DULOCH PRIMARY SCHOOL

ELC/SCHOOL IMPROVEMENT PLAN

SESSION 2026-2027

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: **By June 2027, all children will receive high-quality learning and teaching and will consistently receive high-quality, purposeful feedback within learning and teaching. A baseline of this will be measured in August and be assessed throughout the session to measure improvement and impact of this work. This will be measured through pupil voice activities, classroom observations, and samples of jotters/learning evidence, with a particular focus on improving understanding and progress for children affected by the poverty-related attainment gap.**				
HGIOS4 Quality Indicators		**Quality Improvement Framework**		
1.1 Self evaluation for Self Improvement 1.2 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Wellbeing, Equity and Inclusion 3.2 Raising Attainment and Achievement		School Improvement Area only		
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**

• Increased consistency in the quality of feedback across all classes, with clear evidence in observations and learning samples • Most children able to clearly articulate their next steps in learning and how to improve • Improved pupil engagement and independence, with children taking greater ownership of their progress • Enhanced quality of learner responses, with children demonstrating deeper understanding and application of feedback • Stronger alignment between learning intentions, success criteria, and feedback within lessons	• Establish a clear, shared understanding of high-quality feedback through a whole-school strategy, including exemplification and agreed non-negotiables. • Undertake a baseline evaluation in August using pupil survey to identify strengths and areas for development. • Develop and implement consistent approaches to formative assessment, including effective questioning and timely, actionable feedback. This will be trialled across 3 classes in term 1, evaluated and rolled out across the school throughout the year. • Implementation of Talking Pegs as a feedback tool across Primary 1 – Primary 5 and voice notes on iPads across Primary 6 – Primary 7. • Further embed the Duloch Teaching and Learning Model ensuring clear learning intentions and success criteria in all lessons to support children in understanding what they are learning and how to improve as well as setting their own next steps where appropriate. • Provide focused professional learning on effective feedback strategies, including verbal feedback, written feedback, and	SLT Class Teachers Working group to be established Pupil Support Assistants	• Baseline (August) and follow-up data show a clear improvement in the quality and consistency of feedback across all classes • Classroom observations demonstrate consistent use of learning intentions, success criteria, and high-quality feedback strategies • Jotter sampling and learning evidence show purposeful, timely feedback with clear evidence of improvement • Increased pupil independence and engagement observed, with children acting on feedback and showing deeper understanding • Monitoring evidence shows reduced variability in practice across classes and stages • QI methodology used to evaluate the impact of this work	End of August By December By September From August Across the year Across the year

• Evidence of sustained improvement over time when compared to baseline data collected in August	peer/self-assessment led by the working group. • Facilitate regular opportunities for professional dialogue, moderation, and sharing of effective practice across staff. • Introduce planned opportunities for children to respond to feedback, ensuring time is built into lessons for reflection and improvement. • Use pupil voice activities regularly to assess children's understanding of feedback and their ability to identify next steps in learning (in class and SLT). • Track and monitor progress over time through repeated observations, jotter sampling, and learner conversations to measure impact against the baseline. • Provide targeted support and coaching for staff where inconsistencies are identified. • Engage parents by sharing approaches to feedback and next steps, enabling them to better support learning at home.			Across the year Termly 3x per year As appropriate Termly (newsletter)
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment, Curricular Pathways				
Focused Priority: **By June 2027, the school will co-create and implement a refreshed curriculum rationale that reflects the context, values, and diversity of the local community, with meaningful parental engagement embedded in learning. This will include structured opportunities for families to contribute to and participate in curriculum experiences, alongside a strengthened focus on promoting equality and anti-bullying.**				
HGIOS4 Quality Indicators		**Quality Improvement Framework**		
1.1 Self-evaluation for Self-Improvement 1.3 Leadership of Change 2.2 Curriculum 2.5 Family Learning 2.3 Learning, Teaching and Assessment 3.1 Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement		School Improvement Area only		
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**

Children, staff and families will have an increased awareness of our anti-bullying policy and their role within this. Children will have an increased awareness of children's rights and their own wellbeing. Increaed meaningful parental involvement in children's learning and improving family understanding of the curriculum. Stronger partnerships between home and school to children's confidence, engagement, and attainment. Improved relevance within the curriculum so that this reflects children's identities,	Anti-Bullying and Equalities • Refresh and relaunch the school's anti-bullying policy in line with national guidance, ensuring clear, child-friendly language. Child-friendly display in each class. • Links to UNCRC explicit on all school wall displays and within class lessons. • Pupil-led Equalities Group to gather views, lead intiatives, and co-design solutions. • Continue the use of Wellbeing Wheels and Talking Mats to identify areas of concern relating to SHANARRI. • Track and analyse bullying and wellbeing data to inform targeted interventions, particularly for vulnerable groups. Parental Curriculum Engagement • Develop a structured calendar of family learning events, workshops, and sharing my learning experiences. • Create accessible communication (digital and paper-based) to share school improvement plans, and ways to support learning at home.	SLT Class Teachers Support Staff (working group to be established)	Measure recorded bullying incidents to evaluate progress. Wellbeing webs to be evaluated 3 times per year. Pupil voice activities to gather pupil views on related aspects of this area. Increased attendance and participation in family learning events and school activities Feedback gathered from parents through surveys and consultations Evidence of parental contributions influencing curriculum planning A co-created, clearly articulated curriculum rationale in place and reflected in practice Learning experiences across stages demonstrate relevance, diversity, and inclusion	Term 1 Term 1 Termly 3 times per year Twice per year Term 1 3 times per year Across the session

experiences, and community context.	• Establish regular opportunities for parental input into curriculum design through the creation of a parent curriculum group. • Strengthen partnerships with community organisations to enhance real-life learning experiences. Curriculum Rationale • Co-create a refreshed curriculum rationale with staff, children, parents, and partners, reflecting the local context and school values whilst ensuring children's rights are evidenced. • Audit current curriculum content to ensure representation, diversity, and relevance to children's lived experiences. • Develop a child friendly curriculum rationale which reflects the Duloch community.			Fully embedded by Term 4 Term 3 Term 4
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: **By June 2027, attainment in mathematics and numeracy at Primary 4 and Primary 7 will improve by at least 3%, (moving from 76.8% and 78.3% respectively) as measured through school and local authority tracking data. This will be achieved through targeted improvements in learning and teaching, supported by engagement with Education Scotland's self-evaluation framework, ensuring a consistent, evidence-based approach to identifying strengths, addressing gaps, and improving outcomes for all children, particularly those affected by the poverty-related attainment gap. This will be evidenced through the use of QI methodology.**				
HGIOS4 Quality Indicators		**Quality Improvement Framework**		
1.1 Self-evaluation for Self-Improvement 1.4 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**

Increased attainment in mathematics and numeracy at P4 and P7 by at least 3%, in line with targets Improved consistency and quality of numeracy teaching across all classes Increased pupil confidence, resilience, and engagement in numeracy Clear evidence of progression in learning through robust tracking and assessment data More consistent and accurate teacher judgements through moderation and professional dialogue	Undertake a whole-school self-evaluation using Education Scotland's framework (HGIOS 4/Quality Framework), with a clear focus on numeracy and mathematics at P4 and P7. Use attainment and tracking data and further assessment baseline data to identify specific gaps in learning, particularly for children affected by the poverty-related attainment gap, and plan targeted interventions. Introduce consistent, high-quality approaches to teaching numeracy across the school, including agreed and progressive methodologies for mental maths. Gather pupil voice to understand attitudes towards numeracy and identify barriers to engagement, using this to inform improvements.	SLT Class Teachers Working Groups TBC	Tracking data shows sustained progress for targeted children, with clear evidence of accelerated improvement over time Attainment data demonstrates a 3% improvement at P4 and P7, aligned with school and local authority measures Monitoring and evaluation evidence (e.g. data from QI work, observations) shows progress for individual children. Pupil voice indicates increased confidence and understanding in number and mental maths. Moderation activities demonstrate increased consistency and confidence in teacher professional judgement	Term 1 All classes to have identified and begun their QI project by December 2026. This includes the baseline assessment. Term 1 and Term 2 Ongoing **By December**

	All classes will implement a QI targeted intervention focused on number, following the gathering of baseline data. Provide high-quality professional learning for staff, focused on effective pedagogy in numeracy, use of assessment data, and differentiation to meet learner needs. Increase opportunities for mathematical thinking and problem-solving in real-life contexts to deepen understanding and application of skills with a link to DYW. Facilitate regular professional dialogue and moderation activities to ensure consistency in teacher judgement and expectations of standards. Track and monitor pupil progress at regular intervals, using robust data systems to evaluate the impact of interventions and adapt approaches accordingly. Engage parents and carers by providing guidance and resources to support numeracy learning at home.			**On going** **Term 2 or Term 3** **Twice per year (Linking with comparator school)**

Ongoing Evaluation				

PEF Plan

Pupil Equity Fund allocation for session 2026/27	**£**
School Context (copied from SIP)	

Duloch Primary School and Nursery forms part of the Duloch and Calaiswood community Campus.

Across the school, we try to ensure that children are immersed in our values by promoting these through teaching and learning experiences, school initiatives and community partnership work.

Our school role is currently 418. Our nursery role is 107.

Across the school our SIMD profile is:

1. 1%
2. 2%
3. 8%
4. 82%
5. 7%

Our FME is 8.1% this an increase of 0.9% from last year. Across the school we have a high number of children with identified additional support needs. The school has worked hard to develop approaches to planning and learning which takes into consideration individual needs in order to ensure children have the best chance of success. This was a particular focus within our school improvement plan this year, and the impact of this is noted below.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

At Duloch Primary School, we are committed to ensuring that every child has equitable access to all aspects of school life, regardless of their financial circumstances. We recognise the impact that poverty can have on a child's ability to fully participate in their education, and we actively work to reduce the Cost of the School Day for all our children.

To support families and promote inclusion, we have implemented a range of practical measures. Our uniform swap shop allows families to access good-quality school clothing at no cost, while free school ties are provided to all Primary 1 and Primary 7 children. We ensure that bus transport to extracurricular events is fully funded, removing barriers to participation in wider school experiences.

We also offer a free nurture breakfast to those children who struggle to attend without a flexible start as well as free fruit daily for all children, ensuring that every child can start the day ready to learn. We actively share information with parents about welfare supports available to them. When planning school trips, we are mindful of cost and offer financial support through grants to ensure no child misses out due to affordability.

These actions reflect our school's values of Respect, Belong and Grow and demonstrates our ongoing commitment to supporting all families in our community.

Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

We regularly consult with families through newsletters, parent council and informal meetings to understand the financial pressures they may face. The uniform swap shop was developed in response to parent suggestions during our parent council meeting, and its ongoing success is supported by donations and volunteers. Staff contribute by identifying barriers to participation and suggesting ways to make school trips and extracurricular activities more accessible. We also work closely with local organisations and charities to secure funding and resources, ensuring that grants are available for families who need them. The school is currently in receipt of Bright Starts grant funding which supports the ongoing work of our nurture breakfast group. At key points across the year, our school utilises the Big Hoose project to support families.	Not at present

Rationale (what poverty-related attainment gap are you trying to address?) **This does not all have to have a PEF cost**	**Amount of Fund allocated (if appropriate) £30,625** **Carry forward £44, 399** **Total available £75,024**

Following evaluation activities, the school will appoint a Principal Teacher to develop a number of key areas through the use of PEF funding. These will specifically focus on raising attainment in numeracy at P4 and P7 as well as a varied range of pupil voice engagements, curriculum development work and wider achievement. Details are captured below in the plan.

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	**Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)	**Measure of Success** (Triangulation of Evidence/QI Methodology)	**Impact on children** **Ongoing evaluation ongoing throughout school session and final evaluation in June** **(**What has been the actual impact/outcome, in particular for the targeted group of children)

			(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
Aim 1: PEF is being used to strengthen wider achievement across the school. By leading, tracking, and coordinating a comprehensive programme of opportunities, including sporting activities, the school is ensuring that an increased number of children (moving from 70% to 75%) —particularly those affected by poverty—can access enriching experiences that build confidence, resilience, and a sense of success. Aim 2: A further focus aimed at improving parental engagement will be delivered to ensure the curriculum is reflective of child's lives and our community. This will improve engagement in learning and support staff to understand fully the barriers children affected by poverty face in our school.	Principal Teacher will undertake the following tasks in relation to aim 1. • Lead the strategic planning and coordination of wider achievement opportunities across the school, ensuring a clear and inclusive offer for all children. • Develop and maintain a robust tracking system to monitor participation, ensuring accurate data on engagement across all stages and groups. • Use SIMD and school data to identify gaps in participation, particularly for children affected by poverty, and plan targeted actions to address these. • Source, develop, and implement a range of wider achievement opportunities, including sporting activities, clubs, events, and partnerships. • Ensure equity of access by removing barriers to participation (e.g. cost, transport, confidence), with targeted support for identified children. • Work collaboratively with staff to embed wider achievement opportunities within the school day and curriculum where appropriate. • Build and sustain partnerships with community organisations, sports providers, and local clubs to enhance and broaden provision.	Evidence will be gathered in a range of ways including pupil voice surveys, attainment data, parental feedback and community partner information.	

	• Promote opportunities effectively to children and families to maximise awareness and engagement. • Monitor and evaluate the impact of wider achievement on pupil confidence, wellbeing, and engagement in learning. • Gather and use pupil voice to inform planning, ensuring opportunities reflect children's interests and needs. • Support staff to recognise and celebrate wider achievement, both in and out of school, through assemblies, displays, and tracking systems. • Track progress towards the participation target (70% to 75%) and adjust strategies in response to ongoing data. • Report regularly to senior leadership on progress, impact, and next steps, with a clear focus on equity and reducing the poverty-related attainment gap. Principal Teacher will undertake the following tasks in relation to aim 2. • Support the strategic development of parental engagement across the school, ensuring a clear and consistent approach to involving families in learning. • Support the development of a structured programme of opportunities for parents to engage with the curriculum (e.g. workshops, open classrooms, family learning events). • Use school data and local context to identify barriers to engagement for families		

	affected by poverty and plan targeted approaches to address these. • Work collaboratively with staff to ensure the curriculum reflects children's lived experiences, backgrounds, and the local community. • Build and maintain strong relationships with families, particularly those who may be less engaged or harder to reach. • Support staff to develop their understanding of the barriers faced by children impacted by poverty and how this affects engagement and attainment**.**		

Pupil Equity Financial Plan Session 2026-2027 (to be completed with Business Manager)

PUPIL EQUITY FUND SUMMARY

Date Updated: 16/06/26

School	**Duloch**
Current Yea	**2026-2027**
Allocation	**30,625**
Carry Forwa	**44,399**
Total	**75,024**

Description	Projections from April 2026 to Aug	Projections from August 2026 to	Projections from April 2027 to Aug	TOTAL Projected from April 2026 to August 2027	FTE	Hrs	Comments
TRANSPORT RELATED EXPENDITURE							
STAFF TRAVELLING EXPENSES				0			
TRANSPORT RELATED SERVICES				0			
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	
SUPPLIES & SERVICES							
OTHER - GL Assessment etc				0			
EQUIPMENT, FURNITURE & MATERIALS				0			
PURCHASE OF EQUIPMENT				0			
CLASSROOM RESOURCES		18,000		18,000			Classroom resources
CLASSROOM RESOURCES				0			
UNIFORMS AND CLOTHING				0			
PUBLICATIONS/SUBSCRIPTIONS				0			
STATIONERY COSTS				0			
IT HARDWARE				0			
IT SOFTWARE				0			
LICENCE FEES				0			
THEATRE FILM COSTS				0			
PUBLICATIONS/SUBSCRIPTIONS				0			
PURCHASE OF EQUIPMENT				0			
PAYMENTS TO VOLUNTARY AGENCIES				0			
INTERNAL RECHARGES/UTINARY CHARGE	766			766			
TOTAL	**766**	**18,000**	**0**	**18,766**	**0**	**0**	
THIRD PARTY PAYMENTS							
Family Worker				0			
Gingerbread				0			
TOTAL	**0**	**0**	**0**	**0**			
OVERALL TOTAL	**18,141**	**41,840**	**14,805**	**74,786**	**1**	**0**	
BUDGET POSITION TO SPEND				**238**			