

Driving Excellence and Equity Standards and Quality Report



Name of school: **St. Pius X RC Primary**

Date of report: **June 2026**

St. Pius X Primary School serves the Northeast area of the inner city of Dundee around the Douglas area and is within the East End Ward. The East End Ward is an area of high deprivation with approximately **91.2%** of our pupils are living in SIMD 1-2 (**86.99%-SIMD 1**), an increase from last year. The school roll is currently sitting at **151**. This has increased by **9** pupils in the last **8** weeks. We have **7 straight classes**. Over the past 2 years there has been an increase in families joining us with English as an additional language. **33%** of our school children are bilingual with **5% are competent, 4% developing competence, 3% early accusation and 1% of pupils at the early accusation stage and 1% of our pupils are new to English. 10% of our nursery children are bilingual.**

The school has a breakfast club which is well attended with an average of 14 children per day. Most pupils access a School Club run by staff or Active schools Dundee during or after school or attend clubs in their local area.

Almost all pupils come to school ready to learn. Attendance has been variable over the last few years (90%,91%,92%) and this year attendance is sitting at **91%**. This is something we continue to work on as part of our school improvement plan. There were **36** families who took a parental holiday during school time this year.

EDLM

- **Presence** - Attendance is sitting at **91%** however we have as our stretch aim **94%**. SIMD 1 is the highest area for low attendance. Following this analysis, we are targeting **8** families. 7 of these pupils are within SIMD1/2. Our SFDW leads on supporting this targeted group and their families through weekly meetings with pupils, meetings with parents and follow up phone calls offering advice and support.
- **Progress** – Attainment has increased in all classes in most areas of literacy and in numeracy over the past year. Gaps are evident in p4, p5, p6 and p7 numeracy and this will remain an area of improvement as we move into session 26-27. Specific interventions which have already been implemented for numeracy include the Maths Burst STEM project focusing on increasing spatial reasoning and Shine Maths intervention program. For next session, we

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have signed up to the National Numeracy 2-year Schools & Families Programme. Interventions for writing included the national CYPIC program at p4 and p5.

- **Participation-** Almost all children are ready to learn and are engaged in their learning. Those who are not have targeted, individualised plans in place.

PEF - The school is allocated **£93,960**. We have used our PEF to employ a wellbeing support worker one day a week with 'What Tomorrow Brings' and have also worked collaboratively with 'Alba Outdoor Education' for two terms this session to help meet the needs of our children who have experienced trauma or require support with their social and emotional needs. Across the school we have 9 pupils who can at times experience quite high levels of dysregulation and we have plans in place to support them. Some of the children require access to the Working Wonderland (a quieter, more supported learning environment) and the back of our stage area is also used as a quiet space to support individuals and small groups. We had allocated money to employ an additional teacher this session to support pupils in the Working Wonderland and across the school however, unfortunately this did not come to fruition. Of the 9 children with significant social and emotional needs, **89% are SIMD 1 or 2** and the other child lives in a residential care setting. We have also used our PEF to pay for our School and Family Development Worker, practical maths resources, to support learning excursions for classes, to purchase a more diverse range of reading materials, IT equipment to support learning and family engagement opportunities and on interventions or resources to support numeracy and literacy attainment.

Over the years we have seen gaps change for those living with SIMD1/2.

In June 25 – SIMD1-2:

- Reading Gap closed in **P3**
- Writing Gap closed in **P3** and **p4**
- L and T gap closed in **p1** and **p3**
- Numeracy gap closed in **P1** and **p3**

In June 26 – SIMD 1-2

- Reading gap closed in **p2, p4, p5** and **p6**
- Writing gap closed in **p4**
- Numeracy gap closed in **p4**

ASN

We have approx. **36% ASN**. This ranges from for anxiety, trauma, cognitive development, social communication difficulties and physical ill health. Across the school we have 19 pupils with Individual Learning Plans (IEPs) and 13 pupils with Additional Support Plans (ASPs). In the nursery we have one child with an ASP.

Our Building

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Our building is approximately 39 years old having been previously located in Ballerino Road in Douglas. The building is officially rated as a 'C' condition due to its aging elements however, all spaces are currently useable, and the school is well looked after. The building comprises of five classrooms on the ground floor and two classrooms, a sensory room and our Working Wonderland upstairs. There is a further classroom (RCT) and a staff room located in the annex building which is attached to our nursery. The dining hall is multipurpose and is used for physical education, dining, assemblies, shows, Big Noise lessons, parental engagement and all whole school activity. Our Nursery has two main rooms (2's and 3-5s), a dining room and outdoor areas.

Staffing:

- We have 7 full time class teacher's staff and 1 part time class teacher split over 7 classes
- 1 RCT teacher
- The equivalent of 0.8 teaching staff supporting raising attainment.
- 1 DHT
- We have two Learning Care Assistants and 3 Pupil and Early Years Support staff who work between 16 and 25 hours each across the week.
- 1 School and Family Development Worker
- Currently have 1 teacher and 1 support staff member off on maternity.
- In the nursery we have 1 SEYP, 1 Nursery Teacher, 5 Early Years Educators and 2 Early Years Support Assistants.

Pace of change - Over the past 5 years there have a number of changes to staffing within the school. There have been three Headteachers in that time and two Depute Head Teachers. While there are some longer serving members of staff within the school, staff have also changed regularly with absence and maternity covers, NQTs and temporary staffing. This session we have 6 permanent teaching staff (five full time and one part time). The nursery staff have remained fairly consistent.

Curriculum Overview-

At St. Pius X RC Primary School, our curriculum is based on Scotland's Curriculum for Excellence (CfE) and is designed to help all children become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

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Rooted in our Catholic values, we aim to ensure every child is supported to achieve their full potential within a nurturing, inclusive and ambitious learning environment where they have opportunities to lead their own learning and share in wider achievements with our community. Learning is planned using Experiences and Outcomes alongside national Benchmarks to ensure progression, breadth, challenge and depth across all curriculum areas.

Our curriculum includes:

- Learning across all 8 curricular areas including RERC.
- Interdisciplinary learning
- Outdoor learning
- Digital learning
- Health and wellbeing which permeates the whole curriculum.
- Opportunities for achievement and leadership
- Faith development and community involvement

To support children's learning in literacy, numeracy and health and wellbeing, we use a range of approaches and resources. These include the Read Write Inc resource to support our learning to read program and Stephen Graham's Explicitly Teaching Text Types to support writing development. The attainment in literacy and numeracy in St. Pius X is good with pupils attaining the same or higher than selected comparator schools both within the local authority and out with at p1, p4 and p7.

At St. Pius, we work closely with a range of partners to enhance children's experiences and support learning for life.

Our strong community partnerships play an important role in enriching the curriculum and supporting the wellbeing and development of all learners. Through our close partnership with our Parish of St. Pius X, children are supported in their faith development through opportunities for prayer, worship, sacramental preparation and the promotion of Gospel values within everyday school life.

Children also benefit from the valuable contribution of Big Noise Douglas, where music tuition and creative experiences help to build confidence, teamwork, creativity and strong community connections. Children have regular opportunities to perform within the community and across the city. Partnerships with Douglas Community Centre further enhance learning through a range of projects including gardening, fundraising events, community initiatives and art activities which encourage children to become active and responsible citizens within their local community.

Intergenerational learning opportunities with Janet Brougham's House help children to develop respect, empathy and communication skills while building meaningful connections with older members of the community. Through Dundee Active Schools, children access a wide range of sports coaching, physical activity programmes, skills development opportunities and after-school clubs and competitions that promote healthy lifestyles and teamwork.

Additional support from Dundee Bairns helps children to develop social skills, friendships and a sense of inclusion and wellbeing, while Dundee Young Carers provides nurture, guidance and emotional support for children and families who may have caring responsibilities. We have also built strong partnerships with Alba outdoor Education and What Tomorrow Brings offering a variety of support for health and wellbeing, meta skills development and family support.

Together, these partnerships help provide a rich, inclusive and supportive curriculum which enables all children to thrive.

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All of our children have the opportunity to lead their own learning and take forward school improvement through our Leading Our Learning (LOL) groups. As a result of this, this session, we have achieved the following recognition:

Gold Rights Respecting Schools Award

Gold Sports Scotland Award

Reading Schools Award

Eco Flag Award

We already hold a digital schools award which has continued to be worked upon by our pupil digital leaders.

Through strong partnerships, high-quality learning and our Catholic ethos, St. Pius X RC Primary School provides a curriculum which supports children to thrive academically, socially, emotionally and spiritually.

- **SIP priority 1 - QI 2.3 and 3.2** - Improve attainment in Numeracy with a focus on problem solving through spatial reasoning and computational thinking.

Progress including quantitative data to measure progress

-The Maths Burst STEM project was implemented in p4-7 this session. Data shows that this was positively impactful in developing spatial reasoning, maths and computational skills in p5 and p7 with valuable improvements in maths in p4 and p6.

-The embedding of our termly attainment tracker has been instrumental in ensuring that pupils who are not on track for numeracy are highlighted and become targeted. This ensures they have a plan in place to support their attainment. Numeracy attainment has increased in all classes except p5 this session where it has dropped by 3%- this is due to a change in pupils within the class. However, we have not yet met the stretch aims set for p4-7.

-Staff have taken part in moderation activities in numeracy across the session with all staff reporting an increased confidence in identifying the level children are working within. This increases accuracy of attainment data.

-Pupils have taken part in learning walks focused on the development of numeracy walls. Feedback from these walks demonstrates some progress in ensuring that wall displays are purposeful and relevant to learning. Pupil voice is playing a greater role in evaluation processes and staff are taking this feedback on board.

-Teaching staff have worked together to create a numeracy standard including an example WAGOLL to help ensure that all lessons are consistent. This is becoming embedded in most classes. As a result, pupil feedback is beginning to demonstrate that most of pupils are clearer about the purpose of their learning and the majority can identify their next steps in learning.

-PEF has been used to buy numeracy resources needed for each class including manipulatives and games to ensure that outcomes can be covered in a range of learning styles. As a result, pupils have fed back that these resources have been useful in helping them to understand mathematical concepts more easily.

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-Rise maths resource has been bought and has been being used by our 'raising attainment' teacher to identify gaps in learning for individuals and support development of these. This has resulted in the following impacts:

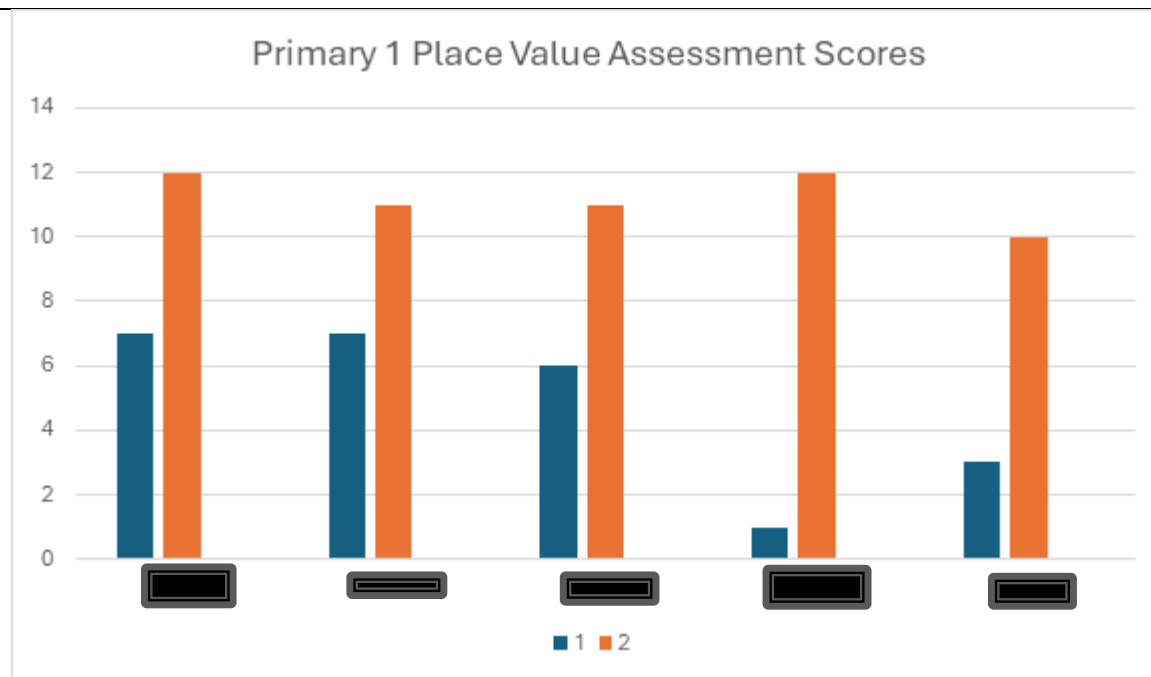
P4: 4/5 targeted learners were able to complete their most recent place value assessment on the 1.3 pathway. Sumdog diagnostic assessments show an increase in those now working at "End of First Level" (3/5 children). SNSAs from May 2026 show all children achieving Band 7 or above.

P6: Latest Sumdog diagnostic assessments show one of these children is now working at the 2.2 pathway, and almost all children had increased their score from the initial assessment.

P7: 4/5 targeted learners were able to complete their most recent Number Processes class assessment on the 2.3 pathway. 1/5 learners completed 2.2. Of those completing the 2.3 pathway, all children scored more than 70%. Sumdog diagnostic assessments completed in class in April show that almost all (4/5) children performing at expected level.

Intervention at p1 with raising attainment teacher has shown the following improvements in numeracy recognition:

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Next steps –

- Numeracy will remain on the school improvement plan this session.
- Numeracy through play will be developed across early level with the support of the nursery staff.
- New Numeracy Pioneer appointed to drive forward improvements.
- Two-year children and families national numeracy program to be implemented in p6 and p7 with a plan to roll this out across the school if successful.
- Outdoor numeracy training to be undertaken by all staff.
- Further outdoor numeracy resources to be purchased and their use embedded.
- Numeracy engagement CLPL with Pedagogy team.

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SIP priority 2 - QI 3.1 and 1.5 - Improved attendance for all pupils with a particular focus on targeted children.

Progress including quantitative data to measure progress

- Attendance has been variable and is now sitting at 91.34%
- Our SFDW has worked with children identified by SLT through scoping sessions as a 'targeted group'. Of this group of 8 pupils, attendance has increased slightly for 7 pupils.
- Monthly attendance meetings with SLT ensure all pupils below our stretch aim of 94% are identified and actions created to improve attendance. This includes phone calls to families, letters sent home detailing attendance or support options, meetings with SFDW or SLT or Team Around the Child meetings with SLT.
- Data shows significant improvement in attendance for children whose families have engaged with the Team Around the Child process focused on attendance this increased presence has supports pupil progress.
- The FVWL RIC Attendance Self Evaluation Toolkit was used to create a contextual analysis of attendance with all staff in November to identify areas for improvement and ensure that 'attendance is everyone's job' is understood. Class Teachers now alert SLT to pupils who are regularly absent at tracking meetings as this is a planned discussion point as well as any actions taken to support the family.
- Walking bus now in place and running 3x per week. There is an average of 7 pupils attending the walking bus daily. This has been impactful in increasing attendance for one pupil in particular.
- Family sessions were well attended at the beginning of the session however, the numbers for this dwindled and we decided it would be more impactful to use the staff to support individuals. This last term, we have added in family support sessions with our wellbeing worker from 'What Tomorrow Brings' however, this has not yet been well attended.

Next steps –

- Monthly attendance meetings will continue to ensure prompt action for any children whose attendance is beginning to fall.
- LCA will take over walking bus route two days per week (SFDW will continue this initially). Identifying poor attenders to map out the route strategically.
- Targeted support teacher will support attendance through developing a nurture space and small group provision for targeted pupils with low attendance.
- TATC meetings will happen in line with DCC policy and guidance for attendance.
- Family sessions will continue to be offered for targeted families.
- All staff will revisit the Fourth Valley attendance toolkit during one of the first Inservice days with a renewed focus on areas flagged as amber and an action plan created from this.
- LCA to oversee breakfast club and walking bus activities daily making this as appealing as possible (silent disco etc)

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- **SIP priority 3 - QI 1.3, 2.3, 3.1, 3.2,2.4** - Become more data informed to ensure that learners needs are being met and to support smooth transition to other settings during closure period.

Progress including quantitative data to measure progress

-All staff are consistently using the termly data trackers, with support from SLT, to identify targeted groups of or individual children (gender, SIMD) set termly stretch aims for raising attainment and planning how they are going to support pupils to meet that aim. Staff are then reviewing this termly. Whilst this is beginning to be impactful which is demonstrated in attainment improving across most areas of literacy and numeracy in almost all classes, next steps for this would include developing staff understanding of a range of interventions which can be used within the classroom setting, and supporting them to implement this successfully.

-All teaching staff have engaged well in professional learning around feedback to support responsive planning. This is developing formative assessment approaches and ensuring more effective support and challenge during learning for children.

-Our reading leader has worked tirelessly to mentor and support all infant staff in tracking, monitoring and interventions within our learning to read program. Staff implement this effectively resulting in the majority of pupils now being on track and only 8 pupils not moving up a group in term 3.

-Case studies from each class this session evidence that accurate data and interventions are impactful in raising attainment for individual children.

-Almost all staff show more confident commitment to declarations of achievement of a level. They can evidence their judgements with comprehensive assessment.

-Most staff can talk confidently about achievement within and across a level with more clarity using the benchmarks to support their judgement. This ensures that progress of children is tracked effectively not just in levels in levels but across levels ensuring that staff can target pupils for intervention appropriately.

-Most staff talk confidently about what the impact of data analysis has been on their learning, teaching and attainment.

-This session our Raising Attainment Teacher was used to support targeted interventions, alongside class teachers for 'likely with support' learners. As a result, attainment in literacy and numeracy increased in almost all classes (See below)

-An assessment overview has now been created with staff and details the minimum expectations for assessment across the year in literacy and numeracy. This ensures more consistent approaches to assessment for all across an academic session.

-Moderation sessions focused on literacy and numeracy across the year have been successful in supporting teacher judgement. Staff report that opportunities for moderation of writing pieces across our SIP have been very effective in ensuring our data is accurate.

-The Glasgow Motivational and Wellbeing tool has been used twice across the session to gather data on pupil wellbeing. This has informed interventions based around developing friendships and building on self-esteem. Results have been shared with staff and SLT have used these to identify appropriate interventions for pupils. Moving forward, class teachers will be asked to think about small, in class interventions to support these pupils further.

-Our partnerships with both 'What Tomorrow Brings' and 'Alba Outdoors' have been highly successful in meeting the needs of our learners through data collection from the Glasgow Motivational Wellbeing tool, TATC processes, attendance analysis and attainment results.

Next steps –

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- The use of the termly tracker is now embedded. Through CLPL, staff will be supported to identify more targeted interventions within the classroom which are different to general classroom support and are targeted and measurable.
- The use of the new Local Authority Tracking Tool will support further recording of data both within and across levels and tracking of interventions.
- The use of the new Local Authority Tracking Tool will implement tracking across the BGE which is not currently tracked.
- Staff to use a wider range of data to support their learning, teaching and assessment (GMWT, ASN, EAL).

Ongoing moderation activity, with a particular focus on Literacy and Numeracy, both within the school and across the SIP and Cluster, will continue to enhance the accuracy of achievement of a level.

- **SIP priority 4- QI 2.2 and 3.2** - Improve writing attainment specifically at the first level and ensure consistency of approach to writing across the school. CYPIC program to be implemented in p4 and p5.

Progress including quantitative data to measure progress

- Increased attainment in writing in both p4 (52% >76%) and p5 (70%>76%) where CYPIC was implemented. The stretch aim of 75% was met.
- Almost all pupils at p4 and p5 can talk about what their current targets are in writing and their next steps.
- Writing attainment increased significantly in all classes except p6.

	24/25	25/26
P2	73%	87%
P3	71%	
P4	52%	76%
P5	70%	76%
P6	74%	71%
P7	67%	78%

- A writing moderation session with our school improvement partnership has supported teacher judgment within writing levels.
- Teachers have worked collegiately to link text types to IDL bundles to ensure that writing is taught within a meaningful context.

Next steps –

-All classes p4-7 to take part in the program in session 2026-27

-Embed linked IDL writing bundles.

Improvement in Literacy attainment

While it is different cohorts, literacy attainment has improved over time across key stages. P1 attainment has increased from 68% (2019/20) to 81% (2025/26), P4 from 71% (2020/21) to 82% (2025/26), and P7 from 73% (2022/23) to 81% (2025/26), demonstrating sustained improvement following periods of fluctuation. Across literacy, reading has remained consistently strong, with P1 cohorts improving from 69% to 83% and P4 from 74% to 80% in 2025/26. Writing has strengthened significantly in P1 returning to prior levels of 83% (2021/22) following significant intervention for targeted pupils by our raising attainment teacher.

Our current p7 cohort have made significant progress in literacy given that they were achieving at 68% in p1 and 70% in p4 and are now attaining at 81%. There were dips in attainment at p3 and p5 for this cohort although p3 was more significant. This cohort of children has remained fairly stable with not many changes to the pupils within the class.

Our current p4 cohort have also made significant progress in literacy increasing to 82%(25/26) from 70% in p1 (22/23).

This session, 4 out of 7 practitioner enquiry's were based on literacy with a focus on either reading or writing. The results of these are as follows:

- P1- reading attainment – all 6 targeted pupils made significant improvements in reading attainment with four making improvements in oral and independent blending and two moving up two reading groups in term 3.
- P3, reading fluency- 6/6 pupils made significant progress in reading fluency following a peer reading intervention.
- P4- reading fluency- all 4 targeted pupils made progress in known sounds and significant progress in reading words per minute.
- P5-writing engagement- Over 76% of learners are now on track for second level. Learners are more confident about what the tools for writing are how to use them in their choice of text. All learners can talk about data in relation to CYPI writing programme. Learners motivation for writing has improved.

Listening and talking is an area in which we require more moderation to ensure that data is accurate.

Over the last two years we have seen gaps change for those living with SIMD1/2.

In June 25 – SIMD1-2:

- Reading Gap closed in P3
- Writing Gap closed in P3 and p4
- L and T gap closed in p1 and p3

In June 26 – SIMD 1-2

- Reading gap closed in p2, p4, p5 and p6
- Writing gap closed in p4

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Literacy	19/20 (current P7)	20/21	21/22	22/23	23/24	24/25	25/26
P1	68%	71%	63%	70%	68%	73%	81%
P4		71%	78%	73%	72%	68%	82%
P7		85%	83%	73%	75%	77%	81%

Literacy	21/22	22/23	23/24	24/25	25/26
Reading					
P1	69%	83%	72%	80%	72%
P4	93%	82%	80%	74%	80%
P7	87%	80%	88%	88%	83%
Writing					
P1	83%	74%	72%	73%	83%
P4	82%	77%	72%	68%	76%
P7	80%	73%	75%	81%	78%
L & T					
P1	75%	87%	84%	100%	78%
P4	100%	82%	80%	89%	92%
P7	96%	83%	88%	92%	83%

Improvement in Numeracy attainment

Overall attainment in Numeracy demonstrates a mixed but improving picture. P1 attainment has increased from 81% (2019/20) to 93% (2025/26), representing a significant improvement. At P4, attainment has fluctuated, declining from 96% (2021/22) to 64% (2025/26), this stage is therefore a priority for improvement moving forward. P7 attainment has also varied over time, from 91% (2021/22) to 74% (2025/26).

Over the years we have seen gaps change for those living with SIMD1/2.

In June 25 – SIMD1-2:

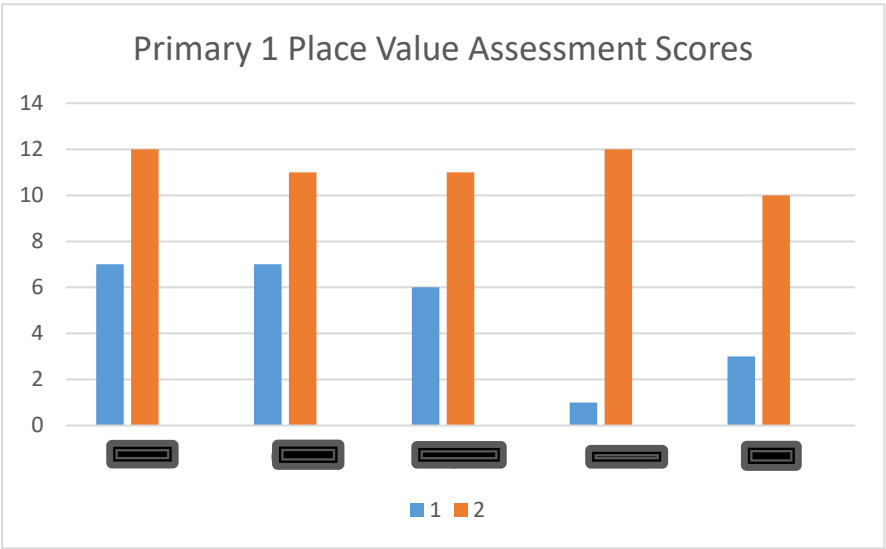
- Numeracy gap closed in **P1** and **p3**

In June 26 – SIMD 1-2

- Numeracy gap closed in **p4**

To help close the poverty-related attainment gap, targeted support was implemented in p1, p4, p6 and p7 where numeracy attainment was lowest. Funded through Pupil Equity Funding, the maths SHINE resource which includes initial assessment, has supported our raising attainment teacher and class teachers to identify clear gaps in pupils learning and be able to address these in an efficient and effect way at p4, p6 and p7.

P1-



P4-4/5 learners were able to complete their most recent place value assessment on the 1.3 pathway. Sumdog diagnostic assessments show an increase in those now working at “End of First Level” (3/5 children). SNSAs from May 2026 show all children achieving Band 7 or above.

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P6- Latest Sumdog diagnostic assessments show one of these children is now working at the 2.2 pathway, and almost all children had increased their score from the initial assessment.

P7-4/5 learners were able to complete their most recent Number Processes class assessment on the 2.3 pathway. 1/5 learners completed 2.2. Of those completing the 2.3 pathway, all children scored more than 70%.

Regular attainment meetings and moderation ensure interventions are responsive to individual need and barriers to learning are identified early. A renewed focus on improving numeracy at P4 and sustaining progress through the upper stages will be supported through high-quality learning, targeted intervention through the national numeracy program for children and families and consistent use of attainment data.

Numeracy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1	81%	75%	78%	76%	80%	93%
P4		96%	82%	72%	74%	64%
P7		91%	77%	88%	81%	74%

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

This session, we worked closely with Dundee Bairns to provide targeted support through friendship and community groups, including a residential experience for some pupils. These groups focused on building positive relationships and resilience. Evaluation data showed that all participating girls reported increased confidence, a stronger sense of belonging, and improved emotional expression (see separate evaluations).

Active Schools delivered weekly sessions for three small groups, using sport to develop resilience, teamwork and friendships. Staff reported fewer incidents involving participating pupils, particularly during playtimes and sporting activities.

In partnership with DUSC, we increased opportunities for P6 girls to engage in football, boosting confidence and encouraging participation among pupils who had not previously accessed the sport.

Our partnership with Big Noise continued to enhance pupils' musical skills, with opportunities to perform in concerts across the city, strengthening confidence, belonging and wellbeing.

Leading Our Learning groups remain embedded across the school, giving every pupil a role in school improvement. This has strengthened pupils' sense of value and pride, with the impact recognised through awards and positive feedback from HMIE.

Health Week, sports taster sessions and the P6 Guildry Project further developed pupils' confidence, teamwork, leadership and problem-solving skills while broadening opportunities and supporting wellbeing. The Equal at Home project not only developed pupils' understanding of gender stereotypes and equality but also created meaningful leadership opportunities for our P7 pupils. Through leading activities and discussions, they strengthened

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their communication, teamwork, organisation and confidence while acting as positive role models for younger pupils. These experiences enhanced their leadership skills, sense of responsibility and overall wellbeing.

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

Our stretch aim for attendance is **94%**. Although we have not yet achieved this, attendance has almost maintained from the previous year (91.8%) through targeted intervention, with current attendance at **91.27%**. The introduction of a walking bus three days per week has had a positive impact on a small group of pupils, particularly through the use of house point incentives, although its overall impact remains limited and requires further evaluation.

Our School and Family Development Worker (SFDW) works closely with families through daily phone calls, home visits, and partnership with Dundee Active Travel to reduce barriers to attendance. Weekly attendance updates are shared with families to reinforce the importance of regular attendance.

Following monthly attendance meetings, eight pupils with the lowest attendance were identified for targeted support. Six have improved their attendance by between **2% and 5%**, demonstrating the value of personalised intervention, while ongoing multi-agency support remains in place for those with more complex barriers.

A revised attendance flowchart, developed by our DHT with SIP colleagues, is now embedded, strengthening consistency in our attendance procedures.

There has been one two-day exclusion this session following extensive preventative support. Flexible timetables and targeted wellbeing support continue to help identified pupils increase engagement, develop self-regulation, and reduce exclusions.

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

PEF funding has been strategically targeted to reduce barriers to learning and improve outcomes for children most affected by poverty and additional support needs. Our School and Family Development Worker (SFDW) has strengthened relationships with some difficult to reach families through targeted attendance support, home visits and early intervention. This has increased presence for some children.

Our wellbeing partner, What Tomorrow Brings, has provided intensive support for identified children, leading to improved emotional regulation, greater readiness to learn and increased engagement in class for almost all pupils who were supported this way. This has supported inclusion and developed pupils sense of self. While they have not yet been well attended, planned sessions for parents are also based on reoccurring themes through the Team around the child process and it is hoped, once we support more parents to engage, these will be highly beneficial.

Investment in Alba Outdoor Education has improved confidence, resilience and teamwork, particularly for children who were disengaging with learning. Staff report increased participation and improved self-esteem for almost all pupils following these experiences .

PEF investment in high-quality maths and reading resources has enhanced engagement and supported more consistent learning opportunities.

Digital devices have been ordered after feedback from staff and pupils to support a reduction in barriers for pupils with ASN, increasing independence, participation and access to the curriculum.

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:

- In term 3 of this session, HMIE undertook a joint inspection of our school and nursery and validated the gradings we had submitted.

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		SHORT MODEL			

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QI 2.3: Learning, teaching, and assessment	Good	Good	Good	Good	
QI 3.1: Ensuring wellbeing, equity, and inclusion	Good	SHORT MODEL	Good	Good	
QI 3.2: Raising attainment and achievement	Good	Good			
QI 3.2: Securing progress (nursery)			Good	Good	
Additional QI of school/nursery's choice e.g. 2.7 partnerships					

School Improvement Priorities for next academic year 2026/27

Presence	Priority 1 – Improve attendance from 91% towards a stretch target of 94%, with a focus on reducing one-day absences. Priority 2 -
Progress	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.
Participation	Priority 1 –Develop Inclusive Practice in line with the Dundee Standard Priority 2 – Develop our Curriculum inline with the National Improvement Cycle