



Standards and Quality Report 2025-26

and

School Improvement Plan 2026-27

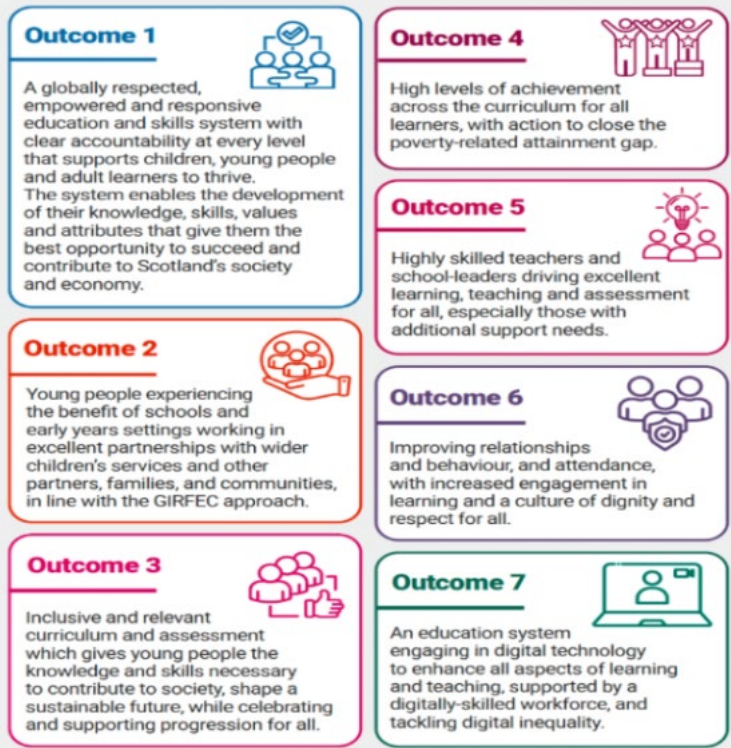
Stromness Primary School



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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:  Outcome 1 A globally respected, empowered and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy. Outcome 2 Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Outcome 3 Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, shape a sustainable future, while celebrating and supporting progression for all. Outcome 4 High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap. Outcome 5 Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. Outcome 6 Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. Outcome 7 An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce, and tackling digital inequality.	Scottish Attainment Challenge (SAC): Scottish Attainment Challenge: framework for recovery and accelerating progress. Scottish Attainment Challenge Logic Model – 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:

Stromness Primary is located in Stromness, in the rural West Mainland of Orkney, and provides education for children from Nursery through to Primary 7. As of June 2026, the school roll included 121 children, with 30 pupils enrolled in the early learning and childcare setting.

The staffing structure includes the Headteacher, a Principal Teacher (who is also one of the six class teachers, some of whom work part-time), a part-time Support for Learning teacher, six Support for Learning Assistants (some part-time), two auxiliaries, and a janitor. In addition, visiting specialists in Pupil Support, Art, PE, Music, and Drama contribute to the school’s enriched curriculum. The Nursery is led by an Early Years Manager. The school is well-staffed with professionals qualified to provide high-quality learning experiences for all pupils.

The school underwent a full HMIE inspection in March 2026. The report reflected the huge changes which have taken place over the past two years and the inspection team will not be returning for a further visit. The report has provided the school with a clear framework for improvement which has been carefully and collegiately planned for the next 3 years.

Vision, Values, Aims were created by parents, staff and children in February 2026. They are to be introduced in Term 1 2026/7.

The Curriculum Rationale will be reviewed in Term 4 2026/7.

Vision: At SPS all voices are valued giving us the confidence to believe in ourselves. We work together to build positive relationships within our school community. Everyone will help and support us to achieve our full potential and have the skills we need for life and learning.	Values: Motivation Responsibility Resilience Independence
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Aims: • We will provide a safe, nurturing and inclusive environment where everyone feels valued, respected and supported • We will take pride our achievements and always strive to be the best that we can be • We will work in partnership with families and the wider community to enhance learning and wellbeing. • We will strive to develop a growth mindset, welcoming challenges and understanding that mistakes help us learn, improve and succeed. • All adults will lead by example, inspiring children to develop confidence, responsibility and leadership skills of their own.	Curriculum Rationale: <u>Why are we here?</u> • To provide enriching and engaging learning experiences • To motivate pupils and help them to be proud of what they achieve. • To ensure children feel safe and happy in school <u>What we do</u> • Plan projects to build relationships and create a sense of school community • Help children to be aware of and manage emotions • Deliver a quality curriculum, engaging all and matching the needs of all <u>How we do it</u> • By showing empathy, commitment and tolerance • By providing a range of spaces and equipment • By working together as a team, sharing skills and resources
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Standard and Quality Report: 2025/26

SCHOOL IMPROVEMENT PRIORITY 1: To continue to improve attainment in Literacy across the school

Rationale that informs this priority:

New and progressive writing and reading programmes have been introduced across the school. They have both undergone continual review and assessment and this needs to continue to ensure they become fully embedded. Our Parallel Spelling test results demonstrate the need for improved spelling procedures, which has also been highlighted as an improvement need by the staff team. The Sounds Write phonics scheme is starting to become embedded in the lower end of the school; there is now a need to support staff to use the programme to support with the teaching of spelling in the upper school.

Our data tracking demonstrates that the teachers need further support and guidance when making judgements regarding listening and talking.

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management):	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
<u>1.</u> Placing the human rights and needs for every child & young person at the centre of education. <u>2.</u> Improvement in children & young people's health & wellbeing. <u>3.</u> Closing the attainment gap between the most & least disadvantaged children & young people. <u>4.</u> Improvement in skills & sustained, positive school-	<u>1.</u> School & ELC leadership. <u>2.</u> Teacher & Practitioner professionalism. <u>3.</u> Parent/carer involvement & engagement. <u>4.</u> Curriculum & assessment. <u>5.</u> School & ELC improvement. <u>6.</u> Performance Information	<u>1.1</u> Self-evaluation for self-improvement. <u>1.2</u> Leadership of learning. <u>1.3</u> Leadership of change.	<u>2.1</u> Safeguarding & child protection. <u>2.2</u> Curriculum. <u>2.3</u> Learning, teaching & assessment. <u>2.4</u> Personalised Support. <u>2.5</u> Family learning.	<u>3.1</u> Ensuring wellbeing, equality & inclusion. <u>3.2</u> Raising attainment. <u>3.3</u> Increasing creativity & employability.	1.1 Inclusion 1.2 Relationships, attendance and transitions 1.2 Poverty and disadvantage 2.1 Communication, Language and literacy

leaver destinations for all young people. 5. Improvement in attainment, particularly in literacy & numeracy.		1.4 Leadership & management of staff. 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:
Increased levels of attainment in phonics	- Assessment data will be collected 4 times each year and analysed - Phonics lead to monitor the progress and attainment of all pupils through lesson observations and data analysis	Sounds Write is now embedded across the school. Assessment procedures have begun to develop. Assessments are leading to gap analysis and improved planning for next steps in learning. An improved tracking and data collection system is to be developed next year.

Increased levels of attainment for spelling	• Data will be collected 4 times each year and analysed to ensure individual progression • Pupils will be involved in tracking their own levels of progress	
Increased levels of attainment for reading across the school – please see table below	• BGE data will be collected and analysed 4 times a year • New in school assessment procedures will be introduced 4 times a year	Attainment in reading has increased across the school. The majority of classes saw an increase from the previous year of between 7 and 3pp.
Increased levels of attainment in writing across the school – please see table below	• BGE data will be collected and analysed 4 times a year • End of unit assessments will be completed by teachers and pupils to identify next steps and set new improvement targets	Most pupils made expected or better levels of progress in writing. The majority of classes demonstrated an increase of between 5 and 8pp. High levels of progress and maintenance of previous levels are also evident.
To increase the levels of attainment in listening and talking across the school – please see table below	• BGE data will be collected and analysed 4 times a year	All classes demonstrate above 90% attainment in listening and talking. Some classes also demonstrate between 1 and 5pp increase from the previous year.

Evaluation (SQR)

Our new phonics policy is now fully implemented across the school and has contributed to an improvement in reading, writing and spelling. The full introduction of the new writing programme has brought consistency across the school and supported all pupils to make their expected levels of progress.

Improved writing assessment procedures have enabled the staff to make accurate judgements regarding individual pupil progress and attainment. The new reading scheme is now embedded across the school and staff follow guidance regarding coverage of the texts.

Increased pupil opportunities and staff training has led to an increase in progress and attainment in listening and talking across the school. Staff training has enabled teachers to make more accurate judgments on listening and talking.

In Reading, Listening and Talking and Numeracy, almost all children are meeting expected attainment levels. In writing most children are meeting expected attainment levels and all children are making good progress.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
				R Beginning A On track G Completed
<u>Phonics</u> 1. To implement and monitor our new Phonics policy and support all staff with the delivery of Sounds Write phonics scheme across the school 2. To support all staff with the implementation of new phonics assessments throughout the year 3. To track phonics assessments to ensure continuous improvement for all pupils	Janet Friel (PT)	Leadership time	1. Term 1 and ongoing 2. Ongoing 3. September, November, February, May	
<u>Spelling</u> 1. To support all staff to implement Sounds Write spelling across the school 2. To support all staff to implement new spelling assessments throughout the year to ensure individual tracking, resulting in individual progress	Janet Friel (PT)	Leadership time	1. Ongoing 2. September, November, February, May	
<u>Writing</u> 1. To further embed new writing scheme across the school through termly tracking and monitoring of delivery of units and individual pupil progress 2. To create a whole school writing grid which contains guidance and expectations regarding the units to be covered and assessment points throughout the year	Janet Friel (PT) Rebecca Robinson (HT)	Leadership time	1. Ongoing 2. Term 1	

3. Conduct termly assessment data analysis to ensure progress for all pupils			3. September, November, February, May	
Reading 1. To further embed new reading scheme across the school through regular monitoring and assessment 2. Create a whole school reading grid which contains guidance on units to be covered and assessment points throughout the year	Janet Friel (PT)	Leadership time	1. Ongoing 2. Term 1	
Listening and Talking 1. To increase staff knowledge of the level requirements for Speaking and Listening 2. Support staff in making accurate judgments for listening and talking	Janet Friel (PT)	Leadership time	1. Term 2 2. September, November, February, May	

Reading

2024-25 Levels	2025-26 Levels	Increase
	P1 – 100%	
P1 – 84%	P2 – 95%	+5%
P2 – 100%	P3 – 93%	-7%
P3 – 92%	P4 - 91%	-1%
P4 – 80%	P5 - 100%	+7%
P5 - 86%	P6 – 76%	+3%
P6 – 89%	P7 – 94%	+5%
P7 – 94%		

Writing

2024-25 Levels	2025-26 Levels	Increase
	P1 – 100%	

P1 – 100%	P2 – 95%	-5%
P2 – 100%	P3 – 73%	-27%
P3 – 92%	P4 – 82%	-10%
P4 – 80%	P5 - 88%	+8%
P5- 81%	P6 – 76%	+8%
P6 – 84%	P7 – 78%	+5%
P7 – 94%		

Listening and Talking

2024-25 Levels	2025-26 Levels	Increase
	P1 – 100%	
P1 – 100%	P2 – 100%	Attainment maintained
P2 – 100%	P3 – 93%	-7%
P3 – 92%	P4 – 91%	-1%
P4 – 93%	P5 - 94%	+1%
P5 – 90%	P6 – 90%	Attainment maintained
P6 – 89%	P7 – 94%	+5%
P7 – 94%		

Literacy

2024-25 Levels	2025-26 Levels	Increase
	P1 – 100%	
P1 – 84%	P2 – 95%	+11%
P2 – 100%	P3 – 67%	-33%
P3 – 92%	P4 – 82%	-10%
P4 – 60%	P5 - 81%	+21%
P5 – 81%	P6 – 76%	-5%
P6 – 84%	P7 – 78%	-6%
P7 – 94%		

Numeracy

2024-25 Levels	2025-26 Levels	Increase
	P1 – 90%	
P1 – 100%	P2 – 100%	Attainment maintained
P2 – 100%	P3 – 100%	Attainment maintained
P3 – 85%	P4 – 92%	+7%
P4 – 73%	P5 – 80%	+7%
P5 – 86%	P6 – 91%	+5%
P6 – 89%	P7 – 90%	+1%
P7 – 81%		

SCHOOL IMPROVEMENT PRIORITY 2: To improve the delivery of IDL across the school

Rationale that informs this priority:

We need to create a progressive plan for the delivery of IDL across the school. Staff have worked towards this during the past academic year by working together to consider good practice in other schools, our own school curriculum and context and our local area. There is a need to introduce new training, guidance and procedures to enable our pupils to become more actively engaged in their learning.

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management):	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
1. Placing the human rights and needs for every child & young person at the centre of education.	1. School & ELC leadership. 2. Teacher & Practitioner professionalism.	1.1 Self-evaluation for self-improvement.	2.1 Safeguarding & child protection. 2.2 Curriculum.	3.1 Ensuring wellbeing, equality & inclusion.	1.1 Inclusion

2. Improvement in children & young people's health & wellbeing. 3. Closing the attainment gap between the most & least disadvantaged children & young people. 4. Improvement in skills & sustained, positive school-leaver destinations for all young people. 5. Improvement in attainment, particularly in literacy & numeracy.	3. Parent/carer involvement & engagement. 4. Curriculum & assessment. 5. School improvement. 6. Performance information.	1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.3 Learning, teaching & assessment. 2.4 Personalised Support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.	3.2 Raising attainment. 3.3 Increasing creativity & employability.	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
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Outcomes for learners:	Measures:	Impact
Increased opportunities for active learning and engagement in social subjects	- End of term self–evaluation - End of term pupil evaluation	The TASC approach has enabled our children to lead their learning and work collaboratively in a variety of projects with cross curricular links.
Increased opportunities for pupil led learning across the school	- End of term self–evaluation - End of term pupil evaluation	All children have taken part in Activity Afternoons throughout the school year – they have worked with children from other classes to lead their learning and work with others towards a shared goal.
Increased opportunities for real life skills across the curriculum	- End of term self–evaluation - End of term pupil evaluation	Our senior children have gained real life skills through an engaging Enterprise project in Term 4. This involved the children working together to create a business by pitching their ideas and asking for loans, following their profit and loss calculations.

Evaluation (SQR)

1. The TASC approach is beginning to become embedded across the school, leading to more opportunities for active learning and for the children to develop their leadership skills and work collaboratively with others.
2. The new IDL planner has led to more engaging, collaborative and active opportunities for learning. Assessment procedures will now be developed.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)	
				R	Beginning
				A	On track

				G	Completed
Introduce the TASC approach – Thinking Actively in a Social Context	Rebecca Robinson (HT)	Staff meeting time	Term 1		
Create a new whole school IDL annual planner linked to our writing pathways, local and national context	Rebecca Robinson (HT) Janet Friel (PT)	Leadership time	Term 1		
Develop new IDL assessment procedures	Rebecca Robinson (HT) Janet Friel (PT)	Leadership time	Term 3		

SCHOOL IMPROVEMENT PRIORITY 3: To improve the health and wellbeing of all our pupils

Rationale that informs this priority:

We have introduced many new initiatives this academic year to support the health and wellbeing of all our pupils, including those with additional support needs. This includes the creation of new staged approach to intervention processes and procedures, the creation of new support spaces in school to support our neurodivergent pupils and provide support during the day when the children are learning and at play, new positive behaviour management strategies and tracking, introduction of the Restorative Practice approach to support the children to resolve conflict and the introduction of Learning Behaviours.

All of these new initiatives need to be fully embedded and there are still several other actions which need to be completed to enable us to ensure the health and wellbeing of all our pupils as detailed below:

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management)	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements):	OIC Service Improvement Priorities
1. Placing the human rights and needs for every child & young person at the centre of education.	1. School & ELC leadership. 2. Teacher & Practitioner professionalism.	1.1 Self-evaluation for self-improvement.	2.1 Safeguarding & child protection.	3.1 Ensuring wellbeing, equality & inclusion.	1.1 Inclusion

2. Improvement in children & young people's health & wellbeing. 3. Closing the attainment gap between the most & least disadvantaged children & young people. 4. Improvement in skills & sustained, positive school-leaver destinations for all young people. Improvement in attainment, particularly in literacy & numeracy.	3. Parent/carer involvement & engagement. 4. Curriculum & assessment. 5. School improvement. 6. Performance information.	1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.2 Curriculum. 2.3 Learning, teaching & assessment. 2.4 Personalised Support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.	3.2 Raising attainment. 3.3 Increasing creativity & employability.	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
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Outcomes for learners:	Measures:	Impact :
All pupils are included in every element of school life and have an increased sense of belonging	SLT monitoring and tracking – lesson observations, learning walks and environment walks	All children have had the opportunity to be involved in the life of the school. They have taken part in Activity Afternoons which have led to school improvements and they have the opportunity to be members of the Pupil Council. There have also been sub-groups throughout the year as the children have had an important input on the decisions of the school – eg creating our new vision, values and aims and leading the school litter picking service.
All pupils know how to keep themselves safe	Pupil wellbeing surveys	65% of children reported that they felt safe at school and 27% didn't know. 45% of children reported that school helps them to keep safe and 47% didn't know. 67% reported that they have someone to speak to if they are worried about something and 15% didn't know. 78% of pupils reported that school teach them how to lead a healthy lifestyle. Ensuring that the children are able to discuss how they keep themselves safe will now be a priority.
Most pupils can successfully manage their own behaviour and resolve conflict	Continuous HT behaviour tracking	Behaviour tracking across the school has evolved throughout the year in response to

		differing levels of behaviour, ranging from low level disruptive behaviours to exclusions. An action in next year's SIP is to create a more consistent approach across the school.
Parents/carers are involved in the creation of our Relationships policy and trust us to keep the children safe and ensure good levels of behaviour across the school	Annual parent questionnaire	90% of parents report that they are confident that the school keeps the children safe in school. Parents were involved in the creation of our new school vision, values and aims.

Evaluation (SQR)

1. All children have the opportunity to take an active part in school life in a variety of school and pupil led initiatives.
2. Teachers have planned and delivered a number of learning opportunities throughout the year including healthy eating and allergy awareness, keeping safe online and bullying. Many children report they don't know if they are keeping themselves safe. Ensuring that the children know what they are learning and why in this context will now be a priority.
3. Some of our children find it a challenge to successfully manage and regulate their behaviour. Supporting our children to do this in all areas of school is a school priority next year. Staff have worked together to start introducing new procedures to track internally and to report more frequently to parents. This will further develop next year and will be captured in the new Relationships policy.
4. Time did not allow Restorative Training for all staff or the re-opening of the Scrapstore. These actions will be carried forward to next year.
5. Parents have received feedback regarding the work undertaken with the staff team to create the vision, values and aims. The children have worked together to consider how this will be presented to the school and will be taken forward as an area for development next year.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)	
				R	Beginning
				A	On track
				G	Completed
Review our school vision, values and aims with all school stakeholders	Rebecca Robinson (HT) Janet Friel (PT)	Leadership time	Term 2		
Conduct environment audits to ensure that all learning spaces are inclusive environments for all pupils	Rebecca Robinson (HT)	Leadership time	Term 1 Term 3		

	Monica Johnston (SfL teacher)			
Provide staff training on the Restorative Approach to all staff to support conflict resolution	Rebecca Robinson (HT)	Staff meeting and leadership time	Term 3	
Create a whole school, progressive planner to support staff with the delivery of Health and Wellbeing	Rebecca Robinson (HT)	Leadership time	Term 2	
Create a Relationship Policy	Rebecca Robinson (HT)	Leadership time	Term 4	
Further embed our Learning Behaviours across the school	Rebecca Robinson (HT)	Leadership time	Ongoing	
Re-open the Scrapstore to support the children during playtimes	Rebecca Robinson (HT)	Leadership time	Term 3	
Create a whole school programme to build upon the Roots of Empathy work in P3/4	Monica Johnston (SfL teacher) Imogen Kerr (Educational Psychologist)	SfL release time EP time	Term 4	

SCHOOL IMPROVEMENT PRIORITY 4: To further improve assessment procedures across the school

Rationale that informs this priority:

Teachers are becoming more confident when making professional judgements regarding progress and attainment and inputting them into our school's assessment programme (BGE Tracker). We need to build upon the work we have already begun this academic year and create a more comprehensive and clear annual assessment calendar. The calendar will capture what is to be assessed and when, to enable the teachers to constantly use this information to inform their next steps in planning and to support the individual pupils with their next steps in learning.

NIF Priority:	NIF Key Drivers:	HGIOS4 QIs (Leadership and Management):	HGIOS4 QIs (Learning Provision):	HGIOS4 QIs (Successes and Achievements)	OIC Service Improvement Priorities
1. Placing the human rights and needs for every child & young person at the centre of education. 2. Improvement in children & young people's health & wellbeing. 3. Closing the attainment gap between the most & least disadvantaged children & young people. 4. Improvement in skills & sustained, positive school-leaver destinations for all young people. 5. Improvement in attainment, particularly in literacy & numeracy.	1. School & ELC leadership. 2. Teacher & Practitioner professionalism. 3. Parent/carer involvement & engagement. 4. Curriculum & assessment. 5. School & ELC improvement. 6. 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
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Outcomes for learners:	Measures:	Impact :
Improved attainment in core subjects of literacy and numeracy	- BGE data will be collected and analysed 4 times a year - A range of assessments will be completed by teachers and pupils to identify next steps and set new improvement targets. This will complement their ongoing, formative assessment.	Progress and attainment in literacy and numeracy have shown improvement across the school. Average attainment across the school for all 3 areas of literacy is 83%. This is a 1% reduction from June 2025. Average progress across the school for numeracy is 92%. This is an increase of 5%.
Pupils will have an increased awareness of their own progress and attainment and what they need to further improve	- Review of the new assessment calendar in Terms 2 and 4 - Pupil voice - BGE data collection and analysis	81% of children reported that they understand how they are progressing in their school work.

Evaluation (SQR)

1. All teachers have assessment tools to enable them to make accurate assessment judgements at our data collection points.
2. All teachers have supported the children to identify their next steps in learning through improved feedback and marking. This has supported many of our pupils on their learning journey. This will now be further developed.
3. Attainment and progress were highlighted as a key strength in our recent inspection report.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)	
				R	Beginning
				A	On track
				G	Completed
Create and implement a new annual assessment calendar	Rebecca Robinson (HT)	Leadership time Staff meeting time	Term 1		
Create staff guidance and deliver training for teachers on the Teejay numeracy assessment procedures	Helga Moss (P7 Class Teacher)	Class teacher release time	Term 1		
Create staff guidance and deliver training for teachers on Pathways reading assessment procedures	Janet Friel (PT)	Leadership time	Term 1		
Undertake regular writing moderation to support the assessment of writing	Rebecca Robinson (HT)	Leadership time Staff meeting time	Term 2 and Term 4		
Implement new phonics and spelling assessments procedures	Rebecca Robinson (HT) Janet Friel (PT)	Leadership time	Ongoing		
Create an assessment policy to provide staff with guidance on the annual assessment cycle	Rebecca Robinson (HT)	Leadership time	Term 1		

Equity Planning

Pupil Equity Funding Plan 2025-26.

Total funding for 2025-26:	£22793.28	FME Percentage of school roll (%):	10.92%
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Rationale for Spend:	To support our PEF children to make at least expected levels of progress and attainment in the core subjects of reading, writing and numeracy
Activities/interventions:	• Continue to support families to raise levels of attainment • Continue to raise progress and attainment in writing, reading and numeracy • Continue to support pupils with behaviour regulation • Continue to support families to improve attendance
Evaluative statement:	Progress and attainment for our children who are entitled to FSM continues to be monitored at each data collection point throughout the year. The poverty related gap is currently -8.4% which is 1.6% higher than during the academic year 2024/5. However, this relates to different children; 73% of children this year are making either expected or better than expected levels of progress in all areas of the curriculum.

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.

Quality Indicator	Evaluation HGIOS4 six-point scale
1.3 Leadership of Change	Satisfactory
2.3 Learning, Teaching and Assessment	Satisfactory
3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
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?
Staff:	January 2026	Questionnaire	94% of staff find it rewarding being a member of staff 98% of staff feel a valued part of our school community - Staff don't feel encouraged to learn and share practice with colleagues from other schools (42%) 28% don't feel that they have opportunities for leadership roles 28% don't feel that staff at all levels communicate effectively with each other
	May 2026	In-service day and Staff meetings	All staff worked together to identify the positive elements of our HMIE report which was published in May 2026. They also worked together to plan our school improvement agenda for the next 3 years.
Learners:	Continual	Pupil Council suggestions boxes	Pupils want to continue to improve the school playground
	March 2026	Questionnaire	- Pupils need some support to understand the different elements of how they keep themselves safe - Many of our children don't feel that their views are listened to – the Pupil Council will need to further support with this 95% of the children are happy with the quality of teaching
Parents and carers:	January 2026	Open Afternoon	The theme of the afternoon was Internet Safety. The parents/carers received a presentation from the Police how to keep safe online and the children shared with their parents what they had been learning in class.
	February 2026	In-service day	A group of parents joined us for a whole school visioning day.
	March 2026	Questionnaire	81% report that their child likes being at SPS 70% of parents believe that their child is making good progress at school 48% of parents don't feel that their views are taken into account when making changes

	May 2026	Open Afternoon	HT gave a presentation on data following a data presentation to the Parent Council. It explained to the parents, why we collect the data, when and how. It also shared some key whole school data.
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Summary of attainment for 2025-26

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	100%	91%	94%	96%
Writing:	100%	82%	78%	87%
Listening & Talking:	100%	91%	94%	96%
Literacy	100%	82%	78%	87%
Numeracy:	100%	73%	89%	89%

Evaluative statement:

Our data continues to demonstrate the good or better progress made by our pupils in the key subject areas of literacy and numeracy. Our combined percentages are all above the National Average. Writing will continue to be a focus as we further embed our new programme and maths assessment will also be developed.



School Improvement Plan 2026/7

SCHOOL IMPROVEMENT PRIORITY 1:

To improve behaviour and relationships across the school through the introduction of the nurture approach

Rationale that informs this priority:

This is an ongoing priority that the school has been developing and one which was highlighted in our recent visit from HMIE. The work that has already been undertaken to enable the children to positively and successfully manage their own behaviour in an inclusive environment needs to be consolidated and built upon. Clear and consistent procedures need to be in place which are clear for all members of our school community.

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. - Improvement in children & young people's health & wellbeing. - Closing the attainment gap between the most & least disadvantaged children & young people. - Improvement in skills & sustained, positive school-	- School & ELC leadership. - Teacher & Practitioner professionalism. - Parent/carer involvement & engagement. - Curriculum & assessment. - School & ELC improvement. - Performance information.	1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change.	2.1 Safeguarding & child protection. 2.2 Curriculum. 2.3 Learning, teaching & assessment. 2.4 Personalised Support.	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

leaver destinations for all young people. Improvement in attainment, particularly in literacy & numeracy.		1.4 Leadership & management of staff. 1.5 Management of resources to promote equity.	2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.		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
Children can successfully manage and regulate their own behaviour	Pupil, staff and parent questionnaires in the autumn and spring	

Increased levels of pupil engagement. Currently, 19% of our pupils are on level 3 or below of the Leuven Engagement Scale. We aim to reduce this by 9%.	• Assessment data will be collected 4 times each year and analysed • Leuven Scale tracking	
Fewer incidents of dysregulated behaviour Increased sense of belonging. Currently, 19% of our pupils are on level 3 or below of the Leuven Wellbeing Scale. We aim to reduce this by 9%.	• Parent and pupil questionnaires • Pupil wellbeing focus group • HT Parent Brews • Leuven Scale tracking	
School environment becomes calmer and more purposeful, which reduce disruptions and increases levels of concentration for the children	• Behaviour tracking • Pupil survey • Pupil focus group • Leuven Scale tracking	

Evaluation (SQR)

1.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
1. Launch the new vision and values in school	HT and PT	Leadership time Assembly time	Term 1	
2. Promote of our new school rules under the heading of Ready, Respectful and Safe	HT and PT	Leadership time Assembly time	Term 1	
3. Create clear procedures to enable all members of staff to implement behaviour management strategies equally	HT and PT	Leadership time	Term 1	
4. Strengthen approaches to recording low-level disruptive behaviours	HT and all staff	CPD time	Term 1	
5. Strengthen approaches to recording more challenging behaviours	HT and all staff	CPD time	Term 2	

6. Involve and support parents earlier when there are instances of low-level disruptive behaviours	HT and all staff	CPD time	Term 1	
7. More consistent approaches to address instances of pupils disengaging from learning	HT and Sfl teacher	Leadership time	Term 2	
8. Create and implement an action plan to work towards a whole school nurture approach to learning	HT and PT	Leadership time CPD time	Created in Term 1, completed by end of Term 4	
9. Create a new mobile phone policy	HT	Leadership time	Term 3	
10. Complete the new Positive Relationships policy	HT with whole staff collaboration	Leadership time	Term 3	
11. For all teachers to have completed Level 1 TIE training	HT and all staff	CPD time	Term 3	

SCHOOL IMPROVEMENT PRIORITY 2:

Further improve planning and assessment across the school

Rationale that informs this priority:

We need to build upon the work previously completed in planning. Staff are ready to have more autonomy of their planning now that our new programmes are embedded. Our recent HMIE visit highlighted the need for planning progressions to strengthen planning and for contexts of learning.

OIC are producing new Staged Intervention guidance which will feed into our requirement to plan and track interventions more closely.

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. - Improvement in children & young people's health & wellbeing. - 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.	- School & ELC leadership. - Teacher & Practitioner professionalism. - Parent/carer involvement & engagement. - Curriculum & assessment. - School & ELC improvement. - 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
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Outcomes for learners:	Measures:	Impact
1. Almost all pupils make at least expected levels of progress in all areas of their learning and development	Assessment data for core subjects will be collected 4 times each year and analysed	
2. Increased levels of engagement from 83% to 89%	- Pupil questionnaire - Clear planning and assessment procedures for the TASC approach and delivery of IDL - Leuven scores	
3. Inclusion and equity for all pupils	Monitor and evaluate individual support plans	
4. All pupils are supported and challenged to achieve their full potential	- Assessment data will be collected 4 times each year and analysed - Book looks	

Evaluation (SQR)

1.

2.

Reading

2025-26 Levels	2026-7 Levels	Increase
P1 – 100%		
P2 – 95%		
P3 – 93%		
P4 - 91%		
P5- 100%		
P6 – 76%		
P7 – 94%		

Writing

2025-26 Levels	2026-7 Levels	Increase
P1 – 100%		
P2 – 95%		

P3 – 73%		
P4 – 82%		
P5 - 88%		
P6 – 76%		
P7 – 78%		

Listening and Talking

2025-26 Levels	2026-7 Levels	Increase
P1 – 100%		
P2 – 100%		
P3 – 93%		
P4 – 91%		
P5 - 94%		
P6 – 90%		
P7 – 94%		

Literacy

2025-26 Levels	2026-7 Levels	Increase
P1 – 100%		
P2 – 95%		
P3 – 67%		
P4 – 82%		
P5 - 81%		
P6 – 76%		
P7 – 78%		-

Numeracy

2025-26 Levels	2026-7 Levels	Increase
P1 – 90%		
P2 – 100%		
P3 – 100%		
P4 – 92%		
P5- 80%		
P6 – 91%		
P7 – 90%		

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
Pupil Progress 1. Introduce curriculum progressions for all curricular areas to strengthen planning and for contexts of learning 2. Develop maths assessments across the school 3. Introduce phonics tracking across the school 4. Support the staff to implement the new OIC assessment and tracking tool 5. Develop feedback and marking guidance	HT and SfL teacher	Leadership time	Term 3	
Engagement 1. Create consistent planning and assessment tools for TASC learning activities 2. Create consistent planning and assessment tools for Enterprise learning activities 3. Develop IDL assessment across the school	HT	Leadership time	Term 1	
Inclusion and equity 1. Improve planning for pupils who require additional support 2. Implement the new OIC staged approach to intervention	HT	Leadership time	Term 1	

3. Implement the new OIC Child's Planning paperwork across the school				
Support and challenge Improve planning for pupils who require additional support and planning in their learning	HT, SfL teacher and all teachers	Leadership time CPD time	Term 1	

Equity Planning

Pupil Equity Funding Plan 2026-27.

Total funding for 2026-27:	£17150	FME Percentage of school roll (%):	9%
Rationale for Spend:	<u>Attendance</u> 9% (1) of our pupils in receipt of FSM has attendance below 95% - he is currently not attending school. This needs to be monitored and tracked and his family need support. We have also identified 4 other vulnerable pupils who need support to improve their attendance. Our overall attendance data for all pupils is an average of 93.8% and for the pupils in receipt of FSM that is 87.7% which is 6.1% below. Our Principal Teacher will continue to monitor and track attendance to try and reduce this gap. <u>Curriculum Attainment</u> • 18% (2 FSM pupils) are not achieving expected levels in Reading • 27% (3 FSM pupils) are not achieving expected levels in Writing • 27% (3 FSM pupils) are not achieving expected levels in Listening and Talking • 18% (2 FSM pupils) are not achieving the expected level in Numeracy We have identified a few other children who at risk of the poverty and equity gap and need to be considered for support using PEF funding.		
Activities/interventions:	• Continue to support pupils and families to raise levels of attendance across the school. • To further develop our phonics tracking and monitoring systems to plan and deliver timely interventions for identified children. • Develop the assessment of numeracy across the school. • Create a whole school numeracy progression and policy. • To work with groups of identified pupils to support with behaviour regulation to enable them to engage with learning. • Assessment of numeracy to be developed across the school. • Develop a whole school numeracy progression and policy.		

	• Develop a more robust monitoring and tracking system for phonics.
Evaluative statement:	

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school/setting currently.