

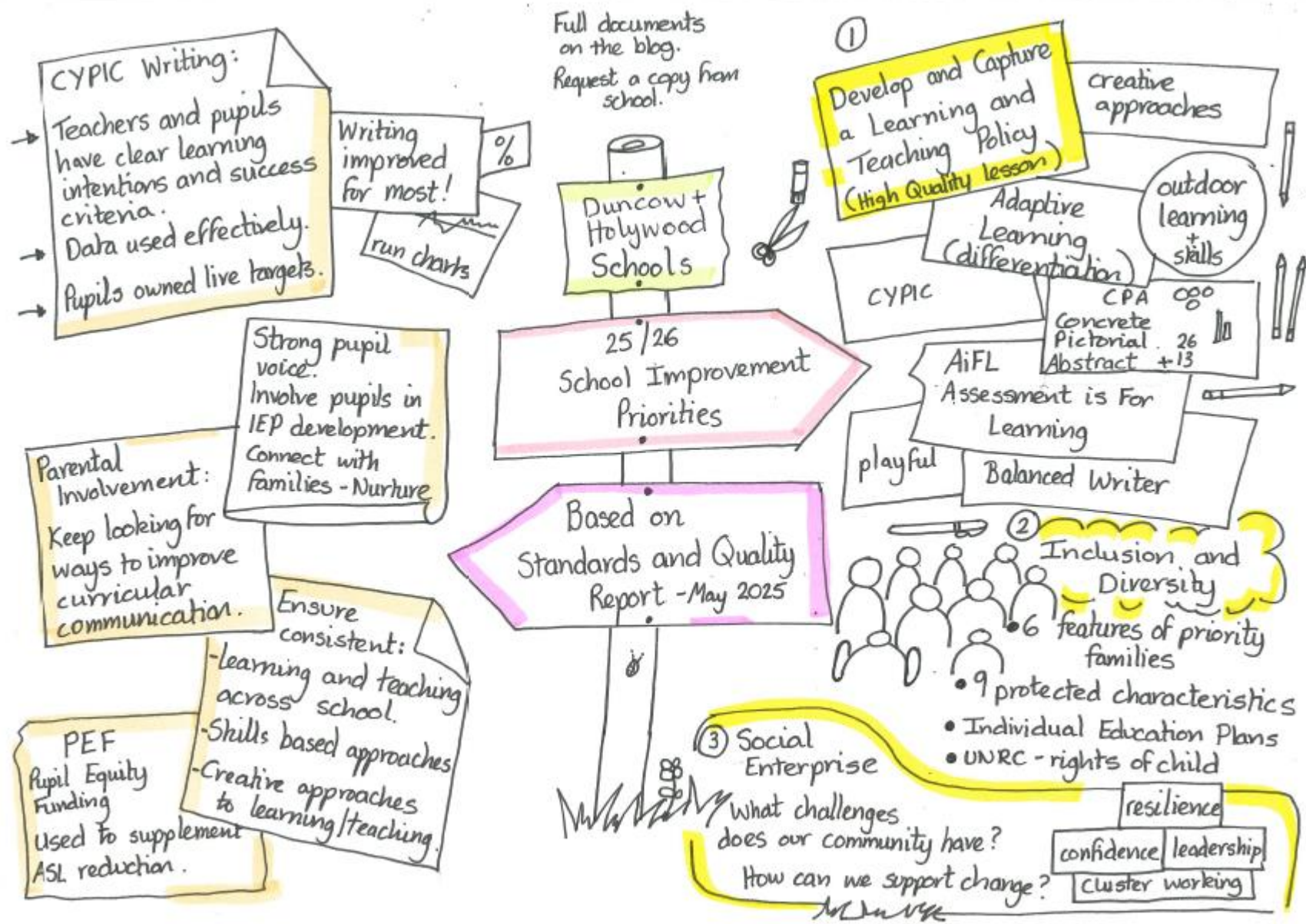
# Education and Learning Directorate

## School/ELC Annual School Improvement Planning

### 2025-2026

School: Duncow and Hollywood

Date: June 2025



**SCHOOL IMPROVEMENT PLAN 2025 – 2026** *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	Raise attainment and skills in Literacy and Numeracy through the development of a Learning and Teaching Policy ( including Curriculum Rationale update).	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>T3 Learning Visit 2025 – point of action: develop a learning and teaching policy.</p> <p>Staff changes over the past 3 years have highlighted the need for a clear L and T policy which promotes creative learning and teaching approaches to ensure consistency across schools.</p> <p>T3 learning visit 2024 – embed skills-based approaches.</p> <p>Staff and pupil evaluation against QI 2.3 as a baseline.</p>	<p>Learners have increased engagement in learning and teaching and as a result improve attainment outcomes in literacy and numeracy.</p> <p>Learners know why, what and how they are learning and as a result can reflect on learning and next steps. Talk about their learning with increased confidence and as a result have improved outcomes in literacy and numeracy.</p> <p>Learners consistently experience high quality creative learning and teaching to support their improved outcomes in literacy and numeracy.</p> <p>Learners' needs in learning are better met through planned adaptive learning and teaching approaches as a result learners are engaged in learning and attainment in literacy and numeracy improves.</p>	<p>Creative learning and teaching approaches to ensure engagement of all learners – outdoor learning, storytelling approach, Balanced Writer, reading boxes, wee books, digital resources, 1 minute maths, Sumdog, Purple Mash and Concrete Pictorial Abstract. Play pedagogy approaches.</p> <p>All teachers to have access to learn about and observe CYPIC – ensure on every class calendar for 25/26 session. How can we use the approach to support improvement in numeracy outcomes for learners?</p> <p>Refresh AiFL assessment techniques with all staff – consistent sharing of LI, SC and Plenary. Review and update assessment framework.</p> <p>Adaptive Learning – differentiation – staff research, learn and plan to improve pedagogy and skills. Planning differentiated lessons to engage and meet learner needs. Can LA signpost us to expert input?</p> <p>Learners and staff agree what a high-quality lesson looks, feels and sounds like. Create a map / poster / visual to ensure all teachers in school have consistent high-quality lessons. Pupil Council, teachers and HT use this agreed visual as a tool to observe, self-reflect, evaluate and feedback on quality lessons.</p>

		Capture creative learning and teaching approaches in a school learning and teaching policy.	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in achievement, particularly in literacy and numeracy.	Assessment of Children's Progress Performance Information School Improvement Teacher Professionalism	1.2 Leadership of learning and teaching 2.3 Learning, Teaching and Assessment 2.2 Curriculum	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
HT – collate and write up policy	Inset ½ day 3 – 5 development meetings	£25 per head for Numicon Training – PEF	Feb 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Parents and learners meet to discuss and input on what quality learning and teaching looks like. Creative approaches in learning and teaching shared with parents – skills sharing sessions by pupils and staff.		Inclusive Community - Contexts and adaption to curriculum support in learning and teaching enable all young people to attain and achieve.	



School Priority /Improvement Area for Learners	Health and Wellbeing – Inclusion and Diversity	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>Learners with IEPs and targets tell us they are not involved enough in the development of their plan.</p> <p>Increased pupils roll – increase in the number and variety of families. Six priority family types identified as being at highest risk of child poverty: lone parent families, minority ethnic families, families with a disabled adult or child, families with a younger mother (under 25), families with a child under 1, and larger families (3+ children).</p> <p>Increase in pupils being diagnosed Neurodiverse.</p>	<p>Learners with IEP will have ownership of their plan. They will co-design the plan with parents and teacher/ ASLT. As a result, they will understand their learning targets, will be able to evidence when they meet their target and will be able to talk about what helps them to move their learning forward.</p> <p>Learners and their families are known and understood by all school staff as a result ethos and life of the school can better support. As a result, barriers will be reduced for families and learners – raised attainment in learning.</p> <p>Learners have access to a curriculum which promotes equality and diversity. As a result, learners needs are being met more effectively.</p> <p>Learners, staff and parents have a greater understanding of Neurodiversity as a result home and school can work together more effectively to get it right for learners.</p> <p>All learners know and experience their rights – what they need to grow up happy, healthy and safe.</p>	<p>Working group of parents, pupils and staff to develop an IEP which is learner friendly. Start by raising questions and then trying to find the answers together.</p> <p>What are my current barriers to learning? What do I need to target in my learning? What will we do to help me meet my target? How will I know I have been successful? How will I show this (evidence)?</p> <p>Staff work together to understand the research by the Scottish Government on 6 priority family types and the impact on learning / learners. Whole school tracker includes the 6 priority family types to ensure focus on improved outcomes.</p> <p>Staff work with families and learners to reduce barriers: Building strong positive relationships with families. Reducing the cost of the school day. PEEPS (<a href="https://www.peeple.org.uk">https://www.peeple.org.uk</a>) – led by Nurture Teacher. Parents and children learning together.</p> <p>Staff work with the Equality Act (2010) and HGIOS QI 3.1 to evaluate: How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?</p> <p>How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</p>

		<p>Learners and teachers work together to learn about the 9 protected characteristics (health week).</p> <p>Parent led Neurodiversity workshop for parents and staff (initial pupil session carried out in June 2025) PDA – staff training needed– can educational psychologist support?</p> <p>Pupil Council and wider school community work together to develop and sustain UNRC.</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Placing the human rights and needs of every child and young person at the centre of education. to improve the learning progress of every child, by reducing inequality in education to improve children and young people's health and wellbeing	Parental Engagement Performance Information School Improvement Teacher Professionalism	3.1 Ensuring Wellbeing and Inclusion 2.4 Personalised support	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
ASLT - IEP HT PT and pupil council – UNRC	Working group X 3 meetings Inset day Business Group sessions	Local authority funding UNRC	UNRC Silver by June 2026 IEP by Dec 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Parents and learners involved in the working party for developing inclusive and relevant IEPs. Working with the 6 priority families - improve communication and home/school links to support improvement in outcomes for learners.		Inclusive community Relationships and Rights Wellbeing	

School Priority /Improvement Area for Learners	Building Resilient Learners - Social Enterprise Academy - IDL	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>IDL identified as an area for improvement – developing the young workforce, positive destinations.</p> <p>Creative approaches to learning and teaching identified as a development need.</p> <p>Cluster identified the need for young people to support and work alongside their local community. Increase ownership and responsibility for developing own community.</p>	<p>Learners transfer curricular learning into real life contexts. As a result, they develop and improve their literacy and numeracy skills.</p> <p>Learners use and improve meta skills through real life social enterprise project. As a result, they are more creative, resilient and self aware.</p> <p>Learners have increased opportunity for inter disciplinary learning (IDL) – planning, organising and impacting on the outcomes for success. As a result, pupils can be leaders of learning.</p> <p>Community gains resilient learners with employability skills for positive destinations.</p>	<p>Cluster HTs to meet with representatives from Social Enterprise Academy to discuss how they can help us to develop a cluster plan for social enterprise.</p> <p>Cluster HTs to meet with representatives from Rotary Club – Rotary Kids and Lend a Hand Projects to be learned about and considered.</p> <p>All learners to be provided with opportunity to develop their social enterprise:</p> <p>What do you care about? Reflect on their local communities and identify an issue that they genuinely care about and want to solve. This could be about the environment, the economy, helping their local area, or anything else... the choice is theirs!</p> <p>How will you make change happen? Learners create a real-life social enterprise in school, supporting them as they launch their idea and social change. Their social enterprise idea will depend on their identified issue.</p> <p>Showcase and share social enterprise journey and outcomes at cluster event.</p>

NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in skills and sustained, positive school-leaver destinations for all young people. Improvement in achievement, particularly in literacy and numeracy. to improve the learning progress of every child, by reducing inequality in education		Parental Engagement Assessment of Children's Progress School Improvement School Leadership		1.1 self evaluation for self improvement 2.7 Partnerships	
Responsible/Lead Person	Time Allocations	Funding – including PEF		Expected Completion Date	
HT	Cluster plan to be developed.	Rotary club may support with funding		June 2026	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion			
Parents share their careers and skills through DYW workshops. Learners showcase social enterprise choices / successes at open event for parents and wider community. Parents / community partners sought for supporting and working with learners if / when linked to social enterprise idea.		Policy and Procedure – interdisciplinary learning Wellbeing – ethos and life of the school as a community			