was positive, with most children applying strategies with greater consistency and achieving success.

Example of Reflection Feedback:

Strategies: Use of wobble cushion when sitting on floor, positive praise, notes home to mum about progress.

Pupil Feedback: The wobble cushion makes me calm, I can calm down and not cry anymore, I like that mummy knows I'm good at school.

As part of our robust Quality Assurance processes, to ensure consistency across the school, Senior Leadership Team focused on the CPS and CIRCLE Inclusive Classroom Scale (CICS) through termly Learning and Teaching Visits. The Senior Leadership Team (SLT), making reference to the CIRCLE through their feedback with teachers. High level messages were shared with all teaching staff at a collegiate session, sharing good practice and identifying next steps.

Examples of approaches that were effective and consistent within classes:

Use of visual supports, Calm Corners, Effective differentiation and Use of appropriate lighting.

Next Steps identified through L&T visits:

Greater consistency in the use of Noise Monitors and increased use of Positive Noticing.

As part of our continued work on inclusive practices this session, school staff have also undertaken professional learning to help schools to recognise and meet the specific learning needs of children born prematurely. Furthermore, we have worked with parents and carers to encourage them to share any details in relation to preterm birth, and also reviewed our admission procedures and tracking data, to ensure that we have as much information as possible to help support children as best we can. As a result, the school was successfully awarded 'The Smallest Things: Prem Aware Award' in June 2026 for the work we have done to raise awareness of the impact of prematurity on development and learning.



'As a parent, it is very encouraging and reassuring to know the school is taking steps to being supportive and aware of the challenges faced by prem babies going forward.' - Parent Feedback

Next Steps:

- Review Universal and Targeted Support Plan formats to include CIRCLE strategies and approaches. Gain further pupil and parental voice through reviewed Support Plans.
- Continue to develop and enhance our inclusive practices through exploring the use of NVR and Zones of Regulation next session.

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. Ongoing 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 continued to work hard to raise the profile of UNCRC across the school with whole school assemblies and whole school charters and displays. Our Children's Rights Committee have also created a child-friendly version of the school's Anti-bullying Policy and successfully shared this with all pupils at a recent assembly. 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. This year, the DHT has completed Talking Mats training. This is a useful resource to gain meaningful pupil voice effectively while reducing expectation and potential anxiety through non-verbal interaction.



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 our STEM Nation Awards.

Improvement in attainment, particularly in literacy and numeracy:

Achievement of Curriculum for Excellence levels have remained consistently above national averages. Attainment over time data shows that 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 2026 shows that attainment has been raised for reading, writing, and numeracy at P4 and P7 and for writing in P1 and that it has been maintained for listening and talking in P7. Attainment data for 2025-2026 is above most recently available EDC averages in reading, writing, listening and talking and numeracy in P4 and P7 and for reading, writing and numeracy in P1. 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. In addition, this session we have offered targeted Homework Club support with priority for any families who may have limited access to devices at home, larger families as well as families who may face any other potential barriers to participation in Home Learning. This was one of the action points identified from our 'Cost of the School Day' Working Group (consisting of parents, pupils and staff) last session.

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 P6 and P7 pupils also continued this session with a focus on healthy relationships and transition. Unfortunately, the block of transition sessions were not able to be fully completed due to counsellor absence however the other sessions were very positively evaluated by all who attended. This year, key messages from the SHINE Mental Health survey, that all P6 and P7 pupils took part in last year, were shared with all staff and members of the Parent Council. 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 were very positive in almost all areas in relation to comparator information however concerns about Body Image/Appearance was highlighted as an area to focus on across all schools. As a result, all classes implemented focused Body Image lessons as part of Health Week this year. These were positively evaluated by all classes involved and will be further developed and embedded within our Health and Wellbeing Curriculum.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2026				
	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	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

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 Prem Aware Status and STEM Nation Award for EME and GME. We are the first Gaelic Medium Education (GME) setting to complete the STEM Nation Award process entirely in Gaelic and were invited to share details of our approaches to STEM as part of a National Seminar for educators across Scotland working in GME settings. 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 2025 and the Local Glasgow Mod in June 2026 scooping a number of medals 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 Nurture Breakfast and Art Nurture sessions.
- Targeted interventions to increase attendance, engagement and improve wellbeing outcomes for identified pupils including a block of 'Creatovator' Lego Therapy session.
- IT resources and programmes to enhance learning for targeted groups of pupils and raise attainment in literacy and numeracy.
- Staffing to support raising attainment in literacy, numeracy and health and wellbeing for

The school has also 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	Very 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 2026/27

1. Wellbeing and Inclusion
2. Pedagogy and Meta-skills

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 continued to be strong with all teachers taking on leadership opportunities again 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 previously. 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 Masters in Gaelic Education, Middle Leaders Leading Change and Understanding Dyslexia.

Meadowburn moves into a new and exciting chapter in August 2026 with an Acting Head Teacher starting in August 2026 and a new Principal Teacher to be appointed following Mrs Craig's early retirement. We are 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 and success in improvement planning priorities next session.

'There has been a clear direction focusing on improvement whilst nurturing an inclusive environment where pupils feel safe and valued!'

(Parent Comment, June 2026)