



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



## Section 1: School Context

St Peter's R.C. Primary School is a Roman Catholic (RC) primary school currently situated in the Old Aberdeen area of Aberdeen. St Peter's serves the North RC zone of the city (which includes parts of Aberdeenshire) and has a number of pupils transported to school due to living more than 2 miles from the school but in zone. This means that the school serves a large catchment area. Almost 60% of our learners are baptised Roman Catholics. St Peter's is part of the St. Machar Associated Schools Group, however learners go to a number of different secondary schools after finishing P7. The school is split on the current site between the main school building, a Portakabin housing two classrooms and part of the Old Aberdeen House building housing three classrooms. The school is currently part of a planned refurbishment project, and is due to decant to the old Riverbank School building (Dill Road) in August 2025 to allow for the planned works.

The school roll is currently 190 pupils with no Early Learning and Childcare provision. The roll has slightly decreased during this school year. The Senior Leadership Team consists of the Head Teacher (Mr Liam Sturrock) and Depute Head Teachers (Mrs Amy Bain 0.8 FTE and Mrs Carolyn Kelman 0.2 FTE). There are currently eight classes in the school. The teaching team consists of class teachers and a Supporting Learners teacher. There are two probationer teachers in the school currently. The school has 6 Pupil Support Assistants, an Administrator and a part-time School Support Assistant.

55.61% of learners live in SIMD quintiles 1 and 2. 18.71% live in quintile 1 and 36.89% live in quintile 2. The school saw a small decrease from 8% to 7% of our learners registered to receive free school meals from the previous school session. The last attendance data for the school (2023-2024 school year) sits at 94.80%. The school works closely with targeted families and the Home School Liaison Officer to support and increase attendance. St Peter's serves a diverse school population and has 22.99% of learners with English as an Additional Language.

Currently, 4.21% of learners identify as White Scottish, with the majority of learners (53.15%) identifying as African Scottish / British or African (other). The next largest group by ethnic identity is White Polish, with 14.21% of learners. The school also has a diverse mix of other ethnic identities / nationalities, including Asian and children from other European nations. A number of families stay for relatively short periods of time (1-2 years) at the school due to parental status as students in Aberdeen. The school's roll therefore fluctuates, which is predominantly due to arrivals and departures of children who are student dependents.

Our school values of kindness, respect, trust, forgiveness and tolerance underpin our attitude to supporting all learners, families and staff. Work has continued this school year to further embed our values into the life and ethos of our school. This has included the creation of a values song to support understanding of our values in action. Our school values are used to uphold our ethos of high expectations and standards of positive relationships and engagement with learning in classes. They are also used to facilitate restorative discussions with learners. Almost all learners are aware of the school values (through our mascots), and there has been a continued increase in the reference to these when looking at learning, relationships and our daily lives in school. We have also introduced rewards to recognise learners making a positive effort to follow our school values. There have been no exclusions in school over the last four years.

As a school, we commit to inclusive approaches to uphold and develop our school vision and support the wellbeing and progress of our learners. Staff have been working on embedding the CIRCLE framework into their practice to support our learners. Our Supporting Learners teacher has upskilled staff in using this tool and holds regular consultations meetings to support class teachers in planning support across the school.



SQUIP 2025-26

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Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
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This year, the school received an allocation of £9234 of Pupil Equity funding. This was allocated to supporting literacy (developing reading and writing approaches), numeracy (Maths Mastery approaches) and Health and Wellbeing (emotional literacy through the Roots of Empathy programme) in school this year.

In the next part of this document, the Self-Evaluation Summary, we will provide an evaluation of our work during the 2024-2025 school year. Following this, we will share our School Improvement Plan for the 2025-2026 school year. It is an ambitious plan as we seek the very best for our young people and look ahead to a new and exciting academic session.



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Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
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## Section 2: Self-Evaluation Summary

<p><b>HGIOS QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)</p>	<p><b>How would you evaluate this QI using the HGIOS?4/HGIOELC? Six point scale?</b></p>	<p>School Very good</p>
<p><b>HGIOELC QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the ELC setting and its community; Strategic planning for continuous improvement; Implementing improvement and change)</p>		
<p><b>How well are you doing?</b> <b>What's working well for your learners?</b></p>	<p><b>How do you know?</b> <b>What evidence do you have of positive impact on learners?</b></p>	<p><b>What are you going to do now?</b> <b>What are your improvement priorities in this area?</b></p>
<p>All learners have had opportunities to be part of a pupil voice group in school this year. Most learners have valued the opportunity to remain in the same pupil voice group this year, working towards set goals and outcomes. Most learners can talk about their role in their pupil voice group and the impact their work has had on school improvement.</p> <p>Groups have continued working on the themes of eco schools, Rights Respecting schools, digital leadership and charities &amp; community). Groups have developed display boards to share their work. The work of our groups has also been shared and celebrated regularly in parent newsletters.</p> <p>This year, we have achieved awards / accreditation for a number of our pupil voice groups, including the bronze Rights Respecting Schools award and a Digital Schools Award Scotland . Our eco pupil voice groups have been carrying out work to maintain our school's eco flag accreditation. Our charities and community pupil voice groups have widened opportunities for learners to work with</p>	<ul style="list-style-type: none"> <li>• Feedback from pupil surveys shows that most learners (86.5%) enjoy being part of a pupil voice group. This is an increase of 2% from last year.</li> <li>• Feedback from pupil surveys shows that most learners (84%) feel that their pupil voice group has carried out important work during this school year, which is an increase of 4% from last year. However, surveys show that the majority (51%) of learners would like to change to a new pupil voice group in the new school year.</li> <li>• Feedback from pupil surveys shows that almost all learners (91.84%) feel that they are listened to in school through pupil voice, pupil leadership activities and wider opportunities. This is an increase of 6.84% from last year.</li> <li>• Feedback from teaching staff (including through surveys) shows that all teachers (100%) feel that pupil voice groups are having a positive impact on school improvement. Most staff (90%) report that they enjoy running pupil voice groups in school. All staff (100%) feel that pupil voice groups have a clear</li> </ul>	<ul style="list-style-type: none"> <li>• Offer new opportunities for learners to contribute through pupil voice activities by giving the chance for learners to select their own pupil voice group for the 2025-2026 school year.</li> <li>• Allocate time for teaching staff to plan pupil voice group work and complete work towards accreditation in the Working Time Agreement for 2025-2026.</li> </ul>



SQUIP 2025-26

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 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
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<p>member of our local community, including through our link with Livingstone Court local retirement housing complex.</p>	<p>remit, which has increased by almost 10% from the last school year. Feedback comments indicate that staff can see the impact that the work of groups is having on school improvement, but that more time needs to be allocated for staff to meet together to plan the work of the groups.</p> <ul style="list-style-type: none"> <li>Action plans (on display boards and online) show clear remits and targets for pupil voice groups.</li> </ul>	
<p>All classes elected Pupil Council and Learning Council members this year. The remits of pupil leadership groups have been carefully planned in consultation with elected learners to ensure they have a clear understanding of their roles and the impact this has on school improvement.</p> <p>The Pupil Council have had a voice in plans for the new school building over the course of the year. They have also had an input into school policies such as our Cost of the School Day position. They promoted the "VoiceBox" competition in school, and we had one of our learners win the local element of this competition.</p> <p>Our Learning Council have consulted classes to evaluate our contexts for learning. They have also planned some key learning events, including some Active Adventure Days. The Learning Council helped to review our whole school approaches to home learning this year. Finally, our Learning Council have introduced a "Learner of the Month" award, who is chosen by the Learning Council rep in each class. This is focused on a specific skill from our school Skills Framework each month, and has helped to embed skills language and focus throughout the school.</p>	<ul style="list-style-type: none"> <li>Actions plans for pupil leadership groups (Learning Council, Pupil Council, P7 Leadership and Junior Road Safety Officers) and minutes of their meetings show clear aims and progress against set goals this year.</li> <li>Survey feedback from pupil leaders shows that the majority (70.3%) feel that their work is valued. This has increased by 13.8%. Comments from pupil surveys indicate that we are sharing their work more with the wider school, including during assemblies and through our website and digital newsletters.</li> <li>All staff (100%) feel that pupil leaders have a clear remit. Staff comments indicate that the work of these learners is becoming increasingly visible and recognised in school, and that leaders feel more valued with the increased responsibilities they have been given this year.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use HGIOURS to plan and achieve more pupil-led improvements in the new school year.</li> <li>Involve the pupil council in supporting our settling in at the Dill Road site during our decant, including making key decisions and setting up spaces.</li> <li>Involve the learning council in setting up learning spaces at the Dill Road site and in establishing new partnerships during our decant.</li> <li>Increase the involvement of parents and partners in evaluating contexts for learning, including by inviting them to Learning Council meetings.</li> <li>Build the roles of House Captains further next year to improve / refresh our House system in school.</li> <li>Work with our new sports partner to establish a pupil sports leadership (P7) programme.</li> </ul>



SQUIP 2025-26

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Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
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<p>Our Junior Road Safety officers have had new responsibilities in school this year, including through working with our partner Sustrans to deliver sessions for classes and by inputting into the school's Active Travel Plan and carrying out work to promote and uphold this throughout the school year. They led "Be Safe, Be Seen" and "Beep Beep" theme days, focused on widening knowledge of road safety across the school.</p> <p>Eight Primary 7 pupils have served as young leaders through the Russell Anderson Development School (RADS) leadership programme. They have developed confidence, organisational and leadership skills through the programme. Teachers have commented on the increased leadership of the RADS young leaders this year during coaching sessions.</p>		
<p>Almost all staff have good understanding of the children and families we work with, which supports them to deliver our school values when working with our learners.</p>	<ul style="list-style-type: none"> <li>• Attainment trackers evidence continued use of data (including SIMD) to support individual planning and progress tracking.</li> <li>• Minutes of planning and tracking meetings, IEPs and targeted support planning evidence identification of specific needs and interventions for learners / families.</li> <li>• Recent survey feedback from parents (May parents evenings 2025) shows that (of the 42 families who responded) almost all (95.3%) of parents feel that the class teacher and other staff at St Peter's know their child well.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the school vision and aims within the new school year (2025-2026) to reflect the changes within the school (including locality with the decant).</li> </ul>
<p>Most staff have a good understanding of the improvement priorities of the school, including through the School Improvement Plan. A family-friendly version has been shared to increase pupil and parent understanding of the school's priorities for improvement.</p>	<ul style="list-style-type: none"> <li>• Minutes of staff meetings / In-Set Day agendas evidence all staff involvement in self-evaluation using "How Good is Our School?" (HGIOS). This continues to support staff to understand the</li> </ul>	<ul style="list-style-type: none"> <li>• Create a School Improvement display in school to promote our priorities using pupil-friendly language.</li> <li>• Increase opportunities for learners to be part of quality assurance activities in school (including through Learning Walks and focus groups).</li> </ul>



SQUIP 2025-26

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<p>A Quality Assurance calendar was shared at the beginning of the school year to give staff an overview of planned opportunities to moderate and self-evaluate through evidence.</p>	<p>school's improvement journey and evaluate our progress.</p>	<ul style="list-style-type: none"> <li>Involve QI team and QI Trio in supporting our moderation and quality assurance procedures in school.</li> <li>New Acting PT to support staff moderation as part of remit in the new school year.</li> </ul>
<p>The school has a culture of high expectations for learners, which encourages them to follow our families and achieve in class. Staff work together to provide a nurturing, inclusive and positive school ethos and environment.</p>	<ul style="list-style-type: none"> <li>Recent survey feedback from parents (May parents evenings 2025) shows that (of the 42 families who responded) almost all (92.9%) of parents feel their child enjoys coming to St Peter's School.. Almost all (97.6%) of parents surveyed felt that the school looks welcoming with a positive environment for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the new school environment (Dill Road) as a team at the start of the new school year (2025-2026).</li> </ul>
<p>The Head Teacher and Depute Head Teacher effectively guide and manage the strategic direction and pace of change in school. Most staff take shared ownership of implementing change and improvement in school. Time is protected for professional dialogue, collegiate learning and self-evaluation to ensure learners and staff can contribute to our plans for continuous improvement.</p>	<ul style="list-style-type: none"> <li>In a parent survey (May 2025), all (100%) parents said that they felt that the school is well led with a shared vision and ethos and a commitment to continuous improvement.</li> <li>A survey of staff in March 2025 showed that almost all (93.3%) of staff feel that the pace of change in school has been appropriate.</li> <li>Minutes of pupil leadership groups evidencing pupil involvement in change and improvement in school.</li> <li>Discussions at PRD meetings and professional learning records show staff value the importance of time for professional dialogue and collegiate working.</li> <li>Minutes of stage meetings evidence professional dialogue</li> <li>Evidence of pupil and staff involvement of self-evaluation (minutes of pupil council meetings and Google classroom self-evaluation materials) demonstrates engagement with HGIOS and HGIOURS.</li> </ul>	<ul style="list-style-type: none"> <li>Increase opportunities for parental involvement in school improvement and self-evaluation processes.</li> <li>Provide time for a teacher to model good practice in CYPIC from P3-P7.</li> <li>Revisit staff leadership opportunities and the supports / resources required to facilitate this.</li> <li>Increase opportunities for staff to work with colleagues from other schools (ASG, QI Trio and RC Schools) to support planning, moderation and CLPL.</li> <li>Further work is needed to measure the impact of initiatives and processes on children's progress and learning.</li> </ul>



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	<ul style="list-style-type: none"> <li>Teaching staff have taken on more wider leadership roles and taken responsibility for leading new initiatives in school this year, including CYPIC writing.</li> </ul>	
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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Good
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of interactions; Effective use of assessment; Planning, tracking and monitoring)		
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
<p>There are very positive relationships between staff, staff and learners, staff and parents and between the learners themselves, which underpin all aspects of learning in school. The school values, linked to Gospel Values, are demonstrated by all members of the school community almost all of the time.</p> <p>There is a well-established calm, purposeful environment in the school. Learners are valued and supported in their learning across the school. Almost all children engage positively in their learning when this is well planned to meet their needs.</p>	<ul style="list-style-type: none"> <li>Our visitor survey comments highlight our welcoming and positive school environment.</li> <li>Staff survey feedback evidences positive staff wellbeing for most staff.</li> <li>Staff wellbeing survey data (March 2025) shows almost all staff (91.67%) feel that have been able to facilitate quality learning and teaching in school. Most staff (86.7%) feel that pupil behaviour is positive in school.</li> <li>SHINE data (P6 and P7) and city Health and Wellbeing survey data (P5-P7) showing that most learners at St Peter's report positive wellbeing.</li> <li>Use of CIRCLE framework by most teaching staff supports inclusive classroom environments.</li> </ul>	<ul style="list-style-type: none"> <li>Engage new partners with feedback processes (visitor survey).</li> <li>Improve playground relationships and experiences, including through planned play opportunities.</li> </ul>



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The school's contexts for learning support opportunities for learners to engage in meaningful and real-life learning. An increased focus on skills, including the language of skills, has supported learner engagement and giving learners a clear understanding of the purpose of their learning.

Staff have high expectations of learners, and most learners engage positively when learning activities are differentiated effectively. Effective planning and tracking supports and systems are in place to support quality learning and teaching across the school. In a few lessons, learners would benefit from more pace and challenge in their learning.

- Context for learning overviews evidence planned opportunities for real-life, meaningful and active learning experiences across the school.
- A Quality Assurance calendar (2024-2025) supported self-evaluation and moderation of learning and teaching in school.
- Class visit notes and learner conversations (including with Learning Council) show that children have a good understanding of what they are learning in class
- Minutes of planning and tracking meetings evidence consistent approaches and expectations for learning and teaching across the school.
- Quality assurance exercises throughout the year have highlighted areas of good practice in learning and teaching and next steps for continuous improvement.
- In a recent whole staff survey, almost all (93.9%) of staff felt that learners have a good or very good understanding of what they are learning and their steps to success. All staff (100%) felt that there are clear expectations for learning and teaching in school.
- Feedback from pupil surveys shows that almost all (98.23%) learners report that they know what they are learning in class in each lesson, and almost all (97.6%) know what they need to do in a lesson to be successful.

- Continue to build opportunities for learners to lead their learning in different ways.
- Teaching staff to focus more on sharing the skills focus during the lesson to allow learners to reflect on the skills they are developing. Skills displays in classes should reflect this, including the whole school focus skill of the month.
- Focus on pace and challenge during staff meetings / CLPL opportunities.



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<p>Digital technologies are used in all classes to support quality learning and teaching. The work of the Digital Champions pupil voice group has continued to increase pupil leadership of digital learning and increased responsibility for digital tools and learning.</p>	<ul style="list-style-type: none"> <li>• The Digital Champions achievement of a Digital Schools Scotland award during this school year evidences pupil leadership of digital technologies and learning in school.</li> <li>• The action plan for the Digital Champions pupil voice group evidences progress and planned continuous improvement in the area of digital technologies. This also evidences pupil-led initiatives and learning.</li> <li>• Google classroom used in all classes, including to showcase learning (weekly learning slides) and signpost to digital tools / experiences for learning. Google classroom is also used to support home learning.</li> <li>• Plans and context overview for “Our Future World” evidence planned opportunities this year for classes across the school to engage with new digital resources and tools.</li> <li>• Parent newsletters showing pupil involvement in learning. Number of views statistics showing parental engagement.</li> <li>• School website posts at the beginning, middle and end of terms keep families up to date with key learning in each class</li> </ul>	<ul style="list-style-type: none"> <li>• Develop consistency in the use of digital tools and the role of digital leaders in classes across the school.</li> <li>• Engage with CLPL linked to new technologies (including the possibilities with Microsoft post-migration).</li> </ul>
<p>Learners contribute effectively to the life of the school and wider community in a range of well-planned, intentional pupil voice and leadership activities. They know that their views are sought, valued and acted upon.</p> <p>Most learners feel listened to and feel that they have an active role to play in their classroom.</p>	<ul style="list-style-type: none"> <li>• Minutes of pupil voice group and leadership meetings evidence high levels of learner involvement in leading learning and improvement across the school.</li> <li>• Action plans for pupil voice and leadership groups evidence pupil-led initiatives across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Make meaningful use of SHINE, health and wellbeing survey and school survey data to plan our curriculum and improvement priorities in school.</li> </ul>



SQUIP 2025-26

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Section 2: Self Evaluation Summary

Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
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<p>In most classes, children participate willingly in a variety of tasks. Most teachers provide clear explanations and instructions. With a significant number of learners (22.99%) with English as an Additional Language (EAL), teachers have worked with specialist EAL staff to support the use of questioning approaches across the school. Specialist Speech and Language Therapy staff have also supported teachers in using the Colourful Semantics approach to support effective explanations and questioning.</p> <p>Teachers should continue to increase the range of teaching approaches to ensure that learners experience a variety of ways to learn, including through use of different learning environments (including outdoors) and creative / active teaching approaches.</p>	<ul style="list-style-type: none"> <li>• Class observations showing high levels of learner engagement and participation in lessons and effective use of instructions and explanations in most classes.</li> <li>• EAL and Speech and Language CLPL notes evidence collegiate approaches to supporting learners with strategies for increasing understanding, including through use of effective questioning.</li> <li>• Partnership with Sustrans has increased the number of opportunities for outdoor learning and has given teachers more confidence with outdoor learning approaches.</li> <li>• The majority of classes have planned play opportunities within the classroom. Most classes have made effective use of our lodge space to enhance opportunities for learning through play.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan regular opportunities for learning in different environments, including outdoors, especially through context overviews and plans for regular Active Adventure Days.</li> <li>• Develop consistency in play experiences and environments across the school through planned Quality Assurance activities and link SLT support.</li> <li>• Support teaching staff to plan trips in our new locality to maintain previous positive work in providing regular trip experiences across the school.</li> </ul>
<p>In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. Work has been carried out across literacy and numeracy in offering challenge and differentiating effectively. Staff should consider how they plan for composite classes to ensure appropriate pace, challenge, and support.</p>	<ul style="list-style-type: none"> <li>• Planning evidences a range of targeted approaches and interventions to meet the needs of individuals.</li> <li>• Minutes of planning / tracking meetings evidence a range of planned approaches for learning and teaching across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff to ensure composite classes are planned for effectively. This will be supported through professional dialogue, planning meetings and collegiate working opportunities (including with colleagues from other schools).</li> </ul>
<p>The majority of teachers have a good understanding of how to use timely verbal and written feedback to support learners to understand their progress and next steps in their learning. Almost all teachers are using “kind, specific, helpful” comments well to structure feedback for learners.</p>	<ul style="list-style-type: none"> <li>• Jotter moderation activities show some evidence of self and peer assessment, but that there are inconsistencies in regularity and opportunity here.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure regular jotter moderation with quality feedback to support a range of feedback and assessment approaches. Support CLPL here, including through professional dialogue, modelling and sharing good practice.</li> <li>• Develop the use of profiling to support learners to set targets and evidence their development / progress towards their targets,</li> </ul>



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<p>There are some inconsistencies in the use of self and peer assessment, and there is a need to have consistent target-setting approaches across the school.</p>		
<p>Most teachers effectively plan key assessment tasks at the outset of a teaching block to offer opportunities for learners to demonstrate and apply their learning in different ways.</p> <p>Whole school work has been carried out on developing the range of assessment approaches used in school, including for planned assessment focus blocks.</p> <p>Teachers should continue to develop robust and quality assessment evidence and develop shared, consistent approaches to high-quality assessment across the school.</p> <p>The school has shared expectations for standards to be achieved, and improvements have been achieved in the consistency of moderation across stages.</p>	<ul style="list-style-type: none"> <li>• Planning documents evidence planned assessment opportunities across the curriculum.</li> <li>• Quality Assurance activities have moderated assessment folders in all classes. This has shown mixed quality of approaches and evidence available.</li> <li>• Minutes of stage meetings evidence collegiate working to support planning, assessment and moderation across the school.</li> <li>• Assessment folders show a range of assessment evidence, with an increasing focus on capturing social subjects and expressive arts.</li> <li>• A range of data (e.g. SNSAs and school-based assessments) is used to triangulate teacher judgement.</li> <li>• Moderation activity recording sheets evidence collegiate approaches to moderating key curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and quality assure assessment processes in school, especially in capturing evidence for learning across the curriculum.</li> <li>• Look outwards and increase work with other schools to support assessment approaches.</li> <li>• Teachers to work on moderating across the curriculum. This will be supported by the remit of Acting PT.</li> <li>• Increase opportunities for moderation across schools for key curricular areas, including within the ASG.</li> </ul>
<p>Teachers plan effectively over different timescales to meet the needs of learners across all areas of the curriculum. Almost all teachers use the Aberdeen planning progression frameworks to inform planning, and almost all teachers have opportunities to plan collegiately.</p> <p>There have been improvements in learner involvement in planning of learning, including through pupil voice and leadership activities.</p>	<ul style="list-style-type: none"> <li>• Minutes of planning meetings evidence supportive discussions and moderation of planning across the school.</li> <li>• Planning documents evidence planned assessment opportunities across the curriculum and use of the Aberdeen progression frameworks.</li> <li>• Evidence of pre-topic planning and four contexts planners shows involvement of pupil voice and collegiate planning.</li> <li>• Pupil voice and leadership minutes and action plans evidence planned opportunities for learners to be involved in leading and evaluating learning in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan opportunities for teaching staff to work and plan with colleagues from other schools (including RC schools for RERC).</li> </ul>



SQUIP 2025-26  
School: **St Peter's R.C. School**

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Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>School tracking systems are used to track learner progress in literacy, numeracy and health and wellbeing. Seemis Tracking and Monitoring is used to track and report on progress across all areas of the curriculum. Teachers have regular, planned opportunities to discuss the progress of learners with senior leaders, including those facing barriers to learning to plan and evaluate interventions to support.</p>	<ul style="list-style-type: none"> <li>School tracking sheets evidence the use of data for tracking pupil progress and regular opportunities to discuss progress with senior leaders.</li> <li>Tracking meeting minutes, targeted support plans and Individual Education Plans (IEPs) / Childs Plans evidence supports and interventions in place for pupils with barriers to learning.</li> <li>Supporting Learners calendar evidences regular reviews of IEPs to support pupils with barriers to learning.</li> <li>Interim and full reports evidence reporting on progress to parents.</li> <li>Parent surveys showing that almost all (95.3%) parents feel they are kept well-informed about their child's progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Develop approaches to monitoring and reviewing how targets are being met through IEPs, including measuring impact.</li> </ul>
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<p><b>HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion</b> (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)</p>		<p><b>How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?</b></p>	<p>School Good</p>
<p><b>HGIOELC QI 3.1 Ensuring wellbeing, equality and inclusion</b> (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)</p>			
<p><b>How well are you doing? What's working well for your learners?</b></p>	<p><b>How do you know? What evidence do you have of positive impact on learners?</b></p>	<p><b>What are you going to do now? What are your improvement priorities in this area?</b></p>	
<p>Almost all learners know and understand the language of the wellbeing indicators. Data from SHINE, local authority health and wellbeing surveys and school surveys is used to tailor the health and wellbeing curriculum to the needs of learners in our school.</p>	<ul style="list-style-type: none"> <li>Consistent use of wellbeing assessment tools, including SHANARRI "blether boards" and "wellbeing webs" allows teachers to regularly monitor learner wellbeing and support them with goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Current approaches to goal setting in health and wellbeing are overly complex, resulting in learners having limited awareness of their targets. There is a need to streamline and redesign these approaches to ensure targets are clear, meaningful and more readily understood by learners.</li> </ul>	



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>Learning in health and wellbeing throughout the school has been themed around the indicators this year. All learners are given regular opportunities to reflect on their own wellbeing. Most learners are comfortable with sharing concerns with an adult in school who knows them well. Almost all staff have a good understanding of our pupils and their needs.</p>	<ul style="list-style-type: none"> <li>• Sharing of health and wellbeing data (including SHINE and local authority survey data) during staff meetings has developed our curriculum to match the needs of learners.</li> <li>• Data from health and wellbeing learner surveys shows that most learners feel comfortable in speaking with staff and school, with most reporting that they feel respected and listened to by staff in school.</li> </ul>	
<p>Behaviour across the school is consistently positive, with learners demonstrating respect and responsibility in their interactions. There is a strong, shared understanding of school values across the community, which underpins a calm, purposeful ethos and supports positive relationships and engagement in learning.</p>	<ul style="list-style-type: none"> <li>• Feedback gathered from parents, learners and visitors consistently indicates a strong ethos and highly positive relationships across the school community.</li> <li>• Consistent reference to the school's shared values (through the values characters) across all classes supports a cohesive approach to behaviour and underpins restorative conversations.</li> <li>• Very few behaviour incidents referred to the Senior Leadership team.</li> <li>• Zero exclusions from school for the past four school years.</li> <li>• Staff wellbeing surveys indicate that most staff are happy and supported working at St Peter's.</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of the school's upcoming relocation, there is an increased need for staff to develop a deeper understanding of the local context to ensure they are well placed to respond effectively to the needs of the community we serve.</li> </ul>
<p>Partnership working makes a significant contribution to learners' health and wellbeing across the school. Targeted collaboration with partners, including Russell Anderson Development School (RADS) and Roots of Empathy provides meaningful opportunities for learners to develop physical wellbeing, resilience and leadership skills. Participating learners are also supported to strengthen their social and emotional understanding through structured,</p>	<ul style="list-style-type: none"> <li>• Evidence of partnership work in school (including through contexts for learning) demonstrates working together to achieve positive health and wellbeing outcomes for pupils.</li> <li>• Feedback from partners, including RADS, is positive, highlighting strong relationships, positive behaviour and a clear commitment across the school</li> </ul>	<ul style="list-style-type: none"> <li>• As the school transitions into a new community, there is an opportunity to review and further develop partnerships to ensure they continue to meet learners' needs effectively.</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>real-life contexts, which is enhancing their confidence, relationships and overall wellbeing.</p>	<p>community to collaborative working and achieving shared outcomes.</p> <ul style="list-style-type: none"> <li>The Pupil Council has strengthened its approach to gathering feedback from visitors and partners. This is shared regularly across the school community to celebrate successes and inform ongoing improvements where development is required.</li> </ul>	
<p>All learners are regularly introduced to children's rights through explicit links to the UNCRC within planning and across a range of learning contexts. Through focused and inclusive whole-school engagement, involving both learners and staff, the school has successfully achieved Rights Respecting Schools Bronze accreditation. Learners involved in pupil voice groups are now continuing to build on this foundation as they progress towards the next stage of accreditation.</p>	<ul style="list-style-type: none"> <li>Achievement of the Bronze Rights Respecting Schools Award demonstrates a clear, focused approach to improvement, with both staff and learners actively involved in leading and implementing change across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Support progress towards achieving Silver Rights Respecting Schools accreditation.</li> <li>Ensure rights-based language is consistently embedded in classroom practice and reflected clearly in learning environments and displays.</li> </ul>
<p>The school demonstrates a strong commitment to ensuring policies and frameworks are aligned with current legislation and local authority guidance. Staff have a secure understanding of their responsibilities in relation to safeguarding, wellbeing, equality and inclusion, supported by regular, relevant professional learning which ensures practice remains up to date and responsive to learners' needs.</p>	<ul style="list-style-type: none"> <li>All staff have completed annual Child Protection update training, with new staff also receiving induction training.</li> <li>School policies and frameworks reflect the latest local and national guidance in child protection and safeguarding. A centralised 'Padlet' has been developed to provide staff with a single point of access to all key policies and guidance. In addition, a dedicated Google Drive folder has been established to collate all Child Protection materials, ensuring clarity, consistency and ease of access for all staff.</li> <li>Minutes of staff meetings evidence regular reviews of child wellbeing and opportunities to discuss concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular, structured opportunities for support staff, including Pupil Support Assistants, to share concerns and contribute to discussions regarding individual learners within established meeting formats.</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



	<ul style="list-style-type: none"> <li>• Child protection records are subject to regular sampling to ensure they are of a high quality and fully compliant with policy and procedures.</li> <li>• Clear and consistent communication of child protection procedures through newsletters, parent inductions, enrolment meetings and the school website has strengthened parental understanding, particularly for families who are new to Scotland.</li> </ul>	
<p>The school remains strongly committed to ensuring that all learners are included and supported within their class environment. Most targeted interventions take place within or close to the classroom, ensuring children are not removed from their learning for extended periods. Staff work effectively with a range of partners, including ACIS counselling, Autism Outreach, EAL service and Speech and Language Therapy, to provide targeted support. These partnerships enable the school to respond appropriately to individual needs and ensure interventions are well matched to identified learner requirements.</p>	<ul style="list-style-type: none"> <li>• Teacher planning, including for targeted support, evidences inclusive approaches and timely interventions.</li> <li>• Regularly reviewed IEPs evidence individualised planning, interventions and support.</li> <li>• Minutes from planning and tracking meetings demonstrate that individual learners are regularly reviewed, with ongoing discussion used to identify and respond to any additional support needs.</li> <li>• Regular use of the CIRCLE framework in planning / tracking meetings and Supporting Learners consultations evidences a commitment to supporting learners through different approaches.</li> <li>• No exclusions for last four school years demonstrates a commitment to inclusive approaches.</li> <li>• High rate of attendance across the school evidences a commitment to inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide increased opportunities for the Supporting Learners teacher to share effective practice across the school, including with class teachers and Pupil Support Assistants, and to engage with wider professional learning alongside colleagues in other schools.</li> <li>• Further develop a coaching approach to support teachers in building confidence and accountability in meeting learners' needs, ensuring the Supporting Learners teacher's role is clearly positioned as enhancing and strengthening class-based provision rather than replacing it.</li> </ul>
<p>As a Roman Catholic school, we promote social justice, equality and inclusion through our shared values and daily practice. Learners demonstrate a strong understanding of diversity and multi-faith contexts, supported through both our Religious Education programme and our wider</p>	<ul style="list-style-type: none"> <li>• Planning across Health and Wellbeing and Religious Education demonstrates a clear and consistent focus on promoting respect, tolerance and inclusion.</li> <li>• The high number of learners participating in the Sacraments reflects strong parental support for the</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with partner Catholic schools across Aberdeen to review and refresh Religious Education planning, drawing on effective practice from other dioceses to ensure greater consistency and coherence across the three schools.</li> </ul>



SQUIP 2025-26

School: St Peter's R.C. School

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>approaches to health and wellbeing. This learning is further reinforced through planned opportunities to explore equality and inclusion within the curriculum. In the upper stages, this has been strengthened through the introduction of the Pope Francis Faith Award in Primary 6, providing learners with meaningful opportunities to apply their values in action.</p>	<p>school's approaches as a Catholic community, and for the development of children's faith, values and understanding of equality, inclusion and respect.</p> <ul style="list-style-type: none"> <li>Ongoing collaboration with the other Catholic schools in Aberdeen continues to strengthen our approaches to Religious Education, including our promotion of diversity, equality and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Provide shared professional learning opportunities to support all staff in delivering high-quality Religious Education, particularly as the number of staff with varied backgrounds and experience increases.</li> </ul>
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<p><b>HGIOS QI 3.2 Raising attainment and achievement</b> (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>	<p><b>How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?</b></p>	<p>Good</p>
<p><b>HGIOELC QI 3.2 Securing Children's Progress</b> (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)</p>		
<p><b>How well are you doing?</b> <b>What's working well for your learners?</b></p>	<p><b>How do you know?</b> <b>What evidence do you have of positive impact on learners?</b></p>	<p><b>What are you going to do now?</b> <b>What are your improvement priorities in this area?</b></p>
<p>Attainment data over time demonstrates ongoing progress, although this is significantly shaped by the school's highly transient population. Current data highlights a decline in attainment at P1 in reading, writing and numeracy this year. This aligns with an increased number of learners presenting with additional support needs (ASN), English as an additional language (EAL) and other identified barriers to learning.</p> <p>In contrast, there have been notable improvements in attainment at P4, particularly in reading and writing, and at P7 in writing. More gradual but positive improvements are also evident in P4 numeracy and P7 reading and numeracy.</p>	<ul style="list-style-type: none"> <li>Minutes of tracking meetings showing continuous review of learner progress and data.</li> <li>ACEL data highlighting increases in data in P4 and P7 reading, writing and numeracy.</li> <li>School tracking in place for literacy, numeracy and health and wellbeing, supporting teacher judgement of progress. SEEMiS tracking is in place for all curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen collaborative planning across P1 to support robust moderation processes, ensuring greater consistency in learning experiences and improving attainment outcomes for all learners.</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>Staff demonstrate a strong understanding of the school community and the range of factors which influence learners' progress. The strategic use of Pupil Equity Funding continues to target identified gaps, with a clear focus on literacy, numeracy and health and wellbeing to support improved outcomes for learners.</p> <p>Approaches to reducing the cost of the school day are embedded within practice, ensuring that financial barriers do not impact on participation in learning. The development of a clear, shared Cost of the School Day policy has strengthened consistency and understanding across the school community, ensuring all stakeholders are aware of and contribute to this work.</p> <p>Effective partnership working plays a key role in addressing barriers to learning, including those linked to poverty. These collaborative approaches are supporting targeted intervention and helping to reduce inequity, enabling more learners to achieve and succeed.</p>	<ul style="list-style-type: none"> <li>Tracking data is used to identify targeted groups and monitor progress over time.</li> <li>A clearly defined Cost of the School Day policy outlines the school's approach to reducing financial barriers for families.</li> <li>Collaborative approaches support targeted interventions to address barriers to learning and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the local community during the relocation period, and adapt targeted supports and interventions to address emerging barriers and improve outcomes.</li> </ul>
<p>A sustained focus on early literacy has supported the development of phonics and foundational reading skills across early stage classes. Structured approaches are embedded within daily practice, alongside regular assessment and targeted small group teaching to ensure learners receive appropriate support and challenge as they develop as readers.</p> <p>At the upper stages, targeted approaches are in place to further develop reading skills, with a focus on strengthening engagement and extending comprehension. These strategies support learners to build confidence, fluency and deeper understanding in their reading.</p>	<ul style="list-style-type: none"> <li>Regular assessment data through the Read Write Inc programme shows fluid groupings and support / challenge at the right level for learners.</li> <li>Support planning for early literacy demonstrates a clear and focused approach to meeting the needs of learners who require additional support.</li> <li>Ongoing assessment of reading in the upper stages supports accurate text selection, ensuring an appropriate level of challenge for learners.</li> </ul>	<ul style="list-style-type: none"> <li>Refine early literacy approaches and targeted interventions, especially at P1, including the use of Read Write Inc, to improve learner outcomes, with a particular focus on extending pupils' experiences to enhance their understanding of texts.</li> <li>Further develop the role of Reading Leader in the early years to enhance staff capacity in delivering effective reading teaching and assessment at early stages, including extending reading beyond the Read Write Inc programme.</li> <li>Enhance the role of the Reading Leader to the upper stages to build staff capacity in reflective reading approaches, model effective practice and develop</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



		tools and resources that support high-quality learning and teaching.
<p>Early writing skills are supported through structured approaches such as Read Write Inc, with opportunities for learners to apply their developing skills across connected reading and writing contexts. Linking writing tasks to shared texts enables learners to deepen their understanding and transfer their skills across a range of genres and experiences.</p> <p>Participation in the CYPIC writing project this year has further strengthened approaches to writing across the school, particularly at First Level, supporting greater consistency and progression in learners' development in writing.</p> <p>Staff across all stages share clear expectations for writing and use agreed approaches to provide feedback, ensuring it is kind, specific and helpful in supporting next steps.</p> <p>As a result, learners are increasingly developing confidence and independence as writers, with growing ability to apply their skills across a range of contexts, demonstrating improved clarity, creativity and understanding in their written work.</p>	<ul style="list-style-type: none"> <li>• A range of quality writing assessment evidence across a variety of genres in assessment folders across the school.</li> <li>• Evidence of more consistent feedback on writing evident in writing jotters and assessment folders.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the CYPIC writing approach across P4–P7, including the development of a staff lead with dedicated time to support teachers and learners in analysing data, setting appropriate targets and delivering high-quality learning and teaching.</li> <li>• Increase meaningful opportunities for writing across the school, enabling learners to understand its relevance and apply their skills in purposeful contexts.</li> </ul>
<p>A focused approach to listening and talking has strengthened staff confidence in planning, delivering and assessing high-quality learning experiences in this area. Collaborative working with partners, including Speech and Language Therapy, has enhanced staff understanding of effective strategies and tools, such as Colourful Semantics,</p>	<ul style="list-style-type: none"> <li>• There is a clear increase in the range and quality of evidence gathered for listening and talking within assessment folders.</li> <li>• Minutes of planning and tracking meetings evidence increased focus on listening and talking.</li> <li>• Teaching staff survey feedback indicates increased confidence in professional judgements of attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Build on current practice in listening and talking by sharing effective learning, teaching and assessment approaches, including through partnership working and looking outwards to identify and adopt best practice.</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>to support learners' communication and language development.</p> <p>As a result, staff are gathering a wider range of meaningful evidence to support assessment, with increasing consistency in approaches across the school. Effective practice is being shared, supporting improved learner progress and the continued development of skills in listening and talking.</p>	<p>in listening and talking, supported by more robust assessment approaches.</p>	
<p>Approaches to numeracy and mathematics have been strengthened through the continued use of Maths Mastery, supporting learners to develop secure understanding of key concepts and number processes. This has led to more engaging and interactive learning experiences, with increased opportunities for learners to explore concepts through concrete materials.</p> <p>Investment in high-quality, progressive resources, including structured materials and textbooks, has enhanced learners' ability to demonstrate their understanding across concrete, pictorial and abstract representations. As a result, learners are better supported to apply their skills and deepen their mathematical understanding.</p>	<ul style="list-style-type: none"> <li>• Wide range of approaches for learning and teaching in numeracy and mathematics evident in most jotters and assessment folders.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen differentiation in numeracy to better meet the needs of all learners, ensuring appropriate pace, support and challenge.</li> </ul>
<p>Staff use a range of assessment information to track learner progress over time and identify next steps in learning. Increasingly consistent approaches to gathering and evaluating evidence are supporting greater reliability in professional judgements. Most staff make effective use of progression pathways to plan for continuity and depth, ensuring learners experience appropriate progression within and across Curriculum for Excellence levels.</p>	<ul style="list-style-type: none"> <li>• Minutes of tracking and planning meetings evidence use of data to support teaching judgement and reporting of achievement of a level.</li> <li>• Regularly updated class trackers allow teaching staff to track progress over time, identify learners requiring additional support and respond with appropriate interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more robust systems for Senior Leadership to track attainment over time.</li> <li>• Extend staff engagement in moderation with other schools to strengthen the reliability of assessment and support shared standards.</li> </ul>



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>The ability to track and analyse the progress of groups over time is affected by the high mobility of the school roll, highlighting the need for responsive and flexible approaches.</p>	<ul style="list-style-type: none"> <li>Assessment folders support consistent tracking of learner progress, allowing staff to identify trends over time and respond effectively to individual needs.</li> </ul>	
<p>Wider achievement is increasingly recognised and promoted across the school through a range of planned opportunities and approaches. Class tracking systems are now used consistently to monitor and record wider achievement, supporting a more holistic understanding of learners' progress and development.</p> <p>There has been a continued focus on extending extra-curricular provision, offering learners increased opportunities to develop skills, interests and talents beyond the classroom. This has been strengthened through the active role of all teaching staff in promoting clubs and activities, alongside regular communication of opportunities through school newsletters, contributing to increased participation.</p> <p>The introduction of the Pope Francis Faith Award for P6 learners has further strengthened the school's approach to recognising wider achievement. This provides opportunities for accreditation and supports learners to reflect on and celebrate their achievements in their faith and wider life beyond school.</p>	<ul style="list-style-type: none"> <li>Consistent use of wider achievement trackers ensures that learners' achievements and participation are effectively identified and recorded.</li> <li>Sharing achievements through Google Classroom and the Achievement Tree promotes a positive ethos, encouraging learners to value their successes and engage more fully in school life.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to extend the implementation of the Pope Francis Faith Award across P6 and P7.</li> <li>Strengthen engagement with existing partners and develop new partnerships within the decant community to enhance opportunities for extra-curricular participation and wider achievement.</li> </ul>
<p>The work of the Pupil Council and Learning Council has strengthened learner voice, supporting pupils to take an active role in their learning and contribute meaningfully to decisions about learning experiences and pathways. The Depute Head Teacher (0.2) allocates time to guide and support these groups, working alongside them to develop</p>	<ul style="list-style-type: none"> <li>Action plans and minutes from Pupil Council and Learning Council meetings demonstrate how learner voice leads to meaningful change, supporting increased engagement, ownership and participation in school decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop opportunities to showcase the work of pupil leadership groups across the school community and with external partners.</li> </ul>



SQUIP 2025-26  
 School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



and implement focused action plans which drive forward their priorities.		
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SQUIP 2025-26

School: St Peter's R.C. School

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



### Section 3: Improvement Plan

Priority 1		Leadership of change and improvement				
Context		<i>Strengthen leadership at all levels and develop effective partnerships to support improvement priorities and positive outcomes for learners, particularly during the transition to a new local community.</i>				
Links to Quality Indicators		QI 1.3 Leadership of change				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B - Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
Learners develop a stronger understanding of their rights and feel empowered to contribute to school life.	Lead progression towards Silver Rights Respecting Schools Award through staff leadership and active pupil voice groups from P1–P7.	<ul style="list-style-type: none"> <li>Increased learner voice</li> <li>Evidence towards Silver Award</li> <li>Improved ethos aligned to rights and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Staff leadership (RRSA coordinators)</li> <li>Time for pupil groups to meet</li> <li>Time for staff leads to meet</li> </ul>			
Learners experience a welcoming, inclusive and nurturing learning environment in our Dill Road building.	Engage staff, pupils and parents in shaping the learning environment within the new school building.	<ul style="list-style-type: none"> <li>Learner-informed environment</li> <li>Shared vision for learning spaces</li> <li>Supported sense of belonging in new community</li> </ul>	<ul style="list-style-type: none"> <li>Time for staff and parents to support with preparing new school building</li> <li>Regular meetings and active role of Pupil Council</li> </ul>			



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
 Section 2: Self Evaluation Summary  
 Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



<p>Learners benefit from enriched opportunities and support through community links.</p>	<p>Build relationships with new community partners and establish partnership with Next Level Foundation.</p>	<ul style="list-style-type: none"> <li>• New partnerships in place</li> <li>• Increased opportunities for wider achievement and support</li> <li>• Better links to our curriculum through partners supporting learning and teaching</li> <li>• Active involvement in our new local community</li> </ul>	<ul style="list-style-type: none"> <li>• Role of pupil leaders in engaging with the community</li> <li>• HT to work with partners to support involvement in school life and learning and teaching</li> </ul>			
<p>Learners demonstrate increased engagement, confidence and support through stronger home-school links.</p>	<p>Develop parental engagement through increased opportunities for involvement, including workshops, in-school events and parent volunteer roles.</p>	<ul style="list-style-type: none"> <li>• Higher parental participation</li> <li>• Increased family engagement in learning</li> <li>• Stronger home-school relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Acting PT leading parental engagement and volunteering opportunities</li> <li>• Regular, planned events, ongoing across the session</li> </ul>			



SQUIP 2025-26

School: **St Peter's R.C. School**

Section 1: School Context  
Section 2: Self Evaluation Summary  
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



Priority 2		Learning, Teaching and Assessment				
Context		A continued focus on learning, teaching and assessment will support improved consistency and quality of learner experiences. This will include refining tools and approaches in numeracy and literacy, alongside increasing opportunities for outdoor learning to enhance engagement, context and application of skills.				
Links to Quality Indicators		QI 2.3 Learning, teaching and assessment				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed  or RAG</i>		
				T1/2	T3	T4
Learners demonstrate increased confidence and skill in writing, with clearer understanding of tools and targets.	Roll out CYPIC writing approaches across P4–P7, focusing on short, regular writing sessions and clear target setting. Track progress frequently.	<ul style="list-style-type: none"> <li>Improved quality of writing from P4-P7</li> <li>Clear progress in writing against targets</li> <li>Increased staff consistency and confidence in teaching writing</li> </ul>	<ul style="list-style-type: none"> <li>CYPIC lead – time to lead and model</li> <li>CYPIC training/resources</li> </ul>			
Learners develop deeper understanding of numeracy and apply problem-solving skills across contexts.	Strengthen problem-solving approaches using concrete, pictorial and abstract strategies. Increase planned problem-solving across all numeracy and mathematics topics. Share good practice and use Boost Learning to support planning and home learning. Investment in aligned resources.	<ul style="list-style-type: none"> <li>Increased learner engagement in maths and understanding of the application of maths</li> <li>Improved problem-solving skills</li> <li>Consistent approaches across classes</li> </ul>	<ul style="list-style-type: none"> <li>Boost learning resource and home learning resource (iMaths)</li> <li>Aligned problem solving resource for Maths Mastery (Leckie problem solving packs).</li> <li>Time for staff to share ideas and</li> </ul>			



SQUIP 2025-26

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Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	5
2.3 Learning Teaching & Assessment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4
3.2 Raising Attainment & Achievement / Securing Children's Progress	4



			examples of practice			
Learners demonstrate improved comprehension and ability to apply reading skills across a range of texts.	Develop reading comprehension approaches across the school. Invest in book bags and wider texts for early stages. Strengthen reflective reading in P4–P7. Increase use of wider reading assessment beyond core programmes.	<ul style="list-style-type: none"> <li>Improved comprehension skills.</li> <li>Better application of reading in unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>Time for Reading Leaders</li> <li>Investment in new resources (Book Bag books and bags for Read Write Inc)</li> </ul>			
Learners benefit from enriched, engaging learning experiences and improved wellbeing through outdoor learning.	Increase opportunities for outdoor learning and educational visits, using local outdoor spaces. Use PEF to fund trips. Work with partners (e.g. Walk Wheel Cycle Trust). Support Junior Road Safety Officers to promote active travel.	<ul style="list-style-type: none"> <li>Increased learner engagement and participation through outdoor learning.</li> <li>Wider achievement opportunities</li> <li>Improved wellbeing and real-life application of learning.</li> </ul>	<ul style="list-style-type: none"> <li>SLT promoting outdoor learning opportunities in planning meetings.</li> <li>Class teachers planning and deliver well-matched educational visits that support learning.</li> <li>Use of PEF to fund educational trips.</li> <li>Time for JRSOs to meet.</li> <li>SLT time to meet and work with partners.</li> </ul>			



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Priority 3		Supporting learners at all levels				
Context		A continued focus on wellbeing, equality and inclusion will support improved outcomes for all learners. This will include strengthening approaches to learner wellbeing through meaningful target setting, enhancing partnership working to ensure needs are effectively met, and supporting staff to deliver inclusive practice. There will also be a sustained emphasis on promoting equality, inclusion and diversity through high-quality planning, ensuring all learners feel valued and supported.				
Links to Quality Indicators		QI 3.1 Ensuring wellbeing, equality and inclusion				
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed  or RAG</i>		
				T1/2	T3	T4
Learners take greater ownership of their wellbeing and can identify and work towards personal goals.	Introduce and embed clearer tools and approaches to support learner wellbeing target setting across all stages.	<ul style="list-style-type: none"> <li>Consistent wellbeing target-setting approaches</li> <li>Increased learner engagement in personal wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>DHT (0.2) to design and implement a new wellbeing evaluation and goal-setting framework.</li> </ul>			
Learners experience increased support, opportunities and improved wellbeing through wider partnerships.	Establish and strengthen partnerships within the local community and with new school partner "Next Level Foundation" to support wellbeing and wider achievement.	<ul style="list-style-type: none"> <li>New and sustained partnerships.</li> <li>Increased opportunities for wider achievement and support.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to work with partners.</li> <li>Ongoing community engagement during relocation period.</li> <li>Charities and</li> </ul>			



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			community pupil group to be involved with this.			
Learners benefit from responsive, inclusive support within their own classroom.	Build teacher capacity and accountability for meeting learner needs, with the Supporting Learners teacher taking a more consultative role to guide practice.	<ul style="list-style-type: none"> <li>Increased staff confidence</li> <li>Improved in-class support</li> <li>More inclusive and responsive teaching.</li> <li>Increased teacher, pupil and parental involvement in planning for individualised support (through IEPs).</li> </ul>	<ul style="list-style-type: none"> <li>Time of Supporting Learners teacher in working with teachers and PSAs across the school.</li> <li>Professional learning opportunities.</li> <li>CIRCLE framework.</li> </ul>			
Learners experience inclusive learning which reflects equality, diversity and faith values.	Develop joint planning approaches with other Roman Catholic schools to strengthen learning and teaching in equality, diversity and inclusion.	<ul style="list-style-type: none"> <li>Shared planning approaches.</li> <li>Improved quality of learning experiences in equality, diversity and inclusion.</li> <li>Stronger collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Time for staff to meet together to plan and work collegiately across the three RC schools.</li> </ul>			