



SQUIP 2026-2027

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

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Section 1: School Context

St Peter's R.C. Primary School is a Roman Catholic primary school currently located in the Tillydrone area of Aberdeen following a decant from its usual site on Dunbar Street in Old Aberdeen. The original school building is presently undergoing refurbishment and extension as part of a wider renovation project. The school community is temporarily housed within the former Riverbank School on Dill Road, where all classes are accommodated within a single building. It is anticipated that the school will remain at this location until at least October 2027. St Peter's serves the North RC zone of the city (which includes parts of Aberdeenshire), with a number of pupils requiring transport due to living more than two miles from the school while remaining within the catchment. As a result, the school serves a wide geographical area. Just over 60% of learners are baptised Roman Catholics. The school is part of the St Machar Associated Schools Group; however, pupils transition to a range of secondary schools following completion of P7.

The school roll is currently 191 pupils with no Early Learning and Childcare provision. The roll has remained broadly steady during this school year, with a relatively small number of leavers and new enrolments throughout the year. The Senior Leadership Team consists of the Head Teacher (Mr Liam Sturrock), Depute Head Teachers (Mrs Amy Bain 0.8 FTE and Mrs Carolyn Kelman 0.2 FTE) and an Acting Principal Teacher (Miss Katrina Lilly, 0.8). There are currently nine classes in the school. The teaching team consists of class teachers and a Supporting Learners teacher. 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 increase from 7% to 9.5% of our learners registered to receive free school meals from the previous school session. The school's latest attendance data shows an average of 96.20%, representing a 1.40% increase compared to last year. 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, 4.7% of learners identify as White Scottish, with the majority of learners (61.25%) identifying as African Scottish / British or African (other). The next largest group by ethnic identity is White Polish, with 19.9% 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.

As one of only three Roman Catholic schools in Aberdeen City, our faith ethos is at the heart of our work, guiding strong relationships and inclusive practice across the school. Our core values of kindness, respect, trust, forgiveness and tolerance are well embedded and consistently promoted through learning, teaching and daily interactions. Learners demonstrate a clear awareness of our values and increasingly apply them to their learning and relationships. These values underpin high expectations for behaviour and effort across the school and support a restorative approach aligned with our Catholic mission, contributing to a highly positive ethos, reflected in no exclusions over the past five school years.



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As a school, we commit to inclusive approaches to uphold and develop our school vision and support the wellbeing and progress of our learners. Teaching staff make regular and effective use of tools such as CIRCLE to support inclusive practice. Class teachers are well supported by the Supporting Learners teacher, who works collaboratively with them to plan and implement appropriate support for pupils with additional needs.

During the 2025–2026 session, Pupil Equity Funding was targeted towards improving attainment in literacy and numeracy. This included investment in the Read Write Inc programme with associated staff training, alongside continued development of Maths Mastery, supported by new digital tools to enhance planning, learning and teaching. We also strengthened support for learning at home through increased provision of book bag resources in the early stages and access to the online iMaths platform linked to class learning across the school. Following consultation with pupils, parents and staff as part of our refreshed Cost of the School Day approach, our PEF allocation was also used to ensure all learners could access high-quality educational trips and wider learning opportunities at no cost to families.

Attainment

The Scottish Index of Multiple Deprivation (SIMD) profile for the school in session 2025/26 is as follows:

SIMD Quintile	Percentage
1 (Most Deprived)	13.6%
2	38.2%
3	11.0%
4	11.5%
5 (Least Deprived)	25.1%
No data	0.5%

Based on 2024–2025 achievement of a level data for Primary 1, Primary 4 and Primary 7, attainment in literacy is significantly above the national average, with 85.44% of learners achieving expected levels compared to 74.55% nationally. Attainment in numeracy and mathematics is slightly below the national average, with 76.11% of learners achieving expected levels compared to 80.3% nationally.



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Section 2: Self-Evaluation Summary

HGIOS QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)		How would you evaluate this QI using the HGIOS?4/HGIOELC? Six point scale?	School Very good
HGIOELC QI 1.3 Leadership of change (Developing a shared vison, values and aims relevant to the ELC setting and its community; Strategic planning for continuous improvement; Implementing improvement and change)			
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?	
Learners have engaged in a range of pupil voice groups, including Eco Schools, Rights Respecting schools, digital leadership and our charities and community group. Through sustained involvement in these groups, most learners demonstrate increased confidence in contributing to school life and can clearly articulate their role and the impact of their work on school improvement. This has supported learners to develop a stronger understanding of their rights, particularly in relation to having a voice in their learning and wider school experiences. Opportunities to remain within the same group over time have enabled learners to work towards shared goals and outcomes, further strengthening their sense of responsibility, participation and ownership. The Rights Respecting group has led a range of impactful initiatives to strengthen the school’s shared understanding of children’s rights. This includes increasing the visibility of rights through displays and class charters, promoting the consistent use of rights-based language across classrooms, and leading whole-school events such as fundraisers, World Children’s Day, Children in Need day and the Day of	• Feedback from pupil surveys shows that most learners (92.88%) enjoy being part of a pupil voice group. This is an increase of 6.38% from last year. • Feedback from pupil surveys shows that most learners (86.5%) feel that their pupil voice group has carried out important work during this school year, which is an increase of 2.5% from last year. • Feedback from pupil surveys shows that almost all learners (92.35%) feel that they are listened to in school, including in class and through wider pupil voice and leadership activities. This is a small increase from last year. 96.6% of pupils surveyed feel that they can see the improvements they are helping to make at St Peter’s School. • 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 (81%) report that they enjoy running pupil voice groups in school. All staff (100%) feel that pupil voice groups have a clear remit.	• Provide planned, regular opportunities for pupil voice groups to share their work and impact across the school community. • Further strengthen learner leadership by embedding opportunities for choice, independence and active participation within classroom learning, reducing over-reliance on teacher-led approaches and ensuring skills developed through pupil voice groups are applied consistently across all classes.	



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Play. These activities have supported learners to recognise and apply their rights, including the right to play, and to engage in meaningful action through fundraising and awareness-raising activities.

Other pupil voice groups have also achieved meaningful outcomes this session. The Eco group has adapted its work effectively within the temporary decant setting, contributing to environmental improvements in the new building and surrounding area while maintaining progress towards Eco Schools reaccreditation. The Digital Leaders group continues to promote and extend the use of digital tools to enhance learning and wider opportunities across the school. The Charities and Community group has successfully established new partnerships within the local area while sustaining existing links, including with Livingstone Court retirement housing complex, supporting learners to contribute positively to their community.

- Action plans (on display boards and online) show clear remits and targets for pupil voice groups.

All classes selected representatives for Pupil Council and Learning Council groups again this session. The purpose and priorities of these groups were co-developed with learners, ensuring clarity of roles and a strong understanding of how their contributions support ongoing school improvement.

The Learning Council has raised the profile of learner voice across the school through assemblies and ongoing communication about their role. They have promoted responsibility and respect for school resources and equipment, while continuing to lead the *Learner of the Month* awards, linked to the school's skills framework. This has supported a stronger, more consistent understanding of skills language across the school. They have also contributed to planning Active Adventure Days and have

- Action plans and meeting minutes for pupil leadership groups (Learning Council, Pupil Council, P7 Leadership and Junior Road Safety Officers) evidence clear priorities, with measurable progress made towards agreed goals throughout the year.
- Survey feedback from pupil leaders shows that the majority (77.5%) feel that their work is valued. This has increased by 7.2%.
- 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.

- Extend successful approaches demonstrated by the Junior Road Safety Officers by involving parents, partners and the local community more regularly in evaluating and supporting the work of all pupil leadership groups.
- Create opportunities for pupil leadership groups to collaborate with peers in other schools, enabling them to share their work, learn from effective practice and further develop their leadership skills.
- Further develop the role of Sports Captains by increasing their involvement in planning and shaping the PE curriculum, while contributing to the school's progress towards achieving the Gold Sport Scotland School Sport Award.



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played an increasingly important role in evaluating whole-school contexts for learning, helping to identify next steps and strengthen pupil voice in learning and curriculum design.

The Pupil Council has taken a leading role in promoting positive relationships and behaviour across the school, including developing and sharing expectations for shared spaces such as the dining hall. They have led whole-school awareness activities, including Anti-Bullying Week, and have used assemblies to encourage learners to share their views and contribute to school improvement. The group regularly reviews visitor feedback and reports key messages to the wider school community. They have also influenced improvements to break and lunchtime experiences by gathering and acting on pupil suggestions, and have contributed to evaluating the school environment through participation in a learning walk.

The Junior Road Safety Officers have led a range of impactful initiatives to promote road safety within the school and local community, particularly following the move to our Dill Road location. They have raised awareness through initiatives such as the *Be Bright, Be Seen* campaign and *Beep Beep! Day*, working with younger learners to develop understanding of road and vehicle safety. The group has played an active role in reviewing and updating the school's Active Travel Plan, gathering data and engaging with the wider community to identify key issues and suggest improvements. In partnership with the "Walk Wheel Cycle Trust, they have also undertaken air quality monitoring, using this information to raise awareness and discourage car idling near the school, contributing positively to learner health and wellbeing.

- All staff (100%) report that pupil leadership groups have a clear remit. Staff feedback highlights the positive impact of learner-led updates within classes, noting that this approach meaningfully empowers learners and reinforces their sense of responsibility and contribution to the school community. The *Learner of the Month* award is highlighted by staff as particularly effective in promoting the school's skills language, with its peer-led nature through Learning Council representatives further strengthening its impact and value.



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Eight Primary 7 learners took on leadership roles as Sports Captains in partnership with our new school partner "Next Level Foundation" (NLF). Through this programme, learners have developed confidence, organisational abilities and leadership skills. Teaching staff have noted the positive impact of this approach, with captains effectively supporting aspects of learning in PE and contributing pupil voice to the ongoing development of our PE curriculum.		
Almost all staff demonstrate a strong understanding of the children and families within the school community, enabling them to apply the school's values effectively in their daily practice. Most staff are well informed about the school's improvement priorities, including those outlined in the School Improvement Plan. A clear Quality Assurance calendar, shared at the outset of the session, provides structured opportunities for staff to engage in moderation and self-evaluation activities based on evidence.	• Attainment trackers evidence continued use of data (including SIMD) to support individual planning and progress tracking. • Minutes of planning and tracking meetings, IEPs and targeted support planning evidence identification of specific needs and interventions for learners / families. • Recent survey feedback from parents (May parents evenings 2026) shows that (of the 46 families who responded) all families (100%) feel that the school is well led with a shared vision and ethos and a commitment to continuous improvement. All parents (100%) feel that the class teacher and other staff at St Peter's know their child well. • 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 school's improvement journey and evaluate our progress.	• Refresh and relaunch the school's vision and aims to ensure they are clearly understood, more visible and meaningfully embedded across the school community, including staff, learners and parents. • Ensure school improvement is clearly visible in school through a display and child/family-friendly School Improvement Plan. • Continue to build opportunities for learners to be part of quality assurance activities in school. • Further develop the role of our Quality Improvement Trio in strengthening approaches to quality assurance and school improvement, including increasing the impact and consistency of quality assurance activities across the school.
The school continues to promote a culture of high expectations, supporting learners to achieve and engage positively in their learning. Staff have worked effectively to ensure this positive, inclusive and nurturing ethos has been	• Recent survey feedback from parents (May parents evenings 2026) shows that (of the 46 families who responded) all (100%) parents feel their child likes being at St Peter's School. All (100%) of the parents	• Build on effective staff leadership of curricular areas by extending this approach to numeracy and mathematics, including identifying a lead practitioner



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successfully maintained within the decant location at Dill Road, with strong relationships and shared values remaining evident across the school community. Senior leaders provide clear and purposeful leadership, effectively guiding the strategic direction and pace of improvement. There is a growing sense of collective responsibility for school improvement, with most staff actively contributing to change. Structured opportunities for professional dialogue, collegiate learning and ongoing self-evaluation ensure that both staff and learners are meaningfully involved in continuous improvement.	surveyed felt that the school looks welcoming with a positive environment for learning and that their child is safe at school. • A survey of staff in May 2026 showed that all staff (100%) feel that the pace of change in school has been appropriate. • Minutes of pupil leadership groups evidencing pupil involvement in change and improvement in school. • Discussions at PRD meetings and professional learning records show staff value the importance of time for professional dialogue and collegiate working. • Minutes of stage meetings evidence professional dialogue • 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.	to champion improvement and support ongoing development in this area. • Provide structured opportunities for support staff to take on leadership roles in driving meaningful change, including leading training, sharing practice and contributing to targeted interventions and wider school improvement priorities.
The school has strengthened approaches to parental engagement, resulting in increased opportunities for learners to feel supported and confident in their learning. Leadership of this area has led to a notable increase in parents and volunteers contributing to school life in meaningful roles, including supporting learning. Regular opportunities for families to engage with learning in school and attend events continue to be a strength, supporting learners to share and celebrate their achievements. Targeted parent workshops, particularly in early literacy, have further improved parental understanding of approaches to learning, enabling them to better support their children at home.	• The school's volunteer list shows an increase in the number of parent and volunteer helpers engaging in classrooms and wider school activities. • Attendance at regular school events, open afternoons, showcases and workshops demonstrates increasing parental participation.	• Continue to build on the remit of the school's Principal Teacher in engaging and involving parents and families in learning and the life of the school. • Extend opportunities for parental engagement by working in partnership with the Family Learning Team to provide a wider range of workshops and sessions, supporting parents to better understand approaches to teaching across different areas of the curriculum.



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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?	
Following the move to the temporary Dill Road site in Tillydrone, staff have worked collaboratively to ensure that the school’s positive ethos and strong relationships continue to support learners’ engagement and participation. The school continues to place a strong emphasis on promoting its values as a Roman Catholic community, ensuring these are understood and reflected in daily practice and providing a consistent foundation for learning. Significant effort has been made to establish purposeful, well-organised learning environments within the new setting, resulting in a calm and productive atmosphere for learning. Learners are well supported in their learning and almost all engage positively, particularly where learning experiences are appropriately planned to meet their needs.	• Feedback from visitors consistently highlights a positive, welcoming environment which supports effective learning and teaching. • Staff feedback indicates that all staff feel positive about their wellbeing and their ability to deliver high-quality learning experiences. All staff also report that positive pupil behaviour and strong professional relationships across the team support the delivery of effective learning and teaching across the school. • Learner survey data (including SHINE and local authority Health and Wellbeing surveys) indicates that most learners report positive wellbeing, contributing to their readiness to engage in learning. • The use of the CIRCLE framework by most teaching staff supports inclusive, well-structured classroom environments which meet a range of learner needs.	• Work in partnership with school partners and Pupil Support Assistants to enhance the quality of the playground experience, creating increased opportunities for learning beyond the classroom and promoting positive behaviour during unstructured times.	
Staff maintain high expectations for learners, and most learners are engaged and motivated, particularly when learning is shaped by meaningful pupil voice. Continued high levels of involvement in planning contexts for learning has supported a stronger sense of ownership, with learners contributing to shared experiences that are regularly celebrated across the school, enhancing the wider school community.	• A Quality Assurance calendar for 2025–2026 has supported a structured approach to self-evaluation and moderation of learning and teaching across the school. • Class visit observations and learner discussions, including with the Learning Council, indicate that learners have a clear understanding of their learning. They also highlight a desire for more varied	• Develop and implement new approaches to learning and teaching which promote learner-led practice, identifying early adopter staff to model effective practice and support colleagues in embedding these approaches consistently across the school.	



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To further improve outcomes, there is a need to increase opportunities for learner-led approaches, reducing over-reliance on teacher-directed learning and supporting opportunities for greater independence and active participation across all classes.

- approaches and increased opportunities to take a leading role in their own learning.
- Minutes from planning and tracking meetings demonstrate consistent approaches and shared expectations for learning and teaching across the school.
- Quality assurance activities carried out throughout the year have identified effective practice in learning and teaching, while also highlighting areas for development, including the need for greater consistency in the use of a range of teaching approaches.
- In a recent whole staff survey, all staff(100%) 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 all learners report that they know what they are learning in class in each lesson, and almost all (98%) know what they need to do in a lesson to be successful.

Digital technologies are used across all classes to support learning and teaching. There are examples of effective practice in a number of classes. where digital tools are used to enhance learning experiences. The work of staff Digital Champions and the Digital Leaders pupil voice group has increased confidence in using a wider range of digital approaches, supporting both staff and learners to develop and share effective practice. Digital Leaders within classes are trained to provide peer support, assisting with access to technology and basic troubleshooting. There remains scope to improve consistency in the use of digital technologies to enhance learning across all classes.

- Ongoing work by staff Digital Champions and the Digital Leaders pupil voice group has supported the continued development of digital learning across the school.
- Progress has been made towards further accreditation, including work towards the Digital Wellbeing Award.
- Increased use of coding has been introduced across classes, alongside a newly established lunchtime coding club to extend learning opportunities.

- Provide targeted CLPL opportunities in digital technologies, including through a further Associated Schools Group Learning Festival, to build staff confidence and extend effective use of digital approaches across the school.
- Implement new approaches to learning and teaching which promote learner-led practice



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	- A member of staff has achieved a Digital Educator Award, strengthening expertise and supporting the sharing of effective digital practice across the staff team. - The Digital Champions action plan evidences clear progress and meaningful pupil leadership in developing digital learning. - Teaching staff benefited from digital workshops delivered through our Associated Schools Group "Learning Festival", supporting increased confidence and use of digital approaches in learning and teaching. - Google Classroom continues to be used consistently across all classes to support learning and communication, including showcasing learning through weekly updates and signposting learners to relevant digital tools and experiences. It is also used effectively to support and extend learning at home.	
In most classes, learners engage positively in a range of learning activities, supported by clear explanations and instructions from teachers. This year, learners have benefited from more enriched and engaging learning experiences, particularly through an increased focus on outdoor learning. The improved outdoor facilities at the Dill Road site, including direct access to the outside space from classrooms, have supported more regular and purposeful use of the outdoor environment as part of daily learning. Effective partnership working with "Walk Wheel Cycle Trust" has strengthened planned outdoor learning opportunities linked to the curriculum, while the work of the	- Class observations showing high levels of learner engagement and participation in lessons and effective use of instructions and explanations in most classes. - Learning plans demonstrate an increased focus on planned opportunities for outdoor learning, including purposeful class outings and trips which are clearly linked to learning in the classroom.	- Plan more deliberate use of outdoor learning as part of developing learner-led approaches, ensuring outdoor experiences support independence, choice and active participation in learning. - Continue to utilise Pupil Equity Funding to support meaningful trips and visits which enhance learning and teaching and provide rich, relevant contexts for learning.



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Junior Road Safety Officers has raised the profile of outdoor learning further. Increased opportunities for trips and visits, supported by Pupil Equity Funding, have also extended learning beyond the classroom and enhanced learner engagement.		
In the majority of lessons, staff plan differentiated activities which effectively meet the needs of learners across the school. Focused professional dialogue, supported by planning meetings and quality assurance activity, has improved staff confidence in planning for composite classes, leading to more consistent approaches to pace, challenge and support.	- Planning demonstrates a range of targeted approaches and interventions to meet individual learner needs, with increasing consistency in approaches to planning for composite classes. - Minutes from planning and tracking meetings evidence coherent and consistent approaches to learning and teaching across the school, including strengthened planning for composite classes to support appropriate pace, challenge and support.	Strengthen the use of robust assessment data, particularly in numeracy and mathematics, to more precisely target teaching and learning to identified gaps. This will support a more responsive, needs-led approach, moving away from fixed, cyclical teaching models towards flexible planning which prioritises areas of greatest need.
Targeted work in numeracy has further strengthened approaches to challenge and differentiation. In numeracy, staff have focused on developing learners' deeper understanding and their ability to apply problem-solving skills across a range of contexts. This has been supported through a clear focus on planning and pedagogy which promotes real-life application and reasoning. The profile of numeracy and STEM has been enhanced through whole-school events such as Maths and Science Weeks and wider STEM projects. Investment in high-quality problem-solving resources, aligned to Curriculum for Excellence, alongside the introduction of the iMaths resource for home learning, has	- Photographic and written learner evidence from Maths and Science Weeks, along with wider STEM activities, demonstrates increased confidence, skill development and more positive attitudes towards numeracy and mathematics. - Evidence from forward planning and planning meetings demonstrates an increased and more consistent focus on problem-solving within the numeracy and mathematics curriculum across the school. - Professional dialogue and staff meeting evidence highlight a strong culture of sharing effective practice in problem-solving approaches, supporting ongoing improvement in numeracy and mathematics across the school. - Increased engagement with numeracy and mathematics home learning has strengthened links	Develop initial use of ACEL Pro to support clearer tracking in numeracy and mathematics, using the data to begin identifying gaps and informing more targeted teaching.



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strengthened links between school and home and provided further opportunities for learners to apply their skills in meaningful contexts.	between school and home, supporting learners to practise and apply skills more regularly and reinforcing understanding beyond the classroom.	
Targeted work in literacy has further strengthened approaches to challenge and differentiation. In most classes, learners are developing increased confidence and skill in writing, supported by a clearer understanding of expectations, tools and next steps. The introduction of CYPIC across Primary 3–7 has strengthened approaches to teaching writing, with most teachers increasingly using this framework to support progression and target support effectively. Learners benefit from clearer target setting and more consistent feedback, including opportunities for self and peer assessment, which is supporting improvement in the quality of writing. In most classes, learners are demonstrating improved comprehension and an increased ability to apply reading skills across a range of texts. This has been supported by the work of Reading Leaders, who have provided targeted support and professional guidance to staff, including Pupil Support Assistants, in developing effective reading strategies. There has been a clear focus on extending the application of reading skills, supported by investment in new texts and early reading resources with the school's Pupil Equity Fund. These have provided learners with more opportunities to engage with unfamiliar texts, strengthening their understanding and confidence in reading.	• Moderation and quality assurance of writing across the school shows an increase in targeted feedback for learners. • Planning and jotter evidence (P3-P7) demonstrates consistent use of CYPIC to support progression, differentiation and targeted support in writing. • Learner conversations indicate that most pupils can identify their writing targets and explain next steps. • Evidence of self and peer assessment in jotters and assessment folders shows learners increasingly using feedback to improve their writing. • Classroom observations and planning show a clear focus on developing reading strategies and comprehension skills across the school. • Use of new reading resources and early reading materials is evident in planning and classroom practice, supporting increased exposure to a wider range of texts.	• Continue to invest in high-quality reading resources, including book bags, to further support engagement and improve attainment in reading both in school and at home. • Engage with the Reading Schools accreditation programme to further strengthen a whole-school culture of reading and promote sustained engagement with reading across all stages.
Across the school, there has been a clear focus on strengthening approaches to assessment. Teachers are increasingly planning assessment opportunities more	• Planning documents evidence planned assessment opportunities across the curriculum.	• Continue to develop high-quality assessment approaches which capture evidence across the curriculum, ensuring they are meaningful and



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effectively, enabling learners to demonstrate and apply their knowledge and skills in a variety of contexts. Improved consistency in assessment approaches has supported the development of more robust evidence of learning, which in turn has enhanced moderation processes and increased confidence in teacher judgements of attainment.	- Quality assurance activities, including moderation of assessment folders across all classes, show improvement in both the quality and range of evidence gathered this year. - Minutes of stage meetings evidence collegiate working to support planning, assessment and moderation across the school. - Assessment folders demonstrate a broad range of evidence, with a stronger and more consistent inclusion of social subjects and expressive arts this session. - A range of data (e.g. SNSAs and school-based assessments) is used to triangulate teacher judgement. - Moderation activity recording sheets evidence collegiate approaches to moderating key curricular areas.	purposeful for learners, particularly in supporting effective target setting. Work collaboratively with our Quality Improvement Trio to provide opportunities for teachers to engage in moderation with colleagues across schools, further developing confidence and consistency in assessing achievement and attainment.
Planning across the school effectively supports high-quality learning and teaching in most lessons. The use of agreed progression frameworks helps ensure appropriate pace and challenge for learners. Teachers plan across a range of timescales to meet learners' needs across the curriculum, with almost all using local authority progression pathways to inform their practice and engaging in collegiate planning to promote consistency and shared understanding.	- Minutes of planning meetings evidence supportive discussions and moderation of planning across the school. - Planning documents evidence planned assessment opportunities across the curriculum and use of the Aberdeen progression frameworks. - Collaborative work within the Roman Catholic Schools Trio has supported the development of more coherent and progressive planning for Religious Education across the three schools, evidenced through shared planning documentation.	Review and refine planning formats to create more structured opportunities for learners to influence how learning is delivered and to lead aspects of their learning.
Class trackers are used consistently across the school to monitor learners' progress in literacy and numeracy, with	Tracking documents demonstrate the effective use of data to monitor learner progress, alongside regular scheduled opportunities for professional dialogue	Identify and promote targeted professional learning opportunities, including through the ASG Learning



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SEEMiS <i>Progress and Achievement</i> module supporting a more holistic overview across the curriculum. Regular, structured opportunities for professional dialogue between teachers and senior leaders support ongoing analysis of progress, including for learners facing barriers. This enables more responsive planning, targeted interventions and ongoing evaluation of impact to support improved outcomes.	with senior leaders to review progress and plan next steps. - 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. - Supporting Learners calendar evidences regular reviews of IEPs to support pupils with barriers to learning. - Interim and full reports evidence reporting on progress to parents. - Parent surveys showing that almost all (97.8%) parents feel they are kept well-informed about their child's progress and attainment by the school.	Festival, to support staff in developing greater confidence in planning for learners' needs. - Encourage peer support and collaboration to share effective practice in planning targeted interventions, particularly for learners with IEPs and those working towards individual milestones. - Engage with effective practice beyond the school to identify and adopt approaches which further strengthen support for learners.
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HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	School Very good
HGIOELC QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
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?	
Wellbeing indicators continue to underpin the school’s approach to health and wellbeing, informing curriculum planning. The school has made good progress in supporting learners to take increased responsibility for their own wellbeing. Revised approaches to wellbeing assessment and target setting have strengthened learners’ ability to reflect meaningfully on their needs and identify personal goals. Across all stages, refreshed tools aligned to the	- Consistent use of wellbeing assessment tools, such as SHANARRI “blether boards” and “wellbeing webs”, provides regular opportunities for teachers to monitor learner wellbeing and support meaningful target setting. - Sharing and analysis of health and wellbeing data, including SHINE and local authority survey information, during staff and planning meetings has	Continue to embed and refine the use of wellbeing assessment tools across the school, ensuring learners have a clear understanding of their targets and are supported to engage meaningfully in setting and reviewing these.	



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wellbeing indicators are enabling more purposeful dialogue and supporting clearer links between wellbeing, skills development and next steps. This is supporting learners to build confidence in recognising and discussing their wellbeing, with an increasing ability to take ownership of their targets.

A range of wellbeing data, including learner surveys and local authority information, is used to inform responsive planning and ensure learning is tailored to the needs of the school community. Staff have a strong understanding of learners and their individual needs, supporting a nurturing environment where learners feel confident to discuss concerns and seek support from trusted adults.

supported more responsive curriculum design and a more holistic understanding of learners' needs.

- Learner survey data relating to health and wellbeing indicates that most learners feel confident approaching staff for support and report that they feel respected and listened to within the school environment.

Following the school's relocation, which presented a period of change and uncertainty, most learners have continued to demonstrate positive behaviour, showing respect and responsibility in their interactions. A shared understanding of school values across the community has ensured a calm, inclusive ethos is sustained, supporting learners to feel safe, respected and ready to learn.

This has been further strengthened through the collaborative refresh of the school's behaviour policy this year, involving staff, learners and parents, ensuring a shared and consistent approach across the school community.

- Enhanced transition activities, including visits and the use of social stories for targeted learners, supported children to feel secure and prepared for the move. Staff observations indicate that these learners settled quickly into the new environment at the start of term, demonstrating increased confidence and readiness to engage in school routines and learning.
- Feedback from parents, learners and visitors consistently reflects a positive ethos and strong relationships across the school, supporting learners to feel safe, included and ready to engage in learning.
- Consistent use of the school's shared values, including through displays, assemblies, awards and a common restorative language, supports a cohesive approach to behaviour and underpins effective restorative practices across all classes.
- Very few behaviour incidents required referral to the school's Senior Leadership Team, indicating positive behaviour across the school, effective early

- Refresh and relaunch the school's vision and aims to ensure they are as well understood and embedded across the school community as the shared values.



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	intervention by staff and consistent use of refreshed behaviour policy. - There have been no exclusions over the past five school years, indicating sustained positive behaviour and an inclusive, supportive school environment. - Staff wellbeing survey results indicate that all staff feel supported and positive in their work within the school, contributing to a stable and supportive environment for learners.	
Partnership working continues to make a strong contribution to learners' health and wellbeing. The development of a new partnership with "Next Level Foundation" has enhanced the quality of physical education and widened opportunities for learners, including access to healthy snacks and targeted support to build confidence and resilience through leadership programmes such as Sports Captains. The school is continuing to work closely with this partner to ensure provision is responsive to learners' needs and closely aligned to the health and wellbeing curriculum. Ongoing engagement with the Roots of Empathy programme has provided further targeted support, offering structured, real-life contexts for learners to develop social and emotional understanding. This has supported learners to feel more confident and secure, with noticeable improvements for the majority of participants in how they interact with others and engage in school life.	- Evidence of partnership work in school (including through contexts for learning) demonstrates working together to achieve positive health and wellbeing outcomes for pupils. - Feedback from partners, including Next Level Foundation, reflects strong collaborative relationships and highlights the positive impact of joint working across the school community in supporting shared outcomes.	Identify a staff lead for health and wellbeing to strengthen coordination and communication with partners, including Next Level Foundation and Active Schools, ensuring a more strategic and cohesive approach to this aspect of school life.
The school maintains a clear focus on ensuring policies and practice are regularly reviewed and aligned with current legislation and local authority guidance. Staff are well supported through ongoing professional learning, which strengthens understanding and promotes consistent	All staff have completed annual Child Protection update training, with new staff also receiving induction training.	Develop and introduce a coherent tracking tool to sit alongside the existing Child Protection overview, strengthening the school's ability to monitor safeguarding concerns, identify emerging patterns and inform next steps more effectively.



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approaches to safeguarding, wellbeing, equality and inclusion across the school.

- Clear procedures are in place to ensure all visitors are appropriately briefed on child protection protocols before entering the school environment.
- Robust systems are in place to ensure student teachers are fully briefed on child protection procedures. In addition, a strengthened and more structured induction process for volunteers has been introduced this session to ensure clarity and consistency in safeguarding practice.
- School policies and safeguarding guidance are regularly reviewed and updated in line with current local and national expectations. Staff have access to clear, centralised systems (the school's Padlet and Child Protection Google Drive) for accessing key information, supporting consistency in practice and ensuring all staff are well informed and confident in their responsibilities.
- Minutes from meetings involving support staff, learners and the Senior Leadership Team demonstrate regular review of children's wellbeing, with structured opportunities to share concerns and plan appropriate support.
- Child protection records are subject to regular sampling to ensure they are of a high quality and fully compliant with policy and procedures.
- 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.

The school demonstrates a very strong commitment to inclusion and equity, with learners consistently supported to access their learning within their class setting. Learners

- Minutes from meetings with partners, including the EAL service, Autism Outreach and Speech and

- Provide regular, structured opportunities for the Supporting Learners teacher to work alongside Pupil



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benefit from responsive, inclusive support delivered within the classroom, ensuring continuity and minimal disruption to learning.

Approaches to meeting learners' needs are highly effective, with a clear focus on building teacher capacity and accountability for supporting all learners. The Supporting Learners teacher now takes a more consultative role, guiding practice and strengthening class-based provision. Staff have been supported through ongoing professional learning, including peer-led training through the ASG Learning Festival.

Staff work collaboratively with a wide range of partners to provide responsive, well-matched support which addresses individual barriers to learning. This integrated approach ensures that learners receive timely and appropriate support, enabling them to participate fully in the life and learning of the school.

Language Therapy, demonstrate regular collaborative planning and review of targeted support for learners.

- Teacher planning, including targeted support, demonstrates inclusive practice and timely interventions which are responsive to individual learner needs.
- Regularly reviewed IEPs demonstrate well-planned, individualised support, with teachers working closely with the Supporting Learners teacher to review progress and consult with parents, ensuring a shared and responsive approach to meeting learners' needs.
- Regular use of the CIRCLE framework within planning and tracking meetings, as well as Supporting Learners consultations, demonstrates a consistent and structured approach to identifying and responding to a range of learner needs through inclusive strategies.
- Minutes from planning and tracking meetings show that individual learners are regularly reviewed, with ongoing professional dialogue used to identify needs and plan appropriate, timely support.
- No exclusions for last five school years demonstrates a commitment to inclusive approaches.
- High rate of attendance (96.2% average) across the school evidences a commitment to inclusion.

Support Assistants, building their confidence and skills in delivering targeted support and using appropriate strategies and interventions to meet learners' needs.

As a Roman Catholic school, there is a very strong and embedded commitment to promoting social justice, equality and inclusion through shared values and daily practice. Learners demonstrate a well-developed understanding of diversity and respect for others, supported through coherent approaches across Religious Education and health and wellbeing. Planned learning across the curriculum provides meaningful opportunities for learners to explore and apply these values in relevant contexts.

- Planning across Health and Wellbeing and Religious Education now demonstrates a clear, consistent and progressive focus on promoting respect, tolerance and inclusion across all stages.
- The high number of learners participating in the Sacraments reflects strong parental support for the school's approaches as a Catholic community, and

- Continue to create planned opportunities for staff across Aberdeen City's Roman Catholic schools to collaborate and co-design learning, strengthening consistency and progression within the curriculum.
- Review and refresh the school's approach to *God's Loving Plan* to ensure it reflects current practice and is clearly understood and implemented across the school.



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This has been further strengthened in the upper stages through continued participation in the Pope Francis Faith Award programme, with Primary 6 and Primary 7 learners engaging in sustained opportunities to put their values into action, culminating in Primary 7 learners achieving awards this year. Collaborative work with other Roman Catholic schools has enhanced planning for equality, diversity and inclusion, supporting consistency and high-quality learning experiences across settings.	for the development of children's faith, values and understanding of equality, inclusion and respect. Strengthened collaboration with other Catholic schools across Aberdeen has further enhanced approaches to Religious Education this year, supporting a more consistent and progressive focus on diversity, equality and inclusion across all stages.	
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HGIOS QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners’ achievement; Equity for all learners)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Very good
HGIOELC QI 3.2 Securing Children’s Progress (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)			
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?	
Attainment over time continues to show progress, although this is significantly influenced by the school’s highly transient population. Current data indicates a decline in attainment at Primary 4 across reading, writing and numeracy this year. This reflects the increased number of learners within the cohort presenting with additional support needs, English as an additional language and other barriers to learning, with attainment closely aligned to their earlier progress and achievement in Primary 1. A small number of learners in this stage continue to require targeted support.	• Minutes of tracking meetings showing continuous review of learner progress and data. • ACEL data for this session indicates a more variable picture across stages, with areas of strength alongside identified areas for improvement in reading, writing and numeracy. • 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.	• Provide expanded moderation opportunities for teaching staff, including collaborative work with new schools through the Quality Improvement Trio, to strengthen confidence and consistency in professional judgements of attainment and achievement.	



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At Primary 7, there are slight declines in writing and numeracy; however, this is within a small cohort, where a few individuals are being supported to achieve.

In contrast, attainment has improved significantly at Primary 1, particularly in reading and writing, with a smaller improvement in numeracy. There have also been positive gains in reading attainment at Primary 7.

Overall, attainment remains broadly in line with or above national averages, and frequently exceeds local authority averages, despite some variation across stages.

Staff across the school demonstrate a clear and informed understanding of the context in which learners are progressing, including the range of barriers which may impact on attainment. There is a strong focus on using this understanding to plan targeted, responsive support. Resources, including Pupil Equity Funding, are used strategically to address identified needs, with interventions and supports closely aligned to improving outcomes across literacy, numeracy and health and wellbeing.

Approaches to reducing the cost of the school day remain embedded in practice, supported by a clear and well-established policy which continues to guide consistent implementation across the school community.

Following the move to the new site, partnership working has been adapted to reflect the changing context, ensuring continued support for learners and families. These collaborations are helping to address barriers to learning, including those linked to poverty, and are supporting more

- Tracking data is used to identify targeted groups and monitor progress over time.
- A well-established Cost of the School Day policy continues to underpin practice, supporting a consistent approach to reducing financial barriers for families across the school community.
- Collaborative approaches support targeted interventions to address barriers to learning and wellbeing.

- Review the school's Cost of the School Day guidance in consultation with pupils through the Pupil Council, alongside staff and parents, to ensure it reflects current needs and practice within the school community.



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targeted interventions to reduce inequity and improve outcomes.		
Targeted interventions in literacy and numeracy have strengthened approaches to differentiation and responsiveness to learners' needs. The introduction of CYPIC across P3–P7 has improved consistency in writing, with clearer progression, more focused feedback and increased learner awareness of targets. In reading, the work of Reading Leaders has supported staff to develop effective pedagogy, resulting in improved comprehension and greater confidence in applying reading skills across a range of texts. Investment in high-quality resources, including new texts and book bags, has further supported engagement and application, both in school and at home. In numeracy and mathematics, there has been an increased focus on problem-solving, real-life application and STEM, supported by whole-school events, targeted resources and the introduction of iMaths for home learning. Ongoing professional dialogue, moderation and quality assurance activities have strengthened consistency in teaching approaches and teacher confidence in assessing attainment, contributing to improved outcomes for learners.	- Assessment evidence across literacy and numeracy shows improved consistency in approaches and clearer identification of next steps for learners. - Planning and tracking documentation demonstrates more targeted support and intervention based on identified gaps. - Professional dialogue and evidence of moderation activities highlight increased staff confidence and consistency in teaching and assessment approaches. - Minutes from planning and staff meetings demonstrate a clear focus on exploring and supporting new approaches to raising attainment in literacy and numeracy, with ongoing professional dialogue shaping practice.	- Extend moderation and professional dialogue opportunities, including across schools, to further build confidence and shared understanding of attainment standards. - Review and adapt the structure of learning and teaching to create more dedicated opportunities for teachers to work with targeted groups, enabling focused, explicit teaching at an appropriate level to address gaps and provide increased challenge for learners.
Across the school, staff demonstrate an increasingly effective use of assessment information to monitor progress and inform next steps in learning. Progression pathways are used well to support continuity and depth, enabling learners to build on prior learning as they move through Curriculum for Excellence levels.	- Updated class tracking systems provide staff with a clear overview of learner progress over time, supporting early identification of needs and informing timely, targeted interventions. - Minutes from planning and tracking discussions show that assessment information is regularly used to inform professional judgement and support accurate reporting of achievement of a level.	Increase use of the attainment over time tracker during professional dialogue and attainment meetings to support deeper analysis of learner progress, enable earlier identification of divergence from expected progress and inform more targeted, responsive interventions.



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The school continues to respond proactively to the challenges of a highly mobile roll by adopting flexible and responsive approaches to tracking progress. A newly developed attainment over time tracker is beginning to support this work, allowing staff to monitor learner journeys more closely and identify any divergence from expected progress, which in turn informs professional dialogue and targeted support.

- Assessment folders provide a clear and consistent record of learners' progress over time, supporting staff to identify patterns and respond effectively to individual needs.
- Planning for support, including input from Pupil Support Assistants and the Supporting Learners teacher, demonstrates flexible and responsive approaches which adapt to evolving learner needs and progress.

The recognition and promotion of wider achievement is a growing strength across the school. Learners benefit from a broad range of planned opportunities, both within and beyond the classroom, which support personal achievement and participation. Strong partnerships with organisations such as Next Level Foundation, Active Schools and Aberdeen Sports Village have extended opportunities for learners during the school day and beyond, increasing engagement and access to wider experiences.

Approaches to celebrating achievement are well established, with school systems such as the Achievement Tree and digital platforms used effectively to recognise success outwith school. The use of the four contexts of Curriculum for Excellence in planning interdisciplinary learning supports an intentional approach to developing opportunities for personal achievement across the school year.

The continued development of the Pope Francis Faith Award, now involving learners in Primary 6 and Primary 7, has further strengthened the school's approach to recognising wider achievement. This provides meaningful opportunities for accreditation and supports learners to

- Regular use of wider achievement tracking systems ensures learners' participation and successes are systematically recorded and recognised.
- School communication and records of initiatives such as the Golden Top Table demonstrate a continued focus on celebrating achievement with families, supporting increased parental engagement and recognition of learners' success.
- Evidence from Google Classroom and the Achievement Tree shows regular sharing and celebration of achievements, which supports a positive ethos and encourages learners to value their successes and engage more fully in school life.
- Records of participation in wider opportunities, including sports activities, competitions and accredited programmes (e.g. Pope Francis Faith Award).
- Examples of learner success in projects such as Young Writers publications and environmental awards.
- Registers and planning for extracurricular activities and partnerships demonstrating increased opportunities and engagement.

- Work more closely with ASG primary schools to develop a wider range of opportunities for pupil achievement, including collaborative events such as Maths Week.
- Introduce a Health and Wellbeing lead to strengthen collaboration with external partners and further expand opportunities for sporting and physical activity, including extracurricular provision.
- Teaching staff will take increased responsibility for leading and delivering extracurricular clubs this year, further widening opportunities for learners beyond the classroom.



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reflect on and celebrate their achievements within their faith and wider lives. Additional opportunities, such as participation in the Young Writers project and the Ruby Robin Award, have broadened recognition of achievement across different contexts. The school also continues to engage in a range of competitions, including the Rotary Quiz, Maths Challenge and EuroQuiz, providing learners with opportunities to apply their skills in new contexts, develop confidence and represent the school beyond their immediate setting.



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Priority 1	Leading new change across the school					
Context	The school is building leadership capacity across staff, learners and the wider community. To support sustained improvement, there is a need to refresh the school's vision and aims so they are clearly understood and actively drive improvement. There are also opportunities to strengthen distributed leadership, pupil leadership and partnership working, ensuring all stakeholders contribute meaningfully to change.					
Links to Quality Indicators	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching and Assessment					
Output(s) What improvement will the learner experience?	Actions Required What will we do to improve the learner experience?	Outcomes What products or outcomes will be created?	Resources Who/What/When	Progress N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG		
				T1/2	T3	T4
Learners, staff and stakeholders understand and can articulate the school's vision and aims, and see how these influence learning and experiences.	- Co-create refreshed vision and aims with staff, learners, parents and partners. - Facilitate pupil workshops and Pupil Council involvement. - Launch and regularly revisit through assemblies, classrooms (displays) and communication platforms. - Embed within planning, target setting and school improvement discussions.	- Learners and staff can clearly articulate the vision and its relevance. - Displays, planning and dialogue reflect consistent reference to vision and aims. - Parental feedback indicates improved understanding of school priorities.	DHT leading process All staff, pupils and parents involved Term 1-2 (refresh & launch) Ongoing embedding			
Learners experience enhanced PE and sport leadership opportunities,	Extend the role of Sports Captains in planning and evaluating PE.	Increased pupil participation in sport and leadership roles.	PE Lead + HT Sports Captains +			



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leading to increased participation, confidence and skill development.	- Provide leadership training and responsibilities (e.g. leading activities, contributing to school improvement and pupil voice in PE). - Strengthen partnership with Next Level Foundation and Active Schools. - Plan strategically towards Gold Sport Scotland School Sport Award.	- Improved quality and consistency of PE delivery. - Evidence of pupil input influencing PE curriculum and extra-curricular activities. - Progress towards Gold School Sport Award benchmarks.	partners Ongoing across session Award timeline to be tracked			
Teaching staff take increased ownership of school improvement through meaningful leadership roles.	- Review and redesign staff leadership remits aligned to SIP. - Identify priority improvement themes and allocate leadership groups. - Provide protected collegiate time to plan, lead and evaluate projects. - Support through coaching, peer collaboration and professional dialogue.	- Increased staff confidence in leading change. - Evidence of staff-led initiatives impacting practice. - Improved consistency in approaches across the school. - Clear links between staff leadership and improved learner outcomes.	HT and DHT coordinating working groups. All teaching staff involved Collegiate time allocated Ongoing monitoring			
Learners and staff benefit from wider collaboration, leading to innovation and shared best practice.	- Create opportunities for staff and pupils to collaborate more with other schools (ASG, Quality Improvement Trio, RC Schools). - Plan joint projects, moderation and leadership events. - Invite partners and parents to engage more with pupil leadership groups. - Share practice through visits, events and digital platforms.	- Evidence of shared practice influencing teaching and leadership. - Increased pupil engagement in collaborative opportunities. - Feedback from partners shows strengthened relationships.	HT to coordinate with networks / partners Staff + pupil leaders Parents / partners involved Across full session			



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Priority 2		Improving learning, teaching and assessment				
Context		The school is continuing to build consistency and quality in learning and teaching across all classes. There is a need to expand the effective use of digital technologies, deepen understanding of the evolving curriculum, and further develop pedagogy to promote greater learner independence and engagement. Strengthening approaches to target setting will support learners to take greater ownership of their progress.				
Links to Quality Indicators		QI 2.3 Learning, Teaching and Assessment QI 3.2 Raising Attainment and Achievement				
Output(s) What improvement will the learner experience?	Actions Required What will we do to improve the learner experience?	Outcomes What products or outcomes will be created?	Resources Who/What/When	Progress N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG		
				T1/2	T3	T4
Learners experience more engaging, differentiated and high-quality learning through increased use of digital technologies.	- Digital Champions and Digital Leaders to model and share effective practice. - Provide targeted CLPL (including through ASG Learning Festival). - Support staff to use digital tools for differentiation, feedback and assessment. - Embed digital tools in planning and classroom practice.	- Increased consistency in digital use across classes. - Evidence of digital tools supporting differentiation, challenge and feedback. - Learner voice shows improved engagement and confidence in using digital tools to learn. - QA evidence demonstrates more effective use of digital technologies to enhance learning.	Digital Champions (working party) leading change SLT leading quality assurance ASG Learning Festival and other partners providing CLPL opportunities All staff Ongoing (Terms 1–4)			



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Learners benefit from refreshed pedagogy through a developing understanding of the evolving curriculum.	- Introduce and develop understanding of the Curriculum Improvement Cycle. - Provide professional learning (whole staff and individual enquiry). - Create opportunities for staff to contribute to curriculum development. - Use professional dialogue and QA processes to reflect on practice.	- Staff demonstrate increased confidence in curriculum design and pedagogy. - Planning discussions reflect evolving curriculum understanding.	All staff. Led by HT. CLPL time Ongoing across session			
Learners increasingly lead their learning, resulting in greater independence, engagement and active participation.	- Trial small-scale changes to lesson structure to promote learner-led approaches. - Identify early adopter staff to model practice. - Share effective approaches through professional dialogue and staff development time. - Develop strategies to reduce over-reliance on teacher-directed learning. Build opportunities for group work, choice and independent learning.	- Increased learner participation and engagement in lessons. - Learners demonstrate greater independence and ownership. - Lesson observations indicate increasing opportunities for learner-led approaches, with a gradual shift away from predominantly teacher-led learning. - Staff evidence increased use of varied pedagogical approaches.	SLT / early adopters (working party). Overseen by HT. All staff QA calendar Ongoing (phased approach)			
Learners develop a clearer understanding of their progress and next steps through high-quality target setting.	- Support learners to use evidence including assessment folders and jotters more to reflect on learning and progress. - Develop consistent approaches to target setting across the school. - Align target setting with school skills framework. - Build opportunities for regular learner reflection and discussion.	- Learners can articulate their targets and next steps. - Increased evidence of learner target setting and reflection.	DHT lead + working party All teaching staff Learners QA + planning meetings Ongoing			



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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	5
3.2 Raising Attainment & Achievement / Securing Children's Progress	5



Priority 3		Raising attainment in literacy and numeracy				
Context		The school is continuing to develop targeted approaches to raise attainment in literacy and numeracy. There is a clear focus on strengthening a culture of reading across the school and addressing gaps in numeracy through more responsive, needs-led teaching. Leadership from key staff groups will drive these improvements, ensuring more learners achieve expected Curriculum for Excellence levels, particularly in numeracy and mathematics.				
Links to Quality Indicators		QI 3.2 Raising Attainment and Achievement QI 2.3 Learning, Teaching and Assessment				
Output(s) What improvement will the learner experience?	Actions Required What will we do to improve the learner experience?	Outcomes What products or outcomes will be created?	Resources Who/What/When	Progress N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG		
				T1/2	T3	T4
Learners engage more frequently in reading and develop positive attitudes, resulting in improved attainment in reading.	- Develop and implement a whole-school reading culture strategy, led by Acting PT and upper school Reading Leader. - Increase opportunities for wider reading (library development, class libraries, local library visits). - Plan and deliver events to raise the profile of reading (e.g. Reading Schools Week launch). - Create and implement an action plan towards achieving Reading Schools Award. - Promote reading through assemblies, classrooms and home learning.	- Increased learner engagement and enjoyment in reading (pupil voice evidence). - Increased participation in reading opportunities across the school. - Evidence of wider reading in classrooms and at home. - Progress towards Reading Schools Award accreditation. - Improved reading attainment over time.	Acting PT (lead) Upper school Reading Leader All staff Local library partners Session-long focus (launch Term 1)			



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Learners demonstrate improved numeracy understanding and increased attainment through targeted support to address gaps in learning.	- Conduct holistic assessment of numeracy across P4–P7 to identify gaps in learning. - Use data to prioritise targeted teaching and intervention. - Establish Numeracy Working Party to lead development. - Develop and implement resources and approaches to address identified gaps. - Monitor impact through tracking and professional dialogue.	- Clear identification of gaps in learner understanding. - Evidence of targeted teaching addressing specific needs. - Improved learner confidence and understanding in numeracy (learner voice). - Increased proportion of learners “on track” and achieving expected levels. - Greater consistency in numeracy approaches across the school.	Numeracy Working Party HT (oversight) Teaching staff P4–P7 Assessment tools/resources Ongoing (Term 1–4 monitoring)			
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