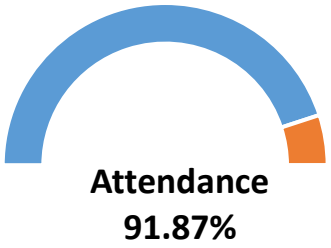
School Context *as at 15/06/2026*

School Roll

339

School Attendance



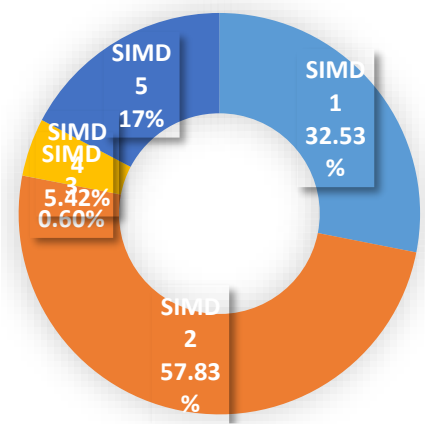
Percentage ASN

33.6%

PEF Allocation

£ 145,775

SIMD Profile



English Additional Language

6%

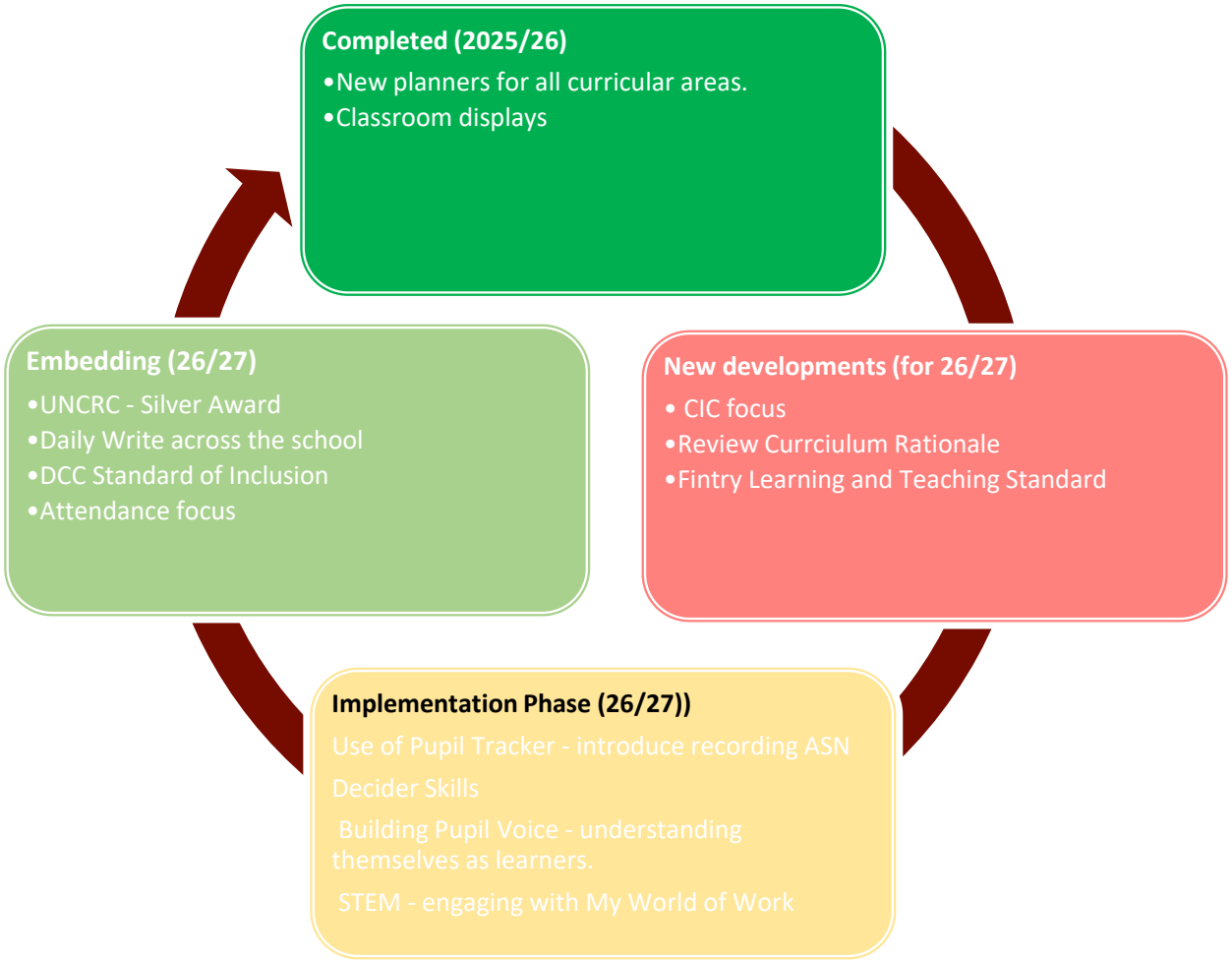
Care Experienced

3%

Young Carers

2%

Cycle of Improvement



Vision Values and Aims

Our Vision:
The vision of Fintry Primary School is to build a culture of inclusion by empowering our learners to meet new challenges with confidence, enthusiasm, resilience, and success.

Our Values:

Friendship, **I**nclusion, **N**urture, **T**rust, **R**espect **Y**ou be Safe

Our Aims:

- To provide a welcoming, safe, nurturing, supportive and stimulating learning environment, which will enable each child to achieve their full potential.
- Encourage and support each child to develop in a climate of co-operation, trust and respect.
- Establish, develop, and maintain effective partnerships with parents, support agencies and the wider community, and together, help each child realise their full potential irrespective of gender, race, belief or disability.
- Achieve this through the continuing lifelong learning of committed, caring staff, high quality leadership and management, and the recognition and promotion of achievement and excellence of all.

If you can dream it, you can do it" – Walt Disney

School Priorities 2026-2027

Presence

- Attendance for All **- building a resilient community.**

Participation

- Getting it Right at Fintry - **with a focus on DCC Inclusive Practice Standard and Rights Respecting Schools.**

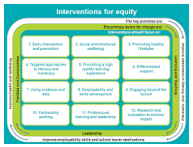
Progress

- Getting it Right at Fintry - **curriculum review and developing a learning and teaching standard.**

Fintry Primary and Early Years Centre Improvement and PEF Plan 2026-2027 and Standards and Quality Report 2026

SCHOOL VERSION **SIP Priority 1**

Specific area for improvement	***Attendance for All – Building a resilient community***
Rationale for Improvement (based on evidence from key stakeholders)	***Attendance levels are lower than DCC average, we improved slighty but have not reached our stretch aim yet.***
Equity Gap (if relevant)	***Early Intervention and Prevention***

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 Placing the human rights and needs of every child and young person at the centre of education	**Parental Engagement** **School Improvement**	**Presence**	***Intervention for equity & cost***  **1. Early Intervention and Prevention** **10. Partnership working** **2. Social and Emotional Wellbeing** **SFDW and ASA**	 **1.5 Management of resources to promote equity** **3.1 Enquring wellbeing, equality and inclusion**

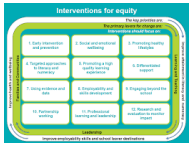
Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
Increase attendance levels for all – from 90% to 92% - stretch aim is 94%	Continue to implement our process to ensure we are working in partnership with our families to maintain high levels of attendance for all. Daily phone calls regarding attendance and monthly monitoring of all pupils 90% and below. Focus on P4, P5 and P7. These are the cohorts with the most unauthorised absences. Reduce this by 1PP for each cohort = 3% overall. Weekly meetings with SFDW to discuss high level messages from Attendance monitoring and group	Attendance data to be reviewed each month, database to be used to track trends. Attendance database. Link with Cluster and SIPP Partners to look beyond the school and what is working for others. Termly celebrations of achievements	SLT and SFDW DHT and SFDW Teachers	Monthly Weekly By end of Sept	Data from City, spreadsheet SFDW Time, spreadsheet, cause for concerns

	work. Tight focus on attendance and early intervention. Teachers to flag concerns/pattern via cause for concern forms.			Start Sept for cycle 1	Questionnaire
	Questionnaire to pupils in term 1 – gather evidence about barriers to attendance.	Pupil questionnaires	DHT	Complete by end of term 1	Glasgow toolkit Space for groups within school.
	School enquiry focus SFDW to have a focus on attendance and run groups for parents and pupils around resilience and getting to school. Data used to target priority groups. This will include Decider Skills for parents/carers.	Use Glasgow Motivational each term and Wellbeing Toolkit for each child, how do they view themselves as a learner? Observations/discussions PDSA model for targeted interventions with parents and pupils.	SFDW and DHT All staff	Start from Aug 26 and share monthly Review every 6 weeks	Monthly updates on Seesaw
	Share monthly attendance figures with pupils and wider school community – track if this has an impact.	Run chart of attendance figures Monthly run chart.	DHT		ASA
	Engage Active Schools Assistant to provide target supports to engage learners in coming to school. Leadership Academy for P5-P7 for football in Term 1 and Dance Academy in Term 3.	PDSA models *How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?* *How effectively do we allocate resources to sustain improvement priorities?*	ASA		

Fintry Primary and Early Years Centre Improvement and PEF Plan 2026-2027 and Standards and Quality Report 2026

SCHOOL VERSION **SIP Priority 2**

Specific area for improvement	***Getting it Right at Fintry - with a focus on DCC Inclusive Practice Standard and Rights Respecting Schools.***
Rationale for Improvement (based on evidence from key stakeholders)	***National and local education system – inclusive education focusing on meeting diverse learning needs within mainstream classes. National focus on embedding anti-racism in schools.***
Equity Gap (if relevant)	***Differentiated 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	**Assessment of Children's Progress** **Teacher Professionalism** **Performance Information**	**Participation**	 **6. Differentiated support** **5. Promoting a high quality learning experience** **7. Using evidence and data**	 **3.1 Enquring wellbeing, equality and inclusion** **2.4 Personalised support**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
For staff to feel more confident about assessment information and how to escalate universal to targeted to specialist support. For all pupils to have effective termly goals and to be able to reflect on their learning experiences. All pupils to be able to identify their level against the progression pathways.	Focus work around QI 2.4 personalised Support – review targeted support arrangements, continued use of assessment data to inform support. Build on cluster work around staged approached to assessment. Develop learner assessment profiles for each learner. PT SfL to lead staff in the use of Boxhall assessments and writing effective IEPs/ASPs, ensuring child's voice is captured. We are Fintry – pupil profiles to be on display outside each class.	Staff questionnaires – confidence levels. One questionnaire to rate increase at end of work Moderation of IEPs/ASPs Assessment profiles to support teacher judgments.	Class teachers and SLT Class teachers,	Start Term 1 Ongoing over the session, start Term 1	Agreed format of assessment profile IEP/ASP paperwork Boxhall profiles

All teachers to feel confident about tracking pupil progress, this includes ASN information. Getting it right for all learners – we want all learners to feel safe and that they belong at Fintry PS. Glasgow Wellbeing Scores to improve in the following questions – I feel safe in school – 7.68/10 – 8.6/10 I belong to school/I feel important to the school – 7.93/10 – 8.93/10 I will keep trying even if the work is hard – 8.54/10 – 9/10 I stay calm even if I don't get what I want – 8.14/10 – 8.6/10 I would complain if I felt picked on by anyone in school – 7.62/10 – 8/10 I feel good about myself in school – 8.62/10 – 9/10 To achieve our Silver Rights Respecting School Award.	P5-P7 to be engaging with My World of Work to reflect on skills and learning. Develop use of Pupil Tracker to take into account ASN and wider achievements. Continue to use the Glasgow Motivation and Wellbeing Profile for all learners to get a better understanding of how the pupils view themselves as learners at Fintry PS. Use 3 times over the year and teachers to create action plan after analysing data Implementation of Decider Skills to support a focus on regulation across the whole school. Use as part of universal support across the whole school. Visuals to be used consistently across the school, with scripting to support. Sessions for parents/carers to be offered to support whole school and community approach – led by PT SfL and SFDW. As a school, continue to implement Action Plan to support gaining Silver Award for Rights Respecting School. Pupil Leadership Group to continue. PT to lead a group of staff, parents and pupils to review Fintry's Anti-Bullying Policy. Use the Respect Me resources to support this. Cluster focus anti-racism work. Through our RCT assemblies; address themes of intolerance, xenophobia, discrimination, equality and inclusion.	Pupil forums, can pupils articulate where they are as a learner and do they know their next steps? Tracking meetings and professional conversations to ensure all learners are discussed 3 times per year and tracked accordingly. Data to be used to write end of year reports, capturing each learner as an individual. Glasgow Wellbeing data to be analysed, pupil discussions, action plans. Feedback from parents/carers from sessions. SLT to monitor wellbeing concerns and VI data. Achievement of Silver Award – progress against action plan. Evidence Visit to school. Creation of Anti-Bullying Policy – discussions and implementation. Greater understanding from all parties around bullying and the actions of school. Monitoring of bullying and equalities data by SLT weekly. Learner conversations and monitoring of bullying and equalities data.	pupils and SLT Class teachers and SLT Parents and Carers SFDW and PT SfL SLT Fair and Square Group PT and Policy Group SLT SLT	Tracking in Nov, Feb and May Parent sessions in Term 1 Glasgow Wellbeing to be completed in Oct, Jan and April. Weekly SLT meetings – VI and B&E monitoring.	Corridor displays, learning walks questions. My World of Work - ICT Pupil Tracker Glasgow Toolkit Decider Skills materials, VI data UNCRC resources Respect Me resources

		Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of the children? *How well do children and young people show consideration for others and demonstrate positive behaviour?* *How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?*			

Fintry Primary and Early Years Centre Improvement and PEF Plan 2026-2027 and Standards and Quality Report 2026

SCHOOL VERSION **SIP Priority 3**

Specific area for improvement	***Getting it Right at Fintry – to build capacity and develop an understanding of the Curriculum Improvement Cycle. Upskill staff on the new technical frameworks and prepare for implementation. Review Fintry's curriculum offer and develop a Fintry learning and teaching standard.***
Rationale for Improvement (based on evidence from key stakeholders)	***A national review has led to curriculum reform. This will begin implementation in 2027 – 2028. Feedback from Collaborative Improvement Visit and self-evaluation – to develop consistency across the school.***
Equity Gap (if relevant)	***Promoting a high-quality learning experience.***

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 Placing the human rights and needs of every child and young person at the centre of education	**Teacher Professionalism** **School Leadership** **School Improvement**	**Progress**	***Intervention for equity & cost*** **5. Promoting a high quality learning experience** **7. Using evidence and data** **12. Research and evaluation to monitor impact**	**1.3 Leadership of change** **2.3 Learning, Teaching and Assessment** **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. The school rationale will be updated to prepare for the changes from the CIC and align with emerging pedagogical theories.	Staff to engage in on-going professional learning, provided by the local authority, in-line with the timeline given. Pedagogy Team to support professional learning across the academic year. Pedagogy Team to lead Fintry Staff in a review curriculum rationale and update in relation to our context.	MS forms used for evaluations and feedback which will inform the local authority of further professional learning that may be required. Staff knowledge, understanding and confidence will be measured. Understanding of curricular changes will be evident through planning for	Local authority. Pedagogy Team and SLT will lead in school. All staff will engage.	Planned sessions within WTA starting 9th Sept – 12 hours of development	Timeline, resources and guidance provided by local authority.

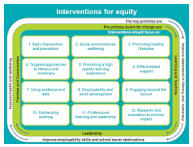
		learning, teaching and assessment in the current session. Refreshed curriculum rationale that reflects the current cohort of learners.		time and also Nov Inset.	
Increase quality of learning and teaching experiences across the school – increase overall grading from satisfactory (50%-74%) to good (75%-90%)	All teaching staff to use the DCC 2.3 Rubric, they will begin by ragging this. Analysis of this data will allow areas of focus. Pedagogy Team to create bespoke package of professional learning around this data for Fintry PS. Pedagogy Team will then lead inputs on creating a Fintry Learning and Teaching Standard SIPP work on differentiation – reciprocal visits to focus on sharing best practice, building on individual feedback to enhance understanding of differentiation. This should be evident in PSVs. Each teacher to focus on a CAR Project, on an area they want to improve in terms of learning and teaching.	Analysis of 2.3 Rubric data pre and post professional learning. Creation of L&T Standard – evidenced in PSVs. Pupil voice – how do they rate their learning experiences? Clarifying canvas/PDSA models to be shared. What improvements were made?	Pedagogy Team, teaching staff and SLT SIPP Partners Pupils Class teachers	WTA development night sessions, starting work with Pedagogy Team 9th Sept. SIPP Partnerships, planned visits WTA 2 sessions in Term 4 for projects	DCC2.3 Rubric WTA time for development session
Increase staff knowledge and confidence and professional judgements around achievement of a level. Cohort over time data not to decrease from current levels. P4 - Numeracy 58%, Reading 44%, Writing 44% and Listening and Talking 70% P7 – Numeracy 67%, Reading 70%, Writing 70% and Listening and Talking 77%	Pedagogy Team to lead sessions for staff around professional judgements and understanding data. Moderations activities planned for over the session to ensure professional dialogue across a stage.	Staff questionnaires around confidence levels MMS Forms. Evidence from Tracking Meetings over the session – data to show consistent levels over the year. *How much account is taken of local and national policy and guidance when agreeing the rationale and design for our curriculum?* *To what extent does our curriculum promote equity and raise attainment for all children and young people?*	Pedagogy Team, teachers and SLT		Current data MMS Forms

		How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?			

Fintry Primary and Early Years Centre Improvement and PEF Plan 2026-2027 and Standards and Quality Report 2026

SCHOOL VERSION

Further PEF Interventions (not included in SIP)	***Targeted Interventions to support raising attainment in Literacy and Numeracy*** ***Targeted interventions to support wellbeing.***
Equity Gap (if relevant)	***Targeted approaches to literacy and numeracy. Social and Emotional Wellbeing***

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 children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy	**School Improvement** **Performance Information** **Assessment of Children's Progress**	**Progress**	 **2. Social and Emotional Wellbeing** **3. Promoting Healthy Lifestyles** **4. Targeted approaches to literacy and numeracy**	 **3.1 Enquring wellbeing, equality and inclusion** **3.2 Raising attainment and achievement**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
A consistent approach to teaching reading is evident across the infant classes for learning to read. (once L&T Standard is made this will be applied and a more specific stretch aim included) Develop reading culture across the school. Increased pupil confidence and motivation in reading. Overall achievement in reading to increase from 59% to 61%.	Continued use of Ruth Miskin Portal to support Learning to Read. Half day per week for Reading Leader to be out of class to monitor, coach and support reading. As a school develop our corridor areas to promote reading culture. Reading Leader to visit Rosebank for best practice visit. WTA to allow for 4 focused reading meetings across the session.	Reading leader to use portal to support learning for staff members. Professional conversations and Data from Development Day. Termly reviews to ensure groups are targeting the correct children. Pupil forums – feedback and monitoring of use of areas. Fishbone activity with staff – what are the barriers towards reading in school?	Reading Leaders, class teachers, support staff, SLT, pupils	Reading leader time weekly starting Aug 26. Develop areas by end of Term 1.	Use of portal, ACEL data, reading assessments, Library furniture, books, comfy seating.

The use of technologies to support teaching of literacy and numeracy to be clearly evident in each class across the school. Increase Sum Dog use from 4 classes to 11. Increase overall Numeracy attainment for P1,P4, P7 from 59%-63%	Continued used of Oxford Nelson and Oxford RWI Spelling to support Literacy across the school. Continued use of Sum Dog and Numicon subscriptions to support learning in Numeracy. Resource also to be used as part of the assessment process to help inform teacher judgements of achievement of a level.	Termly discussion at planning and tracking meeting arounds the use of resources to support learning and teaching. Review of ACEL data.	SLT and teachers	Termly meetings	WTA time and ACEL data, ICT equipment
To provide emotional support for identified pupils – Glasgow Wellbeing Results for People Listen to Me 7.53/10 – 8/10 and I Feel Good about Myself 8.62/10 – 9/10.	Partnership with "What Tomorrow Brings" – 1:1 or small group support for identified pupils. Attend sessions with Killy on a weekly basis. Continue with Dundee Bairns Cluster work. School is allocated blocks of support. Identify pupils who would benefit from small group intervention.	Weekly reports from Killy's session and then block evaluations which include learner, teacher and parent voice. Glasgow Wellbeing Data to show increase. Dundee Bairns evaluations	Killy, pupils, teacher and parents (where applicable) Dundee Bairns Workers	Weekly reviews	Killy's time, Glasgow Wellbeing data Space for Dundee Bairns work
To ensure all learners requiring targeted support have appropriate plans to encourage 3Ps. Monitor presence and progress for each learner. 21/24 learners to achieve Hi 5 Award.	Partnership working and bespoke models for targeted level of support. Budget used to support life skills and Hi 5 Award.	PT SfL to lead weekly planning and review meetings to ensure support and challenge is in place for all 24 pupils	PT SfL, targeted support teachers and LCAs	Weekly meetings	Partnerships, cooking resources, space
Increase school participation in Sports and Healthy activities from 83.4% - 85%.	Continued support from Active Schools Assistant. SLT to plan with Active Schools best use of time to ensure we are meeting the needs of the pupils in Fintry. Targeted interventions and 1:1 work where appropriate. Wider school monitoring of participation in sports and events across DCC. Continues participation in Cluster Rugby offer – contribution to the cost of coach. Participation in Cluster Rugby Festivals to be monitored. Monitor number of pupils going into clubs beyond school.	ASA to continue to monitor his interventions using PDSA models. Continued tracking of participation for all learners across the school. Partnership working to get pupils to try new sports – 9 sports offered last session. Pupil voice and teacher evaluations captured within PDSAs. *How well are we removing barriers to learning to ensure equity for all?*	ASA, pupils, class teachers and SLT, rugby coach	Ongoing reviews	ASA, PE resources, space

		How well is our focus on literacy and numeracy leading to raising attainment across the curriculum? How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?			

Progress

This box should be used to note progress throughout the session

Driving Excellence and Equity
Standards and Quality Report

Name of school: Fintry Primary and Early Years Centre

Date of report: June 2026

Context of the School:

Fintry Primary School was opened in 1954 and the Nursery in 1960. Both schools came together in 2009 in a modern new build situated in the grounds of the old school in the Northeast of the City of Dundee. Fintry Primary School and Early Years Centre currently welcomes 332 pupils in 15 classes. Our nursery class offers provision for children from 2 to 5 years old. We have two Specialist Support Areas providing more specialist teaching for pupils with additional and complex needs.

The Scottish Index of Multiple Deprivation (SIMD) identifies small concentrations of multiple deprivation across all of Scotland in a consistent way. 33% of our pupils live in deciles 1 & 2 and over 90% live in deciles 1-4, indicating that they live in a region that has been identified as having areas of poverty and inequality.

The School received £145,775 Pupil Equity Funding. This was used to pay for additional teaching staff which has allowed us to develop our Nurture Provision by adding the Flamingo Room to the Nest. It was also used for additional support staff, Our Active Schools Assistant and our SFDW. who are deployed across the school to assist in raising attainment and meeting individual's needs.

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Every Dundee Learner Matters (EDLM) is the Strategy for Dundee City to raise attainment and close the attainment gap. In school this session staff have continued to develop their research programmes. We have had staff working with CYPIC to focus on the development of writing at first level and also our whole school focus on attendance. Work carried out across curricular areas will continue to inform our School Improvement Plan (SIP) moving forward as we identify good practice and learn through our enquiry what works best for the children and families in Fintry Primary School and Early Years Centre.

At the Centre of EDLM are the 3 Ps:
P**resence** – ensuring all children attend regularly and promptly,
Participation- creating a climate within school where all pupils feel welcome and valued,
Progress – developing policies and practices that maximise achievement and ambitions of all pupils.
The selection of our enquiry research had these three guiding principles at the centre.



- **SIP priority 1 - Attendance for All – Building a resilient community**

Our aim was to Increase attendance levels for all – from 90.6% to 92%. We issued our Every Day Counts leaflet to all parents in session 1, to ensure all parents and carers are aware of the importance of school attendance and how much time can be lost in school with an average attendance of 80%. The graphic within this document really supports this in a visual form for all our parents/carers and pupils.

Each month we monitored attendance figures and arranged meetings for those learners who had attendance which dipped below 90%, this allowed for partnership working to make improvements and for Fintry staff to provide support where necessary. We have shared the overall attendance % for each month with our parents and pupils. Pupils are far more aware of the importance of attendance, and they are asking to know their monthly percentage.

Fintry Attendance over time	2021/22	2022/23	2023/24	2024/25	2025/26 to (June)
	89.9%	90.2%	89.0%	90.5%	89.92%

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	22/23	95.4	91.3	87.7	88.5	85.8	91.3	91.2	90.7	91.5	91.5	88.9
	23/24	95.4	88.5	87.7	88.6	84.9	90.8	90.7	88.8	92.3	88.7	87
	24/25	94.1	91.6	90.6	89.9	84	91.5	90.5	91.5	92	90.3	89.2
	25/26	95.7	90.2	89.8	89.9	84.5	89.3	90.8	90.1	87.8	89.7	

Our school enquiry focus was led by our School and Family Development Worker (SFDW), the focus was on attendance, and she ran groups for pupils around resilience and getting to school. She has led on 2 cycles of the work.
Cycle 2 focused on 9 learners. Attendance data has been tracked over time for all nine learners, and we have seen sustained increase in attendance for 7/9 pupils, this has varied from 2%-7% for each of these learners.
Cycle 3 focused on 6 learners. Attendance data has been tracked over time for this group also, and we have seen sustained increase in attendance for 4/6 pupils, this has varied from 2%-10% for each of these learners.

Our DHT tracked data around holidays during school term. The data set she used was from the start of the session until Friday 8th May 2026. The percentage of children taking holidays out with term time is 30.74%. These absences affect our overall attendance by 1.13%. (1162 openings).

As a school we were lucky enough to secure an additional slot with Ancrum Outdoors, we used this to target attendance. Using our data we identified 6 learners from across P6-P7, and we tracked their attendance before, during and after the intervention. We saw a significant, sustained improvement for 4/6 learners.

We engaged our Active Schools Assistant (ASA) to provide targeted support for learners coming to school. Three learners have a soft start each morning, this support has provided them a safe place and support for the start of each day. Attendance for this group is 81%-97%

Our ASA organised the Leadership Academy which was based around football. Using Football as a tool, the purpose of the group was to develop an understanding of how to play sport safely and fairly, develop transferable skills, and to develop an understanding of rules whilst making new friends. This programme was delivered by our ASA along with some of our senior pupils who are Fintry Footballing Role Models. This programme also included our ASA having ongoing dialogue with class teachers regarding the impact of this intervention, did we see positives impacts in the classroom and playground?

The group ran every Thursday from 8am – 8:45am with a small breakfast provided after the session before school starting at 9am for both participants and the Role Models. Children also had to get changed and be prepared with their school clothes as they weren't allowed to return to class without uniform on, again building life skills.

PLAYERS STATS (Primary 4s & 5s)
13 Players were invited **12** of them attended at least once over 7 weeks. Average Players per week was **8.2** Players. Out of 79 Opportunities to attend we had **58** participations, with 5 players who attended **100%** and a further 4 were above **70%** attendance. The class average attendance for players was **76%.**

LEADER STATS (Primary 6s & 7s)
7 Leaders were invited **7** of them attended at least once over 7 weeks, on average attendance for Leaders per week was **5.8** Leaders. Out of 49 opportunities to attend we had **41** participations, with 3 Leaders who attended **100%** and a further 3 were above **70 %** attendance. The class average attendance for Leaders was **83%.**

Next steps -
Attendance remains a key focus on our School Improvement Plan for next session. We have not reached our stretch aim of 94%. We will look at best practice across our Cluster and School Improvement Partners to see what we can do to change cultures and habits within our own community.

Run leadership academy opportunities again, these will be based on football, and we will introduce a dance academy too, this will allow us to target more children.

- **SIP priority 2 - We are Fintry – Developing resilient pupils and respecting their voice.**

Our aim was to get it right for all learners, ensuring each child is held at the centre by creating an environment to support all learners needs. We aimed to have a reduction of dysregulated behaviours and for all staff to feel equipped to support each learner.

We started by looking at our displays within the corridors of the school and called this “We are Fintry”. Each child created a portrait which formed their learning profile. Each learner set themselves targets by talking with their teacher and then reviewed these. Through our learner conversations and learning walks, almost all children can talk about themselves positively as a learner. They can talk about their goals.

All class teachers completed work with the Pedagogy Team to create a standard for Fintry PS in relation to our classroom displays. All class teachers made an action plan for their class and implemented this over the year. This has allowed for a consistent approach across the school. Feeback from class visits and learning walks show that we have Class Charters, Safe Space, good use of visuals and almost all classes are welcoming and well set out.

We used the Glasgow Motivation and Wellbeing Profile for all learners to allow us to develop a better understanding of how the pupils view themselves as learners at Fintry PS. Oct Data from the 289 responses average rating for the following questions –

I like this school – 7.65/10
I work hard in this school – 8.38/10
I am good at working with others – 7.55/10
I like being chosen to do things in school – 8.18/10
Other pupils look out for me in school/make sure I am feeling ok – 7.47/10
I have friends in the school – 9.05/10
I am proud of the work I do in school/my work is good – 8.39/10
I can wait until it is my turn – 7.92/10
I can stand up for myself in school – 8.22/10
Adults look out for me in school/make sure I am feeling ok – 8.34/10
People in school can help me if I get upset – 8.13/10
Teachers tell me what I am good at – 8.65/10
I follow the school rules – 8.67/10
People listen to me in school – 7.53/10
I feel safe in school – 7.68/10
I belong to school/I feel important to the school – 7.93/10
I will keep trying even if the work is hard – 8.54/10
I stay calm even if I don't get what I want – 8.14/10
I would complain if I felt picked on by anyone in school – 7.62/10
I feel good about myself in school – 8.62/10

All staff have completed training on Decider Skills with CAMHS Staff. We have introduced all 12 Decider Skills at assemblies and have shared these with parents and carers on Seesaw. An implementation plan was created to ensure we had a staged approach to this work, allowing the skills to be embedded in everyday life in Fintry. Observations and discussions are showing that a majority of children are beginning to use these skills when they are feeling fizzy. This has helped to create a calmer learner environment at Fintry PS.

Planning and Tracking meetings have continued over the session. Each teacher has met with a member of the leadership team to ensure data is used to inform support and challenge for each learner. All class teachers have used the new Pupil Tracking Tool to record interventions for pupils. This has aided professional dialogue at planning and tracking meetings. Cohort tracking of attainment over time is shared 3 times per year with all teaching staff and this keeps a tight lens on data and priorities.

Our partnership working with "What Tomorrow Brings" has provided support for 42 pupils over this session. Weekly reports from Killy show progress against personal targets set. Pupil, parent and teacher feedback shows that every child attending is finding these sessions supportive and they equip each pupil with strategies they can implement to support their wellbeing.

Our Active Schools Assistant (ASA) has continued to support across our whole school. We have used our Pupil Equity Fund (PEF) monies to support this post in Fintry PS. This session, 83.4% or our school have participated in clubs and ASN classes. We have had 13 extra-curricular clubs on offer. Through sports we have had 30 young leaders developing a role in the school. There was a total of 9 different sports attempted by our pupils. We were able to support 424 attendances at City wide sporting events. Four holiday programmes were offered across the year. We also had 6 targeted intervention groups and 4 pupils supported 1:1 during sporting activities – each of these pupils making progress and meeting their individual targets set.

Two members of teaching staff led the development of new curriculum planners for all subject areas. All teachers have planned using these documents this session, this has ensured learning experiences have been linked to the Dundee progression pathways.

The Principal Teacher (PT) and a Class Teacher have been leading Rights Respecting School Group called "Fair and Square". This group has provided a leadership opportunity for 8 pupils in the school. An action plan to support our journey to gaining Silver Award is in place and progress is underway with this. Class Charters are evident in all classes and almost all pupils can talk to this. Rights are shared at assemblies and are linked to topics discussed. The Fair and Square Group conducted a survey around safety, and this has led to work around looking at the playground and ways we can improve break and lunchtimes.

Next steps -

We will develop the language of learning with our pupils so this is more targeted towards progression pathways and will also include meta-skills. P5-P7 will engage with My World of Work to develop their profiles.

We will use the Glasgow Wellbeing Toolkit 3 times over the year to gather more data around each child as a learner.

We will host workshops for parents/carer on Decider Skills and embed the language and visuals across the school.

Gain Silver Rights Respecting School Award.

We will develop a working group of pupils, parents and staff to review anti-bullying policy at Fintry PS.

- **SIP priority 3 - Progress for All – with a focus on writing, STEM and targeted interventions.**

Writing

We continued with CYPIC Writing Programme, we were successful in getting additional teachers on the training, this allowed classes from P3, P4a, P4b, P5, P5/6, P6/7 and P7 to take part. Using evidence from programme our baseline target was 49% and stretch aim is 74%, we had 123 pupils taking part. Feedback from learners are they are enjoying this approach and are more engaged/confident. All learners are making progress at their own level.

P4-P7 CYPIC writing overview 2025/26

Class	Stretch aim	Term 2	Term 3	Term 4
P4a	By end May 2026 65% of P4a pupils will have achieved First Level Writing (baseline 43%)	10/26 on track 38% 4 pupils with targeted support 15%	13/26 on track 50% 4 pupils with targeted support	14/26 on track 54% 4 pupils with targeted support
P4b	By May 2026, 75% of P4B children will have achieved First Level Writing. (Baseline 50%)	10/27 pupils on track 37% 4 pupils on milestones 15% 2 pupils targeted support 7%	9/27 pupils on track 33% 4 pupils on milestones 15% 2 pupils targeted support 7%	8/27 pupils on track 30% 4 pupils on milestones 15% 2 pupils targeted support 7%
P5	By June 2026, 78% of pupils in P5 will be on track for achieving 2nd level (Baseline: 30%)	23/33 pupils on track 70% 2 pupils with targeted support 6%	21/33 pupils on track 64% 2 pupils with targeted support 6%	20/33 pupils on track 61% 2 pupils with targeted support 6%
P6/7	By June 2026, 62% of pupils in P6/7 will be on track for achieving 2nd level.	4/9 p7 on track 44% 8/14 p6 on track 57% 3/9 P7 pupils with targeted support 33%	4/9 p7 on track 44% 9/14 p6 on track 64% 3/9 P7 pupils with targeted support 33%	3/9 P7 on track 33% 8/14 on track 57% 3/9 P7 pupils with targeted support 33%
P7	By June 2026 76.2% of P7 pupils will be on track within Second Level. (Baseline of 52%)	22/28 children on track 79% 1 targeted support 4%	23/29 children on track 79% (pupil moved to class) 1 targeted support 3%	20/29 children on track 69% 1 targeted support 3%

All other classes were taking part in Daily Write activities. Our data shows that all learners are making progress at their own level in writing, while for some, this is still below national standards, we are seeing growing confidence and engagement with writing tasks. Pupil forums provided evidence that writing is a key focus and almost all pupils can reference the description bubble.

Class teachers made writing ladders, these are evident in all classes. These ladders allow learners to see the next steps they have to make to progress within a level. These resources are helping our pupils become more aware of the language of learning and what they need to do next in their learning. We found this through learner conversations and from their learner profiles.

STEM
Our aim was for all teaching staff to feel confident teaching STEM back in their classes, and to build a sustainable model for moving forward. We have 2 members of staff who led on STEM development in our school. They have delivered learning opportunities for all teaching staff, organised Fintry Futures (Career Week) and promoted pupil leadership with the Digi Dynamos and STEM Leaders. Twenty-four pupils have had a leadership role – leading change within our school. All learners have a STEM passport which aid the assessment process and what skills they have been developing. These passports will follow the child in their learning journey, allowing the next class teacher to build on their learning experiences.

PEF Funded Teacher
Our aim was to deploy our PEF funded teacher to target literacy and numeracy groups across our P3 cohort and to support 1:1 tuition with reading across P1-P4. Unfortunately, we did not have the additional 0.6FTE teacher beyond Oct-Dec so the impact of this work was not as we expected. He did target groups across P3 during this term, and we could track that each pupil made progress, at their own level, during these interventions.

Our Reading Leader was given time out of class during Oct-Dec and this allowed her to focus on resources and supporting colleagues to ensure a consistent approach to reading was evident in our lower school. This was validated by our visitor from Ruth Miskin on our Development Day. She witnessed effective learning and teaching and support for all our learners. Our Reading Leader also led a session for all teaching staff on the use of the reading assessment and portal. This has ensured we have a consistent approach across the school.

We have been able to resource the Nurture Room again for another year. This resource has allowed us to support 9 learners from across the school with targeted support, adapting teaching approaches to ensure participation and progress for these learners.

Next steps -
We will continue to embed the learning from the CYPIC writing programme across our classes in the upper school, we aim to see a rise in achievement in writing across the school.

STEM development remains a priority and work that we are really proud of at Fintry PS. STEM passports will continue to aid assessment in this area. Pupils will continue to have a leadership opportunity in STEM and we will continue to fund resources and provide CLPL opportunities for staff to support high quality learning and teaching

Improvement in Literacy attainment

As a school we are involved in the second cycle of the CYPIC writing programme, this is supporting writing in the upper school classes. We are beginning to see improvements in motivation, engagement and achievement in writing. Last session, P4 went beyond their stretch aim with 80% of the learners achieving their 1st level in writing. Each learner is making progress, although some are behind national levels, we can track achievements for all learners participating. We continue to focus on the Daily Write across all other classes to support the teaching of Tools for Writing.

We purchased Picture News Early Years and Beyond to support listening and talking across the school. Weekly lessons using this resource offer opportunities for learners to discuss relevant and topic world events. All pupils are encouraged to participate in class and group discussions.

We continue to work closely with Ruth Miskin consultants to support reading development across the lower school. All pupils from P1-P4 are assessed on a regular basis to check for sound knowledge and reading abilities. We track all learners' progress, and each child is making progress at their own level. We have used 1:1 tutoring approaches to target specific children who require this support. This intervention is successful for all learners and 100% of our pupils participating are making progress.

Literacy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1	74%	65%	53%	49%	69%	57%
P4	61%	50%	43%	60%	76%	42%
P7	68%	59%	56%	65%	66%	58%

Literacy	21/22	22/23	23/24	24/25	25/26
Reading					
P1	76%	67%	55%	69%	54%
P4	73%	53%	73%	80%	47%
P7	67%	57%	81%	81%	79%
Writing					
P1	70%	64%	51%	73%	59%
P4	58%	45%	62%	80%	42%
P7	59%	61%	67%	67%	58%

L & T					
P1	96%	84%	69%	88%	73%
P4	56%	55%	84%	90%	68%
P7	85%	85%	89%	84%	84%

Improvement in Numeracy attainment

We have tried various approaches to improving attainment in numeracy and mathematics over the last couple of years, with mathematics being a focus as part of the reduced class contact time (RCT) for each class. We encourage the use of practical materials to support learning, as all classes have access to Numicon and resources they require to apply strategies to answer questions.

Our current P7 cohort took a dip when they were in P4 as we saw achievement of a level dip from 77% (P1 achievement of Early level) to 38% (P4 achievement of 1st level). With a focus on specific learners and interventions, we have managed to close this gap – with 63% of the learners achieving their 2nd level at the end of P7.

Numeracy	19/20 (current P7)	21/22	22/23	23/24	24/25	25/26
P1	77%	78%	64%	61%	76%	59%
P4	74%	45%	38%	80%	84%	55%
P7	72%	62%	63%	77%	76%	63%

Numeracy	21/22	22/23	23/24	24/25	25/26
NMM					
P1	78%	64%	61%	76%	59%
P4	45%	38%	80%	84%	55%
P7	62%	63%	77%	76%	63%
SPM					
P1	78%	64%	61%	76%	59%
P4	45%	38%	80%	84%	55%
P7	62%	63%	77%	76%	63%

Info Handling					
P1	78%	64%	61%	76%	59%
P4	45%	38%	80%	84%	55%
P7	62%	63%	77%	76%	63%

Improvement in HWB and positive impact of opportunities for wider achievement (200 words max)

At Fintry Primary, we place a high importance on offering a wide range of activities to allow our pupils to thrive and flourish in different areas. Our Active Schools Assistant (ASA) has continued to support across our whole school. We have used our Pupil Equity Fund (PEF) monies to support this post in Fintry PS. This session, 83.4% or our school have participated in clubs and ASN classes. We have had 13 extra-curricular clubs on offer. Through sports we have had 30 young leaders developing a role in the school. There was a total of 9 different sports attempted by our pupils. We were able to support 424 attendances at City wide sporting events. Four holiday programmes were offered across the year. We also had 6 targeted intervention groups and 4 pupils supported 1:1 during sporting activities – each of these pupils making progress and meeting their individual targets set.

Our P7 cohort linked with the Music Tutors and took part in Samba Drumming and Rock School. All 38 learners were able to take part and try different instruments. One P5 pupil is now working with the music tutors after highlighting an interest in learning the violin.

Our learners all have a STEM passport, and this shows their development of skills in this subject. This allows each pupil to build on their experiences as they move through the school.

Evaluative comments on attendance and exclusion data
Click here for Local Authority data for your information.

Attendance
Please see summary above for our work on attendance.

Fintry Attendance over time	2021/22	2022/23	2023/24	2024/25	2025/26 to (June)
	89.9%	90.2%	89.0%	90.5%	89.92%

		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	22/23	95.4	91.3	87.7	88.5	85.8	91.3	91.2	90.7	91.5	91.5	88.9
	23/24	95.4	88.5	87.7	88.6	84.9	90.8	90.7	88.8	92.3	88.7	87
	24/25	94.1	91.6	90.6	89.9	84	91.5	90.5	91.5	92	90.3	89.2
	25/26	95.7	90.2	89.8	89.9	84.5	89.3	90.8	90.1	87.8	89.7	89.9

Exclusions

2023-2024	2024-2025	2025-2026
7 exclusions	7 exclusions	11 exclusions

Our exclusions data has risen over the last year. Exclusions are always the last resort and not an action we take without considering all other options. We have alternatives in place, such as class exclusions. These options will be discussed with parents/carers when required however, when pupil and adult safety is at risk a temporary exclusion is merited.

Evaluation of and the impact of PEF, interventions to tackle inequity and COSD (200 words max)

Impact of PEF
Our Pupil Equity Fund (PEF) money was used to support our school improvement plan (SIP) and therefore the impact has been evaluated through our evaluations above. A large proportion of our spend was on an additional member of teaching staff, funding our Active Schools Assistant and our School and Family Development Worker. We also began our partnership with What Tomorrow Brings to support targeted learners. Please evaluations above for impact statements.

Cost of the School Day (COSD)
Our School Captains worked with a member of staff and the HT to create the COSD Action Plan for this session. They acted from feedback from pupils, parents and staff to create a plan which was suited to Fintry's context. All P7s who wanted to attend the residential experience were supported to do so. All pupils were also enabled to attend a visit to Dundee Science Centre, all costs were covered by the school and supported by our partnership with the Science Centre. This trip linked well with our STEM priorities and experiences offered at Fintry PS.

Any additional information

In session 2025/26, Term 4, we had our Collaborative Improvement Visit (CIV) from the Local Authority. This visit was a positive experience and validated our summary self-evaluation for the core QIs 1.3 Leadership of Change (4 Good), 2.3 Learning, Teaching and Assessment (3 Satisfactory), 3.1 Ensuring Wellbeing, Equality and Inclusion (4 Good) and 3.2 Raising Attainment and Achievement (3 Satisfactory).

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	4 (Good)		5 (Very Good)		
QI 2.3: Learning, teaching, and assessment	3 (Satisfactory)		5 (Very Good)		

QI 3.1: Ensuring wellbeing, equity, and inclusion	4 (Good)		5 (Very Good)		
QI 3.2: Raising attainment and achievement QI 3.2: Securing progress (nursery)	3 (Satisfactory)		5 (Very Good)		
Additional QI of school/nursery's choice e.g. 2.7 partnerships	4 (Good)		5 (Very Good)		

School Improvement Priorities for next academic year 2026/27

Presence	***Attendance for All – Building a resilient community***
Progress	***Getting it Right at Fintry - with a focus on DCC Inclusive Practice Standard and Rights Respecting Schools.***
Participation	***Getting it Right at Fintry – to build capacity and develop an understanding of the Curriculum Improvement Cycle. Upskill staff on the new technical frameworks and prepare for implementation. Review Fintry's curriculum offer and develop a Fintry learning and teaching standard.***

Click **here** to link to next year's SIP and SQR (you need to create a hyperlink to your next plan)