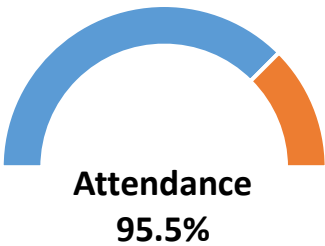


School Context *as of 1st June 2026*

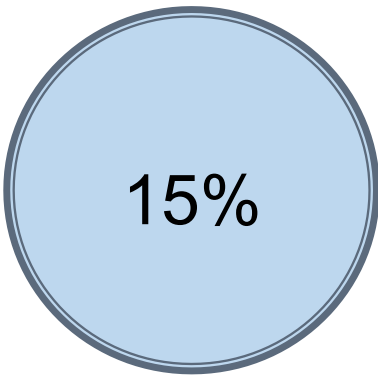
School Roll



Attendance



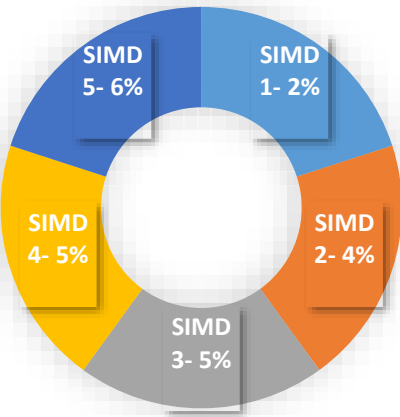
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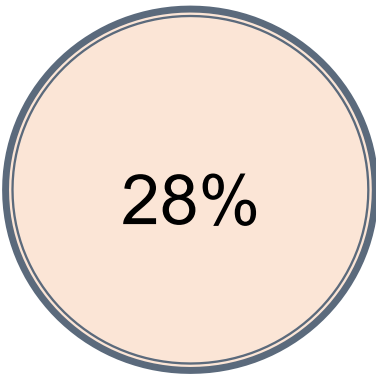
PEF Allocation



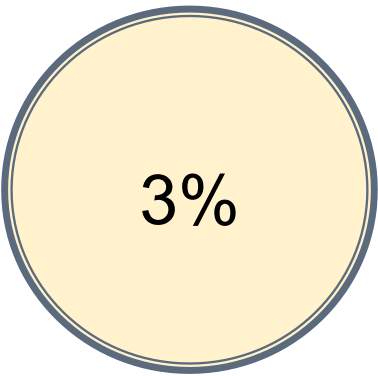
SIMD Profile



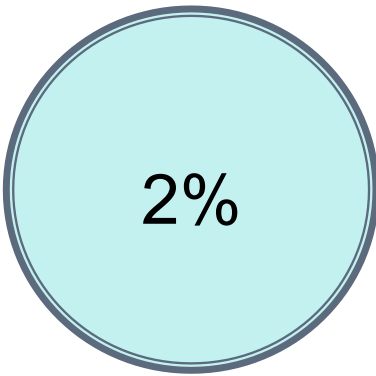
EAL



Care Experience

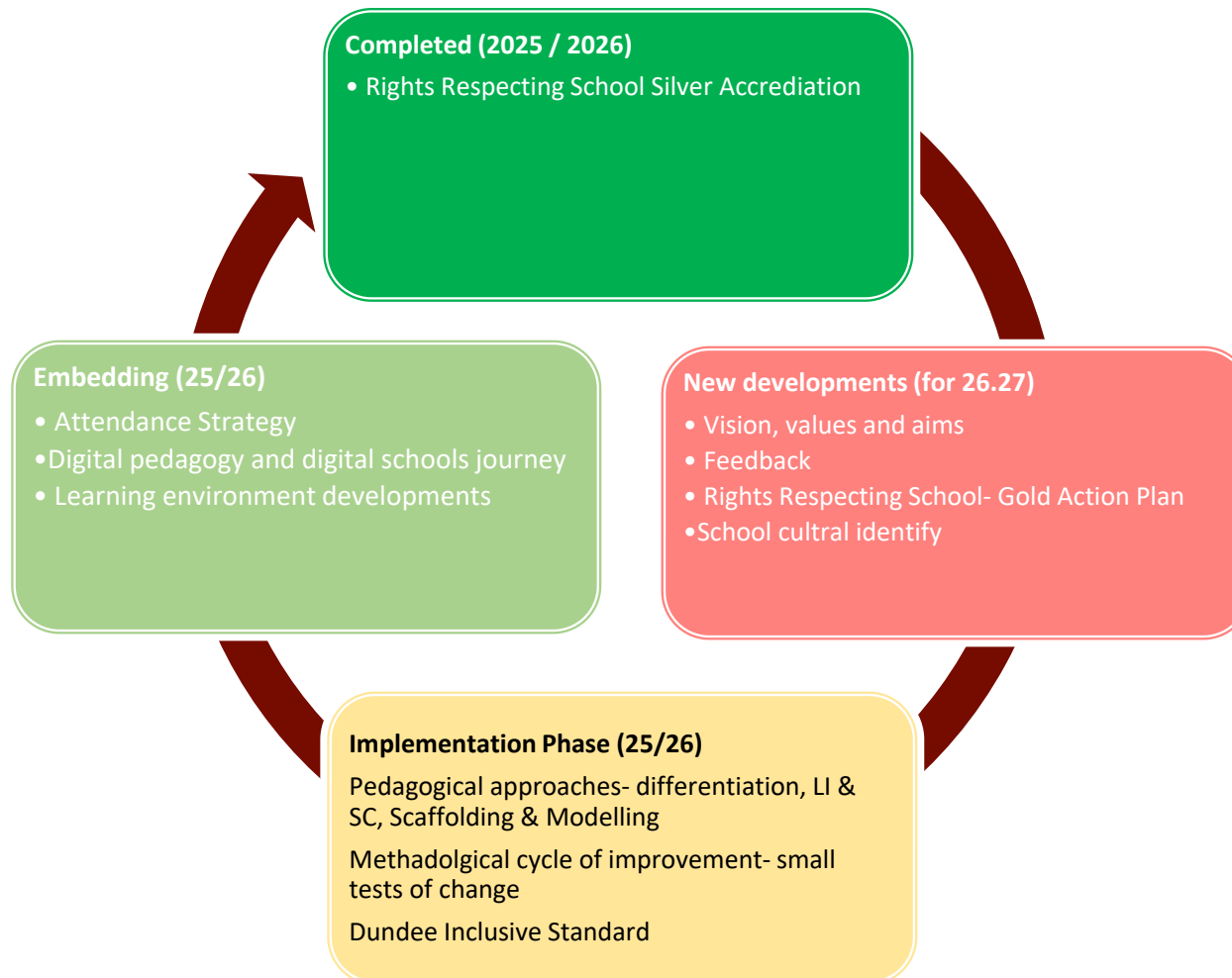


Young carers



Cycle of Improvement

Our Aims and Values



VISION, VALUES AND AIMS

EVERYONE HERE MATTERS!



School Priorities 2026-2027



Presence

Promote attendance and engagement for all.

Participation

Vision, Values and Aims.

Develop a fully inclusive school where all needs are met and diversity is celebrated.

Progress

Improve pedagogical approaches specifically feedback for learning.

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SCHOOL VERSION SIP Priority 1

Specific area for improvement

Vision, Values and Aims

Rationale for Improvement
(based on evidence from key stakeholders)

Vision for Blackness establish several years ago in line with GIRFEC but and known by most stakeholders. Blackness values and aims unclear among school community.

Equity Gap (if relevant)

N/A

NIF PRIORITIES		NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) <i>Intervention for equity & cost</i>	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 Leadership Parental Engagement School Improvement Teacher Professionalism Performance Information Choose an item.	 Participation	 Choose an item. Choose an item. Choose an item.	 1.3 Leadership of change Choose an item.		
Intended Outcome (impact)		Actions required to reach desired outcome		Measurement & Evidence	Who	When	Resources
- Almost all stakeholders know our vision and values and live them on a daily basis. - Almost all pupils will report an increased sense of belonging		- Baselines with focus groups: pupils, staff, parents, partners and wider community. - Revise values with all stakeholder- what are our core values, what makes us unique at Blackness. (Note there is no change to the vision of the school).		- Pupil focus groups - Glasgow motivational and wellbeing data - Surveys from stakeholders - VVA evident in school culture (lived not laminated). Evident	SLT All staff-teaching and	August/September- baselines and focus groups (all stakeholders)	Microsoft forms CLPL input and resources

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and will demonstrate continued high aspirations.	• Create aims with pupils, staff and parents in line with our school context and ensure a consistent approach to Health and Wellbeing of all. Ensure our aims focus on our core business and are linked with EDLM. • Create pupil friendly design posters for our values- children to create once values established. • Revise relationships policy and ensure it is in line with new VVA. Ensure this is consistent across the school- visible consistency (Scripting, school awards etc). • Revise VVA & Relationships policy to ensure it is in line with RRS approach and UNCRC Action Plan for Gold. • All activities in line with new Curriculum Improvement Cycle (Big Ideas and Rationale).	in learning walks, focus groups, PSV, FOB agenda meetings etc) • VVA- regularly referred to in the daily conversations and life of the school- all stakeholders can articulate this. • Almost all staff increased sense of belonging evident in surveys/ 1:1 consultations. • All stakeholders aware of revised relationships policy and can articulate this in everyday conversations. • Language is consistent from all staff when having restorative conversations. • Violent incidents/ incidents of concern are reduced. HGIOS 4 Key Questions: To what extent does our school community have ownership of our vision, aims and values? What range of data and information do we utilise to understand the social, economic and cultural context of the local community? How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?	support staff Pupils Pupil council RRS Pupil Group FOB- Parent council and wider parent groups	October/November- VVA sessions with all stakeholders. December- VVA created- pupil designs posters/ visuals February- review relationships policy in line with new VVA March-June: embed VVA into school culture- August 27 continue to embed	Art materials for VVA designs Policy writing materials RRS Gold Action Plan CIC- Rationale
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		What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these? How well do we use our vision, aims and values when making decisions about future improvement priorities? How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?			
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SCHOOL VERSION SIP Priority 2

Specific area for improvement

Improve pedagogical approaches specifically feedback for learning.

Rationale for Improvement
(based on evidence from key stakeholders)

CIV actions (January 2025) and various quality assurance processes 2025-26 highlighted this area for improvement. For example: learning walks, PSV, pupil focus groups, Attainment and progression meetings, self-evaluation tasks, feedback from parents.

N/A

Equity Gap (if relevant)

NIF PRIORITIES		NIF DRIVERS		EDLM PRIORITY		PEF (where applicable) <i>Intervention for equity & cost</i>		HGIOS QI			
Improvement in attainment, particularly in literacy and numeracy		School Leadership									
Placing the human rights and needs of every child and young person at the centre of education		Teacher Professionalism		Progress		5. Promoting a high quality learning experience		2.3 Learning, Teaching and Assessment			
Improvement in skills and sustained, positive school-leaver destinations for all young people		Parental Engagement				11. Professional learning and leadership		3.2 Raising attainment and achievement			
Choose an item.		Assessment of Children's Progress				6. Differentiated support		1.3 Leadership of change			
Choose an item.		School Improvement									
Choose an item.		Choose an item.									
Intended Outcome (impact)		Actions required to reach desired outcome		Measurement & Evidence		Who		When		Resources	
Almost all pupils can articulate their learning and		Revise LI & SC and how this is used to inform feedback and targets for pupils- CLPL session for staff.		Learning walks/ PSV- show consistent approach to LI & SC. Pupils can talk about what they are learning and		SLT		August- new jotter including		New jotters inc. feedback grids.	

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achievements and use feedback to inform next steps. Almost all pupils to experience/demonstrate depth of learning, particularly across literacy and numeracy.	- Writing feedback grids used consistency across Early, First and Second Level. - Blackness feedback and presentation policy created with staff/ update Blackness L&T blueprint. - Pupil friendly feedback and presentation policy created with learning council. - CLPL session on feedback delivered by Kerri from DCC Pedagogy Team. - CLPL session from Ped team on CIC - Moderation sessions (in school and with Harris cluster)- focus on Feedback, LI & SC of the high-quality L&T cycle. (Writing) - School Improvement Groups- small test of change: - Early level feedback group (lead by Amy F, staff lead) - First Level (P2 and P3) feedback test of change (Lead by PT) - P4, P4/5 and P5: CYPIC Writing project (DHT school lead) - Second level (P6 & P7) feedback test of change (Lead by HT)	how to be successful. Also show how these inform feedback- verbal, written, self and peer. - Pupil focus groups- talk about their targets and learning. - CAR project write ups and evaluations - Self- evaluation: staff, pupils and parents - Jotter monitoring- consistent approach to presentation and feedback HGIOS 4 Key Questions: How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning? How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? How well do we communicate the purpose of learning and give effective explanations for all learners?	Pedagogy Team Staff Leads All teaching staff Learning council Pupil focus groups Parents	feedback grids introduced. Aug-Feb: CYPIC writing 9th Sept, 23rd Sept, 4th Nov, 25th Nov, 16th Dec September 7th: LI & SC training linked to feedback all staff. Sept: SIG introduced for staff: 9th Sept, 23rd Sept, 4th Nov, 25th Nov, 16th Dec November inset: Moderation session 1 February inset: Feedback policy created with staff.	Individual resources per CAR L&T standard 2.3 Rubric (feedback, LI and SC section) Policy writing resources CLPL resources as per required
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		How effectively do we involve learners and parents in planning and evaluating learning? How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?		SIG sharing event February: Feedback policy created with pupils. QA- on going throughout the year. May Inset: Moderation session 2	
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SCHOOL VERSION SIP Priority 3

Specific area for improvement

Develop a fully inclusive school where all needs are met and diversity is celebrated.

Rationale for Improvement
(based on evidence from key stakeholders)

CIV feedback (Jan 20205- on ging actions), DEPS action plan, intelligence from learning walks, inclusive practice audits, PSV's and self-evaluation exercises from all stakeholders.

Equity Gap (if relevant)

10%- SIMD 1-3, 14%- ASN, 18% EAL, - increasing figures yearly.

NIF PRIORITIES		NIF DRIVERS		EDLM PRIORITY		PEF (where applicable) <i>Intervention for equity & cost</i>		HGIOS QI	
Placing the human rights and needs of every child and young person at the centre of education		School Leadership							
Improvement in children and young people's health and wellbeing		Teacher Professionalism		Participation		2. Social and Emotional Wellbeing		3.1 Enquiring wellbeing, equality and inclusion	
Closing the attainment gap between the most and least disadvantaged children and young people		Parental Engagement				6. Differentiated support		2.4 Personalised support	
Choose an item.		Assessment of Children's Progress				10. Partnership working		2.7 Partnerships	
Choose an item.		School Improvement				3. Promoting Healthy Lifestyles		2.5 Family Learning	
		Choose an item.						1.3 Leadership of change	
Intended Outcome (impact)		Actions required to reach desired outcome			Measurement & Evidence		Who	When	Resources
• To embed a culture of inclusion across Blackness, ensuring barriers to learning and achievements are		New developments: - RRS Gold Action Plan: - Develop school calendar with all stakeholders to celebrate and learn religious festivals related to our school			- Pupil focus groups - RRS pupil group evidence - RRS Action plan and on-going evaluations.		SLT EN- SFL Lead Denise Martin-DEPS	August in-set review learning environment policy for classroom set up	PEF- see plan. School policies and

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identified and removed so that all pupils can thrive. - An equitable and inclusive learning environment where diversity is celebrated and every learner is empowered to succeed. - All children have access to high quality universal supports, as well as targeted and specialists supports when required, enabling them to access their curriculum and wider achievements.	community (Gatherings, class events, parent workshops, cultural days). - Blackness Pledge- Wider achievement tracker introduced across P5-7 classes. - Pupil Tracking by Active schools collected data for wider achievements. - Small test of change-focusing on an element on the Dundee Inclusive Standard- support staff. - Small test of change- support staff to lead pupil committee groups (playground peer mediators, play buddies) Implementation/ Embedding: - Learning environment policy- implemented and discussed on August in-set day. - Ensure our universal, targeted and specialist support is consistent, using IEPs and Pupil Passports where all stakeholders are involved. - Regular professional meetings to review IEP's, Pupil Passports and ADHOC concerns for individuals. - Continue to use Blackness nurture referral system. - Continue to develop our use of Glasgow motivational wellbeing profile, tracking and use of data to influence whole	- Glasgow motivational and wellbeing data and evaluations - Surveys from stakeholders - Learning walks- inclusive audits - PSV/ PRD- differentiation, inclusive standard - CAR projects - HWB intervention trackers on Padlet. - Data collected from the Wider achievement pledge - Reduced Pupil Passports due to increased universal provision. - FOB data- multi-cultural identity within our parent council group HGIOS 4 Key Questions: How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? How good is our understanding of differentiation? Do staff and partners use a range of approaches that meet the needs of all learners? How well do staff know learners as individuals?	RRS Pupil Group Cheryl- PT RRS lead (Potentially bring a staff lead on board with this) Zones of reg- pupil group All staff FOB committee Michelle- DHT cluster pledge lead Partnerships as required per the Den/ therapeutic nurture space.	August- SLWG FOB/ staff group to create school diversity calendar. August- Blackness Pledge introduced at staff meeting. To start for session. Small test of change- 6weeks. EN to lead with support staff Nov in- set day. Learning walk- term 1 (SLT) – 31st August PSV- Term 2 2nd Nov PSV – Term 3 1st March	documentation Bespoke resources as per actions. Class starter packs- fix it folder, calm kits...universal resources. School Funds Action plans as per links
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	school, cohort, class and individual HWB interventions. • Staff to embed differentiation strategies from Ped team from 2025.26 • Support staff and EN to embed our tracking of HWB interventions. • Continue to embed DEPS action plan for learning environments and learning, teaching and assessment. • Embed our zones of regulation model and pupil group across all cohort. New: develop parent learning workshops on using these skills at home. • Continue to develop the use of our therapeutic packages offered in our nurture space created February 26- The Den.	How do we know if personalised support is having the desired impact of improving outcomes for learners? To what extent is our school an inclusive learning environment? How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? Have we successfully established an inclusive learning environment? How do we know? To what extent does our school celebrate diversity? How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?		Sept and March- GMWP lead by EN Planning meeting- IEP's and Pupil passports. Optional drop in for staff/ new staff Nov 9th.	
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SCHOOL VERSION						
Further PEF Interventions (not included in SIP)		To promote engagement and attendance for all.				
Equity Gap (if relevant)		SIMD 1 and 3 have the highest absence rates across the school. None of our targeted individuals who are below 80% are within SIMD 1-3.				
NIF PRIORITIES 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.	NIF DRIVERS School Leadership Parental Engagement School Improvement Performance Information Choose an item. Choose an item.	EDLM PRIORITY  Presence	PEF (where applicable) <i>Intervention for equity & cost</i>  2. Social and Emotional Wellbeing 1. Early Intervention and Prevention 3. Promoting Healthy Lifestyles	HGIOS QI  3.1 Enquiring wellbeing, equality and inclusion 2.7 Partnerships 2.4 Personalised support		
Intended Outcome (impact)	Actions required to reach desired outcome		Measurement & Evidence	Who	When	Resources
- All children under 80% attendance (25.26) to improve to above 90% for session 26.27. - Whole school attendance to remain above 96%.	- Embed Blackness attendance guidance and strategy. - Early intervention: TATC term 1 for families falling below the threshold. Bespoke support packages put in place. Monitored termly. - Walk to school bus to continue.		- Whole school attendance data - Individual attendance data- showing improvement - TATC actions and minutes	SLT Admin Active Travel	Term 1 (then termly)- TATC Pupil attendance group est. term 2 (HT)	PEF- see plan. Active travel- walk to school plans

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	• Introduce a pupil attendance group (Group to include a range of pupils) • Finding Flora intervention to be introduced for targeted families and pupils to promote engagement and attendance. • Continue to provide a suite of HWB interventions through our Active Schools assistant to promote attendance and engagement. • Continue with our digital schools journey to use technology to engage all learners. • Cost of the school day action plan shared with all stakeholders. (for example: uniform supports, breakfast for all etc)	• Intake of walk to school bus • Pupil attendance group feedback • Individual impact reports from Finding Flora intervention • GWMP data • Attainment- pathways tracking for those individuals not achieving and under 80% attendance. HGIOS 4 Key Questions: How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included? How well do we know the steps we have taken have improved outcomes for children? Have we successfully established an inclusive learning environment? How do we know? How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? How well are we removing barriers to learning and	Finding Flora Pupil Attendance Group SFL lead Partners as per TATC	Term 1- walking bus to start x 2 days per week Finding Flora- Termly Thursday GWMP-Sept & March	
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		ensuring equity for all? How well does our work with partners and businesses ensure positive outcomes for our young people?			
Progress					