

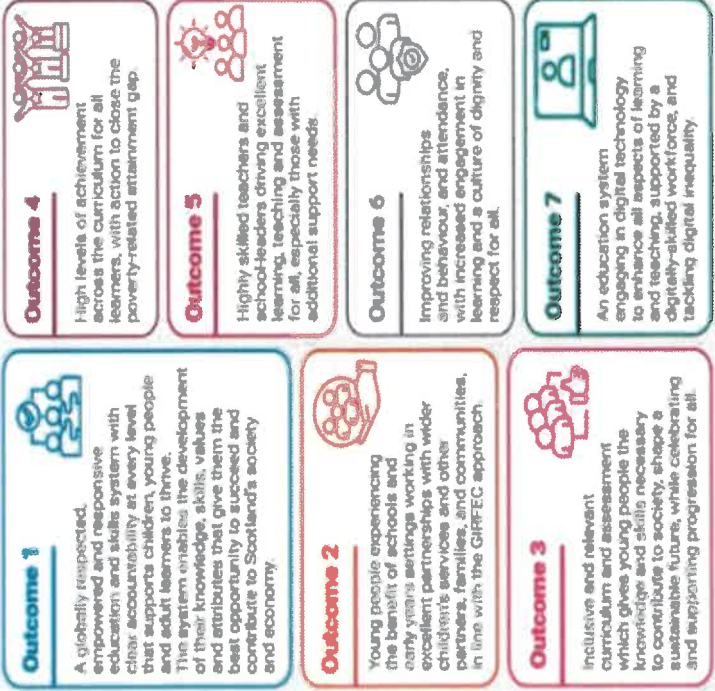
Standards and Quality Report 2025-26
Papdale Primary School



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National and Orkney Islands Council (OIC) Local Priorities

The Scottish Government's vision for education in Scotland: • Excellence through raising attainment and improving outcomes. • Achieving equity: ensuring every child and young person has the same opportunity to succeed. <u>Key priorities of the National Improvement Framework:</u> • 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. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy.	NIF drivers 2026: 	Scottish Attainment Challenge (SAC): <u>Scottish Attainment Challenge: framework for recovery and accelerating progress.</u> <u>Scottish Attainment Challenge Logic Model</u> – Tackling the Poverty-Related Attainment Gap – Our Theory of Change. SAC Organisers: • Learning and teaching. • Leadership. • Families and communities.
OIC National Improvement Framework Plan 2025-2028 3 main themes: • Inclusion and wellbeing • Learning and achievement • Systems and Processes	OIC Children's Services Plan 2023-2026. Priorities: • Child protection • Mental Health and Wellbeing • Involving young people • Reducing poverty and disadvantage	OIC Community Plan 2025 – 2030 3 priorities: • Cost of living crisis and the underlying causes of poverty • Sustainable development • Addressing inequalities

Standards and Quality Report 2025-26.

The context of the school: Papdale Primary School is a large, non-denominational school located in Kirkwall, the main town on the rural island archipelago of Orkney. It is one of two primary schools in the town and sits close to Kirkwall Grammar School, supporting strong transitions to secondary education. The school has a roll of 409 pupils across 16 classes. Over 30% of pupils are identified as having additional support needs (ASN), and 8% are eligible for free school meals (FSM).

Papdale benefits from an experienced and committed staff team, including teachers, support for learning staff, auxiliaries and wider support staff. During session 2025–26, the school welcomed a Business Manager, further strengthening operational leadership and support across the school. The school continues to place a strong emphasis on high-quality learning and teaching, inclusion, wellbeing and equity. Through its vision of "Together, we can inspire, achieve and grow," the school works in partnership with pupils, families and the wider community to ensure that all learners are supported to achieve their full potential. School Vision, Values and Aims updated 2024-2025.

Vision: <i>Together, we can inspire, achieve and grow</i>	Values: We live these values every day: - Respect – We treat everyone kindly and fairly - Kindness – We care and help each other - Growth – We try our best and never give up - Community – We work and play together - Creativity – We think big and explore new ideas
Aims: Respect: We will: Be warm, welcoming and friendly to everyone, Understand and celebrate that we are all different, Understand that everybody has a right to work and learn, Look after our school and everything in it, Make everybody feel they matter, Keep everybody safe, Be honest when things have gone wrong, Show good manners. Kindness: We will: Take care of ourselves and others, Think about each other's feelings, Notice when others need help and help them when you can, Use kind words to everyone in our school. Growth: We will: Work hard and try our best, Work every day to learn something new, Keep going when things are tricky, Understand that	Curriculum Rationale: To establish a strong sustainable community for Orkney's future, our curriculum will provide opportunities for: - All children and young people to become happy, healthy, and resilient - All children to develop skills to succeed in an ever-changing world and become successful learners, confident individuals, effective contributors, and responsible citizens We want the children at our school to: - Be happy, healthy, and resilient - Be literate and numerate - Experience a broad range of learning opportunities across the curriculum - Experience success and achieve aspirations

learning can take a long time, Always believe we can get better at things, Recognise that it is okay to make mistakes. Community: We will: Work together even if we have different ideas and opinions, Support each other on our learning journey, Welcome our wider community into our school to help us learn, Work to make our community an even better place to live, work and play Creativity: We will: Try things that at first look tricky, Be imaginative and come up with new and exciting ideas, Find ways to solve problems when we make mistakes, Understand how our learning links together, Understand that what we learn will help us as we grow older	• Show respect and tolerance and care for others • Take an active role in the life of the school and the wider community • Understand Orkney's unique location, culture, and history to promote a sense of belonging • Have an understanding and awareness of the wider world • Develop a variety of skills to meet the demands of learning, life and work and make positive future life choices.
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2025/2026 School Improvement Plan – Review and Report

How successful were our improvements – progress made with the priorities from our 2025-26 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1: Strengthening writing across the school including using "Talk for Writing" approaches.

Data/evidence that informs this priority: Attainment data (BGE Tracker), Termly tracking meetings, Lesson observations, learning visits and work trawls, Staff surveys and in-service evaluations, Pupil surveys and pupil voice activities, Parent and carer feedback, Writing moderation activities, HT Trio quality assurance activities

Overall evaluative statement: The school has made good progress in delivering Priority 1: Strengthening Writing Across the School. Whole-school writing attainment increased from 86% to 87%, achieving the school target and remaining above the local authority stretch aim. Targeted cohorts demonstrated positive progress, with P2 and P7 exceeding their attainment targets and P6 demonstrating strong progress, achieving 87% when pupils on the cusp of achieving the expected level were taken into account.

Talk for Writing has become embedded across the school, with observations, learning visits and work trawls demonstrating consistent use of agreed approaches across all classes. Moderation activities, professional dialogue and quality assurance processes have strengthened consistency in expectations, assessment and progression in writing.

Stakeholder feedback further evidences the positive impact of this work. Most teaching staff reported that pupils had made progress in writing and that success criteria and differentiation are used consistently. Pupils reported increased confidence, enjoyment and engagement in writing, particularly when writing tasks were meaningful and creative. Parents and carers continue to hold highly positive views of learning and teaching, with almost all agreeing that their child is making good progress.

Overall, evidence from attainment data, quality assurance activities and stakeholder feedback demonstrates that the school's focus on writing has improved attainment, strengthened consistency of practice and enhanced pupil engagement and confidence as writers. Moving forward, the school will build on these strengths by further developing consistency in learning, teaching and assessment, strengthening curriculum progression and continuity, and ensuring appropriate challenge and support for all learners, particularly in cohorts and curricular areas where attainment targets were not fully achieved

NIF Priority:	NIF Key Drivers:	HGios4 QIs (Leadership and Management):	HGios4 QIs (Learning Provision):	HGios4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
Placing the human rights and needs for every child &	School & ELC leadership.				

young person at the centre of education. 1. Improvement in children & young people's health & wellbeing. 2. Closing the attainment gap between the most & least disadvantaged children & young people. 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in attainment, particularly in literacy & numeracy.	5. Teacher & Practitioner professionalism. 6. Parent/carer involvement & engagement. 7. Curriculum & assessment. 8. School & ELC improvement. 9. Performance information.	1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.1 Safeguarding & child protection. 2.2 Curriculum. 2.3 Learning, teaching & assessment. 2.4 Personalised Support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.	3.1 Ensuring wellbeing, equality & inclusion. 3.2 Raising attainment. 3.3 Increasing creativity & employability.	1.1 Inclusion 1.2 Relationships, attendance and transitions 1.2 Poverty and disadvantage 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
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					3.5 Quality Improvement Framework
Outcomes for learners:		Measures:		Impact	
Increased writing attainment in P2, P6, and P7, with a target of achieving school-wide writing attainment of 87% by the end of 2025/2026, building on the baseline of 86% from 2024/2025. Specific focus on: 1. P2: Increase from 84% to 86%. 2. P6: Increase from 86% to 88%. 3. P7: Increase from 84% to 86%.		Termly data from the BGE tracker. SLT monitoring through observations and work trawls. Pupil feedback. Progress reviewed in tracking meetings		The outcome was achieved. Whole-school writing attainment increased from 86% to 87%, achieving the school target and remaining above the local authority stretch aim of 84%. The targeted cohorts demonstrated positive progress, with P2 increasing from 84% to 88% and P7 increasing from 84% to 88%, both exceeding their targets. While the P6 cohort achieved 81% against the target of 88%, this increased to 87% when pupils identified as being on the cusp of achieving the expected level were taken into account. This indicates that the majority of learners within the cohort are close to achieving the expected standard and are likely to do so with continued support and high-quality learning experiences. This positive picture is supported by stakeholder feedback. Almost all parents (98%) agreed that their child is making good progress in their learning and almost all (99%) were satisfied with the quality of teaching and learning. Most teaching staff (89%) reported that pupils had made progress in writing during the session. Together, attainment data, tracking information and stakeholder feedback indicate that the school's continued focus on writing has had a positive impact on learners' progress and attainment.	

Consistent Use of "Talk for Writing" Strategies By the end of 2025/2026, 90% of lessons across all stages consistently integrated Talk for Writing strategies, with a focus on differentiation, challenge, and digital literacy tools. 90% of writing tasks in P2, P6, and P7 were differentiated with clear success criteria and challenge. As a result, almost all (91-99%) pupils demonstrated improved writing skills, increased enjoyment, engagement, and measurable progress in their writing fluency and confidence.	Classroom observations, work trawls and staff surveys. Data reviewed in tracking meetings each term. 90% of staff to report effective use of these strategies by the end of the year Pupil surveys and feedback at the start and end of the year focused on engagement	The outcome was achieved. Monitoring activities, including lesson observations, learning visits, work trawls, moderation activities and professional dialogue, demonstrated that Talk for Writing approaches were embedded consistently across the school. The target was exceeded, with 100% of teachers observed using Talk for Writing approaches, exceeding the 90% target by 10 percentage points Most teaching staff (89%) reported that success criteria and differentiation are used consistently within writing lessons. Evidence and pupil feedback indicates that the approach has had a positive impact on pupil progress, engagement and confidence. Pupil feedback demonstrates: Most pupils (84%) reported that they enjoy writing when it is linked to interesting and meaningful contexts, whilst a majority (70%) reported feeling more confident in their writing than at the start of the year. Most pupils (72%) reported that adults help them improve their writing and a majority (66%) reported that they understand and use feedback to improve their work. Whole-school writing attainment increased from 86% to 87%, achieving the school target. Targeted cohorts also demonstrated positive progress, with P2 and P7 exceeding their attainment targets and P6 attaining 87% when pupils on the cusp of achieving were taken into account. Most teaching staff (89%) reported that pupils
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		had made progress in writing during the session. Together, attainment data, professional judgement, observations and stakeholder feedback indicate that almost all pupils have made measurable progress in their writing skills, with improvements in engagement, fluency and confidence.
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Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Implement and Embed Key Writing Strategies Across the School: Deliver further staff training on Talk for Writing as required Ensure writing tasks across subjects include differentiation and clear success criteria – staff meeting time Monitor implementation through SLT observations and peer feedback	Headteacher and SLT	Talk for writing materials Writing to learn materials Digital tools P2, 6 and 7 surveys start and end of year	Term 1 initial PD Term 2 - 4 – ongoing monitoring and feedback	Completed – new staff require T4W
2. Review curriculum topic themes and ensure writing integration across all subjects: Create whole school curriculum and theme map Consider how areas of BGE are linked within themes Staff meeting time / collegiate time and tasks	DHTs and class teachers	Curriculum planning templates Topic and curriculum overviews Writing to learn guide	Term 1 Curriculum review and then termly	Completed
3. Monitor Writing Progress and Provide Feedback: Track writing attainment using the BGE tracker termly Writing moderation training -ensure consistent assessment and feedback	DHTs and class teachers	BGE tracker, OIC moderation materials	Tracking termly Writing moderation termly R, L&T and N moderation	Completed

				following OIC development	
		SLT	Peer moderation guidance	Begin term 2	Begun term 4
4. Establish a system of peer observations sharing and developing good practice					

Table 1 - Reading

2024-25 Levels	2025-26 Target	Actual / Increase
P1 – 90%	P1 85%	P1 – 95% 10%
P2 – 96%	P2 90%	P2 – 94% 4%
P3 – 88%	P3 96%	P3 – 95% -1%
P4 – 87%	P4 88%	P4 – 83% -5%
P5 – 89%	P5 87%	P5 – 89% +2%
P6 – 89%	P6 89%	P6 – 87% -2% (91% with cusps)
P7 – 91%	P7 89%	P7 – 93% +4%

Table 2 – Writing

2024-25 Levels	2025-26 Target	Actual / Increase
P1 – 84%	P1 85%	P1 – 88% +3%
P2 – 96%	P2 86%	P2 – 88% +2%
P3 – 88%	P3 96%	P3 – 93% -3%
P4 – 82%	P4 88%	P4 – 80% -8%
P5 – 86%	P5 82%	P5 – 84% +2%
P6 – 84%	P6 88%	P6 – 81% -7% (87% with cusps)
P7 – 83%	P7 86%	P7 – 88% +2%

Table 3 – Listening and Talking

2024-25 Levels	2025-26 Target	Increase
P1 – 94%	P1 90%	P1 – 95% +5%
P2 – 98%	P2 94%	P2 – 98% +4%
P3 – 95%	P3 98%	P3 – 98% 0%
P4 – 93%	P4 95%	P4 – 93% -2%
	P5 93%	P5 – 93% 0%

P5 – 97%	P6 97%	P6 – 96% -1% (97% with cusps)
P6 – 92%	P7 92%	P7 – 97% +5%
P7 – 89%		

Table 4 – Numeracy

2024-25 Levels	2025-26 Target	Increase
P1 – 86%	P1 85%	P1 – 90% +5%
P2 – 100%	P2 86%	P2 – 90% +4%
P3 – 90%	P3 100%	P3 – 95% -5%
P4 – 93%	P4 90%	P4 – 88% -2%
P5 – 92%	P5 93%	P5 – 93% 0%
P6 – 84%	P6 92%	P6 – 81% -11% (94% with cusps)
P7 – 92%	P7 84%	P7 – 87% +3%

SCHOOL IMPROVEMENT PRIORITY 2: Enhancing Learner Wellbeing and Engagement

Data/evidence that informs this priority: Leuven wellbeing and engagement data, Pupil wellbeing and anti-bullying surveys, Parent and carer survey feedback, Teaching staff and support staff surveys, PET monitoring and evaluation activities, Attendance data, Learning visits and observations, In-service evaluation activities, Bullying incident records and policy review activities

Overall evaluative statement: The school has made good progress in delivering Priority 2: Enhancing Learner Wellbeing and Engagement. SHANARRI wellbeing indicators have become increasingly embedded across the life of the school through classroom practice, assemblies, wellbeing initiatives, the school values, house system and the continued development of youth work approaches through the PET team.

The strongest evidence of impact is demonstrated through Leuven wellbeing and engagement data. The proportion of pupils achieving Level 4 or above increased from 83% to 90% for wellbeing and from 77% to 88% for engagement, exceeding the school target in both areas. Pupil survey results also indicate positive outcomes, with most pupils reporting that they feel safe at school, know who to speak to if 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. These findings were further validated through a Headteacher Trio quality assurance visit focused on HGIOS 4 QI 3.1: Ensuring Wellbeing, Equality and Inclusion, which evaluated the school's practice as Good.

Significant progress has also been made in developing a shared understanding of bullying and strengthening approaches to preventing and responding to bullying behaviour. While the ambitious target relating to perceptions of bullying was not fully achieved, pupil responses improved significantly from the

previous session and most parents expressed confidence that bullying would be dealt with appropriately. The introduction of the revised Anti-Bullying Policy in Term 3 has provided a strong foundation for continued improvement.

Overall, evidence from Leuven data, stakeholder feedback, attendance information and quality assurance activities demonstrates that the school's focus on wellbeing, inclusion and positive relationships has had a significant positive impact on learner wellbeing, engagement and sense of belonging. Moving forward, the school will build on this progress by further strengthening consistency in relationships and behaviour approaches, continuing to embed the Anti-Bullying Policy, and further developing approaches which promote pupil wellbeing, inclusion, participation and belonging

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management):	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
Placing the human rights and needs for every child & young person at the centre of education. 10. Improvement in children & young people's health & wellbeing. 11. Closing the attainment gap between the most & least disadvantaged children & young people. 12. Improvement in skills & sustained, positive school-leaver destinations for all young people. 13. Improvement in attainment, particularly in literacy & numeracy.	School & ELC leadership. 14. Teacher & Practitioner professionalism. 15. Parent/carer involvement & engagement. 16. Curriculum & assessment. 17. School & ELC improvement. 18. Performance information.	1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.1 Safeguarding & child protection. 2.2 Curriculum. 2.3 Learning, teaching & assessment. 2.4 Personalised Support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.	3.1 Ensuring wellbeing, equality & inclusion. 3.2 Raising attainment. 3.3 Increasing creativity & employability.	1.1 Inclusion 1.2 Relationships, attendance and transitions 1.2 Poverty and disadvantage 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

Outcomes for learners:		Measures:	Impact
1. Consistent Application of SHANARRI Wellbeing Indicators 100% of staff applied SHANARRI wellbeing indicators, ensuring pupils feel safe, healthy, active, respected, responsible, and included.		100% of staff will apply SHANARRI consistently, with almost all (91-99%) able to provide examples of its application. Planning formats adapted.	The outcome was achieved. SHANARRI wellbeing indicators continued to be embedded across the life of the school through assemblies, classroom practice, wellbeing initiatives, the school values, house system and the work of the PET team.
		Staff surveys (termly) to assess the application of SHANARRI in practice.	Stakeholder feedback indicates that this has had a positive impact on learners. Most teaching staff (79%) reported that pupils are supported effectively with their wellbeing and engagement, whilst all support staff agreed that PET and youth work approaches have had a positive impact. Most pupils reported feeling safe at school (79%), knowing who to speak to
		SLT observations of staff practice. Pupil feedback on feeling safe and respected	

		if worried (72%) and feeling included in school activities (76%). Parent feedback further supports these findings. Almost all parents (93%) reported that their child feels safe at school, almost all (98%) agreed that staff treat children with respect and kindness and almost all (94%) agreed that the school promotes positive behaviour and relationships between pupils. Together, this evidence demonstrates that SHANARRI wellbeing indicators are embedded within the life of the school and are contributing positively to pupils' wellbeing, inclusion and sense of belonging. While this represents a positive picture overall, the proportion of pupils reporting that they feel safe remains an area for further improvement. This will be addressed through continued work to strengthen consistent relationships and behaviour approaches, embed the Anti-Bullying Policy and ensure pupils know how and where to access support when they need it.
2. Improved Wellbeing Indicators for Pupils Using the Leuven Scale. By 2025/2026, 85% of pupils met or exceeded level 4 in the Leuven Scale wellbeing and engagement indicators, reflecting positive emotional and social experiences. (2024/5 wellbeing 83%, engagement 77%)	Almost all (91-99%) pupils will show improvement in wellbeing and engagement across SHANARRI indicators. Leuven Scale data (termly) to monitor wellbeing. Pupil feedback on their experiences of being supported (PET surveys – parents and pupils)	The outcome was exceeded. The proportion of pupils achieving Level 4 or above in the Leuven Scale increased from 83% to 90% for wellbeing and from 77% to 88% for engagement, exceeding the school target of 85% in both areas. This indicates that most pupils experience positive levels of wellbeing and engagement in school. Stakeholder feedback further supports these findings. Most pupils reported feeling safe at school (79%), knowing who to speak to if

		worried (72%) and feeling included in school activities (76%). Almost all parents (93%) reported that their child feels safe at school. Feedback regarding PET support, breakfast club, lunchtime clubs and holiday provision was overwhelmingly positive, with families highlighting improvements in confidence, wellbeing, engagement and enjoyment of school. Together, this evidence demonstrates that the school's focus on wellbeing, inclusion and youth work approaches has had a significant positive impact on learner wellbeing and engagement.
3. Launch and Embed the New Anti-Bullying Policy By 2025/2026, almost all (90%) of pupils will report that bullying is dealt with effectively, up from 46% in 2025.	Almost all (91-99%) pupils will report that bullying is dealt with effectively. Pupil surveys (termly) to measure perceptions of bullying and policy effectiveness. Tracking bullying incidents and responses post-policy launch. Review of the anti-bullying policy implementation and effectiveness, with baseline data from previous surveys.	The outcome was partially achieved. The revised Anti-Bullying Policy was introduced in March 2026 and has begun to establish a more consistent approach to preventing, responding to and recording bullying incidents across the school. While the target of 90% was not achieved, pupil feedback indicates significant improvement from the previous baseline. Most pupils (64%) reported that adults deal with bullying well, an increase from 46% in 2024–25. Almost all pupils (94%) reported that they understand what bullying is and most (80%) reported that they know what to do if bullying occurs. Most pupils (68%) also reported feeling confident telling an adult about bullying. Parent feedback further supports this positive trend. A majority of parents (74%) reported that they understand how the school responds to bullying behaviour and most (75%) expressed

	confidence that bullying would be dealt with appropriately if it occurred. Given that the revised policy was introduced during Term 3, the school has made good progress towards this outcome in a relatively short period of time. Continued implementation of the policy, alongside the school values, house system and positive relationships work, will remain a key priority moving forward.
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Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Staff Training on SHANARRI Wellbeing Indicators and Anti-Bullying Policy		SHANARRI training materials, anti-bullying policy, EP time? Staff and pupil surveys	Term 1	Completed
2. Embed the Weekly Wellbeing Activity Hour for All Pupils Establish and embed a weekly Wellbeing Activity Hour for all pupils, with a focus on activities that promote self-awareness, self-regulation, social-emotional learning, and SHANARRI indicators.		Tracking tool to track participation, pupil surveys Wellbeing actions plans/resources/timetable	Term 1 - ongoing	Term 4 – completed trial
3. Monitor and Evaluate Wellbeing Progress Using the Leuven Scale Implement Leuven Scale assessments termly to monitor pupil wellbeing and engagement. Use this data to identify pupils who may need additional support and to track overall progress across SHANARRI indicators.	HT/DHTs	BGE tracker PET feedback Pupil survey	Termly	Completed
4. Regular Review of the Anti-Bullying Policy and Incidents Launch and embed the anti-bullying policy across the school. Track bullying incidents and review policy effectiveness based on termly pupil surveys and incident data. Provide clear feedback on policy impact.	HT SLT	Anti-bullying policy Incident tracker SEEMIS Pupil surveys		Completed

Quality Indicator	Evaluation HGIOS4 six- point scale
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Good
3.2 Raising Attainment and Achievement	Good

Language of evaluation:

All	100%
Almost All	91% - 99%
Most	75% - 90%
Majority	50% - 74%
Minority Less than Half	15% - 49%
A few	>15%

HGIOS4 six-point scale:

6	Excellent	Outstanding and sector leading
5	Very good	Major strengths
4	Good	Important strengths, aspects require improvement
3	Satisfactory	Strengths just outweigh weaknesses, action required
2	Weak	Important weaknesses, requires prompt action
1	Unsatisfactory	Major weaknesses requiring immediate remedial action

Collaboration and Consultation with our Stakeholders in session 2025-26 :

Who?	When?	How?	What did we find out? (Bullet points on key themes):
Staff:	June 2026	Teaching staff survey Support staff survey In-service evaluation activities Professional dialogue and self-evaluation activities	• Staff identified positive relationships, strong knowledge of learners and the introduction of the house system as having the greatest positive impact on learning, wellbeing and engagement. • Most teaching staff (89%) reported that pupils had made progress in writing this year. • Most teaching staff (89%) reported that success criteria and differentiation are used consistently within writing lessons. • Most teaching staff (74%) reported confidence in using Talk for Writing approaches. • Most teaching staff (63%) reported that moderation activities had improved consistency in writing expectations. • Almost all teaching staff (84%) and all support staff (100%) reported that PET and youth work approaches have had a positive impact on pupil wellbeing and engagement. • Most support staff (88%) reported that staff work together well to support pupils. • Most teaching staff (74%) and a majority of support staff (63%) reported feeling valued as members of the Papdale team. • Staff identified consistency of expectations, communication and the continued embedding of the Positive Relationships and Behaviour Policy as priorities for future improvement.
Learners:	May-June 2026	Writing survey, wellbeing & antibullying survey, pupil discussions,	• Most pupils (84%) reported that they enjoy writing when it is linked to interesting and meaningful contexts. • A majority of pupils (70%) reported feeling more confident in their writing than at the start of the year. • Most pupils (72%) reported that adults help them improve their writing. • A majority of pupils (66%) reported that they understand and use feedback to improve their writing.

			• Most pupils (79%) reported feeling safe at school. • Most pupils (72%) reported knowing who to speak to if worried or upset. • Most pupils (76%) reported that adults in school listen to them. • Almost all pupils (94%) reported that they understand what bullying is. • Most pupils (80%) reported that they know what to do if bullying occurs. • Most pupils (66%) reported feeling confident telling an adult about bullying. • Most pupils (64%) reported that adults deal with bullying effectively. • Most pupils (76%) reported feeling included in school activities. • Most pupils (79%) reported feeling proud to be part of Papdale Primary School. • Through surveys and discussions, pupils identified friendships, trusted adults, clubs, outdoor learning, play opportunities and positive relationships as the aspects of school they value most.
Parents and carers:	March 2025	Survey during Parent's Evenings	• Parents and carers continue to hold very positive views of the school. • Almost all parents (98%) agreed that their child is making good progress in their learning. • Almost all parents (99%) were satisfied with the quality of teaching and learning. • Almost all parents (94%) agreed that the school provides helpful feedback about their child's progress. • Almost all parents (93%) reported that their child feels safe at school. • Almost all parents (98%) agreed that staff treat children with respect and kindness. • Almost all parents (94%) agreed that the school promotes positive behaviour and relationships between pupils. • A majority of parents (74%) reported that they understand how the school responds to bullying behaviour. • Most parents (75%) expressed confidence that bullying would be dealt with appropriately. • Feedback regarding PET support, breakfast club, lunchtime clubs and holiday provision was overwhelmingly positive.

			• Of those whose children had participated, almost all (99%) reported a positive or very positive experience. • Parents highlighted improvements in confidence, wellbeing, enjoyment of school and social development. • Most parents (80%) felt that the school offers an appropriate or wide range of opportunities for pupils and families whilst expressing interest in additional sports, creative arts, STEM and outdoor learning opportunities.
Community and other stakeholders:	2025-26	Parent council meetings Partnership working with CLDE Community events and school activities Professional partnerships	• The school continues to benefit from strong partnerships which support both learning and wellbeing outcomes for pupils. • Partnership working with Learning Link, CLDE, the Family Engagement Team (FET) and the Pupil Engagement Team (PET) has strengthened support for children and families, contributing positively to wellbeing, engagement and inclusion. • Staff worked closely with a range of partner agencies including Educational Psychology, Occupational Therapy, Speech and Language Therapy, NHS services, School Nursing, the Dental Team and SEAL to ensure pupils receive appropriate support and early intervention where required. • The Learning and Wellbeing Fair provided an opportunity for families to engage directly with a range of services and support agencies, strengthening community connections and awareness of available support. • The Parent Council continued to make a significant contribution to school life through events and fundraising activities including the Winter Fair, school discos, Miles for May, World Book Day activities, support for the Book Neuk, library developments and wider enrichment opportunities. These activities enhanced learning experiences, promoted community involvement and provided additional opportunities for pupils and families

Summary of attainment for 2025-26

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	95% (T 85%)	83% (T 88%)	93% (T 89%)	89% (T 87%)
Writing:	88% (T 85%)	80% (T 88%)	88% (T 86%)	86% (T 86%)
Listening & Talking:	95% (T 90%)	93% (T 95%)	97% (T 92%)	95% (T 92%)
Numeracy:	90% (T 85%)	88% (T 90%)	87% (T 84%)	88% (T 86%)

Evaluative statement:

Attainment data for 2025–26 demonstrates continued strong performance across the school, with overall school targets met or exceeded across all curricular areas. Listening and Talking remains a particular strength, whilst Reading and Numeracy exceeded their targets. Writing attainment met the school target and remained at a strong level across the school.

Almost all P1 learners achieved expected Curriculum for Excellence levels across Reading, Writing and Listening and Talking, demonstrating a strong start to their learning journey. Attainment at P7 also remained strong across all curricular areas.

Overall attainment is positive. Although targets were not fully achieved across Reading, Writing, Listening and Talking and Numeracy in P4, attainment within the cohort remained strong. Tracking and professional judgement indicate that many learners within this cohort continue to develop the skills required to independently access and make effective use of accommodations and supports, such as Clicker and other assistive technologies. As these skills continue to develop, attainment is expected to improve further. The school will continue to monitor progress closely through tracking meetings, targeted support and quality assurance activities, ensuring appropriate support and challenge are identified in response to cohort and individual learner needs.

Overall, the data demonstrates that most learners continue to make good progress in their learning and that attainment across the school remains consistently strong.

Pupil Equity Funding Report 2025-26.

Total funding for 2025-26:	£42900 PEF allocation and £2000 carry over: £44900	FME Percentage of school roll (%): 10%
Rationale for Spend:	Papdale Primary School receives Pupil Equity Funding (PEF) to reduce barriers to learning, wellbeing and participation for pupils affected by poverty. During 2025–26, 10% of pupils were identified as eligible for free school meals, with school data demonstrating a measurable poverty-related attainment gap across all curricular areas. The most significant gaps were evident in reading and writing, alongside disparities in attendance, wellbeing and engagement. School data also identified that pupils affected by poverty were more likely to experience lower levels of wellbeing and engagement and were overrepresented within groups requiring additional support. These factors have the potential to impact attendance, readiness to learn, attainment and participation in wider school life. PEF funding was therefore used to continue and further develop the Pupil Engagement Team (PET) model, delivered in partnership with CLDE Youth Services. The PET model uses youth work approaches and relationship-based practice to improve wellbeing, engagement, attendance, inclusion and attainment for identified pupils. Funding also supported a range of targeted interventions, wider achievement opportunities, enrichment activities and resources designed to reduce the poverty-related attainment gap and ensure equity of access, participation and achievement for all learners.	
Activities/interventions:	PEF funding supported: • A full-time Pupil Engagement Team (PET) worker. • Targeted one-to-one and small group interventions. • Breakfast, break and lunchtime clubs. • After-school and holiday club provision. • Wider achievement opportunities, including Hi5 and Dynamic Youth Awards. • Attendance, wellbeing and engagement support for identified pupils. • Partnership working with families, CLDE Youth Services and other agencies. • Resources and interventions to support literacy, numeracy and inclusive learning.	

Evaluative statement:	PEF funding has had a positive impact on outcomes for pupils affected by poverty. Most targeted pupils made good or better progress in attainment and 75% of pupils receiving targeted PET support met their targets or returned to expected levels. The poverty-related attainment gap reduced across all curricular areas, with targets achieved in Listening and Talking and Numeracy and positive progress demonstrated in Reading and Writing. Engagement in breakfast, break, lunchtime and holiday provision was high, with strong participation from targeted pupils and positive feedback from pupils, parents and staff. Leuven data, attendance information and stakeholder feedback demonstrate that the PET model continues to have a positive impact on wellbeing, engagement, inclusion and readiness to learn. The school will continue to develop and refine the PET model, strengthen tracking of participation and impact, and maintain a focus on attendance, wellbeing and closing the poverty-related attainment gap.
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Care Experienced Children and Young People (CECYP):

We have supported CECYP by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith 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.