



<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>Improvement Priorities (Previous Year)</b></p> <p>Priority 1 – <b>Q.I. 1.3: Improve leadership of learning at all levels</b></p> <ul style="list-style-type: none"> <li>• Increasing pupil leadership of learning</li> <li>• Developing pupil voice and leadership opportunities across the school</li> <li>• Increase parent and partner engagement to support learning in school</li> </ul> <p>Priority 2 – <b>Q.I. 2.3: Improve children's learning and the quality of teaching</b></p> <ul style="list-style-type: none"> <li>• Consistent use of learning intentions, success criteria and questioning</li> <li>• Purposeful learning environments where learners have shared ownership</li> <li>• Improvements in quality of assessment evidence gathered</li> </ul> <p>Priority 3 – <b>Q.I. 3.1: Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge</b></p> <ul style="list-style-type: none"> <li>• Increasing consistency in planning for support and challenge across the school</li> <li>• Developing more opportunities for learners to work together to develop their social skills</li> <li>• Learners having a better understanding of their emotions, which they can use to support their learning and progress</li> </ul> <p>Priority 4 – <b>Q.I. 3.2: Improve attainment in literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>• Increasing teacher confidence in reading and consistency of teaching approaches across the school</li> <li>• Increasing reading confidence and enjoyment across the school</li> <li>• Developing quality of feedback in writing to increase attainment</li> <li>• Developing the concrete, pictorial, abstract approach in numeracy</li> </ul>	<p><b>Improvement Priorities (Current Year)</b></p> <p>Priority 1 – <b>Q.I. 1.3: Develop leadership and ownership of learning and wider achievement at all levels</b></p> <ul style="list-style-type: none"> <li>• Increasing pupil voice and leadership of school initiatives, the curriculum and decision making in school</li> <li>• Supporting and develop staff leadership at all levels, including specialist roles for PSA staff</li> <li>• Continuing to build on parental and partner engagement and family learning opportunities in school.</li> </ul> <p>Priority 2 – <b>Q.I. 2.3: Improve learning environments and opportunities for skills development</b></p> <ul style="list-style-type: none"> <li>• Learner-led classroom environments with rich opportunities for play and real-life contexts for learning</li> <li>• Learner ownership of planning, evidencing and evaluating learning, including through the four contexts</li> <li>• Revisiting and embedding St Peter's and Aberdeen City Council skills documents to tie in with context planning</li> </ul> <p>Priority 3 – <b>Q.I. 3.1: Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge</b></p> <ul style="list-style-type: none"> <li>• Continue to develop planning for support and challenge across the school</li> <li>• Developing staff skillsets to have specialist staff for collegiate support (e.g. dyslexia champion, ADHD, autism and EAL champions)</li> <li>• Focus on skills and talents. Learners recognising their own God-given talents and developing whole school understanding of uniqueness and diversity</li> </ul>

- Targeting learners with gaps in numeracy and mathematics knowledge and attainment at P6 and P7 stages

- Further rolling out of Roots of Empathy programme, with consideration of other responsive programmes and tools to support individuals, groups and classes
- Continuing to develop extra-curricular offerings and celebration / recognition of wider achievement in school

Priority 4 – **Q.I. 3.2: Improve attainment in literacy and numeracy**

- Further developing consistency of reading approaches – Read Write Inc roll-out to P3. Continue to develop targeted reading interventions, particularly for P5. Introduce use of Fresh Start for targeted pupils
- Increasing learner engagement and ownership in writing through focusing on context and purpose
- Continue to develop targeted support for numeracy at P6 and P7
- Focusing on shared approaches to teaching numeracy (including continuation of CPA and Maths Mastery approaches)

**Context of the school:**

*St Peter's R.C. Primary School is a Roman Catholic (RC) primary school 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. 65% of our pupils are baptised Catholics. St Peter's is part of the St. Machar Associated Schools Group, however pupils go to a number of different secondary schools after finishing P7. The school is split on the site between the main school building, a Portakabin housing two classrooms and part of the Old Aberdeen House building housing three classrooms. The school roll is approximately 215 pupils with no Early Learning and Childcare provision. The roll has significantly increased during this school year.*

*The Senior Leadership Team consists of Head Teacher (Mr Liam Sturrock), Depute Head Teacher (Mrs Amy Bain 0.8 and Mrs Carolyn Kelman 0.2 Acting). At St Peter's there are currently eight classes. The teaching team consists of class teachers, with a current vacancy for Support for Learning. There is one probationer teacher in the school. The school has 6 Pupil Support Assistants, an Administrator and two part-time School Support Assistants.*

*52.31% of pupils live in SIMD quintiles 1 and 2. 17.95% live in quintile 1 and 34.36% live in quintile 2. The school saw a rise from 4% to 13% of our pupils registered to receive free school meals from the previous school session. Attendance for the school sits at 92.22%. The school works closely with targeted families and the Home School Liaison Officer.*

*St Peter's serves a diverse school population and has a significant percentage of pupils with English as an Additional Language (currently 63.33%). Currently, 3.8% of pupil's identify as White Scottish, with the majority of pupils (40%) identifying as African Scottish / British or African (other). The next largest group by ethnic identity is White Polish, with 24.4% of pupils. 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 significant increase in the school roll has predominantly been student dependents during this school year.*

*Our school values of kindness, respect, trust, forgiveness and tolerance underpin our attitude to supporting all learners, families and staff. Work has continued over the past school year to further embed the school values into the life and ethos of our school. This has included a focus on our values mascots and considering how our values link to the Gospel Values through learning and teaching and the wider life of our school (including assemblies and pupil voice opportunities). The 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 pupils. Almost all pupils are aware of the school values (through our mascots) and are beginning to relate these to their learning, relationships and daily lives in school. There have been no exclusions in school over the last two 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. Work has been carried out in the previous two years on developing new approaches to targeting learners in classes. Some of the progress here has been delayed due to a Supporting Learners teaching vacancy for the majority of this school year.*

The school's health and wellbeing co-ordinator (Acting DHT) has overseen the collection and analysis of health and wellbeing data from pupils. This data has been shared with staff to inform planning the health and wellbeing curriculum and shape planned interventions.

Our school Health and Wellbeing Surveys (P5-P7) and SHINE data show that an increasing number of our pupils are rating their general health as good or excellent. There has been a significant increase in the number of pupils reporting that they exercise daily. Our continued work with Russell Anderson Development School (RADS) has meant that our pupils have weekly sports sessions with a trained coach. A Young Leaders group has continued to be offered this year to develop confidence and leadership skills in targeted upper school pupils. We have continued to offer Active Adventure Days (a Pupil Equity Fund intervention for 2022-2023) this year and increased the number of these to boost pupil and staff wellbeing, offer new opportunities for outdoor learning and exercise and give opportunities for pupils to reflect on their mental health.

The Health and Wellbeing (HWB) survey and SHINE data show that the majority of our pupils eat fruit every day and avoid fizzy drinks. Our continued work in promoting healthy snacks, supported by RADS through weekly fruit provisions, encourages healthy habits. Our work with Childsmile this year has seen the reintroduction of toothbrushing from P1-P4, further promoting a healthy lifestyle.

Whilst the majority of our pupils report being happy or very happy within the HWB and SHINE surveys, almost a quarter report having experienced low mood at some point. We have supported the development of confidence and resilience in a targeted group of P6 learners this year with the support of a Youth Development Worker, who carries out weekly team activities to develop key skills including communication, social skills, teamworking, dealing with challenges, leadership and decision-making. This work will lead towards the awarding of [Hi5 Awards](#) (SCQF Level 2). We have benefited from an ACIS Youth counsellor in school this year, who has carried out intensive work with two targeted pupils, focused on anxiety and dealing with grief / loss. We continue to monitor and support pupil wellbeing throughout the year with regular SHANNARI wellbeing assessments from P1-P7, with the information being used to aid target-setting and provide support where needed.

Feedback from Quality Improvement Support visits from the local authority, a Recovery Visit from Her Majesty's inspectors from Education Scotland (May 2022) and a recent inspection from His Majesty's inspectors from Education Scotland (December 2022) has been used to continue guiding quality improvement in school. The most recent reports from inspection can be found at the following [link](#).

	<b>Listening and Talking</b> Achieving and Exceeding Total Percentage (+difference from previous year)	<b>Writing</b> Achieving and Exceeding Total Percentage (+difference from previous year)	<b>Reading</b> Achieving and Exceeding Total Percentage (+difference from previous year)	<b>Numeracy</b> Achieving and Exceeding Total Percentage (+difference from previous year)
<b>P1</b>	67.86% (no change)	71.43% (-3.57%)	75% (-12%)	78.57% (-6.43%)
<b>P4</b>	90.48% (+12.48%)	47.62% (-25.38%)	52.38% (-16.62%)	66.67% (-2.33%)
<b>P7</b>	84.62% (+11.62%)	92.31% (+24.31%)	84.62% (+11.62%)	96.15% (+28.12%)

The most recent data shows most areas have seen decreases in attainment over this school year at P1 and P4. A number of children were not assessed within the end of year data owing to being very new to the school. Listening and talking at P1 continues to be lower than the 2018-2019 school year achievements, and work is ongoing to target this through listening groups (including through use of the resource "Teaching Children to Listen"). Reading has been developed through this school year through the continuation of the roll-out of the Read Write Inc programme in school, which has been one of the Pupil Equity Fund interventions for the 2022-2023 school year. We have also started using other targeted tools (e.g., Nessy) to provide specific interventions for targeted pupils. Writing continues to be a focus for development through common assessment and feedback approaches being developed in school this year. Within numeracy, work has been started on developing more conceptual understanding through Maths Mastery approaches. This work will continue into the new school year (2023-2024).

We received an allocation of £9734 Pupil Equity Funding, which has been carefully allocated to support improvement in reading, numeracy, health and wellbeing and play across the school.

A need has been highlighted to consider the pace and challenge of learning, and staff will continue to work on developing planning and interventions to ensure both support and challenge is present in every classroom.

Over the past school year there has been an increase in opportunities for pupil voice and leadership. Each pupil is now part of a pupil voice group, undertaking meaningful tasks to support school improvement (currently in the areas of eco schools, digital, charities / community and Rights Respecting Schools). Enhancement of pupil leadership roles and

regular planned meetings has led to wider involvement and opportunities for pupils to lead on areas of learning (Learning Council), decision making (Pupil Council), school events (P7 Leaders) and road safety (Junior Road Safety Officers) over the course of this school year.

Through the continued focus on using whole school contexts for learning, we have continued to build opportunities for enhancing the ethos and life of our school, for personal achievement and for application of skills across the curriculum. Parental engagement opportunities have significantly increased over this school year, with planned events linked to most contexts for learning. We have involved pupils more in the co-design and evaluations of our contexts for learning this year through our Learning Council.

A continued focus on using the National Benchmarks and developing high-quality assessments has allowed teachers to make better use of assessment evidence to inform their planning. The development of quality feedback in writing is allowing learners to have a better understanding of their targets and next steps.

The adoption of the Roots of Empathy programme this year has targeted a specific class to develop their understanding of emotions and promote our school values. This programme has led to an increased engagement and understanding of emotions and plans to build on the successes of the programme in the 2023-2024 school year are under way.

Quality Indicator	Evaluation 1-6
Q11.3 Leadership of Change	4
Q12.3 Learning, Teaching & Assessment	4
Q13.1 Ensuring Wellbeing, Equality & Inclusion	4
Q13.2 Raising Attainment & Achievement	4

Leadership of Change (Q11.3)		
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<p><b>HGIOS</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>HGIOELC</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>Learners have experienced more opportunities to lead their learning over the course of this year. A learning council has been established to increase pupil voice and leadership.</p>	<ul style="list-style-type: none"> <li>• Collegiate planning for contexts for learning evidences pupil voice</li> <li>• Observed learning and HMIE feedback evidences increasing opportunities for leadership of learning in classes and through wider activities (e.g. pupil leadership groups, pupil voice groups and extra-curricular activities)</li> <li>• Evidence of planning involving pupils (planning formats)</li> <li>• Feedback from pupil surveys shows that most learners value their pupil voice role and wish to continue this in the new school year</li> <li>• Feedback from staff (including surveys) shows that most staff feel the pupil leadership and voice opportunities have had a positive impact this year and that they have had a leadership role when running these</li> <li>• All learners have been part of a Pupil Voice group this year (groups have worked on the themes of eco schools, Rights Respecting schools, digital leadership and charities &amp; community). Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop opportunities for pupil voice and leadership groups to engage in meaningful work leading to achieved outcomes (e.g. accreditation and awards)</li> <li>• Develop opportunities for pupil voice and leadership projects to be shared more widely</li> <li>• Continued use of HGIOURS to achieve wider pupil-led improvement projects during the new school year</li> <li>• Seek partnerships and opportunities for our pupils and staff to look outwards and work with other schools to support school improvement</li> </ul>

Continued work on developing our school values this year focuses on children's wellbeing and development. The values of the school are used to drive improvement across the school.

The pace of change has been managed by the Senior Leadership Team to continue to drive improvement whilst carefully supporting wellbeing. Clear direction is given to support change and continuous improvement in school, and the Senior Leadership Team and staff use their thorough understanding of children and their families to guide improvements and support learning. Increased efforts have been made to measure the impact of improvement projects in school this year.

The majority staff have a good understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims.

Almost all staff feel confident in contributing to the Catholic ethos of our school. Across the three Aberdeen RC schools, we have an evolving collaborative trio to support staff and leadership teams in contributing to and leading the faith aspect of our schools.

have developed display boards to share their work.

- Establishment of pupil leadership groups (Learning Council, Pupil Council, P7 Leadership and Junior Road Safety Officers) has involved pupils positively in school improvement. Pupil surveys indicate that most pupils involved in leadership groups feel their work is valued and important and that they are starting to see the outcomes of their work in school.
- Almost all of our pupils now know and understand our school values (evidenced from recent pupil survey).
- The values mascots are used by pupils and staff to support target setting, develop skills for learning, set expectations, model restorative discussions and celebrate success in school
- Staff wellbeing surveys indicate that most staff know and understand the values of the school, believe that the school is well led and feel that the pace of change has been managed well
- Recent HMIE feedback states that the Senior Leadership Team provide strong leadership and clear direction for school improvement
- SQUIP and PEF action plans are shared and have had input from all staff in school, supporting staff understanding of priorities and increasing their involvement in creating and actioning these
- Results from surveys and data gathering when measuring the impact of improvement projects is regularly shared with staff to highlight successes and support ongoing target setting for continuous improvement
- Attainment trackers evidence an increased use of data to support individual planning and progress tracking
- Data dialogue meetings support the identification of specific needs and interventions for learners / families
- All staff have had experience in delivering aspects of Religious Education and have been involved in contributing to the wider Catholic ethos of our school. Staff at Sacramental stages have taken full responsibility for preparing pupils for the Sacraments.
- The Aberdeen Roman Catholic Schools Education Mass event allowed staff, pupils from P4-P7, parents and the wider school community

- Develop child-friendly versions of our school vision and aims in the new school year
- Creation of a new school song to further embed our vision, aims and values across the whole school community
- Wider sharing of our values with parents to build awareness and understanding
- Increase parent and partner involvement in school improvement planning and evaluations
- Develop staff leadership roles and opportunities which are clearly aligned to the Improvement Plan
- Widen the scope of data gathered to more rigorously measure the impact of improvement projects in school, and share this more regularly with staff, parents, pupils and the wider school community
- Develop a more rigorous use of data during planning and tracking meetings (including thorough use of PowerBi)
- Build new opportunities to work as an RC schools trio to deliver CLPL, support staff confidence and pride in leading the faith aspect of our schools and support leaders to use Developing in Faith to reflect on our progress as Roman Catholic Schools
- Build on new partnerships to support the development of RE and the wider Catholic ethos of our RC schools (including with the parish, Diocese, Dominican Sisters, CHAPS, SCES and partner agencies)
- To ensure inclusion through incorporating the diversity of learners and families in our school into

Parental engagement in learning has increased this year, with new opportunities to share in the learning. Parents have been consulted on improvements and changes in school and their feedback has been used to inform continuous improvement in school.

Staff work well collegiately to plan and engage in professional dialogue. Most working group/team projects to support school improvement have led to successful outcomes for the school. Regular stage meetings support consistency and continuity across the school.

- to work on planning and being part of a larger-scale, shared eucharistic celebration
- Pupils at P7 stage were involved in a shared retreat experience, which allowed them to work with children from other schools. An evolving partnership has emerged with the Dominican Sisters in delivering this type of experience for our learners.
- Increased opportunities for parents to share in the learning through whole school contexts for learning has led to wider parental engagement. Attendance has been consistent for the majority of events.
- Parent surveys evidence feedback on improvement projects and parent voice
- Continued posts on school website and Google classrooms evidence the sharing of learning at class and whole school level
- Regular digital newsletters evidence the sharing of new approaches, including planning through the four contexts
- Pupils have experienced a number of whole-school events and activities organised by staff, including curricular weeks, Active Adventure Days and context events. Pupil feedback indicates that most pupils enjoy these experiences.
- Discussions at PRD meetings and professional learning records show staff reflections on the need for collegiate working and sharing good practice
- Collaboration on Google staff classroom (e.g. whole school contexts development) evidences collegiate approaches to planning
- Minutes of stage meetings evidence professional dialogue
- Evidence of pupil and staff involvement of self-evaluations (minutes of pupil council meetings and Google classroom self-evaluation materials) demonstrates engagement with HGIOS and HGIOURS

school celebrations, learning in Religious Education and Health and Wellbeing and across the school community

- Create more opportunities for parents to be engaged with, and at times lead, areas of learning in school
- Build on family learning partnership further
- Support the capacity of the Parent Council to improve parental involvement in areas of school improvement and learning
- Develop partnership working (e.g. with trio and ASG) to support staff to look outwards and link with other schools
- Establish a QAMSO and staff leadership roles to share best practice locally and nationally
- Increase opportunities for staff to lead CLPL linked to curriculum development and pedagogy
- Create opportunities for sharing parent feedback with staff, and ensure this informs improvement planning at all levels
- Build a wider awareness of our improvement outcomes for pupils, parents and partners

## Learning, Teaching & Assessment (QI2.3)

HGIOS		HGIOELC
Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring		Learning and engagement Quality of interactions Effective use of assessment Planning, tracking and monitoring
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<p>Very positive relationships between staff and children, and between the children themselves, underpin all aspects of learning in the school. This is supported by a focus on the school values, with clear links to the Gospel Values. This culture of mutual respect, inclusivity and care enables almost all learners to demonstrate the shared values of the school.</p> <p>There is an established calm, purposeful environment where children are valued and supported in their learning and wellbeing. Most children engage positively in their learning when this is well planned to meet their needs. Further opportunities for meaningful and real-life contexts for learning have supported children to become more engaged in their learning. There is a need to develop high-quality learning and teaching more consistently across the school and ensure that learning activities are challenging enough and well matched to the needs of all children.</p> <p>Digital technologies are used in all classes to support quality learning and teaching. Good practice has been observed in a few classes here.</p>	<ul style="list-style-type: none"> <li>• Feedback QI visits and HMIE</li> <li>• Visitor comments on the positive, welcoming ethos and nurturing practices within the school</li> <li>• Staff survey feedback evidences positive staff wellbeing for most staff</li> <li>• Feedback from most learners on their wellbeing in school is positive (from SHINE survey for P6 and P7, the Aberdeen City Health and Wellbeing survey for P5-P7 and St Peter's pupil surveys across the school)</li> <li>• Feedback from learners in Learning Council and Pupil Council meetings indicates that pupils have high respect for their learning environments but would like to see neater classrooms and their work displayed more</li> <li>• Evidence of teaching staff engagement with pupil data (tracking meetings and SHINE / HWB CLPL)</li> <li>• Positive staff engagement with Connected and Compassionate Classrooms training this year, equipping staff with additional knowledge of trauma and relationships and the effects on learning</li> <li>• Class observations and learner conversations have evidenced that children are more aware of their intended learning and steps to success</li> <li>• Notes of planning / tracking meetings identify action points for teachers to ensure more appropriate pace and challenge</li> <li>• Google classroom used in all classes, especially to showcase learning. Most pupils also engage with this to support home learning.</li> <li>• The majority of classes use Google classroom assignments, especially in literacy and numeracy</li> <li>• Parent newsletters showing pupil involvement in learning. Number of views statistics showing parental engagement.</li> <li>• Establishment of digital leaders pupil voice groups has led to more pupil-led digital learning and support in school</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the use of CIRCLE and identify a new CIRCLE champion to continuously develop our learning environment as an inclusive and nurturing place</li> <li>• Promote wider use of pupil-created visitor survey to gain more external feedback</li> <li>• Build more opportunities for school partners to give feedback on the school environment</li> <li>• Further develop feedback approaches across literacy and numeracy to support pupils in identifying the next steps for their learning</li> <li>• Develop staff skills, knowledge and confidence in providing challenge and matching learning to the needs of all learners</li> <li>• Establish a shared calendar of quality assurance at the beginning of the school year to more regularly monitor the quality of learning, teaching and assessment</li> <li>• Continue work of digital leaders group to achieve accreditation</li> <li>• Support teachers in ensuring that children's digital skills are developed progressively across the school</li> <li>• Build digital skills into the skills development programme in school (linked to contexts for learning)</li> </ul>

Most learners engage positively in their learning, especially when it is linked to relevant, real-life contexts for learning. Learners have regular opportunities for paired and group learning tasks. In almost all lessons, children are aware of what they are learning and the steps needed to achieve success within a lesson. There is a need for children to better understand their targets and the skills they are developing through their learning.

Teachers use clear and effective explanations and instructions in almost all lessons. 63.33% of the school roll are identified as having English as an Additional Language (EAL) with half of them either new to English or in the early stages of acquisition. Staff from the EAL outreach service support staff with strategies to ensure engagement in learning. There is a need for all teachers to use higher order thinking skills and skilled questioning to provide support and challenge.

Most teachers provide verbal and written feedback on learning, and where this is most effective it helps children understand what they have done well and their next steps in learning.

In most classes, teachers plan different learning activities to meet the needs of individuals.

Teachers work closely together to discuss planning, assessment and children's progress across stages and Curriculum for Excellence levels. Most teachers use the Aberdeen planning progression frameworks to inform planning.

Staff and pupils have worked collegiately to plan the second year of a refreshed 3-year cycle of contexts for learning. This is leading to increased leadership of learning at all levels.

Moderation activities have continued in school this year, with the main focus being writing. Further development

- Feedback from QI visits and HMIE identified a need for increased target setting and skills development in all classes
- Evidence of planning and learning (weekly learning slides, assessment evidence and other physical evidence of learning) shows a variety of teaching approaches
- Feedback from pupils (through informal discussions, class visits)

- Minutes of consultation and planning / tracking meetings demonstrate staff have been implementing strategies to support a variety of learners, including those with EAL
- Planning and delivery from EAL supports teachers with approaches and pupils with language development

- Evidence of learning and assessment folders show more consistent use of the "kind, specific, helpful" model of feedback for writing in almost all classes
- Classroom observations and moderation (jotter and assessment folder moderation) show inconsistencies in feedback for learners
- Professional discussions, feedback from staff surveys and minutes of planning meetings highlight the need for further work on common feedback approaches

- Classroom visits evidence meeting children's needs but a need for more challenge in learning
- Planning evidences a range of targeted approaches and interventions to meet the needs of individuals

- Assessment weeks and assessment folder evidence engagement with planned, whole school approaches to assessment
- Most planning evidences more targeted opportunities for assessment across the curriculum
- Evidence of pre-topic planning and four contexts planners shows involvement of pupil voice and collegiate planning
- Moderation activities in writing continue to be available to support teacher judgement
- Tracking discussions evidence increased teacher confidence and accountability

- Use of CIRCLE framework to audit and enhance learning environments.
- Increase learner ownership of planning, evidencing and evaluating learning, including through the four contexts
- Revisiting and embedding St Peter's and Aberdeen City Council skills progression documents to tie in with context planning
- Continue to involve pupils in the co-design of contexts for learning to ensure the purpose is clear and to make explicit links to skills development

- Develop more skilled use of questioning to support pace and challenge across the school
- Ensure time for planning with EAL staff to ensure their interventions accurately meets the needs of targeted EAL learners

- Further develop feedback approaches to extend to literacy and numeracy
- There is a need to develop the quality of feedback across literacy and numeracy

- Support teaching staff in developing skills in providing challenge for learners across the school

- Ensure all staff are using the Aberdeen progression frameworks for planning
- Continuous moderation and feedback on assessment evidence (e.g. assessment folders) to be embedded in the Quality Assurance calendar for the year
- Develop shared approaches for assessment across wider curricular areas (beyond numeracy and literacy)
- Extend school moderation activities to other areas of the curriculum (e.g. numeracy and reading).



<p>of assessment approaches, including high-quality assessments, has led to a wider scope of evidence being gathered and used to evaluate progress and achievement.</p> <p>Teachers track children's progress in literacy, numeracy and health and wellbeing. Tracking and planning meetings are used to consider and plan for the needs of individuals and review progress. Staff work together to quickly identify pupils facing barriers to learning to plan interventions and resources to support.</p> <p>The majority of classrooms have developed play spaces to provide opportunities to learn through play. The lodge house space is used by all classes to engage in play experiences. Active Adventure days have increased opportunities for outdoor learning.</p>	<ul style="list-style-type: none"> <li>A range of data (e.g. SNSAs and school based assessments) is used to triangulate teacher judgement</li> <li>Planning and tracking meetings provide opportunities to reflect on impact of interventions and consider any need to adapt</li> <li>Targeted support planning is in evidence for identified pupils and used to support learning</li> <li>IEPs are in place for identified pupils and used by teaching staff to plan interventions</li> <li>Pupil council minutes and pupil surveys evidence pupil voice in evaluating learning environments</li> <li>Learning council minutes and pupil surveys show pupil involvement in developing play experiences across the school</li> <li>Active Adventure Day plans and evidence (e.g. on learning slides) show planned opportunities for outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>Re-develop the role of Supporting Learners teacher to upskill teaching staff in writing and regularly reviewing IEPs</li> <li>Establish a calendar for reviewing IEPs in consultation with pupils and parents</li> <li>Deploy Pupil Support Assistants to deliver targeted support and interventions</li> <li>There is need to focus more on pace and challenge during tracking meetings to meet the needs of all learners effectively.</li> <li>Establish clear expectations for learning environments</li> <li>Provide opportunities for staff to look outwards by visiting settings with highly effective practice in creating purposeful learning environments</li> <li>Teaching staff to plan increased use of the school grounds and local area to further support the development of outdoor learning and related skills</li> <li>There remains a need to focus on developing purposeful learning environments led by learners. There is also scope to increase the frequency of outdoor learning across the school.</li> <li>Continue to develop the role of pupil voice / leadership groups in developing and evaluating learning environments throughout the school.</li> </ul>
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<b>Ensuring Wellbeing, Equality and Inclusion (QI 3.1)</b>		
<b>HGIOS</b> Wellbeing Fulfilment of statutory duties Equality & Inclusion	<b>HGIOELC</b> Wellbeing Fulfilment of statutory duties Equality & Inclusion	
<b>How well are we doing?</b> <b>What's working well for our learners?</b>	<b>How do we know?</b> <b>What evidence do we have of positive impact on learners?</b>	<b>What are we going to do now?</b> <b>What are our improvement priorities in this area?</b>
<p>Most children know and understand the language of the wellbeing indicators through explicit links in learning, teaching and assessment. All children are given regular opportunities to reflect on their own wellbeing. Children</p>	<ul style="list-style-type: none"> <li>Regular use of wellbeing wheels gives pupils opportunities to reflect on their own wellbeing</li> <li>Use of common themes for Health and Wellbeing planning (using the SHANARRI indicators) has</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of wellbeing wheels audits carried out to termly</li> <li>Staff to make use of the SHINE and HWB survey data to inform planning in health and wellbeing in consultation with pupils</li> </ul>

are comfortable with sharing concerns with an adult in school who knows them well.

Positive relationships across the school community help to support an ambitious and inclusive school culture. This is supported by partnership working. For example, Russell Anderson Development School (RADS) continue to provide quality opportunities to develop positive health and wellbeing, fitness, mental health and leadership skills across the school. This year's involvement with the Roots of Empathy programme has seen positive results in developing social and emotional skills in a targeted class. Almost all learners, staff and families show a commitment to the Catholic ethos of our school.

All pupils are fully included in the life of our school. Interventions are usually carried out in classes to support this. Staff work closely with partners and outside agencies to meet the needs of learners. For example, we have worked more with Archie Bereavement and ACIS counselling service this year to support the wellbeing of targeted individuals and families. All pupils have learned more about the rights of children through explicit links to the UNCRC in planning and our contexts for learning.

As a Roman Catholic school, we are committed to promoting social justice through our school values. Our teaching programmes in Religious Education and Health and Wellbeing develop these themes, with Christian values at the heart of all approaches.

Our policies and frameworks for child protection and safeguarding have been updated this year to reflect this most current legislation. Almost all staff have a good understanding of their duties linked to child protection and safeguarding and legislation linked to wellbeing, inclusion and equality.

developed continuity and consistency of learning in this area

- Data from the SHINE and Aberdeen City Council Health and Wellbeing surveys show that most of our pupils are positive about their health and wellbeing
- Professional dialogue and meetings show consideration of wellbeing needs
- Pupil, staff and parent surveys and feedback from QI visits and HMIE evidences a strong ethos and positive relationships in St Peter's
- Very low numbers of behaviour incidents referred to Senior Leadership. Zero exclusions for the past two school years.
- Evidence of partnership work in school demonstrates working together to achieve positive health and wellbeing outcomes for pupils
- Staff wellbeing surveys indicate that most staff are happy and supported working at St Peter's
- Masses, faith-based assemblies, class visits from Parish Priest and Sacramental events evidence a continued commitment to a shared, Catholic community. The reintroduction of partnership working with the other Aberdeen RC schools has led to shared outcomes for developing the faith aspects of our schools.
- Planning shows inclusive approaches and interventions
- IEPs and Child's Plans evidence individualised planning and interventions
- Minutes of meetings show collegiate approaches
- No exclusions for last two school years demonstrates a commitment to inclusive approaches
- High rate of attendance across the school evidences a commitment to inclusion
- Practice of inclusion within classrooms for support (extraction is only used to achieve a specific outcome)
- Planning in RE and HWB focuses on respect for all
- Increase in explicit links to UNCRC being made in planning by all class teachers has led to increased pupil ownership of classrooms and understanding of their rights
- Annual update training and new staff training for Child Protection delivered this year (materials on Google classroom)

- Further roll out of the Roots of Empathy programme to support wellbeing of pupils and teach key skills in health and wellbeing through nurture
- Consideration of other programmes or interventions to support the emotional and social needs of individuals, groups of pupils and classes
- Continue to build on parental engagement opportunities and support parents to engage more with parental involvement activities (e.g. through an active Parent Council)
- Increase the use of the CIRCLE framework by all teaching staff to consider inclusive approaches at universal and targeted levels
- Develop staff skillsets to have specialist staff for collegiate support (e.g. champions for dyslexia, CIRCLE, EAL etc.)
- Teaching staff to develop planning to offer more challenge across the school
- Develop approaches to teaching about equality and diversity (including God's Loving Plan) across the school, in partnership with the other Aberdeen RC schools
- Continue work with Family Learning Team to support new parents with understanding child protection legislation in Scotland
- Develop child protection guidance (e.g. a leaflet) to provide families with at time of enrolment

There have been increased opportunities for pupils to be part of extra-curricular experiences. Teaching staff have run a variety of clubs, and our continued partnership with RADS has allowed us to offer two after-school clubs. Tracking for wider achievement has been developed this year. Wider opportunities in the local area are shared through regular Sway newsletters and occasionally through Google classroom.

- School policies and frameworks reflect local and national guidance in child protection and safeguarding
- IEPs and Child's Plans evidence staff responsibilities
- CP records evidencing the following of child protection procedures in school
- HMIE reviewed child protection and safeguarding procedures in school (reference to [Summarised Inspection Findings](#)), which identified a need to support parent understanding of equal protection legislation further
- Increase of extra-curricular offerings has widened opportunities for pupils
- The majority of pupils are involved in an extra-curricular activity in school and enjoy being part of this
- Wider achievement trackers used to support opportunities for personal achievement
- Regular Sway newsletters highlight opportunities for children and families in the local area

- Continue to offer extra-curricular experiences for learners, including through partnership working
- Develop consistency in tracking and celebration of wider achievement across the school

## Raising Attainment and Achievement/ Securing Children's Progress (Q13.2)

### HGIOS

Attainment in literacy and numeracy  
Attainment over time  
Overall quality of learners' achievement  
Equity for all learners

### HGIOELC

Progress and communication, early language, mathematics and health & 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?

Attainment data for the school continues to show progress over time is impacted by the transient nature of the school. This year's data shows a mixed picture of attainment across the school, with both increases and decreases in attainment at P1, P4 and P7 stages.

There have been increases in attainment in numeracy and mathematics in P7, listening and talking in P4 and P7, reading in P7 and writing in P7.

Teaching staff make use of a range of data to evaluate children's progress from prior learning. The development of assessment in school has led to increases in confidence for teacher judgement. Progression frameworks are used by most staff to ensure progression within and between levels. Tracking of groups is impacted by the transient nature of the school population.

#### How do you know?

##### What evidence do you have of positive impact on learners?

- Careful analysis of CfE and tracking information (school profile data) highlights trends
- Scrutiny of SNSA data informs discussion with class teachers and triangulates evidence
- Records of tracking meetings show improvements in teacher confidence
- Evidence of learning collated within assessment folders with a view to evidencing teacher judgement
- Use of National Benchmarks is supporting teacher judgement across literacy and numeracy
- School tracking is in place for literacy, numeracy and health and wellbeing, supporting teacher judgement of progress. Seemis tracking is in place for all curricular areas.

- Minutes of tracking meetings evidence use of data to support planning and teacher judgement
- Teachers responsible for completion of tracking data is leading to greater understanding of attainment and progress over time
- Reporting to parents provides a picture of progress from prior levels, and parents are invited to comment
- Achievement of a Level / SNSA data are used to triangulate evidence of achievement for learners
- Planning evidences use of progression frameworks and planned assessment, which is supporting staff to plan individual progression within and between levels
- Evidence of assessment is collated in individual folders, supporting increased moderation and quality assurance
- Regular use of PowerBi supports teachers' discussions around attainment over time

#### What are you going to do now?

##### What are your improvement priorities in this area?

- Identify interventions to support numeracy across the school (Maths Mastery approaches)
- Focus targeted support and interventions across reading, writing and numeracy in P5 to support attainment
- Continued focus on tools for writing and further develop expectations and feedback for writing across the school
- Universal and targeted interventions to support skills for talking and listening, particularly in the early stages
- A focus on skilled use of questioning to offer support and challenge across the school
- Extend school tracking systems to cover all areas of the curriculum, supported by reporting in the Seemis Progress and Achievement tool
- There were significant decreases in attainment in reading and writing in P4 this year. A focus on targeted supports for pupils in P5 next year is required to support attainment in reading for this class.
- Increase use of PowerBi to support rich attainment discussions, with a focus on challenge
- Look outwards at comparator schools across the authority
- Increased tracking of cohorts, including joiners and leavers, to support the accuracy and picture of attainment over time

The learning of a minority of children with English as an Additional language is impacted by language barriers. Supports through the EAL service are in place, however the lack of skills in English has led to limited progress in literacy, numeracy and health and wellbeing for a significant minority of pupils.

An increased focus on children's achievements, including wider achievement, has allowed more pupils to access opportunities and understand their own achievements better. Achievements are celebrated in assemblies, through the achievement tree and in classrooms (including displays). Google classroom is also used to celebrate wider achievement. Expanded tracking of wider achievement has increased opportunities for learners across the school.

The use of the four contexts planning has increased pupil engagement and leadership in planning learning and contributing to the ethos and life of the school. Pupils have enjoyed more regular opportunities to welcome parents to school this year to share their learning and perform.

Learners have had more opportunities for pupil voice and leadership this year, supporting opportunities for wider achievement and attainment. The school's strong partnership with the Russell Anderson Development School (RADS) allows all learners to develop confidence and social skills, with almost all pupils engaging enthusiastically during sessions. RADS targeted sessions for young leaders has provided an intervention for young people who require support with confidence and resilience.

Most staff have a good understanding of the local context and families. Planned interventions for use of the school's Pupil Equity Fund have continued to focus on literacy, numeracy and health & wellbeing. The Cost of the School Day guidance continues to inform

- Moderation activities and stage meeting minutes evidence collegiate approaches to support teacher judgement
- Seemis joiners and leavers data evidences the transient nature of the school population
- Reporting to parents shows individual attainment over time
- EAL showing as a barrier to attainment through school tracking information and data
- EAL planning and planning meeting minutes evidence interventions in place to support EAL learners
- Wider achievement trackers show increased opportunities for pupils
- Assemblies evidence celebrations of achievements
- Google classroom slides and posts showcase evidence of learning in school and achievement outside of school
- Four context planners and weekly learning slides show a range of pupil achievements
- Class assemblies and school shows showcasing learning and providing opportunities to perform this year
- Four contexts plans show planned opportunities for parental engagement
- Learning council minutes show pupil involvement in planning contexts for learning
- Minutes of meetings and display boards of pupil voice and leadership groups evidence opportunities across a variety of areas
- High engagement levels with RADS shows that pupils are experiencing planned opportunities to develop their social skills and general health & wellbeing
- Impact surveys show that most staff and pupils find pupil voice groups purposeful and making a difference to school improvement
- HMIE feedback highlights the staff knowledge of the school, learners and families
- Partnership working has supported learners and families this school year (including EAL, Speech and Language Therapy, ACIS counsellor, Archie

- Continue to work with the EAL service to provide targeted support and interventions and to support all school staff with the universal offering
- Enhanced use of the CIRCLE framework to support EAL learners
- Further expand the use of wider achievement tracking across the school
- Embed skills development into the contexts for learning, with links to the local authority progression framework
- Develop systems for planning and evaluating skills development and progression
- Develop the third year's programme for our 3-year cycle of contexts for learning in the new school year
- Develop a shared calendar of pupil voice and leadership events for the new school year
- Share clear remits for pupil voice groups in the new school year
- Engage a system for monitoring the impact of partnerships including with RADS
- Increase pupil and parent involvement in planning and evaluating the use of Pupil Equity Fund
- Support skills and knowledge development to share responsibility for measuring impact of improvement projects in school

<p>approaches at school level to ensure no child misses out on learning experiences due to family circumstances or financial barriers.</p> <p>Systems are in place to track and monitor all pupils, including those facing additional challenges or barriers to learning.</p>	<p>Bereavement, RADS, Family Learning and Youth Work)</p> <ul style="list-style-type: none"> <li>Evidence of trips and wider experiences across the school planned and financed by school (through different funding streams)</li> <li>Trends in PowerBi data used to inform practice, for example when considering the Cost of the School Day in relation to an increase in the uptake of Free School Meals</li> <li>IEPs and Childs Plans show planning for individuals, tracking of progress and staff accountability</li> <li>Tracking meeting minutes evidence planned interventions</li> <li>Targeted support planning shows clear targets for individuals or groups of pupils being supported with aspects of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Widen staff leadership roles to increase the number of planned interventions to support learning and learners, and plan opportunities for these staff to look outwards and share good practice</li> <li>Increase use of PowerBi tool during planning meetings and PSA / support staff meetings to support staff understanding of the school's demographic</li> <li>Support the leadership skills of the Supporting Learners teacher to assist in upskilling all staff and ensuring staff accountability</li> <li>Enhanced use of CIRCLE framework to support planning for targeted pupils</li> <li>Establish a calendar for IEP refresh and increased parental and pupil involvement in regular reviews of these</li> </ul>
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## Curriculum (Q12.2)

<p><b>HGIOS</b> Rationale and design Development of the curriculum Learning Pathways Skills for learning, life and work</p>	<p><b>HGIOELC</b> Rationale and design Learning &amp; developmental pathways Pedagogy &amp; play Skills for life and learning</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>We have worked together over the past two years to redesign our curriculum with a focus on the four contexts for learning of Curriculum for Excellence. Staff and pupils have worked together to shape this curriculum. The school has a curriculum rationale which supports shared expectations for learning experiences. There is a need to update the curriculum rationale to reflect the updated values of the school and recent four contexts work.</p>	<ul style="list-style-type: none"> <li>Whole school four contexts planners have input from staff and pupils and are shared regularly with parents (Google classroom and Sway newsletters)</li> <li>Regular sharing of learning and our curriculum through open events and weekly Google slides</li> <li>Learning council and teaching staff meeting minutes evidence discussions on relevance of planned learning</li> <li>Links to partners / outside agencies are being built through contexts for learning and for a range of</li> </ul>	<ul style="list-style-type: none"> <li>Increase parent voice in contexts and curriculum design</li> <li>Involve partners in the design of our curriculum (building on NHS partnership work)</li> <li>Update the school's curriculum rationale in partnership with staff, pupils, parents and partners</li> <li>Increased opportunities for literacy and numeracy parental engagement</li> <li>Increase reference to children's rights in planning and displays throughout the school</li> </ul>

The school regularly engages parents in learning, especially through our contexts for learning. Digital technologies are used to support the sharing of the curriculum, and there are planned opportunities for parents to experience the curriculum through open classroom and wider school events.

Explicit links to children's rights (including UNCRC) are made through planned learning opportunities and evidenced through some displays in school.

Staff make rich use of the local environment and local partnerships to develop the curriculum, including with St Machar Cathedral, the University of Aberdeen, our local church and Diocese, The Samuel Trust (The Mission), areas of Old Aberdeen, Seaton Park and Aberdeen Sports Village. There are some examples of good practice in using outdoor learning to enhance the curriculum, but there remains a need to develop consistency here.

There is a developing overview of contexts for learning in place to ensure there is a shared understanding of the purpose and design of our curriculum. Creative approaches with our curriculum have increased pupil participation in curriculum design, enhanced interdisciplinary learning opportunities and supported teaching and learning within curricular areas and subjects.

The development of our curriculum has focused on contexts for learning again during this school year. We have focused on reviewing and refreshing approaches to teaching reading, writing and numeracy as well during this school year. This has been supported by protected time for collegiate working and professional learning linked to curriculum development.

The design of our curriculum is supported by local authority progression frameworks. There are planned opportunities to make links to literacy, numeracy, health and wellbeing and other discrete subjects through our contexts for learning approach. Staff build on prior knowledge and involve learners in sharing this to support planned learning and teaching. Pathways for learning are based on the experiences, outcomes and design principles of Curriculum for Excellence, and are enhanced by relevant and meaningful opportunities and contexts for learning. Regular use of local and national information and materials informs and supports our

curricular areas. This is supporting staff to make our school's curriculum more relevant through a focus on local links

- NHS partnership to support learning in health and wellbeing focuses on local relevance
- Rights Respecting pupil voice group
- All classes have had experiences of trips / outings outside of the school this year to enhance learning through the contexts for learning and in curricular areas
- Four contexts overviews show planned progression of learning and the three-year planned cycle for context learning
- Use of Aberdeen progression frameworks for planning across the curriculum ensures continuity and consistency at school and local authority level
- Minutes of pupil leadership group meetings evidence pupil involvement and creativity in shaping the curriculum in school
- Staff Google classroom shows engagement in curriculum development, supporting developments in learning and teaching in numeracy and literacy across the school
- Staff CLPL and PRD records evidence a range of professional learning to support the development of the School Improvement Plan
- Evidence of staff meetings and CLPL (available in staff Google classroom) shows engagement with local and national information and guidance
- Planning for the curriculum, including through the four contexts, is shared with staff, pupils and parents

- Continue to seek new partnerships to enhance contexts for learning and curricular areas in school
- Ensure wider sharing of pupil leadership group tasks and outcomes
- Develop consistency in offering of outdoor learning across the school

- Share professional learning opportunities with teaching staff to support new developments in the curriculum and improvement projects (e.g. Maths Mastery)

- Develop a system for tracking coverage of outcomes through the three-year cycle of contexts for learning
- Enhance leadership of the curriculum at all levels (pupils, staff, parents and partners)
- Increase staff understanding of what progression looks like and how this can be tracked and evidenced across all areas of the curriculum

curriculum design and pathways for learning. Most staff indicate that there is clear direction for our curriculum through provision of a long-term plan and ongoing refreshes of approaches.

All staff and partners provide good opportunities to develop children's skills for learning, life and work through a motivating and engaging curriculum. Children are becoming increasingly involved in planning and evaluating our curriculum. We have developed new partnerships through our contexts for learning to enhance the ethos and life of the school and provide opportunities for our pupils to develop an awareness of the world of work. This has included regular planned opportunities for learning about sustainability through our three-year cycle of contexts for learning. There is a need to develop the whole school overview to ensure children's knowledge and skills are built appropriately over time.

- Weekly learning slides, planning and context overviews show links to partnerships
- Weekly learning slides show how a variety of skills are being developed through our curriculum
- Staff and pupil surveys show that our refreshed approaches to the curriculum have increased motivation for learning

- Look outwards to learn from best practice in skills development and assessment in other local schools
- Develop new approaches for planning, tracking and evidencing skills development across the school



## Partnerships (Q12.7)

### HGIOS

Development & promotion of partnerships  
Collaborative learning & improvement  
Impact on learners

### HGIOELC

Engagement of parents and carers in the life of the setting  
Promotion of partnerships  
Impact on children & families

#### How well are you doing?

##### What's working well for your learners?

We have a range of partnership working approaches with stakeholders, including parents and carers, community organisations, third sector, public sector and business organisations. Visitors to our school (including partners) consistently feed back on the positive relationship they have with our school, including our welcoming ethos and engaged pupils and staff. This in turn creates partnerships based on mutual trust and respect.

We regularly share our values and unique school context when planning with partners. This is particularly important when sharing the Roman Catholic dimension of our school.

Our partnership with Russell Anderson Development School (RADS) is a particularly strong partnership for our school. Our recent inspection from Education Scotland highlighted this partnership as showing evidence of positive impact on pupils, especially in increasing confidence and self-esteem. This supports our school in building an inclusive and ambitious school culture.

We pride ourselves in building and maintaining very positive relationships here at St Peter's School, including with partners. Staff work together with outside agencies to put the needs of all learners at the core of partnership working. We plan opportunities to learn from our partners. For example, partners have supported curricular teaching and learning through our planned contexts this year. Regular communication with partners, both virtual and face-to-face, ensures that partners are clear about their roles, responsibilities and contributions. Our partnership with RADS strengthens leadership at all levels within our school. There is a need to engage in more planned partnership working sessions to plan outcomes and evaluate progress and impact.

Through partnership working with the Family Learning team again this year we have engaged with new P1 parents through our transition programme. We have

#### How do you know?

##### What evidence do you have of positive impact on learners?

- A range of partners work in our school on a regular basis, supporting and enhancing learning and teaching across the curriculum
- Partnership working is evident in our four contexts planning, supporting the wider development of the school's unique curriculum
- HMIE Summarised Inspection findings highlights a strong and positive partnership with Russell Anderson Development School
- Recent partners feedback through inspection surveys and meetings evidence positive working relationships with the school and working together towards outcomes
- The trio of RC schools planned and celebrated an Education Mass together this year. This was planned in partnership with our Diocese and involved pupils and staff from P4-P7 in each school. Pupils led aspects of the Mass. The three schools also planned a Confirmation retreat in partnership with the Dominican Sisters.

- Parent surveys show an increasing satisfaction with the number of parental engagement opportunities in school

#### What are you going to do now?

##### What are your improvement priorities in this area?

- Widen parental involvement in shaping policy and services to improve impacts
- Support the capacity of the Parent Council to ensure all parent / carer views are represented
- Develop more community partnerships (including reestablishment of care home links) through the charities / community pupil voice group
- Plan opportunities for joint planning and evaluations with partners
- Develop a clear strategy for growing existing partnerships and seeking new ones. Share the clear purpose of our partnerships with the school community
- Find new opportunities for partners to be involved in joint professional learning and action research

- Improve systems for celebrating achievements with parents

also supported parent workshops based on “A childhood in Scotland” with our family learning team this year. We have also greatly increased parental engagement opportunities this year through planned events and experiences throughout the year. This has increased parental engagement in their children’s learning and has allowed us to showcase aspects of learning and initiatives here in school. There is a need to develop more opportunities for parents to learn more about how to support their child’s learning, which will then help us to raise attainment in literacy and numeracy in partnership with our parents and families.

The school understands and plays a significant role in the life of the local community. We celebrated our 190<sup>th</sup> birthday this year with a number of planned events and experiences involving the current and former school community. As a school we have a strong faith identity and a close link with our parish priest. Our classes have high numbers of pupils undertaking the sacraments at P3, P4 and P7 stages.

We have traditionally held links with the University of Aberdeen to support our whole school approaches to learning for sustainability (including through marine biology and other workshops). Our school, in the commitment to the Laudato Si’ schools programme, finds ways to use our school grounds and the local area to learn about our joint role in looking after the planet.

- Sway newsletters evidence a breadth of planned opportunities to engage with parents
- High levels of engagement were seen in our family learning sessions linked to transition this year

- Planning and evidence of learning shows that classes make good links to the local community
- Our school priest makes regular visits to the school to support classes and celebrate Masses

- Planning for contexts for learning makes links to sustainability within the three-year cycle
- Our eco pupil voice groups and gardening club (extra-curricular) work on projects to develop our sustainability approaches in school

- Develop new opportunities for parents to be involved in learning with their child
- Support parents to understand our curriculum and work in partnership with the school to raise attainment in literacy and numeracy

- Pursue new opportunities to work together with the other Aberdeen RC schools to focus on improvement, using “Developing in Faith” to guide this

- Refresh Laudato Si’ projects in school and ensure it is embedded into our RERC planning
- Build on partnerships which support learning for sustainability