

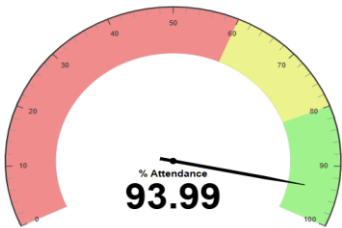


School Context *as at 10th July 2026*

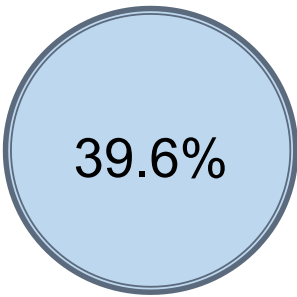
School Roll



School Attendance



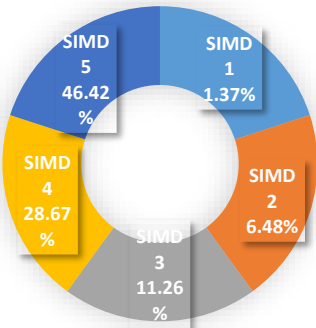
Percentage ASN



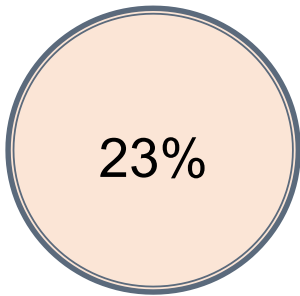
PEF Allocation



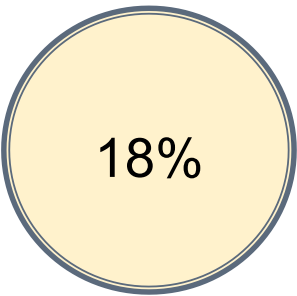
SIMD Profile



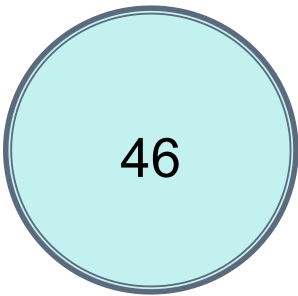
Bilingual Pupils



Pupils with more than 20 days absence



Reported Instances of Behaviour of Concern in 25/26 session



Commented [A1]: The minimum expectations for school profile are included below.. Establishments can choose to add context-specific data as long as no individual young person can be identified. Use the Additional data fields to display this data or delete if not required.

Commented [A2]: To display your own data
1.Right click on the half circle graph below to bring up the menu.
2. Chose "Edit Data" which is around half way down the menu and then "Edit Data in Excel"
3. Input your attendance data in the chart including the % symbol.
4. The graph can be deleted and substituted with your own if you have this already.

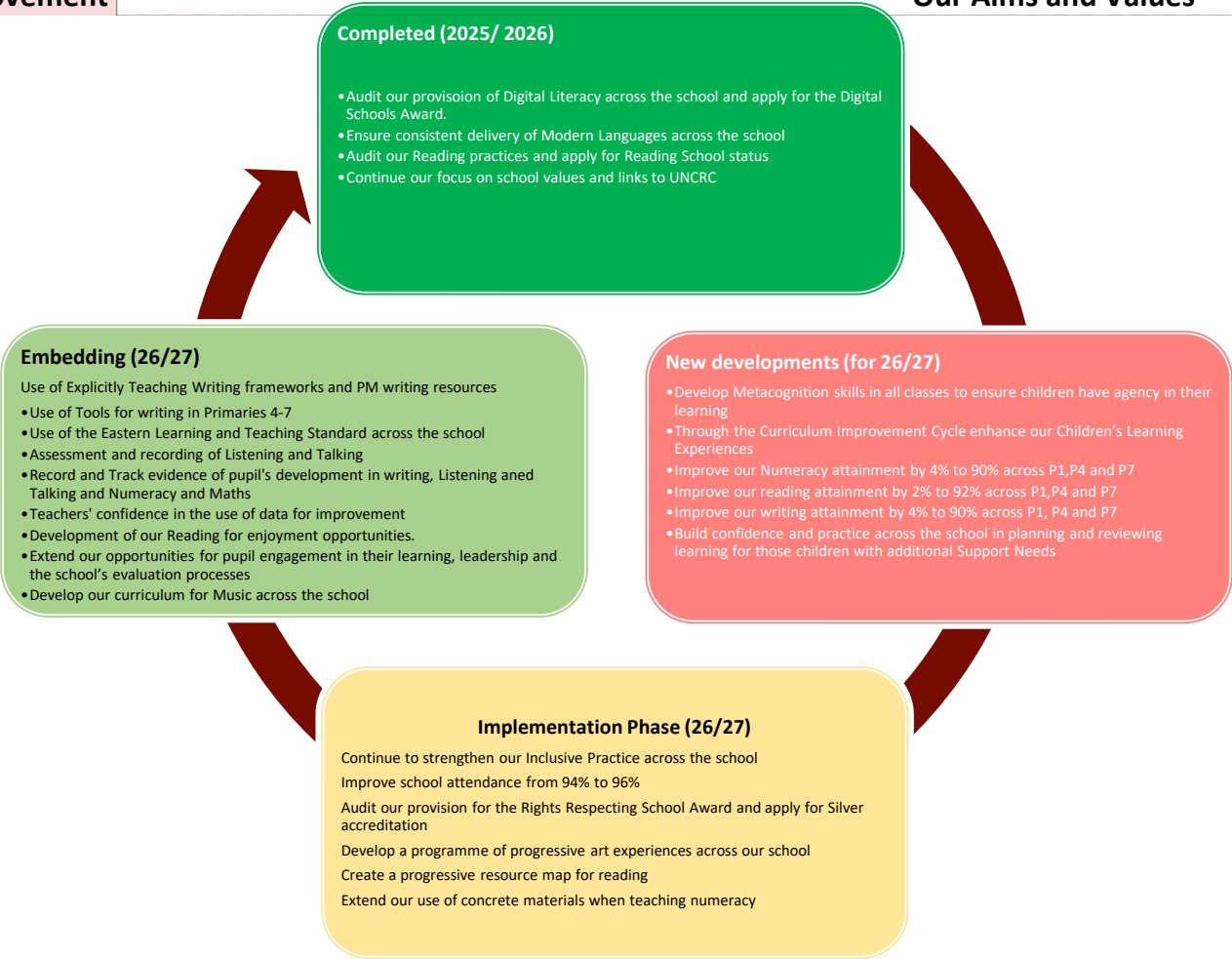
Commented [A3]: 1., Right click on the graph below to bring up the menu.
2. Chose "Edit Data" which is around half way down the menu and then "Edit Data in Excel"
3. Input your SIMD data in the chart including the % symbol.
4. The graph can be deleted and substituted with your own SIMD graph, if you have this already.





Cycle of Improvement

Our Aims and Values



Commented [A4]: This Cycle of Improvement should reflect

- Completed - previous year's improvement priorities that are now no longer required to be on SIP - now embedded in practice
- New development – any newly identified improvement priorities based on summary self-evaluation
- Implementation phase – A continuing priority that still requires a high level of intervention / focus / training etc.
- Embedding – A continuing priority that focusses on ensuring sustainability and consistency



Vision Values and Aims

Commented [A5]: Based on Summary Self-evaluation, School Improvement Report, Annual Audit and feedback from Key Partners
Your school's vision, values and aims should be visible.





School Priorities 2025-2026



Presence

Improve our school attendance

- Priority 1 - Increase our school attendance to 96% across the school

Progress

Improve our school attainment to 92% in Reading, 90% in Writing and 90% in Numeracy

- Priority 1 – Improve our writing attainment by 4% to 90% across P1, P4 and P7
- Priority 2 – Improve our reading attainment by 2% to 92% across P1,P4 and P7
- Priority 3 – Improve our Numeracy attainment by 4% to 90% across P1,P4 and P7

Participation

Further develop our curriculum to provide enjoyable, challenging and engaging learning

- Priority 1 -Through the Curriculum Improvement Cycle enhance our Children’s Learning Experiences
- Priority 2 -Develop Metacognition skills in all classes to ensure children have agency in their learning
- Priority 3 Further develop inclusive practices consistently across the school and ensure systems are in place to record and track progress, sharing information at transitions successfully.

Commented [A6]: This page should be a visual representation of your agreed improvement priorities for the year ahead.

Feel free to use this template or your OWN bespoke visual (using Word SmartArt; Google slides etc...)



SCHOOL VERSION	SIP Priority 1
Specific area for improvement	Improve our school attendance
Rationale for Improvement (based on evidence from key stakeholders)	Despite efforts made in session 2025/26, our whole school attendance fell from 94.41% to 93.99%. 18% of children had less than 90% attendance. Research shows that attendance lower than 90% (20 days) leads to children having less chance of success, making it harder to make progress. Children who have attendance less than 80% are likely to face serious impact on education and have a reduction in life chances.
Equity Gap (if relevant)	Those living in decile 1 had the highest absence percentage with 10.68% with those living in decile 10 having 4.79% absence

Commented [A7]: Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOS QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) Intervention for equity & cost	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	Performance Information Parental Engagement School Improvement	 Presence	 1. Early Intervention and Prevention 9. Engaging beyond the school 7. Using evidence and data	 2.7 Partnerships 3.1 Enquiring wellbeing, equality and inclusion

Commented [A8]: Identify Presence, Participation or Progress

Commented [A9]: Identify intervention(s) for equity and cost allocated to PEF (if relevant)

Commented [A10]: Identify relevant QI for measuring progress



Increase our school attendance to 96% across the school					
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
	- Monthly Monitors of whole school attendance - Early contact with families who have previously had attendance lower than 90% - Share statistics and research with families - Involvement of other professionals to support attendance - Regular updates to targeted families as to the attendance pattern of their children - School and Family Development Worker to liaise with families throughout the year.	Children across the school should have attendance above 90% <i>Monthly review of targeted attendance and planning for other supports</i>	Gordon Ferrier Katy Davidson	Monthly Review	School and Family Development Worker



SCHOOL VERSION SIP Priority 2				
Specific area for improvement		Improve our school attainment to 92% in Reading, 90% in Writing and 90% in Numeracy		
Rationale for Improvement (based on evidence from key stakeholders)		Attainment in Reading and Writing rose last session. Development work carried out in 2025-26 focussed on providing a consistent approach to teaching these areas across the school. P4 continues to demonstrate a dip in attainment of expected level, particularly in writing. The percentage of children in P4 and P7 attaining expected levels in Numeracy fell by 4% and 6% respectfully.		
Equity Gap (if relevant)		33% of children impacted by poverty across the school are not attaining in at least one literacy and numeracy area.		
NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) Intervention for equity & cost	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	School Improvement Performance Information Teacher Professionalism	 Progress	 4. Targeted approaches to literacy and numeracy 6. Differentiated support 7. Using evidence and data	 3.2 Raising attainment and achievement

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Commented [A12]: Identify Presence, Participation and/or Progress

Commented [A13]: Identify intervention(s) for equity and cost allocated to PEF (if relevant)

Commented [A14]: Identify relevant QI for measuring progress



Improve our writing attainment by 4% to 90% across P1, P4 and P7					
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Almost all children will demonstrate improved tools for writing skills appropriate to their Learning Pathway (Highlighted in the writing Assessment Record)	Writing Episodes to be planned at least twice a week in all classes with children accessing 2 hours of quality writing weekly.	Class Timetables will reflect a focus on Writing – Jotter work to reflect this	TBC	Throughout the Year	
	Classes to use the Explicitly teaching Writing Framework throughout the year	Handwriting noted in class timetable – Jotter work to reflect this	Ben Clark (Monitor)		
	Daily Write activities to be used throughout the school		Lynsey McLaren (Monitor)		
	6 Assessment Pieces to be kept for each child.		Class Teachers		PM WRITING
	Writing Records to be kept updated throughout the year to inform planning				Explicitly Teaching Writing
Almost all children will demonstrate well-presented work within their jotters Which is appropriate to their Learning Pathway.	Handwriting to be taught at least once a fortnight				CYPIC Training
P4 Children will demonstrate greater achievement within their writing assessments than previous years	CYPIC writing programme to be implemented across P4 and P5		Lynsey McLaren		



Pupils will make appropriate progress in assessed pieces and teachers will identify areas requiring development.	3 Attainment Meetings to held throughout the Year	Use of Pupil tracker data will allow discussion at three attainment meetings. This will allow for planning and review of interventions CYPIC Recording of Individual aspects of writing will guide teachers planning and teaching to allow for responsive interventions SNSA assessments will inform planning of next learning for P7, P4, and P1 Teacher Assessment Records for and Writing ACEL RETURN	Gordon Ferrier Class Teachers	November March June	
Improve our reading attainment by 2% to 92% across P1,P4 and P7					
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
All classes within a stage will have a consistent learning experience.	Review Reading map as a school to identify core activities and additional opportunities.	Reading Map will be reviewed and agreed.		September	



All Children will be able to discuss their learning in reading and identify why they are learning this. Almost all children will be able to demonstrate reading skills at the appropriate level.	Use the Reading map to establish Clear Learning activities in each class to ensure discreet teaching of Enjoyment and Choice, Tools for Reading, Finding and Using Information and Understanding Analysing and Evaluating. Review and Plan Explore Reflective Reading resource and Training for use across the school. Establish core reading activities and record these on class timetables. Ensure formal comprehension learning takes place fortnightly Explore Reflective Reading resource and Training for use across the school 3 Attainment Meetings to held throughout the Year	All teachers will be able to identify which area their lesson/Learning is targeted at. All teachers will use this resource in their teaching Use of Pupil tracker data will allow discussion at three attainment meetings. This will allow for planning and review of interventions SNSA assessments will inform planning of next learning for P7, P4, and P1 ACEL RETURN		November September January April November March June	Pedagogy Team
			Ben Clark (Monitor) Lynsey McLaren (Monitor) Gordon Ferrier Class Teachers		



Improve our Numeracy attainment by 4% to 90% across P1, P4 and P7					
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Almost all children will be able to demonstrate Mathematics and Numeracy skills at the appropriate level	Audit school and identify particular areas of challenge for children.	Pre and Post test assessments to show improvement from teaching	Working Group		SHM Teaching Manuals
	Create a help guide to highlight resources and teaching tips for identified areas		Class Teachers		Numicon Manuals
Almost all children will be able to explain their thinking around mental maths calculations	Daily Mental Maths Warm Up sessions to be planned for beginning of Maths lessons Focussing on Mental Strategies				Previous Learning activities shared last session by Pedagogy Team
	Implement the use of concrete resources to support Numeracy Training. Teachers to hold a sharing session to feedback practices.				



	3 Attainment Meetings to held throughout the Year	Use of Pupil tracker data will allow discussion at three attainment meetings. This will allow for planning and review of interventions SNSA assessments will inform planning of next learning for P7, P4, and P1 Teacher Assessment Records for and Numeracy ACEL RETURN	Gordon Ferrier Class Teachers	November March June	
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SCHOOL VERSION SIP Priority 3

Specific area for improvement

Further develop our curriculum to provide enjoyable, challenging and engaging learning

Rationale for Improvement
(based on evidence from key stakeholders)

Through the Curriculum Improvement Cycle, schools throughout Scotland will engage in the curriculum review process to ensure that our learning experiences are well matched to the needs of learners ensuring relevance and making explicit the knowledge and skills children and young people should develop to build and deepen understanding as they progress through learning.
We continue to build our skills and practices to meet the needs of all our children to ensure they are supported and challenged in their learning journeys and that they can increase their agency in their learning.

Equity Gap (if relevant)

NA

Commented [A15]: Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOS QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) Intervention for equity & cost	HGIOS QI
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 of education	Teacher Professionalism School Improvement	 Participation	 2. Social and Emotional Wellbeing 3. Promoting Healthy Lifestyles 6. Differentiated support	 1.3 Leadership of change 2.2 Curriculum

Commented [A16]: Identify Presence, Participation and/or Progress

Commented [A17]: Identify intervention(s) for equity and cost allocated to PEF (if relevant)

Commented [A18]: Identify relevant QI for measuring progress



Through the Curriculum Improvement Cycle enhance our Children's Learning Experiences

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
By June 2027, all teaching staff will understand the curriculum improvement cycle and will have been supported in understanding the new technical frameworks.	Professional Reading will be shared by Education Scotland. Opportunities for discussion.	MS forms used for evaluations and feedback which will inform the local authority of further professional learning that may be required.	SLT	June 2027	Timeline, resources and guidance provided by local authority and Education Scotland.
All teachers will have confidence in embedding the new technical frameworks into their practice to be formally adopted in August 2028	Staff to engage in on-going professional learning, provided by the local authority, in-line with the timeline given.	Staff knowledge, understanding and confidence will be measured.	All Staff		
	Inset days will have a focus on aspects of the curriculum improvement cycle.	Understanding of curricular changes will be evident through planning for learning, teaching and assessment in the current session.	All Staff	June 2027	
	Further twilights and PL sessions will be undertaken to deepen understanding and improve pedagogical approaches.				
	E-learning modules will be available to consolidate the in-person learning, or for new/returning staff who start mid-session.				
Our school's curriculum rationale will be updated and adopted.	Review curriculum rationale and update if required.	Refreshed curriculum rationale that reflects the current cohort of learners.	School Improvement Partnership	Novemeber26	



Develop Metacognition skills in all classes to ensure children have agency in their learning

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Participating Learners will be aware of their strengths and weaknesses and can motivate themselves to engage in, and improve, their learning. Participating Learners will have a good knowledge of themselves as a learner and of strategies they can employ to become more independent in their learning. All Teachers will be confident in supporting pupils to plan, monitor, and evaluate their learning through explicitly teaching, modelling, and scaffolding the use of metacognitive strategies. Development will be ready to scale up across school in August 27	Revise prior learning of Self and Peer assessment Support teachers to understand the importance of using strategies to develop their pupils' metacognitive knowledge. Use the Education Endowment Foundation's Resource to plan professional Development sessions for school staff Collaborative research approach within working Group Guidance on the delivery of explicit teaching of metacognitive strategies to be developed to support	Metacognition strategies will be evident through professional support visits Pre assessment questionnaire for teachers and children.	Working Group All Teaching Staff	June 27	EEF Resources Metacognition and Self-Regulated Learning EEF



Further develop inclusive practices consistently across the school and ensure systems are in place to record and track progress, sharing information at transitions successfully.

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
All teachers will understand and operate within a Staged Intervention Approach. All teachers will be confident in the use of new Dundee City Council planning procedures for children with additional Support Needs IEPs will be prepared for all children, and shared with parents and carers, who require specific learning or developmental targets All teachers will be familiar and be able to identify and access resources including digital and adaptive technologies to meet the needs of learners. All children who benefit from specific supports form the Standard of Inclusive Practice will have a Supportive Strategies Passport	Dundee's Staged Intervention shared with teachers and explained -Opportunities for discussion and case studies. Planning documents shared with school staff and guidance given on how to use these. IEP writing training including Smart Targets and the need for 6 weekly review. Importance of parental involvement to be included and planned for Input into resources which are available for use in classrooms including self regulation resources. Input into Digital and Adaptive Technologies All teachers to discuss Shannari indicators with pupils highlighting that these are the Aims of our School.	All teachers to complete feedback form All teachers to complete feedback form All teachers to complete feedback form Appropriate resources used in classes and included in any planning associated with the child. Focus group of children will share their understanding of the Wellbeing indicators and how they can use these to evaluate their own wellbeing and needs	Michelle Radcliffe Lorraine English Whole school staff	Throughout the school Year 26-27	ASN guidance and planning tools DEPS Training School Team and Digital Learning Team Supportive Strategies Toolkit



All pupils will be able to discuss the SHANARRI indicators and have opportunities to self assess against these.	Resource made available for children to be supported to evaluate their own wellbeing.				Standard of Inclusive Practice Wellbeing Toolkits
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Summary of PEF Spend			
Area of expenditure	Details	Reference to Plan	Budgeted allocated
		PEF Allocation PEF Carry Forward Commitments Total Remaining	£52675 £35983 £15711 £72947
Teaching staff	Additional Teacher for Term 1 and 0.5 Teacher for the remainder of the session. Targetted teaching to support those children who are impacted by poverty and their peers who are not making the expected progress for their stage	Improving Attainment in Literacy and Numeracy	£12000 – Term 1 £37746 -Remainder of session 0.5 Teacher
Support staff	School and Family Development Worker Support Attendance Particular focus to be given to closing the gap between the <i>10.68% of absences recorded for children living in decile 1</i> and the <i>4.79% of children with those living in decile 10</i> .	Improve Attendance	£9744
Resources	Sumdog Subscription Busy Things Subscription Both to be used to target those children who are not attaining expected levels of literacy and numeracy. 15 ipads 10 laptops Both digital resources to be used in class to provide teacher directed support for those children who are not attaining expected levels of literacy and numeracy.	Improving Attainment in Literacy and Numeracy	£1000 £400 £6105 £4600
		TOTAL Remaining	£71595 £1021





Driving Excellence and Equity
Standards and Quality Report

Insert school and nursery badges here

Name of school_____

Date of report_____

Provide a CONCISE description of the school’s context -

In **addition** to the graphic on page 1 in your SIP (above) include helpful information that sets the scene for your school. What makes it unique?



SIP priority 1 -
Progress including quantitative data to measure progress
Next steps -
SIP priority 2 -
Progress including quantitative data to measure progress
Next steps -
SIP priority 3 -
Progress including quantitative data to measure progress



Next steps -

Improvement in Literacy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Be sure to capture where current p4s were in P1 and where current P7s were in P4 and P1
Share any good news stories here re attainment in literacy in specific year groups following targeted interventions
Include any improvements related to the work in SIG/EDLM

Literacy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1						
P4						
P7						

Literacy	21/22	22/23	23/24	24/25	25/26
Reading					
P1					
P4					
P7					
Writing					
P1					
P4					
P7					
L & T					
P1					
P4					
P7					

Attainment senior phase –
1 or more awards at SCQF level 4 or better (ASN)



1 or more awards at SCQF level 5 or better (SIMD)
1 or more awards at SCQF level 6 or better (SIMD)

Improvement in Numeracy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Be sure to capture where current p4s were in P1 and where current P7s were in P4 and P1
Share any good news stories here re attainment in literacy in specific year groups following targeted interventions
Include any improvements related to the work in SIG/EDLM

Numeracy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1						
P4						
P7						

Numeracy	21/22	22/23	23/24	24/25	25/26
NMM					
P1					
P4					
P7					
SPM					
P1					
P4					
P7					
Info Handling					
P1					
P4					
P7					

Attainment senior phase –
1 or more awards at SCQF level 4 or better (ASN)



1 or more awards at SCQF level 5 or better (SIMD)
1 or more awards at SCQF level 6 or better (SIMD)

Improvement in HWB and positive impact of opportunities for wider achievement (200 words max)

Ensure evaluative writing here and not a list of what is being done but how it impacts positively on pupils. Include quantitative and qualitative data to support your evaluations

Include any improvements related to the work in SIG/EDLM

Improvement in employability skills and positive leaver destinations (secondary schools only) - (200 words max)

Ensure evaluative writing here and not a list of what is being done but how it impacts positively on pupils. Include quantitative and qualitative data to support your evaluations

Include any improvements related to the work in SIG/EDLM

How are you tracking skills across the curriculum? What difference is this making? How do you know?

Include annual participation measure (SDS)



Evaluative comments on attendance and exclusion data (200 words max)

Include how you are making progress towards your school stretch targets.

Include any improvements related to the work in SIG/EDLM

Have exclusion/attendance rates gone up/down? Why? Is there a plan in place to support pupils? Are there successful alternative to exclusion that can be written about here? Click [here](#) for Local Authority data for your information.

Evaluation of and the impact of PEF, interventions to tackle inequity and COSD (200 words max)

Ensure evaluative writing here and not a list of what is being done but how it impacts positively on pupils, especially those most affected by inequality. Include quantitative and qualitative data to support your evaluations



Any additional information – Schools may also wish to add further credibility to their reports through independent validation, endorsement or confidence statements, for example based on:

- an inspection from HMI;
- an independent validated self-evaluation; and/or
- Planet Youth data
- specific endorsements/confidence statements from pupil councils, parent councils or local community groups such as employer or partner groups

Attainment senior phase all other subjects –
1 or more awards at SCQF level 4 or better
1 or more awards at SCQF level 5 or better
1 or more awards at SCQF level 6 or better

HGIOS? Quality Indicators	School Grade	HMI grade (in the last 4 years)	Nursery grade	Nursery HMI grade (in last 4 years)	Most recent care inspectorate grade
QI 1.3: Leadership of change					
QI 2.3: Learning, teaching, and assessment					



QI 3.1: Ensuring wellbeing, equity, and inclusion					
QI 3.2: Raising attainment and achievement					
QI 3.2: Securing progress (nursery)					
Additional QI of school/nursery's choice e.g. 2.7 partnerships					

School Improvement Priorities for next academic year 2026/27

Presence	Priority 1 - Priority 2 -
Progress	Priority 1 - Priority 2 -
Participation	Priority 1 - Priority 2 -

Click [here](#) to link to next year's SIP and SQR (you need to create a hyperlink to your next plan)