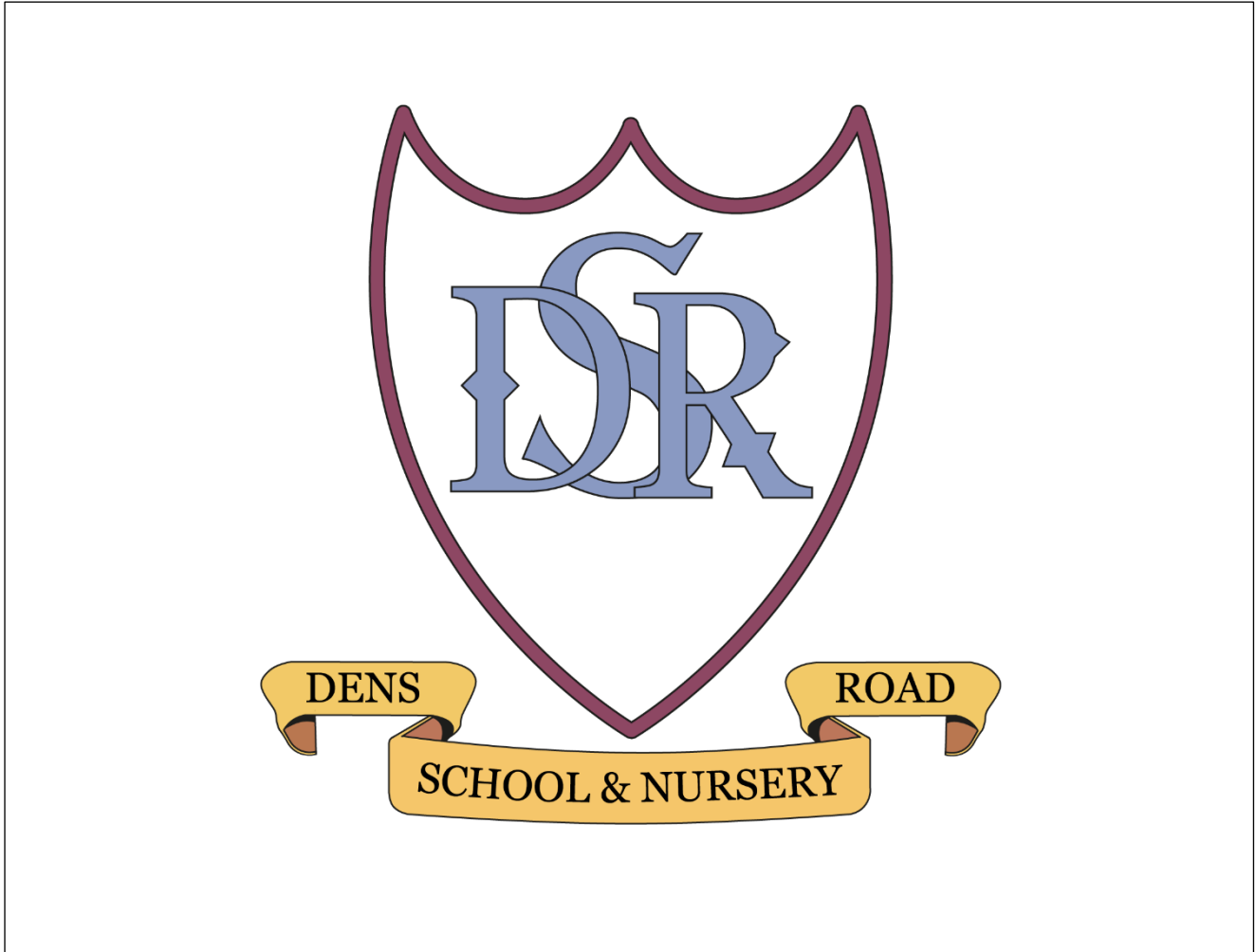


Dundee Primary School

**School Improvement Report
Session 2024-2025**



Dens Road Primary School

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This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2024- 2025

Dens Road
School and Nursery

Vision and Values



Vision

Dens Road School and Nursery, a community inspiring everyone to the best they can be.

Values

Happiness

Nurture

Aspiration

Respect

Integrity

Aims

We aim to be the best we can be and live our values in all that we do. We aim to create a safe, inclusive and inspiring environment where everyone matters. We work together as a team with everyone within our community to ensure all learners are inspired, challenged and supported in their learning journey.

Context of the School:

Dens Road Primary School and Nursery sits in the East of the City of Dundee serving the Hilltown and Stobswell areas. It sits within an area of deprivation with approximately 82% of the population living in SIMD 1 and 2. 50% of our learners are bilingual and approximately 14% of our learners speak English as an additional language. We currently have ten primary classes, two nursery classes and our roll for next session is approximately 315 (including nursery).

The staff team is led by the Head Teacher and a Depute Head Teacher. Our nursery has 2 senior Early Years Practitioners who also help oversee our 2 year old and 3-5 year old provisions. Our 10 primary classes each have a full-time equivalent teacher with additional teaching staff supporting equitable teaching interventions to raise attainment. The school is part of the Morgan Academy Cluster and positive relationships exist among all cluster schools supporting cluster improvement priorities. At Dens Road Primary School, there is a relentless focus on closing the poverty related attainment gap, improving outcomes for all children and raising attainment in literacy and numeracy.

Our PEF allocation for session 2024-25 was £99,225.

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.

Attainment Data 2024 - 2025 (percentages)

	Reading	Writing	Talking and Listening	Numeracy
Primary 1 (CFE Early Level)	78%	78%	89%	89%
Primary 4 (CFE 1 st Level)	79%	76%	81%	79%
Primary 7 (CFE 2 nd Level)	81%	75%	91%	78%

***Please be mindful when analysing data that each year our cohort of children can change drastically and our attainment over time for cohorts of children are used to support measuring impact for individual progress. Further analysis information included below.**

Review of Improvement Progress for Session 2024-2025

School Improvement Priority 1:

IMPROVEMENT PRIORITY 1 – Development of an Inclusion Strategy and improvements in children’s wellbeing.

Progress and Impact:

All adults consistently use nurturing language and redirection strategies, creating a calm, inclusive environment that supports wellbeing. All staff promote positive relationships, with pupil feedback indicating that most children feel supported to succeed.

Most children experience an inclusive, responsive school environment where their views and needs are central to ongoing improvement. Pupil voice is key in developing our inclusive environments and supporting learners to be successful within Dens Road. The DHT led the pupil Learning Council with a focus on inclusive learning environments where feedback was gathered on the effectiveness of the learning environments in school. This has helped form next steps for session 25-26.

Support for children facing social and emotional challenges is well-planned through effective use of assessment and partnerships, leading to improved wellbeing and engagement. Tracking shows positive progress for almost all learners receiving targeted wellbeing interventions. Intervention tracking also shows improved participation for most targeted learners.

All children have access to a Calm Space in their classroom, where they can go to help support them with their self regulation. Almost all calm spaces have soft furnishings to help them have a break or self-regulate when needed but calm spaces can be better resourced through the use of PEF next session. Alternative learning spaces are available for some children to access when and if needed.

All children have access to ‘Fix It Folders’ in their classroom and can confidently use the visuals within these alongside staff. This is used to support children when they are dysregulated or finding communicating their emotions or what they need difficult. This helps children to work through a visualised representation when something goes wrong, to engage in a restorative discussion that supports their understanding of not only their own feelings and understanding of a situation, but also the feelings and understanding of others.

The implementation of our Support for Learners staff lead has allowed for the development of a flexible learning space. This has given a few children the opportunity to learn in a quieter setting where alternative learning can be provided to meet their needs. Support for children facing social and emotional challenges is well-planned through effective use of

assessment and partnerships, leading to improved wellbeing and engagement. Tracking shows positive progress for almost all learners receiving targeted wellbeing interventions.

This session, we have developed strong links with the Accessibility and Inclusion Service, Longhaugh Support Group, Speech and Language and other relevant partners to support staff training needs. Through regular contact/consultation with AIS, this allowed us to support individuals as well as some staff who required development in the area of supporting learners with English as an Additional Language. Regular check ins with Educational Psychologists to support with strategies and planning for individual children allowed for most staff to improve confidence in completing ABL plans to address any barriers to learning.

We are pleased to report strong progress in our whole-school focus on inclusion and rights-based education, marked by our recent achievement of the Silver: Rights Aware accreditation.

Our commitment to the UNCRC remains strong, with children's rights embedded in both classroom learning and wider school life. We continue to maintain a valued partnership with the Children's Parliament, which supports our ongoing work in promoting pupil voice and meaningful participation.

Overall, these developments reflect steady and sustained progress in our improvement priority around inclusion and rights, with clear impact on practice, pupil engagement, and staff confidence.

Next Steps:

Whole school, classrooms and learning environments must be enhanced and decorated. This is as a result of pupil voice feedback. This will begin with a 2 year plan to ensure classrooms are appropriately resourced and equipped to allow children to be successful in their learning, while learning in a safe, purposeful learning environment. In addition, now calm spaces have been implemented in our classrooms, these should now be appropriately resourced.

There will be a large focus on the development of a strong universal provision with clear visible consistencies across the school. PEF will be critical to the success of this by ensuring children have all resources required to allow them to be successful. The implementation of consistent use of scripting will take place.

Learning environments will be enhanced as a result of pupil voice activity. Appropriate furniture and resources are required to support an inclusive learning environment.

Visuals will be embedded across the school and nursery to support children in their learning and emotional regulation.

School staff will continue work with Longhaugh Support Group, Educational Psychology and Accessibility and Inclusion Service. Outreach support from LSG will ensure a more robust universal provision and almost all learners can be appropriately supported in mainstream class.

Engage closely with the Dundee Standard of Inclusive Practice to allow every learner to have the opportunity of reaching and surpassing their potential.

School Improvement Priority 2:

IMPROVEMENT PRIORITY 2 - Development of an effective curriculum that provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.

Progress and Impact:

We continue to make strong progress in developing high-quality learning and teaching approaches to support the needs of all learners and raise attainment across the school. All teachers are actively engaged in Learning, Teaching & Assessment (LTA) trios, focusing on a range of inclusive strategies and approaches to support all pupils. Professional reading, including *The Inclusive Classroom*, is being used to underpin this work and strengthen staff practice.

There is a consistent whole-school approach to writing, with all teachers following a clear structure: *Tools for Writing* is used in the first two weeks of each block, followed by a specific text type focus through *ETTT*. This consistency is helping build pupil confidence and skill progression. In terms 3 and 4, our current P1, P3/4 and P4 teachers took part in the CYPIC National Improving Writing Programme. This was very positive with work across the authority and with our attainment advisor to collect data effectively and efficiently, measuring improvements in writing more thoroughly.

Plans are in place to roll this out across the whole school in the next session as there is a large staff turnover with the ending of this session.

Our Raising Attainment teacher provides targeted support in both reading and writing across all classes. This is further complemented by class teachers offering 1:1 tutoring. Additional support for learners through the use of support staff was not successful so will need to be looked at for next session.

Steps to Success (STS) and Learning Intentions are now embedded across most classrooms in the school. Most children are confident in using this language to reflect on their learning and understand how to achieve success.

Our Reading Leader continues to lead Lectio Learners sessions with identified families, strengthening home-school partnerships and promoting a love of reading beyond the classroom. Reading for enjoyment is evident across almost all classrooms.

Retrieval practice is increasingly evident in almost all classrooms, helping to reinforce learning and support long-term retention of knowledge.

Digital and STEM learning continues to be developed, supported through ongoing CLPL, including training during in-service days. A refreshed Digital Learning Strategy has been developed, setting a clear vision for the next three years. Our STEM Lead has begun a 3-year professional learning programme with SSERC, with the goal of embedding a sustainable and high-quality STEM curriculum throughout the school. Our STEM lead will also begin collating evidence to apply for our STEM Nations Award next session.

Next Steps:

Continue to build upon the work of CYPIC National Improving Writing Programme. This will need to be upscaled across the school as only 2 members of staff will be trained in this next session.

Ensure teaching staff who do are not assigned to a class next session have a clear focus on raising attainment – this will be done through robust targeted interventions and through a team teaching approach.

An additional 0.6 teacher is being paid through PEF in order to raise attainment in literacy and numeracy.

Apply for the STEM Nations Award.

School Improvement Priority 3:

IMPROVEMENT PRIORITY 3 - Improving attendance.

Progress and Impact:

Attendance Weeks throughout the session were a success and has contributed to an overall improvement in attendance across the school. The initiative helped raise awareness among pupils and families about the importance of regular attendance and positive daily routines.

This session we used PEF to pay for our full time School and Family Development Worker in order to improve presence of learners at Dens Road. The Head Teacher and SFDW have monitored attendance closely, holding regular meetings with parents and carers where needed to offer support and reinforce the importance of consistent school attendance. This is further strengthened by the ongoing involvement of our School and Family Development Worker, who provides targeted, relationship-based support to families.

To further promote attendance and engagement, a targeted morning club has been introduced for identified pupils. This has had a positive impact, helping children start their day in a calm, structured environment and encouraging improved routine and punctuality.

We exceeded our stretch aim of 93% attendance, reflecting the positive impact of our targeted strategies and strong partnerships with families. Attendance has improved across the school from 91.1% in session 2023/2024 to 94.1% in session 2024/2025 which is the highest attendance percentage for the school in 5 years.

Cultural packs were developed and offered to families as part of our wider inclusion work, with the aim of celebrating and reflecting the diversity within our school community. While well-intentioned, the uptake and impact of this initiative have been limited, and this will be revisited and reviewed next session to ensure a more meaningful and effective approach.

School Level Attendance Data

	2020/21	2021/22	2022/23	2023/24	2024/25	
Dens Road PS	89.6%	88.3%	89.8%	91.9%	94.1%	

Next Steps:

Launch of the Every Day in Dens Road Matters Campaign to promote attendance.

Implementation of reviewed Attendance Policy to ensure consistency in approaches to promoting/managing attendance. This will be in line with local and national policy.

Targeted focus on new P1 cohort and next session P2 cohort.

Use Together to Thrive group as a vehicle to positively impact pupil attendance.

Improvement Priorities for Session 2025-2026

1. Presence

- Unexplained, regular or long-term absence is supported through a range of approaches and strategies.
- Improve overall attendance from 94% to 94.5%.

2. Progress

- Development of consistent, inclusive practice across the whole school leading to improvements in our inclusive learning environments and universal provision, resulting in improvements of pupils accessing their learning.
- Consistent approach to high quality learning, teaching and assessment.
- Create a shared standard for high quality learning, teaching and assessment.

3. Participation

- Development of consistent, inclusive practice across the whole school leading to improvements in our inclusive learning environments and universal provision, resulting in improvements of pupils accessing their learning.
- Create a shared standard for high quality learning, teaching and assessment.

Please submit this completed document by email to your link Education Officer.

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:



National Improvement Framework

<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation

https://education.gov.scot/improvement/Documents/Frameworks/SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS

[External Link](#)
Tayside_Plan
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Dundee Education Plan

https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf