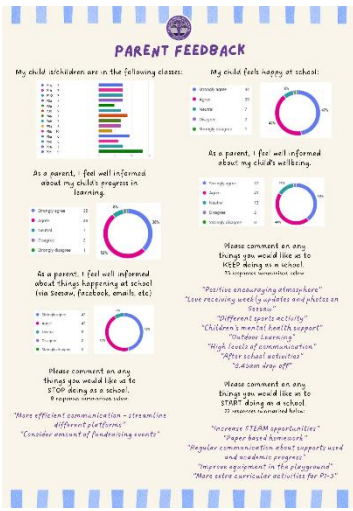
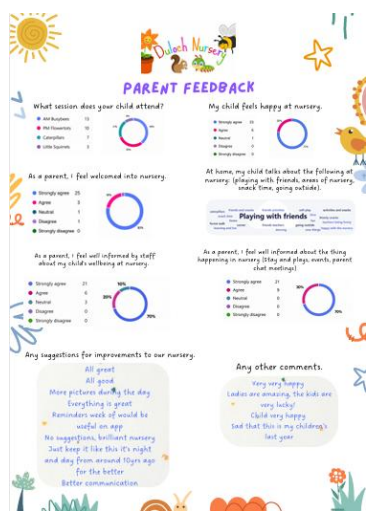


# **Duloch Primary School STANDARDS & QUALITY REPORT**

**Session 2025-2026**



| ELC/School Context                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |            |       |              |       |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|-------|--------------|-------|
| <b>Demographic</b>                               | <p>Duloch Primary School and Nursery forms part of the Duloch and Calaiswood community Campus.</p> <p>Across the school, we try to ensure that pupils are immersed in our values by promoting these through teaching and learning experiences, school initiatives and community partnership work.</p> <p>Our school role is currently 418. Our nursery role is 107.</p> <p>Across the school our SIMD profile is:</p> <ol style="list-style-type: none"> <li>1. 1%</li> <li>2. 2%</li> <li>3. 7%</li> <li>4. 82%</li> <li>5. 8%</li> </ol> <p>Our FME is 8.1% this an increase of 0.9% from last year. Across the school we have a high number of pupils 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 pupils 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.</p> |        |            |       |              |       |
| <b>Vision, values and aims</b>                   | <p>Our values were created in partnership with all stakeholders and all families and school staff work together to ensure that these are embedded in the life and work of the school.</p> <p>Our school values, which children work towards through a values recognition programme are:</p> <ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Belong</b></li> <li>• <b>Grow</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |            |       |              |       |
| <b>Attendance</b>                                | Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 93.84% | Authorised | 3.36% | Unauthorised | 2.80% |
| <b>Exclusions %</b>                              | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |            |       |              |       |
| <b>Summary of consultation with stakeholders</b> | <p>Across the year, parents, carers and pupils are regularly invited to share feedback in a range of ways. This has included snack and chat sessions for pupils, questionnaires for parents, QR codes, our parent council forum and engagement at events. Our school pupil council continues to have an active voice within the school. This session we have created a nursery pupil forum called the Care Bears who are actively involved in shaping their nursery experience. A key priority this session was to enhance pupil leadership opportunities across the school through the development of a whole school strategy. The school has identified further creative ways to ensure consultation with stakeholders for both pastoral and learning aspects of school life. This will be fully implemented in 26-27.</p> <p>In a recent survey:</p>                                                                                                                                                      |        |            |       |              |       |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>89% agree or strongly agree that their child is happy at school.</p> <p>89% of parents feel well informed about their child's learning progress.</p> <p>91% of parents feel well informed about school activities via Seesaw, Facebook, and email.</p> <div>   </div>                                                                                                                                                                                                                                          |
| <b>Attainment Scotland Fund Allocation (PEF)</b> | £30,625                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Cost of the School Day statement</b>          | <p>In Duloch Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. In order to ensure equity, inclusion and fairness for all, we have reduced the cost of the school day in the following ways:</p> <ul style="list-style-type: none"> <li>• Uniform swap shop</li> <li>• Free ties for P1 and P7</li> <li>• Free travel for extracurricular school events</li> <li>• Free nurture breakfast</li> <li>• Consideration of cost for families for all school trips (grants available)</li> <li>• Healthy Eating Ambassadors provide free fruit daily</li> </ul> |

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

### ELC/School Improvement Priority 1

We will increase pupil leadership from P7 participation to a whole school approach in collaboration with the meta skills framework.

### HGIOS4/ELC Quality Improvement Framework Quality Indicators:

#### 1.2 Leadership of Learning

#### 2.3 Learning, Teaching and Assessment

## 2.4 Personalised Support

## 2.7 Partnerships

### 3.1 Ensuring Wellbeing, Equality and Inclusion.

### 3.2 Raising Attainment and Achievement

|                                               |                |  |                    |  |                                |  |
|-----------------------------------------------|----------------|--|--------------------|--|--------------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved |  | Partially achieved |  | Continued into next<br>session |  |
|-----------------------------------------------|----------------|--|--------------------|--|--------------------------------|--|

#### Progress and Impact:

All planned strategic actions from this area of the improvement plan were undertaken and as a result the following progress and impact has been made.

We have established strong leadership of learning within the nursery, where staff actively promote age-appropriate leadership opportunities through play and daily experiences. This is closely linked to the SHANARRI wellbeing indicators, which are brought to life through engaging characters such as *Responsible Robbie*. These approaches help children to understand key values such as responsibility, fairness, and respect in a meaningful and accessible way. As a result, children are becoming increasingly confident in taking ownership of aspects of nursery life and are beginning to demonstrate early leadership skills including decision-making, independence, and collaboration.

Children are supported to reflect on their behaviours and contributions through effective use of SHANARRI displays and interactive resources such as "SHANARRI spoons." These encourage discussion, peer support, and shared understanding of expectations within the nursery. In addition, a range of approaches are used to gather pupil voice, including the *Care Bears* group led by a Pupil Support Assistant, voting systems, learning walls, together time, and floor books. As a result, children feel listened to and valued, are more confident in expressing their views, and are beginning to recognise that their ideas can influence change within their learning environment.

Our nursery values are embedded, visible, and regularly revisited with children and families. Children are encouraged to reflect on these values and provide feedback as part of everyday activities. Parental feedback highlights that children are increasingly demonstrating these values beyond the nursery, reinforcing the strong partnership between home and school. As a result, children show a growing understanding of the nursery's values and apply them consistently in their interactions, contributing to a positive, respectful, and inclusive ethos across the setting.

Significant progress has been made in co-creating a whole-school leadership strategy through meaningful consultation with staff, pupils and wider stakeholders. Clear leadership roles have been established across P1 to P7, ensuring that opportunities are progressive and accessible for all learners. The strategy is closely aligned with the school's values and its rights-based approach, which has strengthened a shared understanding of inclusion and pupil voice. As a result, learners are more aware of their role within the school community, feel valued in decision-making processes, and are increasingly confident in taking on leadership responsibilities. 100% of primary 7 pupils were actively involved in a leadership role across the session. Through our recent pupilwise survey, key data shows a significant rise in pupil confidence to 97.5% including 92.68% of pupils now feel the school recognises their individual strengths. The results also show that 87.8% of pupils feel prepared for their next steps, reflecting the school's focus on leadership skills.

The school has developed awareness of meta-skills within their newly created 4-part model. Across all classes

children have had the opportunity to participate in discussions linked to meta-skills to develop their understanding of these. All class teachers confidently report on pupils' progress related to meta-skills.

The establishment of a pupil-led Equalities Group has strengthened the school's commitment to inclusion and equity. Pupils have actively gathered and shared views through assemblies, whole school class activities and creative approaches, including celebrating diversity days across the year. This has led to learners feeling more empowered, respected and represented, with a deeper understanding of fairness and diversity, and increased confidence in expressing their views.

A clear and progressive framework for leadership opportunities has been introduced across all stages, supported by a tracking system and consistent visual displays in classrooms. This is also linked to Developing the Young Workforce. From early experiences in Nursery to more formal roles in P6 and P7, learners are given structured opportunities to develop leadership skills over time. This consistency has improved equity of access and ensures that all pupils can experience leadership in a meaningful way. As a result, learners are more engaged, take greater responsibility for their roles, and show increased confidence, independence and pride in contributing to the life of the school.

## Duloch Primary School Pupil Leadership Strategy



### Vision

At Duloch Primary School, we believe every child is a leader. Our pupil leadership strategy aims to empower children to take responsibility, develop key life and work skills, and contribute meaningfully to their school and wider community. Leadership opportunities are embedded across all stages, ensuring progression and equity.

### Aims

- To provide meaningful leadership opportunities for all pupils.
- To develop skills for learning, life and work in line with Developing the Young Workforce (DYW).
- To promote responsibility, teamwork, communication, and problem-solving.
- To foster a culture of pupil voice and active citizenship.

### Classroom Jobs (Linked to DYW)

Team Leader  
Admin Support  
Porter  
Barista Assistant  
Resource Manager  
Electrician  
Photographer  
Librarian  
ICT Support  
Cleaning Supervisor

### DYW Skills Developed

Communication, Responsibility, Teamwork, Environmental Awareness, Organisation, Digital Literacy, Creativity, Time Management, Leadership, Planning, Mentoring, Initiative, Problem Solving

## Whole School Leadership Roles Progression

| P1                                                                                                                                                                     | P2                                                                                                                                                                     | P3                                                                                                                                                                     | P4                                                                                                                                                                                                         | P5                                                                                                                                                                                                  | P6                                                                                                                                                                                                                                                | P7                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>People Who Help Us</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>People Who Help Us</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>People Who Help Us</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>Healthy Eating Ambassadors</li> <li>Colouredwood Chime</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>Literacy/IT Buddies</li> <li>Colouredwood Chime</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>Walking Warriors</li> <li>Reading Buddies</li> <li>Peer Mediators</li> <li>Colouredwood Chime</li> </ul> | <ul style="list-style-type: none"> <li>Pupil Council</li> <li>Bus Council</li> <li>Learning Ambassador</li> <li>Learner Leaders</li> <li>Walking Warriors</li> <li>Colouredwood Chime</li> <li>Digital Leader</li> <li>King's Ambassador</li> <li>Equality Leaders</li> <li>Playground Leaders</li> <li>ITSO</li> <li>Dyslexia Ambassador</li> <li>Reading Ambassador</li> <li>Sports Leader</li> <li>House Captain</li> <li>Vice Captain</li> </ul> |

### Implementation & Monitoring

- Each leadership area will have a staff mentor.
- Application Process: Pupils will apply or be nominated for roles.
- Role-specific training will be provided where appropriate.
- Pupils will reflect on their leadership experiences.
- Achievements will be celebrated in school and communicated with parents/carers.

### Evaluation

- Pupil voice surveys and focus groups.
- Staff feedback and observations.
- Impact reports linked to DYW and school improvement priorities.

## Next Steps:

Create and fully embed meta-skills framework across all classes next session.

Each P7 leadership group will create aims and a Steps to Success plan.

Creation of individual pupil leadership profiles detailing skills enhanced by their leadership role.

## ELC/School Improvement Priority 2

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.
- To support staff to create highly effective lessons, underpinned by the 4-part model to ensure consistency.
- Analyse data to identify trends between SIMD, attendance and attainment to improve outcomes for pupils with a poverty related attainment gap.

## HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

2.6 Transition

3.2 Raising Attainment and achievement

3.3 Increasing creativity and employability

|                                               |                |  |                    |  |                                |  |
|-----------------------------------------------|----------------|--|--------------------|--|--------------------------------|--|
| Has this priority been:<br>(please highlight) | Fully achieved |  | Partially achieved |  | Continued into next<br>session |  |
|-----------------------------------------------|----------------|--|--------------------|--|--------------------------------|--|

## Progress and Impact:

Staff have actively engaged in professional learning through collegiate sessions, with a clear focus on developing confidence and capability in the use of iPads and associated apps to enhance learning, teaching and assessment. Many staff have also taken ownership of their professional growth by accessing additional resources through the Apple Education Community and exploring the school's digital software library. This has led to more consistent and effective use of digital technology across the school. As a result, learners are benefiting from higher-quality, more interactive learning experiences, with opportunities to engage in creative and personalised tasks that support their understanding and skill development. One class teacher led staff development activities following engagement with Fife wide learning. This has led to the upskilling of Pupil Support Assistants and Class Teachers use of digital technology. The feedback from staff training highlighted the following:

### Creativity with iPad:

- Almost all participants felt the delivery and content met their needs.
- Almost all reported an increase in knowledge and confidence.
- Almost all were satisfied with the balance of tasks and opportunities for collaboration.

### Assessment and Feedback with iPad:

- Almost all found the delivery accessible and relevant to their needs.
- Almost all experienced an increase in knowledge and confidence.
- Almost all participants valued the balance of professional dialogue and the ability to collaborate with colleagues.

### Differentiation with iPad:

- Almost all staff rated the delivery and content highly.
- Almost all saw a growth in their knowledge and confidence in using iPads for differentiation.
- Almost all felt there was a good balance of tasks and collaboration.

#### Teaching with iPad:

- Almost all found the delivery and content supportive, though this was the lowest scoring session for delivery.
- Almost all indicated an increase in knowledge and confidence.
- The majority felt the session provided an appropriate balance of tasks and sufficient opportunities for collaboration.

#### Impact across Different Stages

- Upper School (P6-7): Because these stages have 1-to-1 device access, teachers report immediate impacts on classroom practice, such as pupils setting up their own functions and managing their work through Showbie.
- Lower School (P1-5): While impact is currently more limited due to the lack of 1-to-1 devices, teachers in these stages are finding ways to use their own iPads to support teaching and learning, and are exploring how to use apps like iMovie to support creativity in younger years.

Staff have made strong progress in using digital platforms to personalise learning, ensuring that tasks and resources are adapted to meet the diverse needs of individuals and classes. Digital tools are now being used more confidently to enhance engagement, while accessibility features are supporting learners with additional support needs to work more independently. Our Support for Learning teacher has proactively undertaken personal professional learning to ensure a solid understanding of accessibility tools useful for all learners. Pupils were able to speak confidently about this at our most recent Learning Partnership which was highlighted as a strength. They were able to articulate the impact of this on their learning which included increased engagement, confidence and independence in learning. There has also been a clear emphasis on modelling safe and responsible use of technology throughout classes support by community police across P6. This has had a positive impact on learners, who are more motivated, independent and included in their learning, and are developing a stronger understanding of digital citizenship. In a recent Parent Wise survey 90.68% of parents feel confident talking with their child about staying safe online, a significant jump from 46.67% in 2024. This was supported by parent information sessions being held across the year.

Teachers have strengthened their use of digital skills to plan high-quality learning experiences aligned with Fife's curriculum progression pathways. The use of digital tools to model learning, share explanations and provide differentiated materials has improved consistency in teaching approaches. The introduction of the Duloch standard lesson structure, alongside clear visual supports and exemplars, has created a more coherent learning experience across the school. These are now displayed and referred to across all classes. The school will continue to work on embedding this with pupils. Across all classes we have secured funding to replace all SmartBoards with SmartTVs. Early information from teachers and pupils tells us that this has been an effective resource to support in learning and teaching. As a result, learners are more engaged in lessons, have a clearer understanding of what success looks like, and are better able to reflect on and improve their learning.

All teachers played an important role in driving forward specific areas such as the structure of a lesson, accessibility, technology, meta-skills and leadership. This involved looking outwards, making visits to other local primary schools to share good practice. A review of home learning was undertaken to ensure it is meaningful and purposeful taking cognisance of stakeholder feedback. As a result, learners are experiencing more joined-up support between school and home, leading to increased confidence, independence and engagement in their learning.

**Next Steps:**

Develop and refresh the school curriculum rationale, aims and visions statement involving all stakeholders and community partners.

Fully embed the Duloch lesson structure model.

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

### ELC/School Improvement Priority 1

To ensure all learners experience a rich, responsive, and equitable curriculum that reflects their interests, needs, and developmental stages. This aligns with Realising the Ambition: Being Me and supports high-quality early learning experiences.

### HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Play and Learning

Experiences and Spaces

Assessment and Reporting

Inclusion, Wellbeing and Equality

Leadership of Learning

Relationships and Partnerships

Has this priority been:  
(please highlight)

Fully achieved

Partially achieved

Continued into next  
session

### Progress and Impact:

We have undertaken a comprehensive audit of our learning environments to ensure they are rich, inclusive, and promote curiosity and independence. All staff were actively involved in reviewing nursery areas, with structured feedback formats used to capture staff voice and reflections. This was further strengthened through professional learning during inset, where staff developed a shared understanding of the learning that should take place within each area and engaged with the *Quality Spaces* document. Children were also included in this process, sharing their views on improvements and identifying what they enjoyed within the enhanced areas. As a result, the environment has been significantly strengthened, with observations showing improved engagement, greater focus, and a wider range of meaningful learning experiences. Planning tools now support staff to maintain high-quality core provision across all areas.

We have prioritised the development of high-quality observations and interactions across the nursery. All staff engaged in targeted professional learning, informed by senior leaders carrying out focused observations of practice. These identified key strengths including nurturing approaches, skilled questioning, and staff consistently interacting with children at their level. This evidence was used to shape professional learning and build consistency across the team. As a result, staff interactions are increasingly responsive and intentional, supporting children to think more deeply, develop language and communication skills, and engage more meaningfully in their learning.

Significant progress has been made in strengthening daily responsive planning. Planning processes have been refined to ensure that staff engage fully with prompts, bringing relevant observations to discussions and collaboratively identifying clear next steps. Responsibility for leading these next steps is agreed across the team, ensuring a shared understanding of priorities. Each child has individual next steps recorded within their Personal Learning Journal, which are regularly discussed during tracking meetings with the teacher. As a result, planning is more focused, cohesive, and responsive, leading to improved progression and a clearer understanding of children's development across the nursery.

We have also significantly enhanced the nursery environment through a refresh of resources and the reorganisation of playroom layouts. These changes have improved accessibility and supported children to engage more independently in their play and learning. Additionally, bringing together term-time and year-long pupils has created opportunities for a broader range of experiences and stronger peer interaction. This has also supported staff to share best practice and learn from one another, strengthening consistency across the team. As a result, children benefit from a richer, more inclusive learning environment and staff demonstrate increased confidence and collaboration in delivering high-quality experiences.

**Next Steps:**

See attached nursery improvement plan.

## Improving Outcomes

### Attainment

| Overall Attainment for 2025 - 2026 |          |        |          |        |
|------------------------------------|----------|--------|----------|--------|
|                                    | Literacy |        | Numeracy |        |
|                                    | Stretch  | Actual | Stretch  | Actual |
| <b>P1</b>                          | 73.5%    | 83.7%  | 83.7%    | 91.8%  |
| <b>P4</b>                          | 68.9%    | 85.2%  | 78.7%    | 80.3%  |
| <b>P7</b>                          | 78.2%    | 83.5%  | 80.8%    | 91%    |

| Stage     | Listening and Talking | Reading | Writing | Numeracy |
|-----------|-----------------------|---------|---------|----------|
|           | Actual                | Actual  | Actual  | Actual   |
| <b>P1</b> | 89.8%                 | 83.7%   | 83.7%   | 91.8%    |
| <b>P4</b> | 87%                   | 88.5%   | 85.2%   | 80.3%    |
| <b>P7</b> | 96%                   | 88.6%   | 83.5%   | 91%      |

### Attainment Over Time Evaluative Statement (Primary/Secondary):

A high proportion of Nursery pupils are achieving their expected level in both literacy (85.29%) and numeracy (89.71%), indicating strong early attainment across key areas of learning despite early identification of additional support needs (14.7% currently identified).

The consistency of high attainment across both areas suggests that most pupils are well supported in their learning and are making appropriate progress, with only a small minority requiring additional support to reach expected levels.

Overall, there is a positive upward trend in literacy attainment across the school in recent years, with most stages showing notable improvement from 2022/23 to 2025/26, suggesting that recent interventions and approaches are having a sustained impact.

P1–P3 attainment shows recovery and strengthening following a dip around 2020/21, with P1 in particular rising significantly from 69.2% (2021/22) to 83.7% (2025/26), indicating strong early literacy foundations are in place.

P7 attainment data shows a strong improvement from 77.6% in 2021–2022, with 83.5% of learners achieving the expected level in 2025/26, indicating that the majority of pupils are leaving the school with secure literacy skills.

Some variability remains within individual cohorts (e.g. P3, 5 and 6), where attainment dips and recovers across years, indicating a need to continue focusing on consistency and targeted support to sustain progress across all groups.

The overall pattern across the school indicates improving attainment and closing gaps over time, with the majority of stages now achieving high levels of literacy, particularly in the most recent session against stretch targets, suggesting strengthening outcomes across the school.

In the early years, attainment in numeracy at P1 shows a strong upward trend over time, increasing from 82.1% in 2018/19 to 94.1% in 2024/25.

At P2, attainment over time demonstrates very strong and sustained performance, consistently remaining above 90% since 2019/20 and reaching 97.1% in 2024/25. This reflects highly effective progression from P1, with most pupils successfully achieving expected levels and maintaining high standards in numeracy.

Middle stage attainment shows some variability but generally stabilises over time. P4 demonstrates recovery following a dip, increasing from 74.7% (2022/23) to 80.3% (2025/26). Our current attainment in Primary 3 is 76.8% which although shows a decline, this reflects an upturn in identified additional support needs across this cohort. This cohort will be a target of the upcoming numeracy work to be undertaken as part of our school improvement plan alongside the current P5 and 6 cohorts.

In literacy, Duloch is performing strongly above both its comparator schools and the Fife average, with 83.3% of pupils achieving expected levels compared to 78.73% and 79.17% respectively. This indicates that attainment in literacy is consistently above local and regional benchmarks.

The gap between Duloch and its comparator schools in literacy (+4.57%) highlights a notable strength, suggesting that approaches to teaching and supporting literacy are having a positive impact on pupil outcomes.

In numeracy, Duloch also outperforms both its comparator schools and the Fife average, with 85.71% compared to 83.56% and 77.36%. This reflects strong attainment and positive progress in mathematical learning across the school.

Our focus on improving outcomes for our looked after and accommodated children (LAAC) is having a positive impact. Last year, a minority of these pupils were achieving the expected national standards in literacy and numeracy. Through targeted interventions, close monitoring and tailored support, attainment has improved significantly this session, with 60% of looked after and accommodated pupils now achieving the expected national

standards. This represents most pupils within this group and demonstrates the positive difference that focused support can make in helping children and young people achieve their full potential.

The difference between Duloch and the Fife average in numeracy (+8.35%) is particularly significant, indicating that pupils are attaining at a considerably higher level than peers across the authority.

Overall, attainment data demonstrates that Duloch is performing well above both comparator schools and the Fife average in both literacy and numeracy, reflecting effective teaching, targeted support, and strong progress towards achieving expected levels.

#### **Impact of PEF on outcomes for children and young people:**

A Principal Teacher, released from class, has undertaken a strategic and highly impactful approach to improving attendance across the school. This has involved targeted, relationship-based work with families and individual pupils, as well as close collaboration with third parties to ensure a holistic response to barriers affecting attendance. The development of clear, accessible resources and materials has supported consistent messaging and strengthened home-school communication. In addition, the introduction of a robust attendance tracking system has enabled the early identification of patterns and concerns, allowing for timely and targeted interventions. As a result of this focused work, there has been a notable improvement in overall attendance for individuals, with reductions in persistent absence. Pupils are attending more regularly, are more settled in their routines, and are engaging more consistently in learning. This has had a positive impact on wellbeing, continuity of learning, and attainment, particularly for those learners affected by the poverty-related attainment gap, who are now better supported to access and sustain their education. The school has specific data to show these improvements, these are not added to this document as children can be identified.

The Principal Teacher has also led a strategic and data-informed approach to enhancing wider achievement across the school. By developing a comprehensive tracking system, the school has been able to monitor participation in wider achievement opportunities and ensure equity of access for all learners, with a particular focus on SIMD data. This has enabled the identification of gaps in participation, especially for children affected by the poverty-related attainment gap, and informed targeted action to address these. As a result, new and relevant opportunities were sourced and introduced, particularly within the early years, ensuring that all children are able to engage in enriching experiences that support their development beyond the classroom. The impact of this work is evident in increased participation rates, greater equity in access to opportunities, and improved confidence and wellbeing among pupils. Children are developing a broader range of skills and interests, and those previously underrepresented in wider achievement are now more engaged and included, contributing positively to their overall attainment and sense of belonging within the school community. We are very proud to report that 70% of our school community this session have participated in a school arranged wider achievement opportunity.

The strategic use of Pupil Equity Funding to develop a whole-school leadership approach has had a significant and measurable impact on children across all stages. By co-creating a shared leadership strategy with staff, pupils, and stakeholders, the school has fostered a strong sense of belonging and ownership among learners. Children are increasingly aware of their rights and responsibilities, and this has supported a positive culture where children feel valued. Importantly, the inclusive design of leadership opportunities has ensured that children affected by the poverty-related attainment gap are not only represented but actively encouraged to participate and succeed, helping to remove barriers.

The introduction of a structured leadership pathway from Nursery through to P7 has supported children to progressively build confidence, independence, and a sense of agency. Younger learners are developing early leadership skills through simple, accessible roles, while older pupils are taking on more formal responsibilities such as peer mentoring and leading learning activities. This progressive model has enabled children to experience success in meaningful ways. As a result, many pupils who may previously have lacked confidence are now demonstrating increased participation and improved self-esteem. HWB SURVEY

Classroom visits involving a number of child-led leadership groups have also provided valuable experiences for all parties. This approach has allowed learners to learn from each other, engage in pupil dialogue and act upon feedback received.

The establishment of a pupil-led Equalities Group has empowered children to have a genuine voice in shaping their school experience ensuring increased awareness of our multi-cultural society.

## **Achievements**

Pupils at Duloch Primary School have demonstrated very strong achievement across the four contexts of learning this session, with a clear focus on developing the skills, attributes and dispositions aligned to the four capacities. A significant strength this year has been the breadth of participation in wider achievement, with 70% of pupils across the school engaging in at least one wider achievement experience. This reflects a strong, inclusive ethos and a commitment to ensuring that all learners have opportunities to develop confidence, skills and talents beyond the classroom.

There have been notable successes at both local and national level. The Duloch Stars choir achieved second runners-up position in the Scottish National Glee final, a significant accomplishment which highlights pupils' dedication, teamwork and confidence in performance. In sport we attended almost all available competitions to give our pupils a wide range of opportunities. Many pupils have been recognised at local and national level for their participation and success including an individual pupil in Primary 7 who achieved first place in the Scottish Schools Swimming Final for Boys 12 & Under 50 metre backstroke. This demonstrates exceptional perseverance, discipline and commitment. These achievements exemplify the development of successful learners and confident individuals, as well as promoting a strong sense of pride within the school community.

Academic wider achievement has also been a key feature this session. Twenty-two Primary 7 pupils participated in the Scottish Mathematical Challenge, with eight pupils attaining gold certification. Notably, one pupil was ranked within the top nine entrants across Scotland. This reflects high levels of attainment and challenge within numeracy, as well as learners' ability to apply their skills in competitive and unfamiliar contexts, demonstrating resilience and high-level problem-solving abilities.

The school has also strengthened its provision in the expressive arts, achieving the Bronze We Make Music Award through We Make Music Scotland. This recognition highlights the commitment to developing creativity, collaboration and performance opportunities for all learners, further supporting the development of confident individuals and effective contributors.

In addition, there has been a strong focus on inclusion and wellbeing, particularly through work with young carers. The school has worked collaboratively with Fife Young Carers to raise awareness, provide targeted support and ensure that young carers are recognised and supported effectively. This work is ongoing, with the school currently in the process of applying for the We Care Awards accreditation. This reflects the school's commitment to nurturing responsible citizens through the promotion of empathy, understanding and inclusive practice.

These achievements continue to be celebrated through assemblies, school communications and wider community engagement, reinforcing a culture of aspiration, recognition and pride. Together, they demonstrate that Duloch Primary School is providing a rich and varied range of opportunities which support learners to develop the skills, confidence and attributes required for lifelong learning and success.

|                                              | 2023-24   | 2024-25   | 2025-26                                                                           | Inspection<br>Evaluations<br>(since August 2024) |
|----------------------------------------------|-----------|-----------|-----------------------------------------------------------------------------------|--------------------------------------------------|
| 1.3 Leadership of Change                     | Very good | Very good | Very good                                                                         |                                                  |
| 2.3 Learning, teaching and assessment        | Good      | Good      | Very good                                                                         |                                                  |
| 3.1 Ensuring wellbeing, equity and inclusion | Very good | Very good | Very good                                                                         |                                                  |
| 3.2 Raising attainment and achievement       | Very good | Very good | Very good                                                                         |                                                  |
| <b>Evaluations (ELC) – HGIOELC?</b>          |           |           |                                                                                   |                                                  |
|                                              | 2023-24   | 2024-25   | 2025-26<br>QIF                                                                    | Inspection<br>Evaluations                        |
| 1.3 Leadership of Change                     | Very good | Good      | Very good<br><b>Leadership</b>                                                    |                                                  |
| 2.3 Learning, teaching and assessment        | Good      | Good      | Good<br><b>Children play<br/>and learn</b>                                        |                                                  |
| 3.1 Ensuring wellbeing, equity and inclusion | Very good | Very good | Very good<br><b>Children<br/>thrive and<br/>develop in<br/>quality<br/>spaces</b> |                                                  |
| 3.2 Securing children’s progress             | Very good | Very good | Good<br><b>Children are<br/>supported to<br/>achieve</b>                          |                                                  |

