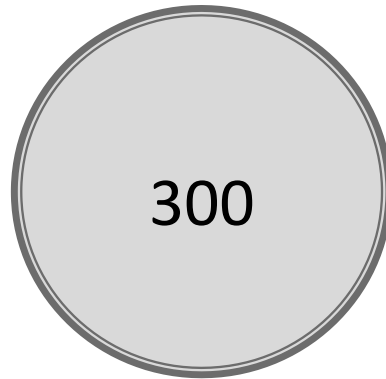
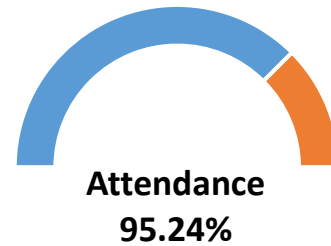


School Context *as at 24th November 2025*

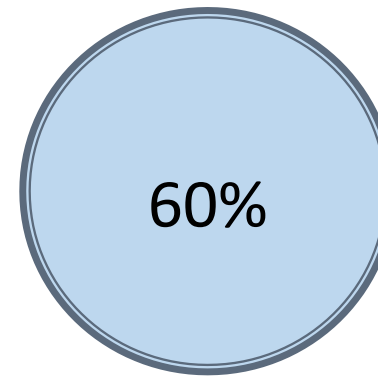
School Roll



School Attendance



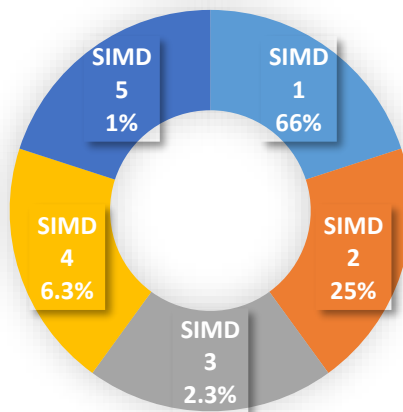
Percentage ASN



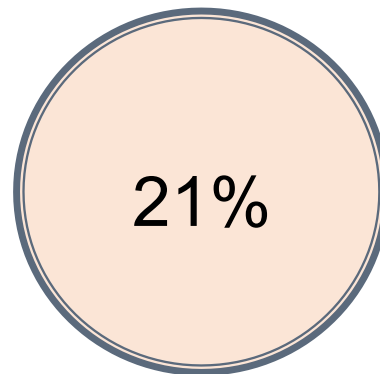
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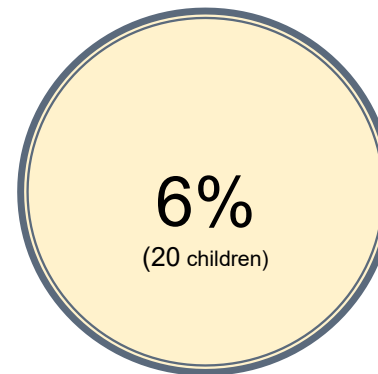
SIMD Profile



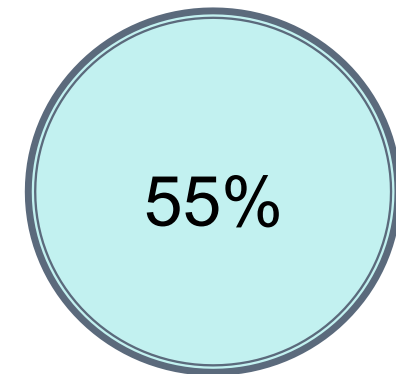
EAL Data



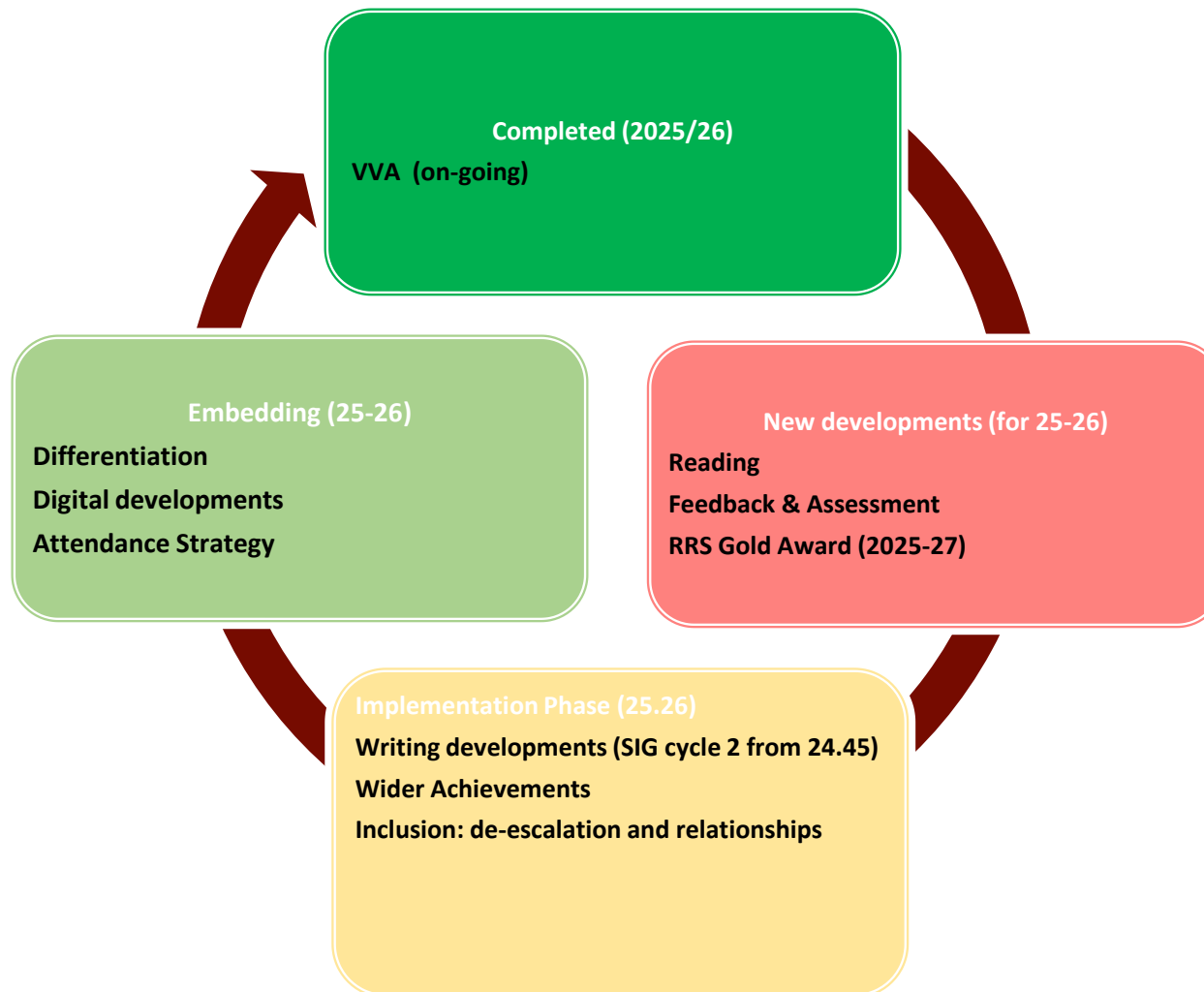
Care Experience



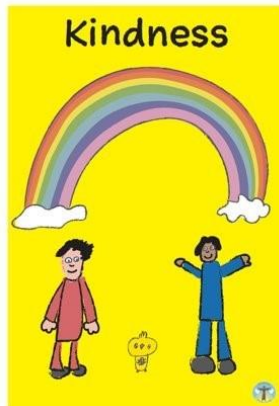
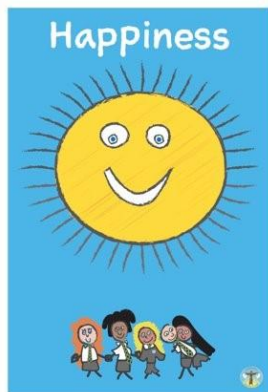
FSM



Cycle of Improvement



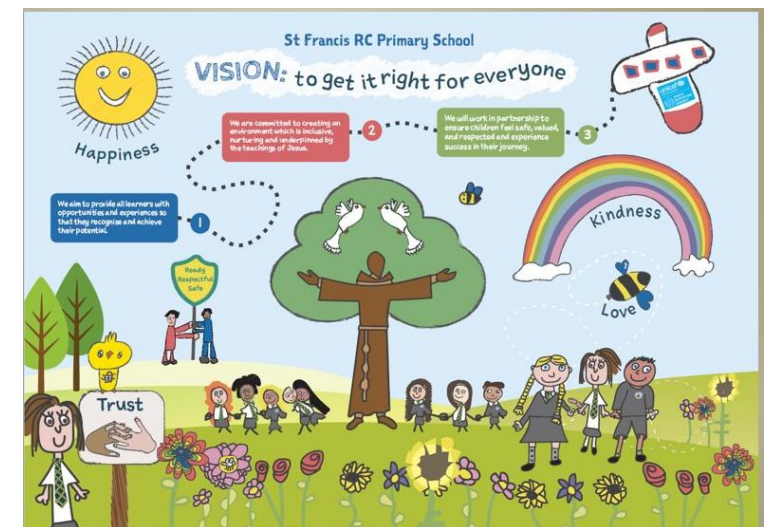
VISION: to get it right for everyone



We aim to provide all learners with opportunities and experiences so that they recognise and achieve their full potential.

We are committed to creating an environment which is inclusive, nurturing and underpinned by the teachings of Jesus.

We will work in partnership to ensure children feel safe, valued and respected and experience success in their journey



Presence

Increase overall attendance to 94% June 2026.
Develop our consistency with approaches to inclusion and de-escalation.


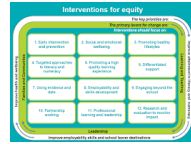

Participation

- **Wider achievements and successes of all**
- **RRS Gold Award and Digital wellbeing award**

Progress

- **Stretch aims for reading (80%) writing (80%) by June 2026**
- **Literacy raising attainment plans**
- **Feedback/Assessment**

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SCHOOL VERSION SIP Priority 1				
Specific area for improvement		Literacy: Raise attainment and improve learning, teaching and assessment in literacy (reading and writing).		
Rationale for Improvement		<p>Writing data over last 3 years</p> <p>Reading data over last 2 years</p> <p>Consistency of pedagogical approaches</p> <p>QA- 3 years of writing on SIP- time to embed developments</p>		
Equity Gap		<p>May 2025 gap DRAFT: Reading P1 24%, P4 9% and P7 -1% Writing: P1 24%, P4 -4% and P7 -5%</p> <p>Nov 2025 gap - TBC</p>		
NIF PRIORITIES Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	NIF DRIVERS Assessment of Children's Progress School Leadership School Improvement	EDLM PRIORITY  Progress	PEF (where applicable) Intervention for equity & cost  11. Professional learning and leadership 4. Targeted approaches to literacy and numeracy	HGIOS QI  2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement



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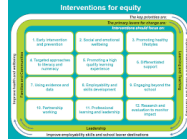

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
<p>STRETCH AIM: <i>To raise attainment and improve learning, teaching and assessment in literacy.</i></p> <p>Intended Outcome:</p> <p>Reading</p> <ul style="list-style-type: none"> To increase attainment in reading (P1: 73% to 76%, P4: 68% to 72% and P7: 71% to 75%) To ensure consistency of pedagogical approaches to reading across all levels and provisions. Increased staff confidence in planning, teaching and assessing in reading. To work towards our Reading school award <p>Literacy</p> <ul style="list-style-type: none"> Ensure our pupils talk confidently about their writing and other literacy experiences. Increase staff confidence in literacy raising attainment plans. <p>Writing</p> <ul style="list-style-type: none"> To increase attainment in Writing (P1: 73% to 76%, P4: 53% to 70% and P7: 61% to 70%) Embed SIP from 22-25 of writing developments. 	<p>Reading</p> <ul style="list-style-type: none"> PSV's focus on reading Whole school reading training from Stephen Graham Departmental meetings focusing on reading-time to embed work from Stephen Graham. Robust/moderation of reading assessments and on-going feedback. GTC recognition course in reading- FW Create a reading St Francis Reading Pathway, supported by Literacy leads. SIG – ASN see CAR <p>Literacy</p> <ul style="list-style-type: none"> Embed Literacy Guidance SLT- regular pupil focus groups and classroom visits. To create a bespoke suite of interventions at early, first and second level. Relevant staff trained in using these. (SHINE, Fresh Start etc) Planning meetings- focus on cross curricular links and timetables expectations across the week. Create literacy rich environment. (Supported by literacy leads) Raising attainment and achievement plans completed termly by CT and raising attainment teachers. Use of PEF (teacher/support staff/resources) to close the attainment gap. 	<p>Baseline:</p> <p>SSE from 24/25</p> <p>Staff and pupil survey- August 2026</p> <p>Pupil Focus Group- on going</p> <p>June ACEL data</p> <p>PRD information across teaching staff 2024.25.</p> <p>PSV targets/ Planning targets from session 24.25.</p> <p>Measurement</p> <p>Pre and post surveys (pupils and staff)</p> <p>Pupil focus groups P1-7</p> <p>Learning walks</p> <p>PSV's (SLT and peer)</p> <p>HT SIG PSV's (reading and/or writing)</p> <p>CYPIC writing project – P4 and P3/ action plan and charts</p> <p>Attainment in writing and reading</p> <p>School moderation</p> <p>Stephen Graham feedback</p> <p>HGIOS Challenge Questions:</p> <p><i>How effective are our approaches to collegiate learning?</i></p> <p><i>Are we using an appropriate range of approaches which enable us to learn with and from each other?</i></p> <p><i>Do we have a shared understanding of what progression looks like?</i></p>	<p>All staff</p> <p>Pupil focus groups</p> <p>SLT</p> <p>Literacy leads</p> <p>Stephen Graham sessions (online)</p> <p>Departmental meetings- JD- Early/ First VT- second level AR- ESA</p>	On-going	Bespoke per activity



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	<p><u>Writing:</u></p> <ul style="list-style-type: none">• Moderation to ensure breadth, challenge and application in writing.• Cycle 2 of SIG from 24.25 to be implemented (text progression)• CYPIC writing project (Target P3, P3/4 and P4 classes)- MM to lead following training from 24.25 session.• Literacy leads to continue to support staff to further embed writing improvement.• QA procedures for 22-25 writing developments.	<p><i>How well are our approaches to raising attainment improving outcomes for children and young people?</i></p> <p><i>How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</i></p> <p><i>How well is our focus on literacy leading to raising attainment across the curriculum?</i></p>			
<p>Progress</p> <p>November 2025</p> <ul style="list-style-type: none">• READING: all actions outlined above have started, NOV reading data TBC• LITERACY: Most actions outlined ongoing, SLT literacy pupil focus groups still to be completed• WRITING: Most actions outlined ongoing, NOV writing data TBC. CYPIC starting Jan 2026 P3/4 <p>February 2026</p> <p>May 2026</p>					

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SCHOOL VERSION SIP Priority 2						
Specific area for improvement		To develop high-quality assessment and feedback across the curriculum.				
Rationale for Improvement		Self-evaluation 2.3/3.2 with staff and pupils PSV's Moderation activities and PRD (highlighting staff confidence and lack of consistency) Assessments (Formative and summative)- consistency, AOL, professional judgements				
Equity Gap		N/A				
NIF PRIORITIES 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	NIF DRIVERS School Improvement Teacher Professionalism Assessment of Children's Progress	EDLM PRIORITY  Participation	PEF (where applicable) Intervention for equity & cost  4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience	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
Stretch aim: To develop high quality assessment and feedback across the curriculum in P1-P7. Intended Outcomes	<ul style="list-style-type: none"> Moderation activities focusing on feedback, assessment and evidence of the HQ assessment cycle. (In school and cluster) 	Baseline SSE from 24.25 Moderation feedback from May 2025- staff Pupil Focus Groups PRD information across teaching staff		SLT Pupils	On-going	Bespoke per activity



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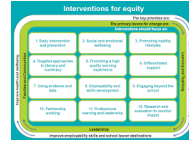

<ul style="list-style-type: none"> Consistency across early, first and second level. Accurate AOL data Learners to receive high-quality feedback and what they need to do to improve. Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. 	<ul style="list-style-type: none"> November in-set day focus on assessment (formative and summative, self and peer approaches) & Feedback Friday (Term 3) SLT- regular pupil focus groups and classroom visits. PSV's (New Framework) – focus on feedback Embed ongoing digital feedback approaches Develop literacy assessments (SIP 1). Create St Francis assessment, feedback and evidence policy and assessment calendar. 	<p>Learning walks AOL 24.25</p> <p>Measurement: Pre and post surveys from staff Pupil feedback perceptions data from pupils regarding their experiences of learning. PSV's Planning and attainment meetings Moderation activities</p> <p>HGIOS Challenge Questions <i>How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</i> <i>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</i> <i>How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?</i> <i>How well is assessment evidence used to inform teacher judgements?</i></p>	<p>Staff</p> <p>HT SIG</p> <p>QAMSO</p>		
<p>Progress November 2025: Draft school assessment calendar created ,PSV focus on 2.3 rubric (feedback), Nov Inset plans as per above moved to Feb Inset, new Digital Strategy 25-28 in process which includes digital feedback approaches. Across P1-P7, staff are beginning to explore a variety of feedback approaches e.g. Feedback Friday, Viper etc. Through SLT jotter monitoring – exploring consistency of feedback across and within levels. CLPL focus on literacy assessments.</p> <p>February 2026</p>					



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May 2026

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SCHOOL VERSION SIP Priority 3									
Specific area for improvement		To provide high- quality support that enables all children to achieve success.							
Rationale for Improvement		Our context: 11 mainstream classes, 3 additional support need classes & 3 complex needs classes 54% ASN, 21%EAL and 6% care experienced Attendance at 91.4%- stretch aim to achieve 93% by end of 2026. Self- evaluation from all stakeholders 24.25							
Equity Gap		N/A							
<div>NIF PRIORITIES</div> <div>Placing the human rights and needs of every child and young person at the centre of education</div> <div>Improvement in children and young people's health and wellbeing</div>		<div>NIF DRIVERS</div> <div>School Improvement</div> <div>Assessment of Children's Progress</div>		<div>EDLM PRIORITY</div> <div></div> <div>Participation</div>		<div>PEF (where applicable)</div> <div>Intervention for equity & cost</div> <div></div> <div>2. Social and Emotional Wellbeing</div> <div>1. Early Intervention and Prevention</div>		<div>HGIOS QI</div> <div></div> <div>3.1 Enquiring wellbeing, equality and inclusion</div> <div>2.4 Personalised support</div> <div>2.2 Curriculum Rationale</div> <div>3.2 Raising Attainment & Achievement</div>	
Intended Outcome (impact)		Actions required to reach desired outcome		Measurement & Evidence		Who	When	Resources	
<div>Stretch Aim: To provide opportunities for success for all.</div> <div>Intended Outcome:</div>		<ul style="list-style-type: none">See RRS Action plan for Gold.Further develop pupil voice across all areas of learning and school life.		<div>Baseline</div> <div>Pupil Focus Group- September</div> <div>Glasgow Motivational Toolkit</div> <div>Shannari indicators</div> <div>Inclusive standard baseline audits</div>		<div>Pupils</div> <div>SFDW</div>	Ongoing	Bespoke resources per activity	

School / ELC Improvement and PEF Plan 2025-26

<ul style="list-style-type: none"> • Achieve our Gold RRS Award by 2027. • Wider achievements tracked and recognised across the school. • Varied opportunities for wider achievement across the school. • Achieve our Digital Wellbeing Award 2027 • Attendance- improve from 91.4% to 93% • All staff to be confident in de-escalation approaches. • Embed our universal, targeted and intensive support. • Ensure every child's wellbeing in considered for HWB interventions. 	<ul style="list-style-type: none"> • Continue the attendance action plan. Action Plan- 2025.26.docx • Digital wellbeing award- actions set out in plan. • 2 annual surveys and data collection from GMWB Toolkit used across P4-P7 classes. • 2 annual surveys and data collection from SHANARRI wheels used across P1-P3 classes. • Embed SIG wider achievements tracking and individual passports. • Friday skills academy- focus on BTC 4 and DYW for P5-7. • St Francis Future (Careers Week celebrations) • Alba intervention programme support participation, progress and presence for targeted cohorts and groups. • Embed all aspects of Dundee Inclusive Standard. (E.g. Able, scripting, environment) • Continued CLPL on de-escalation. • EDLM project to focus on inclusion and participation of some of our most disengaged learners. • Support staff HWB intervention training- Lego therapy, zones of regulation etc. 	<p>SSE- 24.25 Partners, staff and pupils Attendance data</p> <p>Measurement Pupil focus groups P1-7 Staff Focus groups SE – forms to staff, parents and pupils Qualitative data from all stakeholders School ethos Tracking of individual pupils through EDLM audits/ Leuven scale Glasgow Motivational Toolkit- analyse charts Assessor from digital wellbeing award</p> <p>HGIOS Challenge Questions: <i>To what extent does our school community have ownership of our vision, aims and values?</i> <i>What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?</i> <i>How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?</i> <i>How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?</i> <i>How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?</i></p>	<p>RRS lead (Carla Page)</p> <p>Digital lead (Kim Low)</p> <p>HWB assistant (Sharon Cura)</p> <p>Whole staff team</p> <p>DEPS/AIS/ LSG</p> <p>SLT</p>		
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School / ELC Improvement and PEF Plan 2025-26

<p>Progress</p> <p>November 2025:</p> <p>Most actions above are ongoing. Below still to start Jan-May:</p> <ul style="list-style-type: none">• Embed SIG wider achievements tracking and individual passports.• Friday skills academy- focus on BTC 4 and DYW for P5-7.• Continued CLPL on de-escalation. <p>February 2025</p> <p>May 2025</p>					

