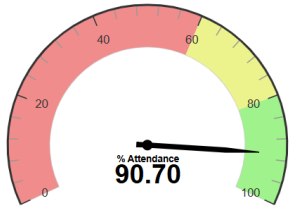
School Context *as June 2026*

School Roll

263

School Attendance



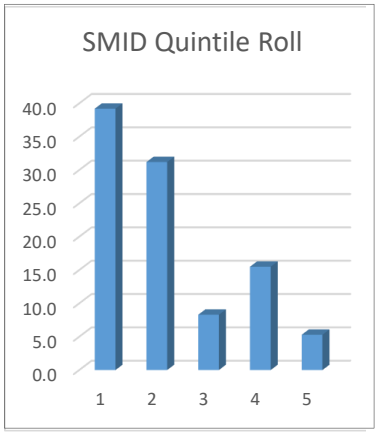
Percentage ASN

37.6

PEF Allocation

£ 129600

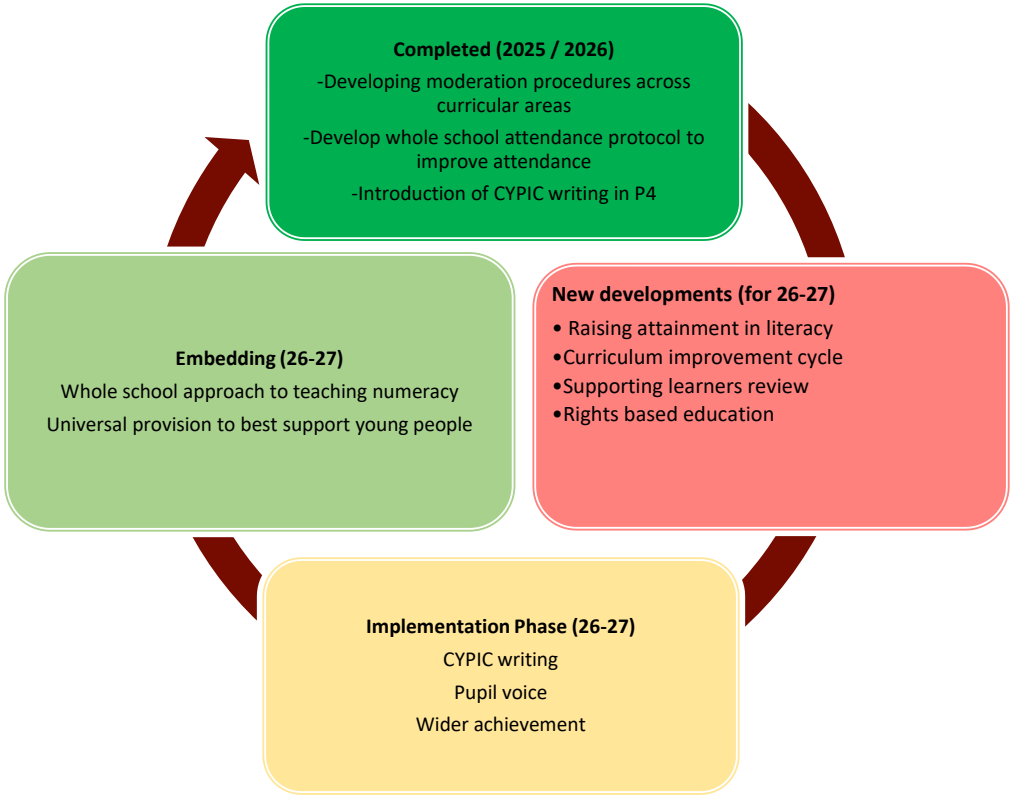
SIMD Profile



Craigowl Primary School **SIP and PEF Plan 2026 - 2027**



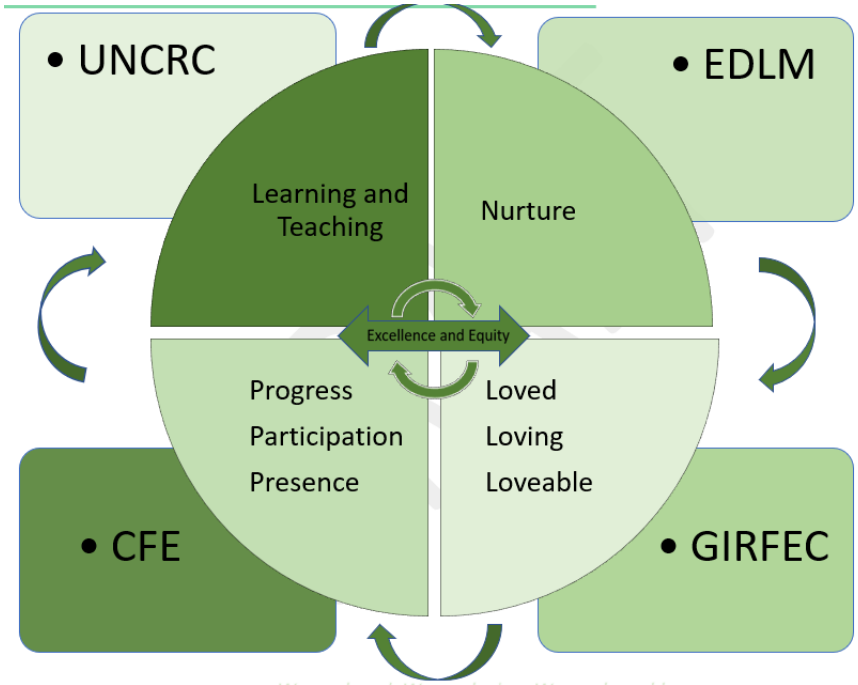
Cycle of Improvement



Vision Values and Aims

Our Aims:
We will provide equity through an inclusive ethos where ‘everyone in our school matters’.
We will raise attainment by promoting a culture of excellence, enhancing the confidence and aspirations of our children
We will provide all learners with high quality learning opportunities and experiences so that they recognise and achieve their full potential.

We are loved. We are loving. We are loveable


• UNCRC
• EDLM
Learning and Teaching
Nurture
Excellence and Equity
Progress
Participation
Presence
Loved
Loving
Loveable
• CFE
• GIRFEC

School Priorities 2026-2027

- School Improvement Priorities

Craigowl Primary School **SIP and PEF Plan 2026 - 2027**



SCHOOL VERSION	**SIP Priority 1**
Specific area for improvement	**To raise attainment in Literacy with a target of 75% over time**
Rationale for Improvement (based on evidence from key stakeholders)	City wide initiative – attainment in writing has wide fluctuations from year to year
Equity Gap (if relevant)	**90% of children who are not on track are either in SIMD Quintile 1, ASN or both**

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Choose an item. Choose an item. Choose an item.	**Assessment of Children's Progress** **Performance Information** Choose an item. Choose an item. Choose an item. Choose an item.	**Progress**	 **7. Using evidence and data** **4. Targeted approaches to literacy and numeracy** **5. Promoting a high quality learning experience**	 **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
Reading School A consistent, whole-school culture of reading will be established, where all pupils are actively engaged in and	-Create an engage library area which is rich with different text types and is accessible to all	-All pupils have access to a reading rich environment -School will achieve bronze	Class teachers DHT	June 27	Scottish Book Trust

motivated by high-quality reading experiences. Reading for enjoyment will be prioritised across all stages, with learners demonstrating increased enthusiasm, confidence, and frequency in independent and shared reading. Staff will embed a range of inclusive and engaging approaches to promote literacy, ensuring that all children, regardless of need, have access to rich and meaningful reading opportunities. Improved engagement, increased reading attainment, positive learner voice, and a visible celebration of reading across the school community.	-Have opportunities for children to participate in planned reading events to promote reading -Plan opportunities for children to participate in intergenerational reading project -Develop our own reading rangers within the school -Every class to complete a book study -Each class to visit the library to make links with our local library -Ensure a reading rich environment	-Teachers more confident at providing reading activities -SNSA results -Attainment data and AOL			Pedagogy Team Reading Schools Award Resources
Writing To improve attainment through cascading the city improving writing project with a focus on improving writing attainment in P1, P4 and P7	-Identify a minimum of 4 teachers to be trained on Improving Writing Programme -Identify 3 further cohorts to engage with the Improving Writing Programme -Identify gaps in learning using improvement methodology tools	Use quality improvement tools including run charts, fishbone, pareto, force field analysis and stake holder analysis SNSA results	Class teachers DHT	June 27	Improving Writing Project

	-Give children opportunity to write for 15minutes per day				

SCHOOL VERSION **SIP Priority 2**	
Specific area for improvement	To improve the percentage of pupils overall school attendance from baseline of 90.6 (23/24) to 93.5% by the end of session 26/27
Rationale for Improvement (based on evidence from key stakeholders)	***Attendance is broadly inline with local and national averages and is on an upward trajectory however, more must be done to reach the local authority target of 95% attendance.***
Equity Gap (if relevant)	***Attendance of SIMD 1 / 2 (this demographic is increasing year on year within the school) and ESA children who are in danger of missing out.***

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Choose an item. Choose an item. Choose an item.	**Parental Engagement** **Assessment of Children's Progress** Choose an item. Choose an item. Choose an item. Choose an item.	**Presence** **Participation**	 **1. Early Intervention and Prevention** **10. Partnership working** **2. Social and Emotional Wellbeing**	 **2.1 Safeguarding and child protection** **3.1 Enquring wellbeing, equality and inclusion**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Improved attendance for targeted groups Engage better with the council ARG process	Adapt our approaches when responding to absence by continually reflecting on the impact of the interventions in place to ensure the desired impact.	Track the impact of the ARG process on improvement of attendance	**SLT** **SFDW**	Termly	Seemis Internal records

Renewed focus on which pupils are targeted to include SIMD Quintel 1 and ASN.	Bespoke action plans for 3 specific groups: • Long term illness • Persistent habitual absence • School refuser/long term absence Create a 'you said, we did' Sway to help parents/carers to understand the impact of absence and what support is available. Improved and consistent use of attendance letters within the protocol Ensursing a relentless approach to meet with parents and supporting reluctant parents Improved records of meetings monitored by SLT Glasgow Motivational Tool will be used to gain insight in to helping to identify barriers around school attendance				
Progress					

Craigowl Primary School **SIP and PEF Plan 2026 - 2027**



SCHOOL VERSION **SIP Priority 3**	
Specific area for improvement	All staff will embed and consistently deliver a high-quality rights-based education, demonstrating confidence and competence in applying UNCRC principles.
Rationale for Improvement (based on evidence from key stakeholders)	All pupils require to experience a rights-based education through inclusive classroom practice, increased pupil understanding of their rights, and regular opportunities for learners to meaningfully participate in decision-making processes
Equity Gap (if relevant)	***For all***

NIF PRIORITIES	**NIF DRIVERS**	**EDLM PRIORITY**	**PEF (where applicable)** *Intervention for equity & cost*	**HGIOS QI**
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Choose an item. Choose an item. Choose an item.	**School Improvement** Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	**Participation** **Presence**	 **1. Early Intervention and Prevention** **2. Social and Emotional Wellbeing** Choose an item.	 **1.3 Leadership of change** **3.1 Enquring wellbeing, equality and inclusion**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Developing Pupil Voice All pupils have a voice in school improvement	Create a child-friendly version of SIP with the pupil council to share with the wider school, parents and partners.	Make use of HGIOURS to evaluate our school and next steps – focus on, 1.3, 3.1 and 2.3	**SIG Group**	**Ongoing**	**UNCRC** **Wee HGIOS**

Write a clear rationale for pupil leadership to include skills for learning, life and work **Gender Based Violence** A bespoke whole-school approach to preventing and responding to gender-based violence will be developed, in line with Scottish Government guidance. This framework will be embedded within the learning and teaching policy, ensuring all staff are equipped to deliver consistent, age-appropriate learning experiences that promote respect, equality, and positive relationships. Implementation will be evidenced through staff training, curriculum planning, and increased pupil understanding of gender equality and respectful behaviours. Promote the importance of UNCRC: Article 2 – all children have these rights no matter what their differences are Article 19 – the right to be protected from being hurt or badly treated	-Staff to engage with the document through colligate times -SLWG created to lead this development across the school at all stages -SLWG and SLT must be considerate towards possible triggers for staff when dealing with this sensitive topic -Appropriate training for all staff -Through consideration of GIRFEC and universal, targeted and specialist support have a key focus on page 13 of document 'key features of a universal approach to preventing GBV -Engage with appropriate partners -Create a GIRFEC policy to reflect GBV	hgiours-part1.pdf hgiours-part2.pdf - Completed framework -Staff equipped to deliver lessons inline with framework -Bank of resources created for age and stage -Increased awareness of GBV	All teaching staff SLWG Partner agencies	June 27	Preventing and responding to Gender Based Violence: A Whole School Framework Online resources Local authority resources Assemblies

Tackling Racism Learners will experience a fully inclusive curriculum that actively promotes and celebrates diversity while challenging inequality. Across the school, anti-racist principles will be clearly embedded within both the curriculum and the wider ethos, ensuring compliance with legislative expectations. Staff will confidently apply GIRFEC principles to support equity and inclusion, with anti-racism consistently underpinning learning, teaching, and relationships. This will result in pupils demonstrating increased awareness, respect, and understanding of different cultures and identities, alongside a strong commitment to fairness and social justice in their everyday interactions.	-Staff to engage with the document through colligate times -SLWG created to lead this development across the school at all stages -Appropriate training for all staff -Engage with appropriate partners -Create a GIRFEC policy to reflect anti racism	- Completed mission statement -Bank of resources created for age and stage -Increased awareness of anti racism	All teaching staff SLWG Partner agencies SIP partnership		Online resources Local authority resources Assemblies
Progress					

SCHOOL VERSION	**SIP Priority 4**
Specific area for improvement	***Supporting Learners provision across the school to ensure 100% of pupils receive the appropriate support and interventions they require.***
Rationale for Improvement (based on evidence from key stakeholders)	To develop a framework for universal, targeted and specialist support to reflect that of the authority.
Equity Gap (if relevant)	***A significant number of children require support***

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Choose an item. Choose an item.	**School Improvement** **Assessment of Children's Progress** **Teacher Professionalism** Choose an item. Choose an item. Choose an item.	**Participation** **Presence** **Progress**	 **1. Early Intervention and Prevention** **2. Social and Emotional Wellbeing** **6. Differentiated support**	 **2.4 Personalised support** **3.1 Enquring wellbeing, equality and inclusion**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
The school will implement a robust and inclusive support framework aligned with Local Authority policy on the presumption of mainstream and the legacy of the Enhanced Support Area. This will ensure that all learners are supported to access	Create triangle of interventions available for universal, targeted and specialist support. Implement the triangle of interventions as part of our response to SFL referrals.	SfL referral system Children accessing mainstream Number of IEP and ASP	**PT** **SLCA** **SIG group**	**Ongoing**	Dundee Standard (website) AIS for training

high-quality learning within their mainstream setting wherever possible. Staff will have a clear understanding of their roles and responsibilities in delivering inclusive practice, underpinned by consistent approaches to identification, planning, and support. As a result, learners with additional support needs will experience increased access to mainstream learning, improved outcomes, and a greater sense of belonging within the school community. This will be evidenced through inclusive classroom practice, reduced reliance on alternative provision, and positive feedback from pupils, families, and partner agencies.	Ensure that the new paperwork for IEPs and ASPs is in place for all identified pupils. Identify and ensure appropriate training for a 1FTE Targeted Support Teacher to ensure children can learn in their mainstream class with support. Develop existing provisions to ensure that all children receive the support they require Develop flexible learning spaces to encourage more mainstream experiences for all, even those even those who require a high level of support Use the IEP and ASP paperwork when referring to Inclusion panel for specialist needs Specialist Assessment Proforma March 26.docx	Parental engagement at TATC Tracking attendance of any children who receives beyond targeted support			CLPL as appropriate Paperwork
Progress					

Craigowl Primary School SIP and PEF Plan 2026 - 2027

SCHOOL VERSION SIP Priority 5	
Specific area for improvement	***To build capacity and develop an understanding of the Curriculum Improvement Cycle. Upskill staff on the new technical frameworks and prepare for implementation.***
Rationale for Improvement (based on evidence from key stakeholders)	***A national review has led to curriculum reform. This will begin implementation in 2027 – 2028.***
Equity Gap (if relevant)	***None***

NIF PRIORITIES	**NIF DRIVERS**	**EDLM PRIORITY**	**PEF (where applicable)**	**HGIOS QI**
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Choose an item. Choose an item. Choose an item.	**Teacher Professionalism** **School Leadership** **School Improvement** Choose an item. Choose an item. Choose an item.	**Progress**	***Intervention for equity & cost*** Choose an item. Choose an item. Choose an item.	**1.3 Leadership of change** **2.2 Curriculum**

Intended Outcome (impact)	**Actions required to reach desired outcome**	**Measurement & Evidence**	**Who**	**When**	**Resources**
By June 2027, all teaching staff will understand the curriculum improvement cycle and new technical frameworks and how it relates to their practice.	Staff to engage in on-going professional learning, provided by the local authority, in-line with the timeline given.	MS forms used for evaluations and feedback which will inform the local authority of further	Local authority SLT and Pedagog	Session 2026/27	Timeline, resources and guidance provided

Commented [A1]: *Identify Presence, Participation or Progress*

Commented [A2]: *Identify intervention(s) for equity and cost allocated to PEF (if relevant)*

Commented [A3]: *Identify relevant QI for measuring progress*

The school rationale will be updated to prepare for the changes from the CIC and align with emerging pedagogical theories.	Significant time will be given to professional development to have a focus on an aspect of the curriculum improvement cycle. Further twilights and PL sessions will be undertaken to deepen understanding and improve pedagogical approaches. E-learning modules will be available to consolidate the in-person learning, or for new/returning staff who start mid-session. Review curriculum rationale and update.	professional learning that may be required. Staff knowledge, understanding and confidence will be measured. Understanding of curricular changes will be evident through planning for learning, teaching and assessment in the current session. Refreshed curriculum rationale that reflects the current cohort of learners.	y Team will lead in school. All staff will engage.		by local authority.
Progress This box should be used to note progress throughout the session					

Summary of PEF Spend

Area of expenditure	Details	Reference to Plan	Budgeted allocated
Teaching staff	**0.5FTE to augment existing staff to support raising attainment** **Intended Outcome:** **Targeted groups at key stages to support raising attainment**	**Priority 1**	**£35,000**
Support staff	**0.5 SFDW** **Intended Outcome:** **Reduce number of children below 90% attendance** **Engage with parents better to support better attendance** **Record GMT**	**Priority 2**	**£29,000**
CLPL	**Each SIG group allocated money for CLPL**	**Linked to SIP priorities**	**£15,000**
Resources	**Class set of laptops to continue to improve attainment in literacy and numeracy**	**Priority 1**	**£30,000**
Payments to other bodies	**SFA Dundee West –** **Intended Outcome:** **Pupils with poor attendance given opportunity to attend extra activities** **Encouraging families back into work – extra time programme** **Record GMT**	**Priority 2**	**£10,000**
Other *(please specify)*	**COSD – supporting families with food, clothing fuel and trips**		**£10,000**
Total			**£129000**

Craigowl Primary School **SIP and PEF Plan 2026 - 2027**



Craigowl Primary School **SIP and PEF Plan 2026 - 2027**



Driving Excellence and Equity
Standards and Quality Report

Name of school: Craigowl Primary School

Date of report June 2026

Provide a CONCISE description of the school's context -
Craigowl Primary School was opened in 2008 and serves the St Marys and Brackens areas in the North West of Dundee. During Session 2025-2026 the school roll was 261 in Primary Classes and 32 in the Nursery Class. Four pupils left throughout the year. We have 10 pupil joined our school – two of which are outwith catchment. The school has an enhanced level of staffing to meet the additional support needs of children from across the ward and beyond.

The profile of the school is such that around 40% of the learners in primary classes live in SIMD 1 & 2. This is steadily increasing each year.
The nursery has around 45% of learners living in SIMD 1 & 2.
Our PEF allocation for 2024-25 was £129,600
The school is committed to removing barriers by our focus on the 'Cost of the School Day'. Almost all pupils come to school ready to learn and we enjoy very strong support from all stakeholders in our local community.

The priorities for the year's action plan were grounded in the National Improvement Framework and local frameworks using key documents such as:

- EDLM
- Inclusive Practice
- NIF
- HGIOS 4

Improvement in Literacy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Literacy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1	75%	59%	58%	88%	67%	68%
P4	69%	61%	75%	74%	77%	76%
P7	67%	67%	69%	73%	73%	66%

Literacy	21/22	22/23	23/24	24/25	25/26
Reading P1 P4 P7	 **79%** **83%** 72%	 72% 86% 85%	 88% 82% 77%	 78% 93% **73%**	 68% 76% 77%
Writing P1 P4 P7	 **59%** **61%** 67%	 58% 75% 69%	 88% 74% 73%	 67% **77%** **74%**	 68% 76% 66%
L & T P1 P4 P7	 **77%** **78%** 79%	 69% 90% 88%	 90% 89% 85%	 75% **97%** **87%**	 77% 80% 87%

Improvement in Numeracy attainment (include data over time for P1,4, and P7 and comment specifically on how you are closing the poverty related attainment gap 200 words max)

Numeracy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1	66%	87%	86%	90%	70%	68%
P4	75%	74%	73%	78%	79%	71%
P7	80%	79%	66%	69%	71%	60%

Numeracy	21/22	22/23	23/24	24/25	25/26
NMM P1 P4 P7					
SPM P1 P4 P7					
Info Handling P1 P4 P7					

Improvement in HWB and positive impact of opportunities for wider achievement (200 words max)
Evaluative comments on attendance and exclusion data (200 words max)

Attendance
We are currently embedding our new Attendance Protocol, which aligns with Local Authority guidance. As a result, we are now data rich and able to identify attendance trends more readily. While improved data alone does not raise attendance, it has enabled us to target support more effectively for young people and families.
Termly meetings between Senior Leadership Team (SLT) and the School and Family Development Worker (SFDW) focus on individual pupils with attendance concerns and identify tailored strategies to improve engagement and attendance.
Across the school, there are approximately five pupils with significant attendance challenges. Engagement from these families remains limited and progress is slow; however, the school continues to work persistently and constructively with them.
Overall, there is an upward trend in whole-school attendance, although this remains slightly below the stretch aim set by the Local Authority. PEF funding supports key interventions aimed at improving attendance, including the SFDW role, Extra Time Club, and SFA football delivery, all of which provide additional motivation and engagement for pupils.
Exclusions and Inclusion
Exclusion rates are currently very low. This reflects both the school's strong values and a shared belief that exclusion is rarely beneficial. There is a deeply embedded ethos of inclusion, with teaching and support staff consistently going above and beyond to ensure pupils remain engaged in learning.
To further support inclusion, nurture rooms have been established in both the infant and upper stages. These provide:

- Planned nurture-based interventions
- A safe space for pupils who are dysregulated to apply self-regulation strategies

These nurturing approaches have been particularly effective in supporting emotional regulation, maintaining inclusion, and reducing the need for exclusion.

Any additional information

HGIOS? Quality Indicators	School Grade	HMI grade (in the last 4 years)	Nursery grade	Nursery HMI grade (in last 4 years)	Most recent care inspectorate grade
QI 1.3: Leadership of change	Good				
QI 2.3: Learning, teaching, and assessment	Good	Satisfactory		Very Good	
QI 3.1: Ensuring wellbeing, equity, and inclusion	Very Good				
QI 3.2: Raising attainment and achievement QI 3.2: Securing progress (nursery)	Good Good	Satisfactory		Very Good	
Additional QI of school/nursery's choice e.g. 2.7 partnerships					