

School Improvement Plan 2026-27

Papdale Primary School

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School Improvement Plans. 2026 - 2027

How will we know if we are achieving our key improvement priorities?

SCHOOL IMPROVEMENT PRIORITY 1: Strengthening learning, teaching and assessment

Rationale that informs this priority: Rationale

Attainment at Papdale Primary School remains strong, with overall school targets achieved or exceeded across all curricular areas in 2025–26. Writing attainment improved and school-wide targets were achieved, supported by the successful implementation of Talk for Writing, moderation activities and increased consistency in learning and teaching. Observations and work trawls identified strengths in learning, teaching and assessment across the school.

Stakeholder feedback was similarly positive. Almost all parents reported that their child is making good progress in learning and are satisfied with the quality of teaching and learning. Most teaching staff reported that pupils had made progress in their learning and that success criteria and differentiation were used consistently.

Whilst these strengths provide a strong foundation, self-evaluation activities identified opportunities to further strengthen consistency in learning, teaching and assessment across the school. Staff identified consistency of practice, curriculum progression and continuity, and high expectations for learners as important areas for continued development. There is also a need to further develop formative assessment approaches, high-quality differentiation and scaffolding, learner independence and effective universal support within the classroom.

This priority aligns with Orkney Islands Council's focus on Learning, Teaching and Assessment and will be supported through participation in the Shirley Clarke Learning Team programme. Through this work, the school will continue to develop high-quality learning, teaching and assessment approaches which improve attainment, achievement, engagement and inclusion for all learners.

NIF Priority: - Placing the human rights and needs for every child & young person at the centre of education. - Improvement in children & young people's health & wellbeing. - Closing the attainment gap between the most & least	NIF Key Drivers: - School leadership. - Teacher & Practitioner professionalism. - Parent/carer involvement & engagement. - Curriculum & assessment. - School improvement.	HGIOS4 QIs (Leadership and Management): 1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership & management of staff.	HGIOS4 QIs (Learning Provision): 2.1 Safeguarding & child protection. 2.2 Curriculum. 2.3 Learning, teaching & assessment. 2.4 Personalised Support. 2.5 Family learning.	HGIOS4 QIs (Successes and Achievements): 3.1 Ensuring wellbeing, equality & inclusion. 3.2 Raising attainment. 3.3 Increasing creativity & employability.	OIC Service Improvement Priorities 1.1 Inclusion 1.2 Relationships, attendance and transitions 1.2 Poverty and disadvantage 2.1 Communication, Language and literacy
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disadvantaged children & young people. - Improvement in skills & sustained, positive school-leaver destinations for all young people. - Improvement in attainment, particularly in literacy & numeracy.	Performance information.	1.5 Management of resources to promote equity.	2.6 Transitions. 2.7 Partnerships.		2.2 High quality learning and teaching 2.3 Attainment Moderation and Assessment 2.3 Curriculum Improvement Cycle 3.1 Health, Safety and Safeguarding 3.2 Data Intelligence 3.3 Policy Refresh and Development 3.4 Systemic Supervision 3.5 Quality Improvement Framework
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Outcomes for learners:	Measures:	Impact
1. By June 2027, most learners (75–90%) will be able to explain what they are learning and identify their next steps in learning, increasing from the current baseline of 57% of pupils who report knowing what they need to do to improve their work.	- Pupil survey data will show an increase from 57% to at least 75% of learners reporting that they know what they need to do to improve their learning. - Learner conversations and focus groups will show that most learners (75–90%) can explain what they are learning and identify their next steps. - Observations and work trawls will demonstrate consistent use of learning intentions, success criteria and feedback strategies in most classrooms (75–90%).	

	• Peer observations (through the year) will provide evidence of the implementation of agreed approaches to learning intentions, success criteria, formative assessment and feedback • Staff self-evaluation and professional dialogue will demonstrate increased confidence in the use of formative assessment approaches. • Professional learning evaluations and reflections from the Shirley Clarke Learning Team programme will demonstrate increased understanding and application of agreed approaches.	
2. By June 2027, the proportion of learners EXCEEDING expected Curriculum for Excellence levels will increase across literacy and numeracy, with: • Reading increasing from 34% to 38% • Writing increasing from 18% to 22% • Listening and Talking increasing from 32% to 26% • Numeracy increasing from 25% to 29%	• Termly BGE Tracker analysis (Terms 1–4) will show progress towards increasing the proportion of learners exceeding expected Curriculum for Excellence levels in reading, writing, listening and talking and numeracy. • Termly tracking meetings (Terms 1–4) will identify learners who are achieving expected levels and those with the potential to exceed, ensuring appropriate challenge and support is in place. • Moderation activities (Termly) will support consistency and confidence in professional judgement and the identification of learners exceeding expected levels. • Observations and work trawls (throughout the year) will demonstrate increased challenge, differentiation and	

	opportunities for learners to achieve beyond expected levels. Pupil focus groups and learner conversations (throughout the year) will provide evidence that learners feel appropriately challenged and can discuss their progress and achievements.	
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Evaluation (SQR)

1.
2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Participate in the Shirley Clarke learning team programme and share learning with staff	HT / Learning team (Simon Beattie & Astrid Heaton) / All staff	Time and resources as directed from the programme	Throughout session	
2. Develop and agree a shared understanding of high-quality learning, teaching and assessment, including learning intentions, success criteria, formative assessment, feedback and learner engagement.	SLT / All staff		Term 1 & 2	
3. Review curriculum progression and continuity across the school to ensure a clear and progressive learning pathway for all learners, especially with increased number of composite classes	All staff		Term 1	
4. Develop high-quality universal support through effective differentiation, scaffolding and inclusive classroom practice, with a focus on promoting learner independence	SLT / All staff		Throughout session	
5. Embed approaches which support learner ownership of learning, including learner	SLT / All staff		Throughout session	

discussions, self-assessment and reflection on next steps.				
6. Undertake a programme of peer observations focused on agreed learning, teaching and assessment approaches.	Teaching staff		Throughout session	
7. Continue termly moderation activities within and across stages to improve consistency and confidence in professional judgement.	Teaching staff		Termly	
8. Identify learners with the potential to exceed expected levels and provide appropriate challenge and support	Staff / SLT		Throughout session	

Table 1 - Reading

2025-26 Levels	2026-27 Target	Increase
	P1 – 85%	P1
P1 – 95%	P2 – 95%	P2
P2 – 94%	P3 – 94%	P3
P3 – 95%	P4 – 95%	P4
P4 – 83%	P5 – 88%	P5
P5 – 89%	P6 – 89%	P6
P6 – 87%	P7 – 91%	P7
P7 – 93%		

Table 2 – Writing

2025-26 Levels	2026-27 Target	Increase
	P1 – 85%	P1
P1 – 88%	P2 – 88%	P2
P2 – 88%	P3 – 88%	P3
P3 – 93%	P4 – 93%	P4

P4 – 80%	P5 – 80%	P5
P5 – 84%	P6 – 84%	P6
P6 – 81%	P7 – 88%	P7
P7 – 88%		

Table 3 – Listening and Talking

2025-26 Levels	2026-27 Target	Increase
	P1 – 90%	P1
P1 – 95%	P2 – 95%	P2
P2 – 98%	P3 – 98%	P3
P3 – 98%	P4 – 98%	P4
P4 – 93%	P5 – 93%	P5
P5 – 93%	P6 – 93%	P6
P6 – 96%	P7 – 96%	P7
P7 – 97%		

Table 4 – Numeracy

2025-26 Levels	2026-27 Target	Increase
	P1 – 85%	P1
P1 – 90%	P2 – 90%	P2
P2 – 90%	P3 – 90%	P3
P3 – 95%	P4 – 95%	P4
P4 – 88%	P5 – 88%	P5
P5 – 93%	P6 – 93%	P6
P6 – 81%	P7 – 92%	P7
P7 – 87%		

SCHOOL IMPROVEMENT PRIORITY 2: Enhancing Relationships, Wellbeing and Inclusion

Rationale that informs this priority: Rationale

Papdale Primary School continues to demonstrate strengths in wellbeing, inclusion and positive relationships. During 2025–26, the proportion of pupils achieving Level 4 or above on the Leuven Scale increased from 83% to 90% for wellbeing and from 77% to 88% for engagement, exceeding school targets. Most pupils reported that they feel safe at school, know who to speak to when worried and feel included in school life. Parent feedback was similarly positive, with almost all parents reporting that their child feels safe at school and that staff treat children with respect and kindness.

The school has continued to develop a positive and inclusive ethos through the implementation of SHANARRI, the work of the Pupil Engagement Team (PET), the introduction of the house system and the development of a new Anti-Bullying Policy. Staff self-evaluation and stakeholder feedback highlighted the positive impact of these approaches on wellbeing, engagement, belonging and participation. Whilst significant progress has been made, self-evaluation activities identified opportunities to further strengthen consistency in relationships and behaviour approaches across the school. Staff highlighted the need for greater consistency of expectations, routines and responses, while pupil and parent feedback indicates that there remains further work to do in improving perceptions of how bullying is prevented and addressed. This priority will focus on embedding and refining the school's Relationships and Behaviour Policy and Anti-Bullying Policy to ensure greater consistency in practice across the school. It will also continue to promote wellbeing, inclusion and participation through SHANARRI, the work of the Pupil Engagement Team (PET), learner leadership opportunities, the house system and Wellbeing Hour. The school will further strengthen partnerships with families and the wider community through a revised Learning and Wellbeing Fair linked to the school values of Respect, Kindness, Growth, Community and Creativity. Through this work, the school aims to ensure that all learners feel safe, included, respected and able to thrive.

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- Improvement in skills & sustained, positive school-leaver destinations for all young people. - Improvement in attainment, particularly in literacy & numeracy.		1.5 Management of resources to promote equity.			2.3 Attainment Moderation and Assessment 2.3 Curriculum Improvement Cycle 3.1 Health, Safety and Safeguarding 3.2 Data Intelligence 3.3 Policy Refresh and Development 3.4 Systemic Supervision 3.5 Quality Improvement Framework
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Outcomes for learners:	Measures:	Impact
1. By June 2027, the proportion of pupils who report that they feel safe at school will increase from 79% to 90% (Baseline: 79% in the 2025-26 pupil wellbeing survey)	- Pupil wellbeing survey data (Terms 4) will show an increase from 79% to 90% of pupils reporting that they feel safe at school. - Pupil wellbeing survey data (Terms 4) will show an increase from 72% to 85% of pupils reporting that they know who to talk to when worried or upset. - Pupil wellbeing survey data (Terms 4) will show an increase from 76% to 85% of pupils reporting that adults listen to them. - Leuven wellbeing data (Terms 1–4) will show wellbeing maintained at 90% or above.	

	• Learner conversations and focus groups (Terms 2 and 4) will demonstrate that most pupils (75–90%) feel safe, supported and included. • Relationships and behaviour monitoring data (Termly) will demonstrate increased consistency in the application of agreed approaches across the school.	
2. By June 2027, the proportion of pupils who report that they are proud to be part of Papdale Primary School will increase from 79% to 90% (baseline: 79% in the 2025–26 pupil wellbeing survey).	• Pupil wellbeing survey data (Term 4) will show progress towards increasing the proportion of pupils who report that they are proud to be part of Papdale Primary School from 79% to 90%. • Pupil wellbeing survey data (Term 4) will show an increase from 57% to 75% of pupils reporting that they feel respected by others in school. • Leuven engagement data (Terms 1–4) will show engagement maintained at 88% or above. • Learner conversations and focus groups (Terms 2 and 4) will demonstrate that most pupils (75–90%) feel a sense of belonging and can describe how the school values of Respect, Kindness, Growth, Community and Creativity influence daily life at Papdale. • Participation data (Termly) will show increased involvement in learner leadership opportunities, house activities, Wellbeing Hour and wider school events. • Feedback from pupils, families and partners (Term 4) will demonstrate positive engagement with the Learning and	

	Wellbeing Fair and other community-focused initiatives.	
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Evaluation (SQR)

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2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Develop, implement and review agreed whole-school expectations and routines linked to the school values of Respect, Kindness, Growth, Community and Creativity, ensuring consistency in behaviour, relationships, movement around the school and daily practice.	SLT / All staff		Term 1	
2. Embed and refine the Relationships and Behaviour Policy through professional dialogue, staff training and regular review to ensure consistent application across the school.	SLT / All staff	Relationships and Behaviour policy 2025-6	Throughout session	
3. Embed and refine the Anti-Bullying Policy, ensuring pupils, staff and families understand reporting procedures, responses and preventative approaches.	SLT / All staff	Anti-Bullying policy, Respect Me Resources	Throughout session	
4. Further develop the House System to strengthen belonging, participation, leadership and the promotion of the school values.	House leaders / house captains / staff / pupils	House system resources, Class Dojo	Throughout session	
5. Further develop Wellbeing Hour, providing opportunities for pupils to develop wellbeing, relationships, skills and interests through a range of activities.	All staff		Throughout session	
6. Deliver a revised Learning and Wellbeing Fair which celebrates learning, wellbeing, community partnerships and the school values.	SLT / All staff / Partners / Parent Council		Term 1?	
7. Continue to work in partnership with the Pupil Engagement Team (PET), CLDE and other agencies to support wellbeing, inclusion, engagement and participation.	SLT / PET team / Partners	PET, CLDE, NHS, Educational Psychology, Speech and Language Therapy, Occupational	Throughout session	

		Therapy and other partner agencies		
8. Review, consult upon and implement a school mobile devices policy which promotes safe, responsible and respectful use of technology.	HT / Staff / Pupils / Families	Education Scotland and OIC Guidance	Term 2 - 3	
9. Promote SHANARRI and the school values through assemblies, learner leadership opportunities and wider achievement programmes.	Staff / Pupils		Throughout session	

SCHOOL IMPROVEMENT PRIORITY 3: Promoting Equity, Diversity and Inclusion

Rationale that informs this priority:

Papdale Primary School is committed to ensuring that all pupils feel represented, valued and included within the life and work of the school. Self-evaluation activities, staff consultation and national expectations have highlighted the importance of continuing to strengthen staff understanding of equality, diversity and inclusion and ensuring that all pupils experience an inclusive learning environment where difference is recognised, respected and celebrated.

During 2026–27, the school will focus on developing staff confidence and understanding through professional learning, including engagement with the TIE professional learning programme and The Promise. This will support staff in promoting equality and diversity, addressing discrimination and prejudice and ensuring that protected characteristics are appropriately represented within the curriculum and wider life of the school.

The school will also continue to strengthen inclusive practice through a focus on universal support, ensuring that barriers to learning and participation are identified and addressed early. Through this work, the school aims to further develop an inclusive culture where diversity is valued and all pupils feel represented, respected and supported to achieve their full potential.

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• Closing the attainment gap between the most & least disadvantaged children & young people. • Improvement in skills & sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy & numeracy.	• Curriculum & assessment. • School improvement. • Performance information.	1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.4 Personalised Support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.	3.3 Increasing creativity & employability.	2.1 Communication, Language and literacy 2.2 High quality learning and teaching 2.3 Attainment Moderation and Assessment 2.3 Curriculum Improvement Cycle 3.1 Health, Safety and Safeguarding 3.2 Data Intelligence 3.3 Policy Refresh and Development 3.4 Systemic Supervision 3.5 Quality Improvement Framework
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Outcomes for learners:	Measures:	Impact (Have the outcomes been met?)
1. By June 2027, the proportion of pupils who report that they feel included in school activities will increase from 75% to 90% (baseline: 75% in the 2025–26 pupil wellbeing survey).	• Pupil wellbeing survey data (Term 4) will show an increase from 75% to 90% of pupils reporting that they feel included in school activities. • Pupil survey data (Term 2 and 4) will show improvements in the proportion of pupils who report that diversity is recognised, respected and valued within the school community.	

	• Learner conversations and focus groups (Terms 2 and 4) will demonstrate that most pupils (75–90%) feel included, represented and able to participate fully in school life. • Participation data (Termly) will show increased involvement in school activities, clubs, leadership opportunities and wider achievement programmes across identified groups of learners. • Quality assurance activities (Throughout the session) will demonstrate that inclusive approaches, universal support and representation of diverse identities and experiences are increasingly evident within learning environments and curriculum planning. • Feedback from pupils, staff and families (Term 4) will demonstrate increased awareness and understanding of equality, diversity and inclusion across the school community.	
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Evaluation (SQR)

1.
2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Ensure 100% of teaching staff complete TIE professional learning and use this learning to develop inclusive practice across the school.	HT / Teaching staff	TIE professional learning programme and CLPL	Throughout session	
2. Promote and support completion of The Promise professional learning, with over 75% of all staff completing the training	HT / All staff	The Promise professional learning resources (powerpoints & videos)	By end of term 2	
3. Provide professional learning and opportunities for professional dialogue focused on equality, diversity, inclusion, protected characteristics and addressing discrimination and prejudice. Staff survey data will be used to evaluate the impact of professional learning on staff confidence and practice	SLT	TIE resources, staff meeting, CLPL, Staff survey	Throughout session, staff survey term 4	
4. Review and develop curriculum resources and learning experiences to ensure diversity, equality and protected characteristics are appropriately represented across the curriculum.	SLT / All staff	Curriculum resources, planning, TIE materials	Terms 2 – 4	
5. Strengthen understanding and application of universal support to ensure barriers to learning and participation are identified and addressed early.	SLT / SFL PT / All staff		Throughout the session	
6. Gather pupil voice and feedback to inform ongoing developments in equality, diversity, inclusion and universal support.	All staff	Surveys, learner conversations and pupil groups	Term 2 and 4	
7. Promote equality, diversity and inclusion through assemblies, curriculum learning, events and wider achievement opportunities.	Staff / Pupils	Assemblies, themed events, school values	Throughout session	
8. Work with families and partner agencies to strengthen understanding of inclusion, equality and support for all learners.	All staff / Partners	Partner agencies / family engagement opportunities	Throughout session	

Equity Planning

Pupil Equity Funding Plan 2026-27.

Total funding for 2026-27:	£ 41 900	FME Percentage of school roll (%) :	8%
Rationale for Spend:	Papdale Primary School continues to experience a measurable poverty-related attainment gap across all curricular areas, with the largest gaps in reading and writing (16%), alongside ongoing gaps in attendance, wellbeing and engagement for some pupils affected by poverty. While progress has been made during 2025–26, school data indicates that targeted support remains necessary to improve outcomes for identified pupils, including those eligible for free school meals, care experienced young people and other vulnerable learners. PEF funding will therefore be used to improve attainment, attendance, wellbeing and engagement through targeted, relationship-based interventions, high-quality learning and teaching and responsive support for pupils and families.		
Activities/interventions:	• Continued funding of the Pupil Engagement Team (PET) to provide targeted, relationship-based support for pupils affected by poverty. • Delivery of targeted interventions to improve attainment, wellbeing, engagement and attendance. • Provision of breakfast, break, lunchtime and holiday programmes to reduce barriers to participation and improve readiness to learn. • Enhanced support for key transitions, particularly P7–S1. • Improved referral, tracking and monitoring systems to ensure support is responsive and targeted. • Continued focus on high-quality learning and teaching, including differentiation, evidence-based literacy approaches and data-informed planning. • Use of targeted digital resources and interventions to support closing the poverty-related attainment gap. • Partnership working with families and external agencies to improve outcomes for identified pupils		
Evaluative statement:			

Care Experienced Children and Young People (CECYP):

We will support CECYP by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and out with school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.