

Douglas Primary School



At Douglas Primary School, we will focus on four main areas to support our improvement planning in 2025/2026. All our priorities are linked to the National Improvement Framework and SLC priorities.

Priority 1 – Raising Attainment in Literacy

Ensuring that learning, teaching and assessment in writing is highly effective through:

- All teaching staff will participate in Improving Our Writing programme to improve teaching practice in relation to writing with a focus on core skills blocks.
- All teaching staff will participate in professional reading and learning associated with effective learning, teaching and assessment in writing.
- Further development of use of data at class level to identify the facts behind current attainment in writing.
- Continued use of Fact, Story, Action approach to tracking and monitoring conversations to identify targeted intervention groups.
- All staff to participate in trio visits and professional dialogue to support professional development and increase attainment in writing.



Priority 2 – Putting children at the centre, recognising the importance of pupil voice and encouraging a deeper level of thinking.

Inquire to Inspire: Developing Interdisciplinary Learning through inquiry approaches by:

- All teaching staff will reflect on current approaches to Interdisciplinary Learning (IDL), identifying strengths and areas to be developed.
- All teaching staff will have an increased teacher knowledge of the Inquiry-based Learning Cycle and forming 'Big Questions'.
- All teaching staff will pilot an Inquiry project; this will result in increased pupil voice and learners' engagement in learning activities in class.
- All learners will participate in the inquiry cycle and relate inquiry classwork to this approach, encouraging a deeper level of thinking for all learners.
- The creation and implementation of a school planning tool to capture IDL with clear evidence of pupil voice and links to the curriculum.



Priority 3 – Developing Rights based Education and Pupil Voice

Placing the human rights and needs of every child and young person at the centre of education

- A newly formed Rights Committee will be in place to lead development of rights-based education across the school and wider community.
- All staff and pupils will have increased knowledge and understanding of rights and the UNCRC and will be using the language of rights consistently throughout school.
- All teaching staff will begin work to embed rights into CfE across all subjects and will have updated planning procedures to support them to continuously add to this moving forward.
- Class based charters reflecting the UNCRC principles will be in place in every class and a whole school charter will be established. These will be used consistently by all staff, pupils and partners to promote the positive ethos of the school and maintain respectful relationships.
- Douglas Primary will foster a school culture that values fairness, equity and dignity. By studying the principles of the UNCRC, particularly Articles 2 and 28, which stress the rights to non-discrimination and education, students will gain an understanding of the importance of treating everyone with respect and fairness, regardless of their background.



Priority 4 – Equity

Ensuring inclusion, equality and equity are at the centre of our practice through:

- Continued additional SSA to allow targeted interventions to take place in small group and 1:1 sessions.
- Ensure that we use evidence-based approaches and interventions to support an increase in attainment.
- Targeted Nurture sessions for identified learners to support health and wellbeing.
- Continued use of whole school learning journals to further increase parental engagement.
- Targeted parental and pupil engagement sessions and resources to support family learning.
- Continued use of IT to share a range of supports available to all families in relation to both attainment and achievement.
- Increased provision of extra-curricular activities
- Regular monitoring and targeted intervention in relation to pupil attendance rates

