

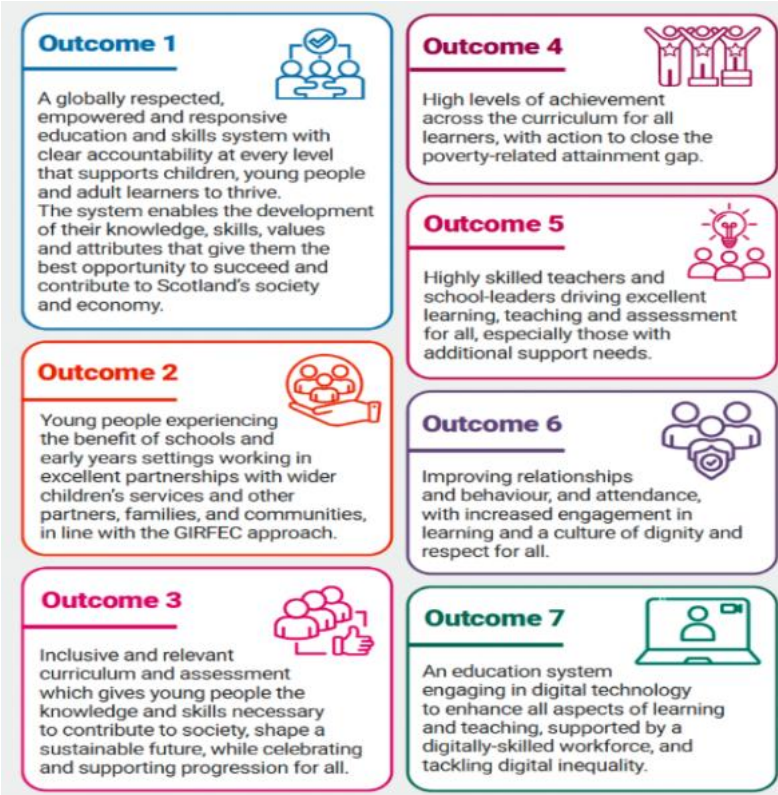


**Standards and Quality Report 2025-26
and
School Improvement Plan 2026-27
St Andrews Primary School**

Contents

Standards and Quality Report 2025-26.....	1
National and Orkney Islands Council (OIC) Local Priorities	3
Standards and Quality Report 2025-26.....	4
SCHOOL IMPROVEMENT PRIORITY 1:	6
To provide consistent high-quality learning and teaching across the primary school to continue to raise attainment achievement in all areas, with a particular focus on Numeracy and Maths.	6
SCHOOL IMPROVEMENT PRIORITY 2:	11
To create an inclusive, dynamic, and innovative learning environment where students are empowered through choice, inspired by creativity, and stretched through challenge to become resilient, critical thinkers and lifelong learners.	11
Collaboration and Consultation with our Stakeholders in session 2025-26 :.....	19
Summary of attainment for 2025-26.....	21
Pupil Equity Funding Report 2025-26.	22
Care Experienced Children and Young People (CECYP):.....	23
School Improvement Plans. 2026-27	24
SCHOOL IMPROVEMENT PRIORITY 1: To raise attainment through consistent high-quality learning and teaching, that provides appropriate challenge, fosters creativity and promotes high expectations for all learners.	24
SCHOOL IMPROVEMENT PRIORITY 2: To develop an inclusive learning community that promotes equity, celebrates diversity, challenges discrimination, and ensures every child feels respected, represented, valued and included.	31
Equity Planning	35
Pupil Equity Funding Plan 2026-27.....	35
Care Experienced Children and Young People (CECYP):.....	36

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): <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:

St Andrews Primary School is situated in a rural location near Suckquoy Bay in Toab. Children from the parishes of Tankerness, Deerness, Holm and St Mary's travel to school by local bus, with a small number walking from Toab village.

During the 2025–2026 academic session, 157 pupils attended the school across seven classes. Learning is supported by a dedicated team of teaching and support staff, led by the Head Teacher and Principal Teacher. Children also benefit from specialist teaching in Art, Music and Physical Education, alongside opportunities to learn a musical instrument.

We are proud of our strong partnerships with families and the wider community, whose support enriches pupils' learning and wellbeing. These positive relationships are central to our inclusive ethos and ongoing school improvement.

Vision: An Excellent Education for All <i>(Last reviewed 2024, Parents, staff, children)</i>	Values: At St Andrews Primary School we value: ➤ Friendship ➤ Teamwork ➤ Respect ➤ Inclusion ➤ Confidence ➤ Kindness <i>(Last reviewed 2024: Parents, staff, children)</i>
Aims: • Create a comfortable and stimulating learning environment both inside and outside of school. • Create a sense of security and belonging for all within our school and wider community.	Curriculum Rationale: • Be literate and numerate; • Be healthy, happy and emotionally resilient; • Experience a broad range of learning opportunities across the curriculum; • Experience success and achieve aspirations;

• Enable all families and care givers to feel included and part of the setting. • Uphold the rights of the child and ensure all children feel valued, respected and included • Respect the uniqueness of each child and develop their independence and self-confidence as active learners. • Develop the self-confidence and resilience our children need to manage change. • Provide rich learning experiences through play and active learning to encourage and develop skills including literacy, numeracy and communication. • Develop the children's awareness of diversity in the community and respect for each other's values, beliefs and customs. • Create self- reflective learners. <i>(Last reviewed 2025)</i>	• Show respect 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; • Have the confidence, awareness and information needed to help them make positive future life choices. • Be creative problem solvers able to succeed in an ever-changing world. <i>(Last reviewed 2025)</i>
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SCHOOL IMPROVEMENT PRIORITY 1:

To provide consistent high-quality learning and teaching across the primary school to continue to raise attainment achievement in all areas, with a particular focus on Numeracy and Maths.

Rationale that informs this priority:

As a school we have continued to improve our attainment and meet almost all the school targets and local authority stretch aims. Our BGE data shows a significant increase in overall P1,4, and 7 data compared to last year. Raising attainment remains a core objective of our school ongoing commitment to excellence and equity in education. Recent assessment data and self-evaluation indicates that while overall progress has been made, there remains a need for greater consistency in the quality of learning and teaching across the school. Evidence from learning walks, head teacher trios and jotter sampling suggest Numeracy and Maths as a particular area requiring targeted focus.

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
Learners' attainment will be maintained at a high level, where other classes will have specific targets for improvement - see tables below More children will be exceeding expectations across all areas of the curriculum. Data below shows the percentages of children exceeding in June 2025 Reading: 34%	Class observations will highlight consistent use of agreed HQL&T at St Andrews (T1 and 3: HT class visits, T2 and 4: professional partner class visits) Pupil's books / jotters – sampling work and feedback will provide evidence of High-Quality Learning and Teaching. (Term 2 and 4: HT review and Term 1 and 3 – professional partners)	The tables below demonstrate maintained and increased attainment levels in the majority of classes with P4 and 6 making the biggest progress in attainment. Compared to last year, more children are exceeding in reading, listening and talking and numeracy. Percentage of children exceeding: Reading: 38% Writing: 24%

Writing: 33% L&T: 33% Numeracy: 32%	BGE Tracker data will be monitored closed at each reporting period to ensure we are on track to reach our targets. SNSA and SOFA Data Parallel spelling results The professional learning resources in the staff room will continue to be developed Self-evaluation tools, discussions and PRDs BGE tracking data will show an increase in attainment with more learners exceeding and fewer less likely to achieve. Learners will be able to link Meta skills to their learning and life beyond school Pupil focus groups Monitoring the poverty related attainment gap and quickly intervening where needed Targeted intervention – targets being met.	L&T: 42% Numeracy: 33% SNSA and SOFA results remain high with almost all children achieving the expected level or above in Reading (97%), Writing (93%) and Numeracy (98). This demonstrates a need to continue moderation work to develop teachers' confidence / judgement.
Learners' will feel challenged and engaged in their maths work resulting in a whole school increase in attainment in Numeracy and Maths. More children will be on track and exceeding.	BGE tracker will indicate improved attainment in targeted classes and more children exceeding. Pupil focus groups Pupil survey data at the beginning and end of year (Numeracy / Maths specific) Targets being met – stretch aims and school / class specific SNSA and SOFA data Increased consistency across the school in learning and teaching of Numeracy / Maths through learning walks, evaluations and jotter sampling A focus on formative assessment and questioning measured through observations and sharing best practice.	Almost all (96%) children are on target or exceeding expected levels in Numeracy. 33% of these are exceeding. This exceeded both the school target of 94% and the stretch aim of 89%.

	High quality assessment – Numeracy / Maths focused. Evidence of challenge through jotter sampling	
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Evaluation (SQR)

- In numeracy (which was a focus of this priority) all classes met or exceeded their targets and whole school attainment improved from 90% to 96% of children on track or exceeding.
- In Reading and Numeracy, the poverty related attainment gap has been closed. In fact, 100% of children eligible to FSMs are on track or exceeding in these areas. Listening and talking remains the largest poverty related attainment gap at 12pp
- Some areas of the implementation plan were not achieved this year due to staffing challenges and an acting headteacher being in place in terms 3 and 4. However, despite these challenges, attainment remains high.
- In the next school year, P2 and P6 will need focusing on – particularly on reading and writing where ambitious class targets were not met this year and P3 and 4 in listening and talking will need further monitoring.
- Whole school high-quality assessment in numeracy proved to be extremely valuable, this was linked to the IDL of 'Enterprise'. Feedback from teachers, children and parents was all extremely positive and it allowed children to apply their mathematical knowledge and skills in a practical, meaningful way.
- Further consideration of challenge is required, particular in mathematics where there is a large number of children who are working well beyond their expected level.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
Create and follow the school cycle of assessment and moderation for 2025-26	HT	Time	Create beginning of term 1 – then ongoing	
Create a maths progression for all year groups for levelling purposes	HT	Time	By end of T3	
As a school, participate in Maths Week Scotland and a whole school Maths project involving parents	HT	Maths week Scotland resources	22 nd – 28 th September	
Introduce Numbots and Timetable Rock Stars as a school	PT	TTRS and Numbots, time to set up and launch, laptops, iPads	Term 1	

Engaged in moderation activities as a school and collegiately including cross sectors where possible.	HT	Other schools	Across the year	
To review whole school sequencing and progression of learning and teaching of Numeracy / Maths	HT	Time	T3	
Review of all current resources and agree on resources to be used at each stage (e.g. My Maths, Heinemann, Lekkies, Tjay...)	PT	Time	T1	
Develop a consistent approach to Numeracy / Maths inclusion problem solving, strategies and mental maths	All teachers with professional partners	Time	Across the year	
To continue to develop and review our adaptive teaching	HT	Time, literature	Across the school year	
To continue to consider how we are challenging learners	HT	Literature, education Scotland documentation	Across the school year	
4 x tracking meetings per year	HT	Time, BGE tracker, meeting template	Termly	

Table 1 - Reading

2024-25 Levels	2025-26 Target	Actual / Increase
	P1	89%
P1 – 100%	P2 - 100%	95% - 5%
P2 – 94%	P3 – 94%	94%
P3 - 71%	P4 – 82%	96% + 25%
P4 – 93%	P5 – 93%	88% - 5%
P5 – 93%	P6 – 93%	100% +7%
P6 – 88%	P7 – 92%	96% +6%

Table 2 – Writing

2024-25 Levels	2025-26 Target	Actual / Increase
	P1	89%
P1 – 100%	P2 – 100%	95% -5%
P2 – 72%	P3 – 81%	81% +9%

P3 – 71%	P4 – 82%	92% + 21%
P4 – 89%	P5 – 93%	77% - 12%
P5 – 87%	P6 – 88%	100% +13%
P6 – 88%	P7 – 92%	79% - 11%

Table 3 – Listening and Talking

2024-25 Levels	2025-26 Target	Actual / Increase
	P1	93%
P1 – 100%	P2 – 100%	95% -5%
P2 – 100%	P3 – 100%	88% - 12%
P3 – 92%	P4 – 95%	96% +4%
P4 – 96%	P5 – 96%	96%
P5 – 93%	P6 – 94%	100% +7%
P6 – 96%	P7 – 96%	96%

Table 4 – Numeracy

2024-25 Levels	2025-26 Target	Actual / Increase
	P1	89%
P1 – 100%	P2 – 100%	100%
P2 – 83%	P3 – 93%	100% +17%
P3 – 79%	P4 – 91%	96% 21%
P4 – 93%	P5 – 93%	96% +3%
P5 – 93%	P6 – 93%	100% +7%
P6 – 92%	P7 – 92%	96% +4%

SCHOOL IMPROVEMENT PRIORITY 2:

To create an inclusive, dynamic, and innovative learning environment where students are empowered through choice, inspired by creativity, and stretched through challenge to become resilient, critical thinkers and lifelong learners.

Rationale that informs this priority:

This priority is driven by our ongoing commitment to meeting the needs of all learners in a rapidly evolving global context. By fostering a culture where children are empowered through choice, inspired by creativity, and stretched through meaningful challenge, we aim to cultivate resilient, independent, and critical thinkers. This approach not only supports academic excellence but also nurtures the social, emotional, and cognitive skills necessary for lifelong learning. Learning walks, pupil focus groups, head teacher trio visits and our recent school inspection all confirm that this is the right time and direction for St Andrews.

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
Learners will have increased ownership of their learning through meaningful choices in content, process and product.	Pupil will talk about 'choice' during focus groups Pupil survey data will increase. 16% of children said that their teacher asked them about things they wanted to learn about in school all of the time and 50% said some of the time. This equates to 66% together and we will aim to achieve +/- 90% by June 2026 Increase in pupil engagement scores from 3 or below = 12% and score 5 = 20% Self, peer and head teacher lesson evaluations will reflect increased pupil choice. Observations will be made. Jotter sampling will reflect choice (peer and headteacher)	We have seen some improvement in engagement scores with fewer children scoring a 3 or below, this is now at 10%. There is also a 2pp increase of children who scored a 5 – this is now at 22%. Unfortunately, the pupils survey was not carried out again at the end of the school year and therefore cannot report on any increase from this.

Learners will use creative thinking and problem solving into all subject areas	Pupil focus groups – children’s ability to discuss creativity in their learning Curriculum planning will reflect creativity Children’s participation in a wide range of activities: competitions, exhibitions, assemblies, school events... Classroom and corridor displays will demonstrate increased creativity Seesaw posts – using different ways to engage parents more – e.g. voice notes, questions, family activities. Staff engagement with innovative teaching strategies tracked through peer observations and professional learning reflections.	All children who participated in focus groups agreed that the topic ‘Enterprise’ was fun engagement and fun. Almost all said that they learned a lot about money, profit, business and finance which they found helpful and able to link it to life skills and the world of work. Over the year, children participated in a wide range of activities and most children said that it made learning more meaningful. E.g. St Andrews, craft, musicians, author visit, STEM
Learners will experience appropriate levels of challenge that stretches them and develops their critical thinking skills.	Evidence of higher-order questioning and problem-solving in lesson observations. Sampling of children’s work BGE tracker will show more children exceeding. Percentage of children exceeding in June 2025 Reading: 34% Writing: 33% L&T: 33% Numeracy: 32% Survey data will increase. ‘I feel my work in school is hard enough’ 38% said ‘all of the time’, 44% - some of the time. Leaving 18% who disagreed with this statement. High-quality assessments	BGE tracker shows more children exceeding in reading, listening and talking and numeracy at the end of 2026 compared to 2025. Percentage of children exceeding in June 2025 Reading: 38% +4pp Writing: 24% -9pp L&T: 42% +9pp Numeracy: 33% +1pp
Learners will develop skills for life beyond school and have strategies to build their resilience.	Children self-assessment tool – weekly reflections.	Children are becoming more reflective about their learning. Almost all children are able to say what was successful and what

	The language around growth mindset will be commonplace tracked through peer observations and professional learning reflections. Attendance will be monitored closely and increased from the current percentages: whole school = 94.53% Children entitled to FSM = 77.45% and children who have experienced care = 91.15% Meta skills will be linked to learning by both teachers and children – evidence from jotter sampling, planning and focus groups.	they needed further support or revision of. Whilst most are developing a growth mindset, further work on this is now required at whole school level. In June 2026 whole school attendance was 94.83% which is only 0.17% away from the stretch aim of 95% which is something that will be aimed for again next year. Attendance of children entitled to FSM has increase to 89.75% and children who have experienced care = 95% which reaches our school target and local authority stretch aim.
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Evaluation (SQR)

- Due to challenges with staffing across the year and an acting headteacher in place in terms 3 and 4 many aspects of the implementation plan were not completed. This will therefore continue to be a focus into the next school year where a new head teacher has been appointed and keen to continue the work started.
- The increase in attendance for children who have experience care and are entitled to FSMs has been extremely positive this year and this will continue to be monitored to ensure this continues.
- Children have responded well to the opportunities provided to make their learning more meaningful, creative and with elements of choice. This still needs to be reviewed and monitored over the coming years along with the curriculum improvement cycle.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
To review the current topic / IDL 3 year cycle	KL	Children, parents, staff Curriculum design toolkit and audit	T1 and T3	

To survey parents, children and staff – what would they like to learn about, what is important to them and how would they like to demonstrate new learning and skills	KL	Children, parents, staff, surveys	T1	
Review our school curriculum rationale.	KL	Time, survey Curriculum design toolkit	T1	
Staff development related to pupil choice – sharing best practice and recent articles, research findings...	KL	Related research, articles, webinars, text...	Across the year	
Embed active learning strategies in learning and teaching	KL	Related research, articles, webinars, text...	Across the year	
Introduce child-led learning opportunities (e.g., inquiry, projects, personal learning goals...)	KL	Teachers, time and engagement	Across the year	
Provide professional development in project-based learning, critical thinking and problem solving.	KL	Related research, articles, webinars, text...	Across the year	
Establish interdisciplinary or themed learning.	KL	Curriculum maps, staff time and engagement	T3 and 4	
Partner with artists, technologists, and community creatives for co-designed learning experiences.	KL and activities 'champion'	People from the wider community	Across the year	
Allocate time and space for innovation—makerspaces, studio time, genius hour and / or enterprise	KL and parent council 'champion'	Dependent on children (wool, material, clay...)	T2 Across the year	
Design and implement learning tasks with open-ended, real-world problems.	KL	Teachers, time and engagement High quality assessments	Daily HQA – Termly	
Promote questioning strategies that require analysis, evaluation, and synthesis.	KL	Teachers, time and engagement	T1 staff meeting – across the year	
Embed meta-skills further by linking them to learning intentions	Class teachers in own classes	Meta skills documentation	Across the year	
Provide structured opportunities for reflection, peer review, and self-assessment.	PT	Review / reflection templates	Weekly, reporting periods	

Embed "growth mindset" in every class	KL	Growth mindset resources, Carol Dweck research, evidence and implementation.	T1 and 2 implementation	
Track attendance monthly and support where needed.	KL	Monthly attendance reports , education Scotland attendance documentation	Monthly and on going	

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:	Throughout the year	Staff meetings, self, peer HT observations, self-evaluation, HGIOS4, Inservice days, PRDs, professional dialogue, tracking meetings,	- Teaching staff have engaged with the quality assurance calendar this year and participated in a wide range of activities: sampling jotters, moderation, self-evaluation, peer-evaluations and Headteacher learning walks consolidating high-quality learning and teaching across the school - Staff have been actively involved in professional development, staff meetings and school improvement activities which have helped us achieve school priorities. - Staff contribute openly and collaboratively to drive school improvement, contributing to change positivity. - Staff genuinely care about the school, pupils, parents and wider community and go above and beyond what is expected of them to ensure that all children feel happy and safe in school - Staff know their pupils well. Most children are engaged and are developing skills for independent learning. - Teachers are more confident with data analysis and using the BGE tool kit to track attainment, progress and identify individual needs - Teachers are beginning to use attainment data effectively to inform planning. - Teachers recognise the importance of developing pupil choice within their learning and providing further challenge through creative learning and teaching.
Learners:	Throughout the year	Pupil Council, self-evaluation activities, HGIOURS Pupil choice (in learning), weekly evaluations, surveys, focus groups.	- Children are very positive about attending school and their learning experiences. - Almost all children feel happy, safe and respected in school

			• Almost all pupils said that they believe that their teacher is interested in how they feel about their learning and understands their learning needs. • Children said that they would like to have a say in what they learn in school and to be challenged more in their learning.
Parents and carers:	Throughout the year	Parent surveys, Parent Council meetings, Open day, Parents evenings, Seesaw, Assemblies and concerts, attainment and target reports,	• The Parent Council are regularly updated on and have discussions about the school priorities and other aspects of learning and teaching. • Parent events have been very well attended – particularly the open day • Parents would like further guidance on how to support their child's learning at home. • Parent volunteers – e.g. handcraft and gardening.
Community and other stakeholders:	Throughout the year	Providing opportunities to come into the school – concerts, assemblies, volunteer, clubs, activities. And engaging with the wider community and connecting the school and community	• Pupils have engaged in activities led by the local minister, through The Church of Scotland – both in school and within the community. • Pupils have enjoyed participating in some afterschool activities and they would like to see more happening in the coming year. • Pupils have performed outside of school with the community at community lunches and clubs. • Parents and local community members and businesses have fully supported the school through the donations and grants. • Parents and the local community have created opportunities for children to learn handcraft.

Summary of attainment for 2025-26

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	89%	96%	96%	93%
Writing:	89%	92%	79%	87%
Listening & Talking:	93%	96%	96%	95%
Literacy:	89%	92%	79%	87%
Numeracy:	89%	96%	96%	93%

Evaluative statement:

- The Local Authority stretch aim was achieved in writing, and the stretch aims for all other organisers were exceeded.
- The school target in reading was met and only narrowly missed in the other organisers by 1pp in Listening and talking and numeracy and by 2pp in writing and literacy.
- There was a 9pp dip in writing in P7, however, all the other organisers saw improvement of between 4pp and 8pp.
- P4 made the most progress across the year with almost all children in that cohort now on track or exceeding.

Pupil Equity Funding Report 2025-26.

Total funding for 2025-26:	£7350	FME Percentage of school roll (%):	4.5%
Rationale for Spend:	• The school is set in a rural location in the east mainland of Orkney with approximately 160 pupils across 7 classes. • The SIMD levels range from V8 to V15 and Q2 to Q4. • We identified an attainment gap between FSM and non-FSM children in reading, writing and numeracy as below: • 77% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in reading, compared to 93% non-FSM children. • 62% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in writing, compared to 89% non-FSM children. • 62% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in numeracy, compared to 92% non-FSM children. • We also identified a significant gap in attendance levels where the average for children eligible for FSM is 88% compared to 94% non-FSM children.		
Activities/interventions:	• Supported targeted pupils for specific blocks of intervention focusing on literacy and numeracy. • Supported attendance initiatives with children and families • Talking mats intervention sessions • Staged intervention planning with clear outcomes for learners. • The Early Intervention Support Assistant provided in class support for P1 and 2 for 1 hour each day. • Early Intervention Support Assistant provided targeted support for children at risk of falling below expected attainment levels in P1 and P2 for 15 mins per day. • Base line parallel spelling data from Term 4 and Term 1 was used to inform planning and targeted support as required. • SfLT provided targeted intervention to pupils to help narrow the attainment gap and achieve their individual targets in literacy and numeracy in term. • New materials were purchased to improve engagement in literacy and numeracy. (Audiobooks, hi/low books, coloured overlays, physical maths resources and textbooks and workbooks)		

Evaluative statement:	• Attainment data is extremely positive, and the poverty related attainment gap has narrowed. • In reading and numeracy 100% of children eligible for FSM are on track or exceeding. • In writing the gap has narrowed from 27pp to 4pp • In listening and talking there is 12pp gap and this needs to be a focus in the next school year. • Literacy also needs further moderation as currently 67% of children eligible for FSM are on track compared to 88% not eligible for FSM • Assessment data (Parallel Spelling/SOFAS/SNSAS is beginning to be used more effectively by class teachers to identify gaps and inform planning. • Visual and tactile maths resources are being pushed throughout the school and are being used at all levels, not just Early level. • We had identified a significant gap in attendance levels where the average for children eligible for FSM was 88% compared to 94% of all children giving a 6pp difference. This has narrowed to 90% average attendance for those eligible to FSM compared to 94% of all pupils therefore closing the gap to 4pp
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Care Experienced Children and Young People (CECYP):

***Amend as required/appropriate.**

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.

School Improvement Plans. 2026-27

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

- Attainment data will show an increase in the percentage of children achieving or exceeding expected levels in literacy and numeracy.
- Almost all children will demonstrate expected or accelerated progress from their individual starting points, evidenced through robust tracking and monitoring.
- Teacher professional judgement will be consistent across the school and will be supported through regular moderation activities.
- The attainment gap for identified groups of learners will have reduced.
- Learners will be able to discuss their progress, achievements and next steps confidently.
- Wellbeing and engagement data, including learner voice and survey information, will demonstrate improved outcomes for children.
- Attendance will improve and persistent absence will reduce.
- Children will report that they feel safe, included, respected and supported within the school community.
- Staff, parents and partners will report positive experiences of the school's inclusive ethos, communication and partnership working.
- Support and interventions will be identified early, monitored effectively and will demonstrate a positive impact on wellbeing and progress.

SCHOOL IMPROVEMENT PRIORITY 1: To raise attainment through consistent high-quality learning and teaching, that provides appropriate challenge and promotes high expectations for all learners.

Rationale that informs this priority:

Raising attainment remains central to our ongoing commitment to excellence and equity in education. The Local Authority stretch aim was achieved in writing, while stretch aims for all other organisers were exceeded. The school target for reading was met, and targets in listening and talking and numeracy were only narrowly missed by 1 percentage point, with writing and literacy narrowly missed by 2 percentage points. While this reflects strong overall attainment, recent assessment data and self-evaluation indicate a need for greater consistency in the quality of learning and teaching across the school.

This priority is driven by our commitment to meeting the needs of all learners in a rapidly evolving global context. By fostering a culture where children are empowered through choice, inspired by creativity and stretched through meaningful challenge, we aim to develop resilient, independent and critical thinkers. This approach supports continued improvements in attainment while also nurturing the social, emotional and cognitive skills essential for lifelong learning.

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 disadvantaged children & young people. • Improvement in skills & sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy & numeracy.	NIF Key Drivers: • School & ELC leadership. • Teacher & Practitioner professionalism. • Parent/carer involvement & engagement. • Curriculum & assessment. • School & ELC improvement. • Performance information.	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. 1.5 Management of resources to promote equity.	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. 2.6 Transitions. 2.7 Partnerships.	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 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
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					3.3 Policy Refresh and Development 3.4 Systemic Supervision 3.5 Quality Improvement Framework
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Outcomes for learners:	Measures:	Impact
Learners' attainment will be maintained at a high level, where other classes will have specific targets for improvement - see tables below More children will be exceeding expectations across all areas of the curriculum. Data below shows the percentages of children exceeding in June 2026 • Reading: 38% • Writing: 24% • L&T: 42% • Numeracy: 33%	Class observations will highlight consistent use of agreed HQL&T at St Andrews (T1 and 3: HT class visits, T2 and 4: professional partner class visits) Pupil's books / jotters – sampling work and feedback will provide evidence of High-Quality Learning and Teaching. (Term 2 and 4: HT review and Term 1 and 3 – professional partners) BGE Tracker data will be monitored closely at each reporting period to ensure we are on track to reach our targets. SNSA and SOFA Data Parallel spelling results The professional learning resources in the staff room will continue to be developed Self-evaluation tools, discussions and PRDs BGE tracking data will show an increase in attainment with more learners exceeding and fewer less likely to achieve. Learners will be able to link Meta skills to their learning and life beyond school	

	Pupil focus groups Monitoring the poverty related attainment gap and quickly intervening where needed Targeted intervention – targets being met.	
Learners' will feel challenged and engaged in their learning across the curriculum.	Pupil focus groups Pupil survey data at the beginning and end of year	
Learners will develop skills for life beyond school and have strategies to build their resilience.	Children self-assessment tool – weekly reflections. The language around growth mindset will be commonplace tracked through peer observations and professional learning reflections. Attendance will be monitored closely and increased from the current percentages: whole school = 94.83% Children entitled to FSM = 89.75% and children who have experienced care = 95% Meta skills will be linked to learning by both teachers and children – evidence from jotter sampling, planning and focus groups.	

Evaluation (SQR)

1.

2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
Create and follow the school cycle of assessment and moderation for 2026-27	HT	Time	Create beginning of term 1 – then ongoing	

T&L toolkit to be reviewed and edited	HT	Time Theory	By end term 2	
Engage in moderation activities as a school and collegiately including cross sectors where possible.	HT	Other schools	Across the year	
Review of current resources for Maths/Numeracy and agree on core resources to be used at each stage	HT and PT	Time	T1	
To fully embed the adaptive teaching approach to Maths/Numeracy and to explore developing it in other curricular areas.	HT	Time, literature	Across the school year	
For staff to engage in high-quality research and theory on how to challenge learners in Maths/Numeracy.	HT	Literature, education Scotland documentation	Across the school year	
4 x tracking meetings per year	HT	Time, BGE tracker, meeting template	Termly	
Fully embed meta-skills by linking them to learning intentions	Class teachers in own classes	Meta skills documentation	Across the year	
Provide structured opportunities for reflection and self-assessment through Seesaw.	PT	Review / reflection templates	Weekly, reporting periods	
Track attendance monthly and support where needed.	HT	Monthly attendance reports, education Scotland attendance documentation	Monthly and on going	

Table 1 - Reading

2025-26 Levels	2026-27 Target	Actual / Increase
	P1 -	
P1 - 89%	P2 - 92%	
P2 - 95%	P3 - 95%	
P3 - 94%	P4 - 94%	
P4 - 96%	P5 - 96%	

P5 - 88%	P6 - 92%	
P6 - 100%	P7 - 100%	
P7 - 96%		

Table 2 – Writing

2025-26 Levels	2026-27 Target	Actual / Increase
	P1 -	
P1 - 89%	P2 - 92%	
P2 - 95%	P3 - 95%	
P3 - 81%	P4 - 88%	
P4 - 92%	P5 - 92%	
P5 -77%	P6 - 88%	
P6 -100%	P7 - 100%	
P7 - 79%		

Table 3 – Listening and Talking

2025-26 Levels	2026-27 Target	Actual / Increase
	P1	
P1 - 93%	P2 - 96%	
P2 - 95%	P3 - 100%	
P3 - 88%	P4 - 94%	
P4 - 96%	P5 - 96%	
P5 - 96%	P6 - 96%	
P6 - 100%	P7 - 100%	
P7 - 96%		

Table 4 – Numeracy

2025-26 Levels	2026-27 Target	Actual / Increase
	P1 -	
P1 - 89%	P2 - 92%	
P2 - 100%	P3 - 100%	
P3 - 100%	P4 - 100%	
P4 - 96%	P5 - 96%	
P5 - 96%	P6 - 96%	

P6 - 100%	P7 - 100%	
P7 - 96%		

SCHOOL IMPROVEMENT PRIORITY 2: To develop an inclusive learning community that promotes equity, celebrates diversity, challenges discrimination, and ensures every child feels respected, represented, valued and included.

Rationale that informs this priority:

Creating a truly inclusive school community is fundamental to ensuring every child is able to learn, thrive and achieve. Although our school has a strong ethos of care and positive relationships, our self-evaluation, pupil voice and national priorities highlight the need to further embed inclusive practice, celebrate diversity and strengthen understanding of equality. We recognise the importance of ensuring that all children see themselves reflected within the curriculum and school environment, and that everyone is equipped to recognise, challenge and respond appropriately to discrimination and prejudice.

By continuing to develop an inclusive culture where diversity is valued and discrimination is actively challenged, we will strengthen children's sense of belonging, wellbeing and respect for others. This priority will support learners to become confident, compassionate and responsible citizens, while ensuring every child feels safe, respected, represented, valued and included within the life of St Andrews School.

This rationale aligns well with HGIOS 4, UNCRC, GIRFEC, and Scotland's national guidance on anti-racism, LGBT inclusive education, and Respect for All.

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 disadvantaged children & young people. - Improvement in skills & sustained, positive	NIF Key Drivers: - School & ELC leadership. - Teacher & Practitioner professionalism. - Parent/carer involvement & engagement. Curriculum & assessment. - School & ELC improvement.	HGIOS4 QIs (Leadership and Management): 1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change.	HGIOS4 QIs (Learning Provision): 2.1 Safeguarding & child protection. 2.2 Curriculum. 2.3 Learning, teaching & assessment.	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
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school-leaver destinations for all young people. Improvement in attainment, particularly in literacy & numeracy.	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.	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
Learners to feel that they are treated with respect and kindness by their peers	- Pupil survey data to increase from baseline - Wellbeing scores to increase from % to % scoring 4 or above	
Learners will treat each other with respect regardless of differences	No reported incidences related to discrimination	
All most all learners feel included at school and in their community	Pupil survey data	

Evaluation (SQR)

1.
2.

Implementation Plan

Actions	Lead	Resources	Timescale	Progress (RAG)
For all staff to have completed The Promise online training	HT	The Promise resources - MG	By Term 4	
Audit Relationship and anti-bullying policies – using challenge questions	All staff	Information from EP	Term 1	
Teachers to embed the use of resources linked to discrimination in their everyday lessons. (E.g. books & visuals)	EP, class teachers	Books, visuals, training	Throughout the year	
Staff to follow up on anti-racist training from last year through further personal development and use of resources. Antiracisted.scot	Class Teachers	Online training, resources and notes from last session	Throughout year	
TIE online training modules 1 and 2 completed by all teaching staff	HT	Online resources	By end of term 4	
P6 and P7 to complete connected compassionate classroom	EP SfLT and P6/7 teachers	Resources from EP	Throughout the year	

Pupil survey to record pupil feeling about inclusivity and discrimination at start and end of school year.	HT	Survey/Pupil Council	T1 and T4	
EP twilights – inclusivity	EP		3 sessions across the year	

Equity Planning

Pupil Equity Funding Plan 2026-27.

Total funding for 2026-27:	£7350	FME Percentage of school roll (%):	4.5%
Rationale for Spend:	This data is from February 2026 We identified an attainment gap between children eligible for FSM and those who are not eligible for -FSM children in Listening and Talking, Writing and Numeracy which would want to narrow or close, and maintain our current reading attainment where there isn't an attainment gap: ○ 100% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in reading, compared to 95% non-FSM. ○ 71% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in writing, compared to 93% non-FSM, giving an attainment gap of 22pp. ○ 86% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in listening and talking, compared to 97% non-FSM, giving an attainment gap of 11pp. ○ 86% of children eligible for FSM are either on track, exceeding or on the cusp of achieving the level in numeracy, compared to 95% non-FSM giving an attainment gap of 9pp We also identified an attendance gap where the average for children eligible for FSM is 90% compared to 94% non-FSM children, giving a 4pp difference.		
Activities/interventions:	• 1-1 and small groups targeted, related to individual / group targets • Release class teacher to work with individuals and / or small groups - e.g. for pre-teaching • Transition activities with incoming P1's throughout Term 4 2026		

	• The Early Intervention Support Assistant to provided 'in-class' support to the P1 and P2 class for 1 hour each day. • Early Intervention Support Assistant to provided targeted support for children at risk of falling below expected ½ an hour every day • Sounds-Write refresh training for all class teachers including the Provisional Registered Teacher and Early Intervention Support Assistant • Weekly ½ hour sessions with SfLT • Class teacher adaptations, in class support and whole class adaptive teaching.
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.