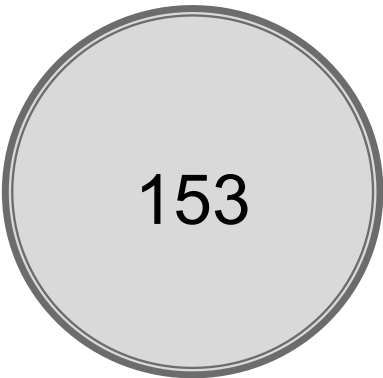
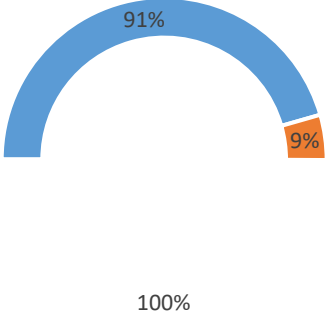


School Context

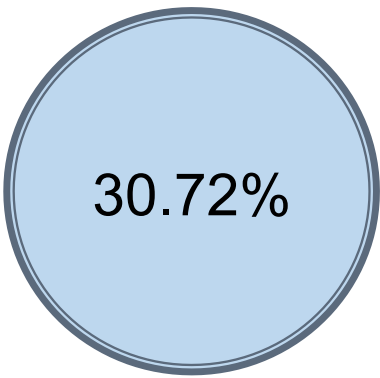
School Roll



School Attendance



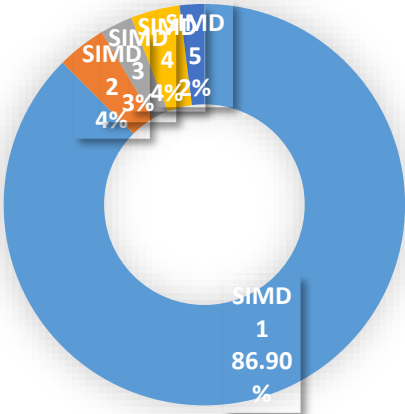
Percentage ASN



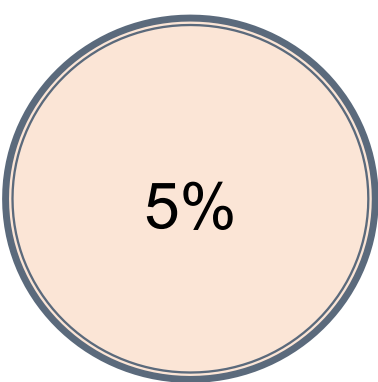
PEF Allocation



SIMD Profile



LAC

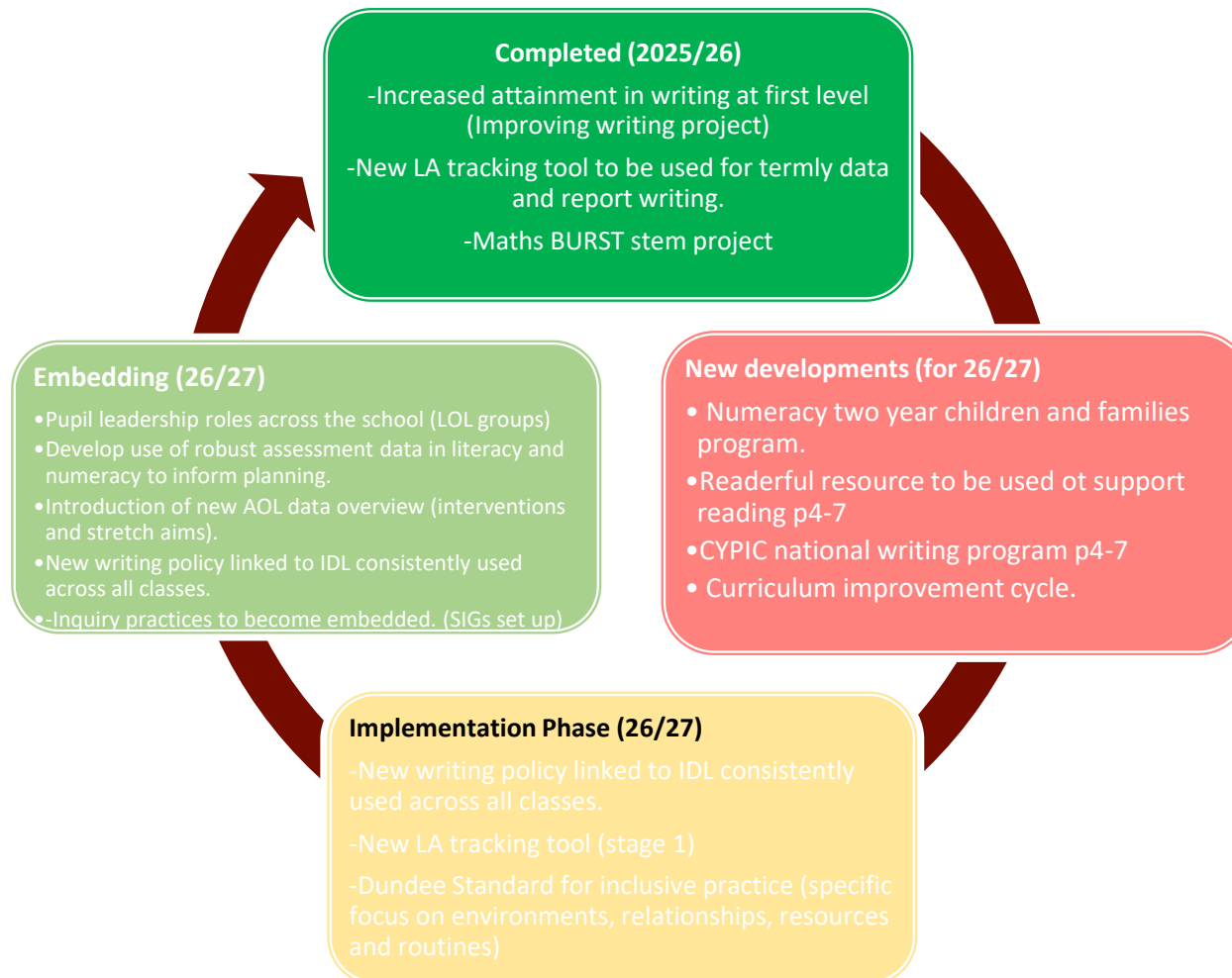


Additional Data



Cycle of Improvement

Our Aims and Values



Vision Values and Aims

Vision – Be Your Best Self (Home, School, Community)

Values – Love Inspire Achieve

Aims – To be safe, ready and respectful

School Priorities 2026-2027



Presence

-Priority 1 – Improve attendance from 91% towards a stretch target of 94%, with a focus on reducing one-day absences.

SIG focus-To what extent does increasing learners' engagement and sense of belonging in my classroom contribute to improved attendance?

Participation

-Priority 1 – Raise attainment in numeracy particularly through engagement and family learning

-Priority 2 – Raise attainment in literacy across P4–P7, with a focus on improving reading and writing.

SIG focus-To what extent does consistent use of universal inclusive approaches improve learner participation and engagement in my classroom?

Progress

Priority 1 –Develop Inclusive Practice in line with the Dundee Standard

Priority 2 – Develop our Curriculum inline with the National Improvement Cycle

SIG focus-To To what extent does increasing learner engagement in numeracy lead to improved learner attainment?

SCHOOL VERSION SIP Priority 1 Raise attainment in numeracy particularly through engagement and family learning

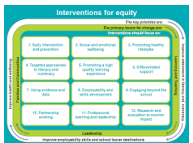
Specific area for improvement : Numeracy

Rationale for Improvement : Numeracy attainment across the school is low and particularly in p3-7 (p3-76%, p4-64%, p5-71%, p6-75%, p7-74%). This is below both national (p4-78%/ p7-79%) and local averages (p4-78%, p7- 77%). *Through school, SIP and Cluster moderation events, teachers are continuing to build capacity to identify learners progress against the benchmarks more consistently and are beginning to use a wider range of assessment data to identify gaps in learning. As we continuing to embed these new approaches in data analysis and assessment of numeracy, teacher confidence in judgement has grown and therefore the judgements made are increasingly accurate. This session we have two teachers-our newly appointed numeracy champion and our targeted support teacher taking part in the National Numeracy two-year children and families program. This is in a bid to develop pedagogy in numeracy teaching and increase engagement. Alongside this, we will be working to increase numeracy resources and develop staff capacity in outdoor learning.*

Equity Gap (if relevant)

P3 SIMD 1&2: 70%	SIMD 3-7:100 % (Gap-30%)
P4 No equity gap	
P5 SIMD 1&2: 67%	SIMD 3-7: 100% (Gap-33%)
P6 SIMD 1&2: 72%	SIMD 3-7: 83% (Gap-11%)
P7 SIMD 1&2: 71%	SIMD 3-7: 100% (Gap-29%)

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NIF PRIORITIES Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item. Choose an item.	NIF DRIVERS School Improvement Performance Information Assessment of Children's Progress Parental Engagement Choose an item. Choose an item.	EDLM PRIORITY  Progress	PEF (where applicable) <i>Intervention for equity & cost</i>  4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 7. Using evidence and data		HGIOS QI  2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
-Raised attainment in numeracy across all classes but specifically p3-7 where, by targeting specific individuals' levels of engagement we hope to reach the stretch aims of: P4- 82% P5- 73% P6- 82% P7- 92%	-All staff to be re-trained in outdoor numeracy. -Outdoor numeracy to take place weekly in all classes. -Numeracy resources to be audited further to	- Teacher professional judgement (CfE levels) recorded in tracking meetings. - Numeracy assessments - Moderation evidence. - Termly tracking	-Class teachers -Support staff	By term 3 Ongoing termly Pre/ post Term 1/ term 3/ Ongoing	-outdoor numeracy trainer. -Termly trackers. -surveys

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Increased levels of engagement in numeracy across the school.	take into account manipulatives and contextualised learning opportunities including games. -New numeracy pioneer to be identified to work alongside existing pioneer to continue to develop support for all staff. -Numeracy WAGOLL to be consistently embedded in all classrooms (focus of term 1 PSV). Working collaboratively with the Numeracy Lead to improve quality of learning and teaching Numeracy and	data demonstrating progress towards stretch aims. -Learner surveys and focus groups showing increased confidence and enjoyment. - Classroom observations/learning walks focused on engagement. - Attendance and participation in numeracy activities for all pupils. - Reduced incidences of disengagement during numeracy lessons. - Teacher observations recorded through planning and tracking discussions.	-SLT/ Class teachers. -Pupils/ class teachers. -SLT/ class teachers. -SLT/ class teachers. SLT/ Leigh Glennie/ SIP Team	Termly Term 1 & Term 3	-Staff cover for PSVs (peer). -Numeracy WAGOLL. -Termly attainment meetings. -National numeracy workbooks (1 per pupil) -Parental questionnaire pre/post.
SIPP Project - Staff confidence and skills in learning, teaching and assessment of numeracy improves ensuring high quality across the school					

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Families demonstrate increased engagement and confidence in numeracy, alongside strengthened home–school partnerships and improved learner attainment. Teachers demonstrate increased confidence and effectiveness in using a range of pedagogical approaches to support numeracy learning. Reduction in equity gap in the attainment of numeracy for our most and least disadvantaged learner.					consistency of this in all classes -Numeracy lead to take part in Sumdog diagnostic training with SIP leads and share this practice across the school creating consistency in using this assessment and data (over time) gathered from it. Moderation events with SIP	Comparison of staff confidence surveys, staff networking discussions- pre and post surveys aiming for almost all to measure increase in skills, confidence and knowledge.	-Leigh Glennie/ Charlene Smith Parents/ pupils.		
class	SIMD 1+2	SIMD 3-7	Gap	Stretch aim (SIMD ½)- June 2027	-Numeracy lead and TST to be trained in National numeracy program.	-Attendance figures for family workshops. - Parent questionnaires demonstrating increased confidence in supporting			
P2	94%	100%	6%	100%	-Program to be followed with				
P3	79%	100%	21%	86%					
P4	70%	100%	30%	78%					

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P5	67%	0%	0%	73%	parents/families of p6/p7. -Program to be followed by p6/p7 class teachers. -Pedagogy team to support with engagement in numeracy lessons specifically.	numeracy at home. - Feedback from families following workshops. - Uptake and completion of home numeracy activities/challenges.			
P6	67%	100%	33%	80%					
P7	72%	83%	11%	89%					

SCHOOL VERSION SIP Priority 2 Raise attainment in literacy across P4–P7, with a focus on improving reading and writing. Specifically by implementing CYPIC national program and using the Readerful resource to support the teaching of reading skills.

Specific area for improvement: reading and writing

Rationale for Improvement: Attainment in literacy across the school requires continued improvement, with the greatest need evident in P4–P7, where attainment in both reading and writing remains below the desired level.

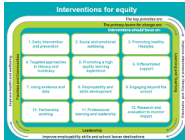
Stage	Reading	Writing
P4	80%	76%
P5	76%	76%
P6	71%	71%
P7	83%	78%

Improving writing through the implementation of Stephen Graham's *Text Types* pedagogy has been a key focus within the School Improvement Plan over the past three sessions. While this approach has had a positive impact on learners' understanding of writing structures, a significant number of pupils continue to experience difficulty transferring and applying their writing skills independently across different contexts.

The implementation of CYPIC in P4 and P5 during the previous session has shown encouraging early impact, with writing attainment increasing from 52% to 76% in P4 and from 72% to 76% in P5. Building on this success, additional staff will receive CYPIC training this session to ensure greater consistency in practice and to further improve writing attainment across the upper stages.

In reading, there is currently no agreed whole-school resource or assessment framework for the upper school. Consequently, staff are using a variety of programmes and approaches, resulting in inconsistency in both teaching and assessment. Developing a consistent, evidence-informed approach to the teaching and assessment of reading will provide greater continuity for learners, enable more targeted intervention, and support improved attainment across P4–P7.

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NIF PRIORITIES Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item. Choose an item.	NIF DRIVERS Assessment of Children's Progress School Improvement Teacher Professionalism Performance Information Choose an item. Choose an item.	EDLM PRIORITY EVERY LEARNER MATTERS   Progress Presence	PEF (where applicable) Intervention for equity & cost  4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 7. Using evidence and data 6. Differentiated support	HGIOS QI  3.2 Raising attainment and achievement 2.3 Learning, Teaching and Assessment 2.2 Curriculum Choose an item. Choose an item.											
Intended Outcome (impact) Reduce the reading and writing attainment gap for learners performing below expected levels through increased engagement and ownership of learning to meet below stretch aims: <table><tr><td></td><td>P4</td><td>P5</td><td>P6</td><td>P7</td></tr><tr><td>Reading</td><td>78%</td><td>81%</td><td>76%</td><td>88%</td></tr></table>		P4	P5	P6	P7	Reading	78%	81%	76%	88%	Actions required to reach desired outcome -P4-p7 teachers to take part in national improving writing project (6x twilights and one sharing practice event) Opportunities for moderation across	Measurement & Evidence Number of staff that attend training sessions-feedback Number of children that have undertaken	Who Targeted support teacher. p4-p7 class teachers.	When Sept- Feb	Resources CYPIC team Pedagogy Team Supply cover Time in WTA for moderation/sharing.
	P4	P5	P6	P7											
Reading	78%	81%	76%	88%											

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Writing	78%	73%	82%	88%	school, SIP and CYPIC schools.	baseline assessment.	Pedagogy Team		
A consistent approach to teaching and assessment of reading in P4–7 to ensure progression in skills, accurate identification of attainment levels, and improved learner outcomes.					SLT support in implementation.	Number of QI tools used (pareto chart, fishbone).	DHT		
Demonstrable improvement gains for p5, p6 and p7 unlikely learners and P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing).					Time to share good practice across both first and second level within school.	% of teachers that hold an understanding of root causes to low attainment.			
Learners are empowered to see themselves as writers and engage in writing activities.					-Targeted support teacher to mentor and model to staff where required.	% of teachers that are very confident to teach writing. % of teachers very confident to assess writing.			
Learners confidently talk about their learning intentions and success criteria and next steps.					SIPP schools to plan moderation event for final pieces of writing.	% of teachers that enjoy teaching writing.			
Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.					-SIPP writing leads to create final folio and share with staff	Number of teachers implementing the QI writing bundle. Number of times learners are writing per week.			
Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information.									
Increase in P5 (unlikely) and p4 Writing attainment.									

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Narrowing of attainment gap between the least and most deprived groups. SIPP-A document of well moderated pieces of assessed writing at each level to be created and shared with all staff giving a consistent benchmarking resource.	-Readerful program training for staff. -Time for staff to familiarise themselves with the Readerful programme to ensure confident and consistent implementation across classes. -Updated assessment overview to include the use of Readerful resources and assessment.	Duration of writing activity (minutes). Lesson plan (teacher input aligned to aim). Number of writing activities with visible LI and explicit SC. Number of moderation opportunities for P5 and p4 teachers. Staff and pupil voice (qualitative feedback). % of learners completing writing activities. % of learners achieving success criteria. Learner's writing portfolios show application of learning across the curriculum. Run charts demonstrating			
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		individual learner gains (added value). % of learners that have achieved CfE First Level Writing (including baseline). % attainment gap between least and most deprived of participating classes			
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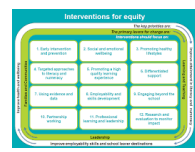
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SCHOOL VERSION SIP Priority 3 **Develop Inclusive Practice in line with the Dundee Standard and as a result, aim to increase attendance and reduce one day absences through consistent approaches, developed nurturing relationships, early intervention and absence procedures.**

Specific area for improvement: Inclusion

Rationale for Improvement: Developing inclusive practice is a key priority to ensure all learners experience equity and high-quality learning opportunities. While inclusive approaches are used across the school, there is a need to further strengthen consistency in practice to ensure every child, regardless of need is given a consistent level of universal support. We will create learning environments that respond to the diverse needs of all learners and focus this session upon routines and structure, relationships and resources. With improvement in these areas, one day absences will reduce as pupils will be engaged in their learning, making progress and feeling valued and safe.

Our Aim: We aim to improve learner engagement, participation, wellbeing, attainment, and achievement, within their mainstream classes ensuring all children experience success within an inclusive school community. As a result we also hope to improve attendance from 91% towards a stretch target of 94%, with a focus on reducing one-day absences

NIF PRIORITIES Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item.	NIF DRIVERS School Improvement Teacher Professionalism Assessment of Children's Progress Choose an item. Choose an item. Choose an item.	EDLM PRIORITY  Presence Participation	PEF (where applicable) Intervention for equity & cost  2. Social and Emotional Wellbeing 5. Promoting a high quality learning experience 6. Differentiated support	HGIOS QI  2.4 Personalised support 3.1 Enquiring wellbeing, equality and inclusion		
Intended Outcome (impact)	Actions required to reach desired outcome		Measurement & Evidence	Who	When	Resources

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Whole school attendance to increase from 91% to school stretch aim of 94%. -Increased attendance for those in 'targeted group' and across the school (see separate sheet to be created once pupils are identified for individual stretch aims created with families). -Reduction in 1-day, avoidable absences across the school for in particular for targeted group.	-moderation of all environments (peer/pupil). Individualised feedback shared and high-level messages shared. -Support from TST in each classroom to model, support and ensure consistency of approaches. -Joint staff CLPL on the importance of structure and routine and how to create this. -audit of resources/ new resources purchased. -staff opportunities to visit SIP/ cluster primaries. -Cluster ASN day with focus on physical environment, structure and routines and relationships. -support from DEPS for individual staff/pupils. identified LGE/ TST and SLT to target attendance across the whole school with a particular focus Daily phone calls/ home visits to TBC- all pupils first day referrals.	- Learning walks and classroom observations using inclusive standard audit. - Quality assurance evidence (PSV/ Pupil learning walks) demonstrating consistent universal supports across classes. - Teacher planning evidencing differentiation and universal supports (including ASP/IEPs) - Staff self-evaluation against inclusive practice standards. -Individual timetables and tracking of mainstream access. - ASN tracking data demonstrating increased inclusion opportunities (pupil tracker notes) -Monitoring of classroom practice through learning walks and peer observations. - Analysis of learner experience through pupil voice surveys and focus groups. - Pre- and post-professional learning confidence surveys.	SLT/ TST/ Class teachers	Term 1 and 3	-Movement and sensory resources.
			SLT/ TST/ Class teachers	Term 2/4	-Quiet pods/ spaces.
			SLT/ TST/ Class teachers	Termly	-Writing slops/ ear defenders/ EAL baskets/ furnishings
			Class teachers	Term 2	
			Class teachers	Ongoing	-Staff cover
					-Audit tools.
			SLT/ TST/ Class teachers	Term 2/4	-Staff survey.
			DHT		TST/ Support staff
			Class teachers/ support staff	Term 2/4	- Attendance

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	- Regular contact and support for low attenders (pupil voice and family follow up) - Support for families to ensure pupils can attend. - Continue to track/monitor our attendance data in school monthly with actions recorded and checked-in. -Identify 'targeted children' through scoping sessions of attendance data and compare this to previous sessions. (identify pupils who are continual low attenders). -Any pupil between 80% and School stretch aim of 94% both last session and term 1 this session to become 'targeted children', multiple groups to run if needed. -Use the FVWL RIC Attendance Self Evaluation Toolkit to do a contextual analysis of attendance with all staff again in November time and compare the data from this. (Attendance to become a focus for all staff with the understanding that it's 'everyone job' being focused upon.)	- Professional learning evaluations. - Learning walk evidence showing consistent implementation of agreed approaches (TST) -Monthly Attendance where all pupils will be discussed and actions recorded. -Weekly attendance check-ins with targeted pupils and their parents (phone calls/ letter)-recorded on MOSAIC. -FVWL completed twice yearly (term 2 and term 4) to track improvements and next steps. - Attendance concerns noted during tracking meetings. -Attainment trackers -Pupil voice questionnaires (engagement and attendance) pre/ post intervention.	TST TST/ identified LGE/ SLT	Ongoing	report tracker. -Weekly catch up time. -MOSAIC -Standard letters - Attendance flowchart and agreed protocols. -APRD's completed and reviewed. -Pupil questionnaire
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					-Termly data meetings
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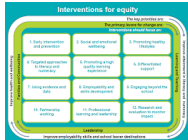
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SCHOOL VERSION SIP Priority 4 Develop our Curriculum in line with the National Improvement Cycle

Specific area for improvement: Curriculum Improvement Cycle

Rationale for Improvement: This improvement priority aligns with national and local priorities by promoting high-quality learning, teaching, and assessment, supporting equity and excellence, and ensuring all learners develop the knowledge, skills, attributes, and capabilities required for lifelong learning, life, and work. With increased engagement in learning, alongside family support and engagement, one day absences will likely reduce.

Our Aim: Through continuous evaluation and improvement, we aim to enhance learner engagement, raise attainment, and provide a curriculum that prepares every child to succeed in an ever-changing world.

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) <i>Intervention for equity & cost</i>	HGIOS QI		
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 Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Choose an item.	School Improvement Teacher Professionalism Assessment of Children's Progress Choose an item. Choose an item. Choose an item.	EDLM PRIORITY  Progress Participation	PEF (where applicable) <i>Intervention for equity & cost</i>  11. Professional learning and leadership 5. Promoting a high quality learning experience Choose an item.	 2.2 Curriculum 2.3 Learning, Teaching and Assessment		
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources	
-Staff to have a shared understanding of curriculum	-Deliver professional learning on curriculum refresh and design principles.	Staff self-evaluation and confidence surveys before and	SLT/ Class Teachers		Play based learning	

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design principles and use these consistently to support high-quality learning and teaching. -Planning for curriculum delivery and assessment of - Equity is strengthened through a curriculum that meets the needs of all learners and reduces gaps in achievement.	-Develop curriculum rational for St. Pius with pupils, parents and staff. - Facilitate collegiate planning sessions to develop shared expectations. - Moderate planning across stages to ensure consistency. Review long-, medium- and short-term planning formats. - Agree assessment approaches, including formative assessment and moderation. - Create opportunities for interdisciplinary learning where appropriate. -Use attainment and wellbeing data to identify barriers to learning. - Ensure learner voice informs curriculum design and learning experiences. - Monitor the impact of curriculum changes on different learner groups and adjust provision accordingly. - Strengthen partnerships with families and external agencies to support equitable outcomes. -Class Teachers to alert SLT to pupils who are regularly absent at tracking meetings.	after professional learning. - Learning walks and classroom observations demonstrate consistent application of agreed curriculum design principles. - Professional dialogue and moderation records evidence a shared understanding. - Staff planning reflects agreed approaches to curriculum design. Planning documentation demonstrates clear progression and consistency across stages. - Moderation activities confirm shared expectations for learning, teaching and assessment. - Learner voice indicates that learning is relevant, appropriately challenging and accessible. - Tracking data demonstrates improved progress for targeted learners and a reduction in the attainment gap. - Attendance, engagement and participation data show positive trends for identified learners.	SLT/ Class Teachers SLT/ Class Teachers Pupils/ DHT/ Class teachers	Term 1/term 4 Term 1/term 3 Termly Termly Term 1/term3 Ongoing	resources (p1-3) Transport costs Outdoor learning tools/ resources
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	-Community development opportunities through the John Muir/ High Five awards to support attendance for targeted children- TS	-Attainment meeting and tracking data - Awards gained based on hours committed.			
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