National Improvement Framework Priorities	Local Outcome Improvement Plan (LOIP) Stretch Outcomes
• Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.

Improvement Priorities (Previous Year 2022-2023)	Improvement Priorities (Current Year 2023-2024)
Priority 1 – Q.I. 1.3: Improve leadership of learning at all levels • Increasing pupil leadership of learning • Developing pupil voice and leadership opportunities across the school • Increase parent and partner engagement to support learning in school **Priority 2 – Q.I. 2.3: Improve children's learning and the quality of teaching** • Consistent use of learning intentions, success criteria and questioning • Purposeful learning environments where learners have shared ownership • Improvements in quality of assessment evidence gathered **Priority 3 – Q.I. 3.1: Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge** • Increasing consistency in planning for support and challenge across the school • Developing more opportunities for learners to work together to develop their social skills • Learners having a better understanding of their emotions, which they can use to support their learning and progress **Priority 4 – Q.I. 3.2: Improve attainment in literacy and numeracy** • Increasing teacher confidence in reading and consistency of teaching approaches across the school • Increasing reading confidence and enjoyment across the school • Developing quality of feedback in writing to increase attainment • Developing the concrete, pictorial, abstract approach in numeracy	**Priority 1 – Q.I. 1.3: Develop leadership and ownership of learning and wider achievement at all levels** • Increasing pupil voice and leadership of school initiatives, the curriculum and decision making in school • Supporting and develop staff leadership at all levels, including specialist roles for PSA staff • Continuing to build on parental and partner engagement and family learning opportunities in school. **Priority 2 – Q.I. 2.3: Improve learning environments and opportunities for skills development** • Learner-led classroom environments with rich opportunities for play and real-life contexts for learning • Learner ownership of planning, evidencing and evaluating learning, including through the four contexts • Revisiting and embedding St Peter's and Aberdeen City Council skills documents to tie in with context planning **Priority 3 – Q.I. 3.1: Improve health and wellbeing outcomes for pupils, with a particular focus on support and challenge** • Continue to develop planning for support and challenge across the school • Developing staff skillsets to have specialist staff for collegiate support (e.g. dyslexia champion, ADHD, autism and EAL champions) • Focus on skills and talents. Learners recognising their own God-given talents and developing whole school understanding of uniqueness and diversity

• 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. 61% of our pupils are baptised Roman 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 is currently part of a planned refurbishment project, with a future planned decant to the existing Riverbank School to allow the refurbishment works to take place before returning to site. The school roll is approximately 197 pupils with no Early Learning and Childcare provision. The roll has decreased during this school year.

The Senior Leadership Team consists of Head Teacher (Mr Liam Sturrock), Depute Head Teacher (Mrs Amy Bain 0.8 FTE and Mrs Carolyn Kelman 0.2 FTE). This year, the school also had entitlement to a 0.8 FTE Principal Teacher, which was filled on an acting basis. There are currently nine classes in the school. The teaching team consists of class teachers and a Supporting Learners teacher. There is one probationer teacher in the school currently. The school has 6 Pupil Support Assistants, an Administrator and a part-time School Support Assistant.

56.65% of pupils live in SIMD quintiles 1 and 2. 19.70% live in quintile 1 and 36.94% live in quintile 2. The school saw a decrease from 13% to 8% of our pupils registered to receive free school meals from the previous school session. The last attendance data for the school (2022-2023 school year) sits at 92.62%. 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 a 22.6% of pupils with English as an Additional Language. Currently, 2.9% of pupils identify as White Scottish, with the majority of pupils (48%) identifying as African Scottish / British or African (other). The next largest group by ethnic identity is White Polish, with 18.7% 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 school's roll therefore fluctuates, which is predominantly due to arrivals and departures of children who are student dependents.

Our school values of kindness, respect, trust, forgiveness and tolerance underpin our attitude to supporting all learners, families and staff. Work has continued this school year to further promote our school values and embed them into the life and ethos of our school. This has included continued use of our school 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 there has been a continued increase in the reference to these when looking at learning, relationships and our daily lives in school. This year's "We Belong at St Peter's School" context for learning supported the promotion of our key values through opportunities to come together to celebrate our unique identity. There have been no exclusions in school over the last three 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 recent years on developing new approaches to targeting learners in classes. Some of this work was picked up at an increased pace at the start of this school year with our Supporting Learners remit being taken on by an existing permanent teaching staff member.

The school's health and wellbeing co-ordinator (0.2 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 (P6 and P7) show that the majority of our pupils rate their general health as good or excellent. Indeed, there has been a continued trend of this increasing since the 2021-2022 school year.

There has been a continued sharp decrease in the number of pupils reporting that they get 2 hours or more exercise per day. We have continued to find ways to support this in school. We continue to work with the Russell Anderson Development School (RADS) to provide weekly sports sessions with a trained coach for all pupils. 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 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. We have also continued to work with our Active Schools Co-ordinator to find new opportunities

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. We continue to support toothbrushing in classes from P1-P4 in our school, which contributes further towards promoting a healthy lifestyle.

Through pupil and parent feedback, we can see that most of our learners feel safe and happy at our school. Our systems in place in school to support and target pupils for their learning and emotional needs ensures regular review of pupil needs and planning to strive to meet these. We have continued to benefit from an ACIS Youth counsellor in school to further support targeted pupils with anxiety or other emotional challenges. Throughout the school year, we ensure continual monitoring of pupil welfare and wellbeing with regular SHANNARI wellbeing assessments from P1-P7. This information is used to aid target-setting and provide support where needed.

**Attainment Data**

	Listening and Talking Achieving and Exceeding Total Percentage (+difference from previous year)	**Writing** Achieving and Exceeding Total Percentage (+difference from previous year)	**Reading** Achieving and Exceeding Total Percentage (+difference from previous year)	**Numeracy** Achieving and Exceeding Total Percentage (+difference from previous year)
P1	93.10% (+28.81%)	96.55% (+21.55%)	96.55% (+21.55%)	96.55% (+17.98%)
P4	88.57% (-1.91%)	68.57% (+16.19%)	65.71% (+8.57%)	68.57% (+1.9%)
P7	93.55% (+15.77)	80.65% (+2.87%)	80.65% (+6.58%)	77.42% (+0.5%)

The most recent attainment data shows that gains have been made across almost all areas of the curriculum in P1, P4 and P7. Smaller class sizes in Primary 1 classes have allowed more targeted interventions to take place this year, which have led to significant gains across all areas for P1. Reading has continued to be a key focus for improvement across the school, with the third year of the roll-out of the Read Write Inc intervention seeing this offered to all pupils from P1-P3, with some pupils being targeted in P4 with the programme too. We have seen a number of P3 pupils move away from the programme this year, where they have been offered further challenge through Collins Big Cat and other interventions in school. Within numeracy, we have continued to support Maths Mastery approaches in school, with the Acting Principal Teacher (0.8) supporting this through modelling and working in classes to develop skills here. Overall, we have also been able to closer support attainment this year through reestablishing our targeted support and Support for Learners model in school, supported by our Supporting Learners teacher. Use of the CIRCLE framework and other tools have allowed teachers to support any potential barriers to learning and further target gaps in learning.

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

This year, a continued focus on providing challenge across the school has seen a continued increase in the number of learners who are 'above track' in their progress. Planning and tracking meetings continue to focus on approaches and interventions to provide support and challenge across the school.

Over the past year in school, we have continued to build on opportunities for pupil voice and leadership. Pupils remained part of the same pupil voice group in most cases throughout the school, allowing them the chance to see through plans and achieve set goals this year. A number of our pupil voice groups have been working towards accreditation, with some close to submitting evidence for consideration here. We have also continued to provide pupil leadership opportunities through our P7 leadership roles, RADS young leaders programme (P7s), Learning Council (P1-P7), Pupil Council (P1-P7) and Junior Road Safety Officers (P6 & P7 pupils). These opportunities have given pupils opportunities to lead learning, be involved in decision making and support events throughout the school year.

Within this third year of refreshing our whole school contexts for learning, we have continued to build in opportunities to engage parents throughout the year. There have been planned opportunities at least once per month for parents, including sharing events, school shows, sporting activities and special events (including P1 & P7 Mother's Day and Father's Day events in school).

Planning for play across the school, including through effective use of our "lodge" space, has provided opportunities for pupils to lead their learning through play and experience real-life contexts for learning. An increased focus on the language of skills has led to the commencement of creating a skills progression framework in consultation with parents, pupils and staff in school. This will be further developed in the 2024-2025 school year.

We have completed our second year as a Roots of Empathy school, where we have used this programme to target a new class to develop emotional literacy and promote our school values in action. Pupil and teacher feedback continue to highlight the benefits in terms of increased social and emotional understanding, as well as the sense of belonging gained from being a class community celebrating the development of the baby "Tiny Teacher" within the programme.

Finally, we have continued to seek new opportunities for extra-curricular activities for pupils in our school. Teaching staff and outside agencies have supported an increase in the choices available for extra-curricular clubs in school. An increased number of teachers are using tracking formats to track extra-curricular / wider opportunities for pupils in classes.

Quality Indicator	Evaluation 1-6
QI1.3 Leadership of Change	4
QI2.3 Learning, Teaching & Assessment	4
QI3.1 Ensuring Wellbeing, Equality & Inclusion	4
QI3.2 Raising Attainment & Achievement	4

Leadership of Change (QI1.3)

HGIOS	HGIOELC
Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change	Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change

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?
All learners have had opportunities to be part of a pupil voice group in school this year. Pupils have valued the opportunity to remain in the same pupil voice group this year, working towards set goals and outcomes. All classes elected Pupil Council and Learning Council members this year. There have been increased opportunities for both groups to be consulted, make decisions and lead initiatives / events in school. All learners have continued to have the chance to be in a Pupil Voice group this year. Groups have continued	• Collegiate planning for contexts for learning evidences pupil voice • Observed learning and 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) • Evidence of planning involving pupils (planning formats) • Action plans (on display boards and online) show clear remits and targets for pupil voice groups	• Allocate more time for teaching staff to plan pupil voice group work and complete work towards accreditation • Further develop opportunities for pupils to lead learning and events throughout the school year • Offer new opportunities for pupils to contribute through pupil voice by reforming pupil voice groups in the new school year • Increase recognition for pupil leadership contributions, including through sharing successes in school assemblies and presenting awards at end of year achievement assembly

working on the themes of eco schools, Rights Respecting schools, digital leadership and charities & community). Groups have developed display boards to share their work. The work of our groups has also been shared and celebrated regularly in parent newsletters Seven Primary 7 pupils have been chosen to be young leaders through the Russell Anderson Development School (RADS) leadership programme. They have developed confidence, organisational and leadership skills through the programme. Teachers have commented on the increased effectiveness of the RADS young leaders this year in supporting weekly sports sessions across the school. Our Junior Road Safety officers have had increased responsibilities in school this year, including through contributing to learning in health and wellbeing by planning and delivering lessons in classes and supporting a road safety themed transition day for new P1 pupils.	• Some senior pupils in P7 have had the chance to take on junior leadership positions in school. We have increased the number of opportunities for these leaders to carry out roles and tasks in school this year. • Feedback from pupil surveys shows that most learners (84.5%) enjoy being part of a pupil voice group • Feedback from pupil surveys shows that most learners (80%) feel that their pupil voice group has carried out important work during this school year, and most (84%) also feel that they can see the improvements they are helping to make in school. However, surveys show that the majority (62%) of pupils would like to change to a new pupil voice group in the new school • Feedback from pupil surveys shows that most learners (85%) feel that they are listened to in school through pupil voice, pupil leadership activities and wider opportunities • 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 and almost all (91%) feel that pupil voice groups have a clear remit. Feedback comments indicate that more time needs to be allocated for staff to complete accreditation work • Actions plans for pupil leadership groups (Learning Council, Pupil Council, P7 Leadership and Junior Road Safety Officers) and minutes of their meetings showing clear aims and progress against set goals • Evidence of pupil-led events in school, including by celebrating these in our school Sway newsletters • Feedback from teaching staff (including through surveys) shows that all teachers (100%) feel that pupil leadership groups have a clear remit • Survey feedback from pupil leaders shows that the majority (56.5%) feel that their work is valued, although comments left indicate that there is room for improvement here	• Continue to use HGIOURS to plan and achieve more pupil-led improvements in the new school year
Further developments of the school values, including school value characters and consistent values displays in each class, are ensuring that children's wellbeing is a core feature in our school. The values continue to be used to drive improvement across the school.	• Almost all of our pupils know and understand our school values (evidenced from recent pupil survey) • Classroom observations show that all classes have a values displays and almost all staff make reference to the values during lessons / when dealing with social situations	• Revisit our school aims and vision and develop new ways for these to become embedded in the everyday life of the school (e.g. new posters, videos, email signatures, sharing at assemblies) • Build links between the school values and the school's developing skills progression framework

	- The values mascots are used by pupils and staff to support learning and teaching (including in health and wellbeing), develop skills, share expectations, focus restorative discussions and celebrate success in school (including during our end of year achievement assembly) - The "We Belong" context for learning this year had planned opportunities for pupils to reflect on our values and link them to their progress in school - Most staff and almost pupils do not have a good working knowledge of the school vision and aims, evidenced through discussions in school	
Most 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. Most teaching staff feel confident in contributing to the Catholic ethos of the school. Further work has been undertaken within our trio partnership of Roman Catholic schools in Aberdeen City, focusing on developing shared approaches to the Religious Education (RERC) curriculum and finding new ways to learn, share and celebrate together.	- 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 - All teaching staff contribute towards the delivery of Religious Education and the wider Catholic ethos of our school. Staff at Sacramental stages have taken full responsibility for preparing pupils for the Sacraments - A second annual Aberdeen City Roman Catholic Schools Education Mass event brought pupils (P4-P7), staff, families and our wider school communities together through a shared, large-scale eucharistic celebration which involved pupils from all three schools leading the Mass - A second P7 retreat experience was delivered in partnership with the Dominican Sisters of St Cecilia, offering an opportunity for all pupils (both those going forward for Confirmation and those not) to reflect on their personal faith journeys and enjoy shared time and activities with pupils and staff from other schools - The reestablishment of a working group of teaching staff from all three Roman Catholic Schools has led to further work being undertaken on developing shared curriculum approaches and planning formats. Shared planning events for all teaching staff have also taken place - An in-set day focused on God's Loving Plan planning, learning and teaching for all three Catholic Schools, carried out in November of this school year, was supported and delivered by the Scottish Catholic Education Service (SCES). Post-event survey feedback from teaching staff	- Further use of data to support planning and tracking meetings (PowerBi (including HWB), SHINE, ACEL and NSA - Ensure tracking systems have ongoing and purposeful use of data to support staff in understanding pupils and their progress - Build on planned work for the three RC schools to deliver joint CLPL, establish shared planning approaches and offer further shared events involving the three school communities

	indicates an increased confidence and knowledge in delivering God's Loving Plan	
The School Improvement Plan has been the driving force in providing clear strategic direction of improvement for staff. This has been used by the Senior Leadership Team to continue to effectively manage the pace of change and to encourage high expectations and aspirations for all in the school community. The establishment of a more rigorous Quality Assurance Calendar and increasing use of a range of measurement tools have been used to measure the impact of change and improvement initiatives in school.	• The Standards and Quality Report, School Improvement Plan and Pupil Equity Fund Plan have been shared with all staff in school, with opportunities for staff to input into these and be involved in regular self-evaluation against our improvement goals and the standards set out in "How Good is our School?" (HGIOS). This has supported staff understanding of our priorities. • Staff have increased their ownership of creating and actioning our improvement priorities through collegiate working groups and self-evaluation activities	• Increase consultation with parents (via Parent Council) for school improvement planning • Develop new ways of involving school partners in improvement planning, such as planning forums to support our contexts for learning • Create and share parent and child friendly versions of our School Improvement Plan by September 2024 • Offer new opportunities for pupils to contribute with pupil voice and leadership (including changing pupil voice groups) • Establish opportunities for staff and pupils work with others schools to enhance our outwards focus
The continued culture of high expectations and standards contributes to a nurturing, inclusive and positive ethos across the school. Parental engagement and involvement have further increased this year, with opportunities at least once per month to come into school to share in the learning. Regular parent feedback has been sought on school improvement priorities, and this feedback continues to be used to inform school improvement planning. This year has seen an increase in parental leadership of new initiatives, including through the parent council and through parents leading new extra-curricular activities in school.	• Recent survey feedback from parents (May parents evenings 2024) shows that (of the 92 families who responded) all parents feel their child enjoys coming to St Peter's School. All (100%) parents said that they felt that the school is well led with a shared vision and ethos and a commitment to continuous improvement • Pupil survey data indicating that pupils enjoy new opportunities to lead and contribute their ideas to improvement across the school • Staff wellbeing surveys indicate that all staff (100%) feel that the pace of change has been appropriate during this school year • 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 • Pupil conferences at May parents evenings gave pupils the chance to share their learning • Refreshment of parent volunteer registration processes has led to an increase in the number of parents supporting clubs, learning and class events / trips this year	• Continue to support and build parent capacity for leading new activities and events in school • Use the school's contexts for learning to continue to build new parental engagement and involvement opportunities • Work with parents and partners (including Active Schools) to create more parent volunteer opportunities • Support the Parent Council's work in engaging pupils and their families and their involvement in learning and improvement in school
Staff work well to plan collegiately and engage in ongoing professional dialogue. Most staff foster a collective responsibility for leadership of change and implementing improvement in school. All collaborative working projects supporting school improvement have led to successful outcomes for the school.	• The school's IDL planner and context for learning overviews show an increase in the planned opportunities for parents to share in the learning across the school, with consistent good attendance at planned events, leading to increased parental engagement • Parent survey feedback shows that almost all (96%) of parents feel well informed about their	• Increase opportunities for staff leadership at all levels and opportunities for their work to be shared with colleagues regularly, including through teacher-led CLPL events • Revisit leadership opportunities with changes in teaching staffing in the new school year

child's progress and learning through open events, and almost all (97.9%) feel that the school makes efforts to work with families and communicates well • New planned events, including events for Mother's Day and Father's Day planned jointly between P1 and P7 classes, have offered new ways for parents to learn with their child • Digital tools, including our school website, class learning slides and Sway newsletters, evidence the sharing of learning and achievements with the wider school community • Discussions at PRD meetings and professional learning records show staff value the importance of time for professional dialogue and collegiate working • Staff wellbeing surveys show that all staff (100%) feel that working relationships are positive across the school • Minutes of stage meetings evidence professional dialogue • Evidence of ongoing collaboration for planning and wider school initiatives (including within Google spaces) shows collegiate approaches to ensuring consistency and continuity with change and improvement in school • 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 • A number of events and activities have resulted from staff curricular and wider leadership across the school. Pupil feedback indicates that most pupils enjoy these experiences • Some teaching staff have taken on leadership roles this year which have contributed to the School Improvement Plan and staff CLPL in school	• Encourage teaching staff to replace outgoing QAMSO to look continue to look outwards and share local and national best practice • Identify new opportunities to work with schools in our ASG and beyond to continue looking outwards to support continuous improvement

Learning, Teaching & Assessment (QI2.3)

HGIOS	HGIOELC
Learning and engagement	Learning and engagement
Quality of teaching	Quality of interactions
Effective use of assessment	Effective use of assessment
Planning, tracking and monitoring	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?
Very positive relationships between staff and learners, and between the learners themselves, underpin all aspects of learning in school. This has been supported by a continued focus on the school values, which are clearly linked to the Gospel Values. The welcoming and nurturing ethos, together with the culture of mutual respect, enables almost all learners to demonstrate the shared values of the school. There is a well-established calm, purposeful environment in the school. Learners are valued and supported in their learning across the school. Almost all children engage positively in their learning when this is well planned to meet their needs. A continued focus on creating the school's unique curriculum through planned contexts for learning has provided opportunities for meaningful and real-life learning and further increased engagement in learning. A focus on purpose and careful planning and assessment has increased the quality of learning and teaching across the school. Planning for targeted support has ensured that learning activities are matched to meet the needs of children requiring additional support or with gaps in their learning. There is a need to continue focusing on strategies and planning to ensure that there is more pace and challenge across the school.	• Feedback from QI learning walks and school visits highlights nurturing and engagement learners and learning environments across the school • Visitor comments on the positive, welcoming ethos and nurturing practices within the school • Staff survey feedback evidences positive staff wellbeing for most staff • SHINE data (P6 and P7) and city Health and Wellbeing survey data (P5-P7) showing that most pupils at St Peter's report positive wellbeing • Evidence of teaching staff engagement with pupil data (tracking meetings and SHINE / HWB CLPL) • Whole staff survey data shows that all staff (100%) feel that pupil behaviour has been positive this year and that most (79%) of staff feel happy coming to work at St Peter's. This helps almost all staff (95%) to feel able to facilitate quality learning and teaching in school • Increased use of the CIRCLE framework this year has allowed class teachers to further support all learners in classes and ensure inclusion • Class visit notes and learner conversations (including with Learning Council) show that children have a good understanding of what they are learning in class • Further development of planning and tracking meetings, and planned Support Learners consultation time, has supported continued improvements in the provision of support for learners across the school • Notes of planning / tracking meetings identify action points for teachers to consider increased pace and challenge • Quality assurance exercises throughout the year have highlighted areas of good practice in learning and teaching and next steps for continuous improvement	• Widen the working knowledge of CIRCLE in school, including with Pupil Support Assistants, through the school's CIRCLE Champion • Engage partners and visitors in feedback processes to build a deeper understanding of the visitor experience within our school • Ensure a quality assurance calendar (with input from teaching staff) is established by the start of the new school year 2024-2025 to monitor the quality of learning, teaching and assessment and track the impact of improvement activities across the school • Develop the use of skills language to allow learners to have a deeper understanding of the purpose and relevance of their learning • Further develop feedback and assessment approaches to support pupils in identifying areas of strength in their learning and their next steps
Digital technologies are used in all classes to support quality learning and teaching. This has been extended to more wider areas of the curriculum during this school	• Google classroom used in all classes, especially to showcase learning (weekly learning slides)	• Digital pupil voice group will continue to build evidence to work towards accreditation

year. Good practice has been observed in a few classes here. Developments with digital champions for each class have increased pupil leadership of learning and increased responsibility for digital tools and learning.	• Google classroom streams show that most classes use Google classroom assignments, especially in literacy and numeracy • The profile of digital learning and digital technologies was enhanced through this year's "Inventors and Inventions" context for learning, with planned opportunities for all pupils to engage with digital tools evident in the context overview • Parent newsletters showing pupil involvement in learning. Number of views statistics showing parental engagement. • Digital leaders pupil voice group action plan evidencing opportunities for pupil-led digital projects and support in school • Classroom posters highlight the role of digital champions in supporting learning and teaching through digital technologies • Weekly learning slides are created by class teachers for all classes, showcasing learning opportunities and evidence. These are available for families to engage with • School website posts at the beginning, middle and end of terms keep families up to date with key learning in each class	• Staff engagement with CLPL linked to the introduction of new technologies in school ("Project Northern Lights"). Time in Working Time Agreement to support this • Planning new "Our Future World" context for learning to further enhance the use of digital tools and support the introduction of new technologies / devices in the new school year as part of the "Project Northern Lights" project • Seek opportunities to share good practice in school and look outwards for examples of good practice in using digital technologies to enhance learning across the curriculum
Our learners are eager, with most engaging positively in their learning, especially where the purpose and relevance are clear. In almost all lessons, children are aware of what they are learning and the steps needed to achieve success within a lesson. Learners are being given increasing opportunities to lead their learning and contribute positively to the life of the school and wider community through a range of planned activities. Most learners feel listened to and feel that they have an active role to play in their classroom. Initial work has been carried out in using the language of skills to help learners to understand their strengths and areas for development and to set targets. There is a need to develop this further as a whole-school approach.	• Feedback from pupil surveys shows that most learners (85%) feel that they are listened to in school through pupil voice, pupil leadership activities and wider opportunities • Feedback from pupil surveys shows that most learners (89%) feel that they have choices and get to make some decisions within their classroom • Feedback from pupils (through informal discussions, class visits) • Feedback from pupil surveys shows that almost all pupils (96.5%) say that they know what they are learning about in class and almost all (93%) feel that they know the steps to success in lessons and in their learning. Most pupils (81.5%) said that they know the skills they are working on in class • Feedback from staff surveys shows that almost all staff feel that pupils are clear on what they are learning and their steps to success within lessons • Evidence of planning and learning (weekly learning slides, assessment evidence and other physical evidence of learning) shows a variety of teaching approaches • Class observations showing positive learner engagement in learning • Evidence of pupil-led events and activities this year (Active Adventure Days and fundraising activities)	• Embedding whole school skills framework to enhance the use of skills language and the tracking of skills across the school • Revisit tools for evidencing progress across the curriculum, including skills development • Continued work at class and whole school level (pupil leadership groups) on involving learnings in all steps of planning processes

	• Minutes of pupil leadership group meetings showing positive engagement with pupil leaders and active involvement in planning school activities • Targeted support planning evidencing use of CIRCLE framework to enhance learning environments	
In most classes, teachers use clear and effective explanations and instructions. 22.66% of pupils are identified as having English as an Additional Language (EAL), with a number of pupils new to English or at the early stages of acquisition. Staff from the EAL service support school staff with strategies to ensure support and engagement in learning for pupils with EAL. In almost all classes, learners engage willingly in a variety of tasks. Learners experience a range of trips and outings which enhance their learning and offer them the chance to make connections in their learning through real life and meaningful contexts.	• Class observations showing high levels of learner engagement and participation in lessons and effective use of instructions and explanations • Targeted support plans, EAL plans, IEPs, tracking meeting minutes and minutes of Supporting Learners consultation meetings show a range of approaches to supporting learners, including those with EAL • Planning and delivery from EAL supports teachers with approaches and pupils with language development • High number of planned trips (evidenced through Evolve trip planning tool) showing a good range of planned learning opportunities outside of school for learners across the school	• Extend the range of teaching approaches (including through play and outdoor learning across the school) to widen the variety of ways in which children learn in school • Continue to develop and extend local partnerships to offer trips and outings which link clearly to learning in school • Teachers should continue to increase the range of teaching approaches in school to ensure that young people experience a variety of ways to learn, including through play and outdoor learning.
In most classes, teachers plan differentiated learning to meet the needs of the majority of learners. Regular Supporting Learners consultations, which have made use of the CIRCLE framework, have supported teachers with planning suitable interventions for learners requiring additional support. There is a need to ensure appropriate challenge is offered across the school.	• Planning evidences a range of targeted approaches and interventions to meet the needs of individuals • Planning and tracking meeting minutes evidence a range of planned approaches for supporting learners • Classroom visits evidence learning meeting children's needs but a need for more challenge in learning	• Consider current and possible new interventions and approaches to offer more challenge across the school, including through looking outwards and working with ASG schools • Increased focus on pupils who are above track during tracking meetings
Most teachers provide a range of verbal and written feedback, and good examples here support pupils to have a clear understanding of their next steps in learning. There remains a need for pupils to have clearer systems for setting and self-assessing their targets to take forward their learning.	• Classroom observations and quality assurance work (jotter and assessment folder moderation) show a range of approaches to feedback, although this varies in quality across the school • Evidence of learning and assessment folders show more consistent use of the "kind, specific, helpful" model of feedback for literacy and numeracy in almost all classes	• Develop consistent ways in which pupils can set and track learning targets across the school • Develop and agree written feedback approaches for all curricular areas with all teaching staff during collegiate working time
Teachers work collegiately to plan learning and assessments and discuss the progress of learners across stages and levels of Curriculum for Excellence. Most teachers use the Aberdeen planning progression frameworks to inform planning. Staff and pupils have worked collegiately to plan the third (and final) year of a refreshed 3-year cycle of contexts for learning. There have been further opportunities for pupils to lead learning through this work this year.	• Assessment weeks and assessment folder evidence engagement with planned, whole school approaches to assessment • Assessment folder quality assurance activities show wider evidence of assessment across the curriculum, including through use of high quality assessments • Minutes of planning meetings evidence discussions around assessment across the curriculum	• Planned opportunities for staff to share good practice with high quality assessments across a range of curricular areas • Agreed guidance on assessment expectations, including number of pieces required for each area in school assessment folders • Through collegiate training, revisit tools used to evidence assessment, including consideration of digital tools

Teachers use the National Benchmarks to support their professional judgement. Moderation activities have focused on examples of writing and numeracy assessment this year. Teachers need to continue to engage in moderation activity with schools beyond the local area to further improve their shared understanding of national standards and expectations. There has been a further increase of consistency of approach with assessment in school, including through developing wider use of high-quality assessment across the school. This continues to support the gathering of a wider scope of evidence and evaluating progress and achievement.	• Planning documents evidence planned assessment opportunities across the curriculum and use of the Aberdeen progression frameworks • Evidence of pre-topic planning and four contexts planners shows involvement of pupil voice and collegiate planning • Moderation activities in writing and numeracy assessment continue to be available to support teacher judgement • Minutes of stage meetings evidence collegiate working to support planning, assessment and moderation across the school • Tracking discussions evidence teacher confidence and accountability with attainment • A range of data (e.g. SNSAs and school-based assessments) is used to triangulate teacher judgement • Increases in attainment at P1, P4 and P7 in almost all areas evidences a continuous journey of improvement	• A clear Quality Assurance calendar for the year to moderate evidence of learning, assessment and feedback across the school • Planned opportunities for moderation of other areas of learning, including looking outwards and working with colleagues in other schools
School tracking systems are used to track learner progress in literacy, numeracy and health and wellbeing. Seemis Tracking and Monitoring is used to track and report on progress across all areas of the curriculum. Termly planned opportunities are in place for teachers and Senior Leaders to discuss learner progress and consider supports for pupils facing barriers to learning and plan interventions and resources to support. Regular consultation meetings with teachers and the Supporting Learners teacher have upskilled staff In the use of the CIRCLE framework and in writing and regularly reviewing IEPs.	• Planning and tracking meetings provide opportunities to reflect on impact of interventions and consider any need to adapt • Targeted support planning is in evidence for identified pupils and used to support learning • Parent surveys showing that almost all (96.8%) parents feel they are kept well-informed about their child's progress and attainment • IEPs, written and updated termly by class teachers, are in place for identified pupils and used by teaching staff to plan interventions • Termly IEP review meetings with parents evidence parental and pupil consultation in planning support • Class observations showing more targeted use of Pupil Support Assistants in delivering support and interventions for groups and individuals	• There is a need for continued focus in approaches to providing additional challenge for pupils across all areas of the curriculum • Increase the use of data (including NSA, school assessment, SIMD and other data through the PowerBi tool) during tracking meetings and other staff meetings / CLPL events
Further work has been undertaken to develop opportunities for play in classrooms across the school. All staff have supported developments in the school's lodge space to offer more purposeful and relevant contexts for play across the school. Improvements in classroom and corridor displays have led to more regularly refreshed evidence of learning and achievement across the school. Continued planning for Active Adventure Days has increased pupil leadership in learning and opportunities	• Learning and Pupil council minutes show pupil involvement in developing play experiences and contexts for learning across the school • Evidence from learning walks (including through Quality Improvement visits) showing better purpose and presentation of displays • Increased use of lodge space by classes throughout the school evidences better links to learning • Active Adventure Day plans and evidence (e.g. on learning slides) show planned opportunities for outdoor learning	• Increased use of "Building the Ambition" to inform play in P1 • Develop approaches and resources to support increased outdoor learning to support learning and teaching across the curriculum • Build on opportunities for pupils to continue to lead learning and wider activities across the school • Ensure displays and learning environment policy is shared with all staff at the beginning of the new school year

	• Established displays and learning environment policy offers clear expectations for all staff • Most classrooms have working walls which have examples of strategies and tools for learning	

for outdoor learning. The eco pupil voice group and gardening club have developed outdoor spaces around the school.

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

HGIOS Wellbeing Fulfilment of statutory duties Equality & Inclusion		**HGIOELC** Wellbeing Fulfilment of statutory duties Equality & Inclusion
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?**
Almost all learners know and understand the language of the wellbeing indicators. Learning in health and wellbeing throughout the school has been themed around the indicators this year. All learners are given regular opportunities to reflect on their own wellbeing. The majority of learners are comfortable with sharing concerns with an adult in school who knows them well. Almost all staff have a good understanding of our pupils and their needs.	• Increases in planned use of wellbeing assessment tools, including SHANNARI "blether boards" / webs, has given learners the opportunity to reflect on their wellbeing, raise any concerns and goal set to develop their personal wellbeing • Planning for health and wellbeing used the wellbeing indicators to theme learning, providing consistency in the language of wellbeing across the school • 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. Specific data has been shared with staff to support learning and teaching and pastoral care in school • Data from the health and wellbeing survey (P5-P7 pupils) shows that the majority (72%) of pupils feel that they always have an adult in school who listens to them and the majority (74%) usually feel safe and respected when speaking to school staff • Professional dialogue and minutes of meetings (tracking meetings, planning meetings, Supporting Learners consultations) show consideration of wellbeing needs across the school	• Link wellbeing goal setting to skills development work in the new school year • Increase the use of SHINE and HWB survey data to target priority learning in health and wellbeing • Ensure consistency in the use of wellbeing wheels at least termly across the school to give pupils the chance to feel listened to by school staff
Relationships across the school community are very positive and supportive. Shared values and high expectations set a very positive ethos of mutual respect and care, rooted in a strong sense of belonging to our school. Almost all learners, staff and families show a commitment to the Catholic ethos of our school. The strong sense of community is supported by partnership working. The school have a particularly strong partnership with Russell Anderson Development School (RADS), who continue to provide quality opportunities to develop positive health and wellbeing, fitness, mental health and leadership skills across the	• This year's "We Belong at St Peter's School" context for learning supported a revisit of our core school values and provided opportunities to celebrate diversity in our school • Almost all stakeholders feedback (including via parent, pupil and visitor surveys) evidences a strong ethos and positive relationships in St Peter's • Very few behaviour incidents referred to the Senior Leadership team • Zero exclusions for the past three school years • Verbal feedback from visitors suggests a welcoming and positive ethos exists throughout the school	• Encourage pupil council to seek more visitor and partner feedback on the ethos and life of our school • Expansion of the Roots of Empathy programme to include an upper stages class and new programme of learning to support the development of emotional resilience and empathy in a new target class • Continue to support joint working groups across the three RC schools to develop our RERC curriculum and the wider ethos of our schools

school. Continued engagement with the Roots of Empathy programme has provided a new targeted class with an opportunity to develop social and emotional in the context of following a link baby's development through regular visits and follow-up lessons. We have further strengthened partnerships with the other Aberdeen RC schools this year through joint working, collective CLPL and communal liturgical and sacramental events. This has led to shared outcomes for developing the faith aspects of our schools and learning programmes through Religious Education	• Evidence of partnership work in school (including through contexts for learning) 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 and Parish Priest class visit evidence a continued commitment to a shared, Catholic community • The majority of pupils in each class went forward for the Sacraments in P3 (65%), P4 (51%) and P7 (64%) this year, showing the commitment of parents to supporting our Catholic school and the faith journeys of their children • Positive pupil and teacher feedback from the Roots of Empathy programme evidences that learners from the target class this year can apply their learning from the programme to their own lives in and out of school	
All pupils have exposure to the language of the rights of children through explicit links to the UNCRC in planning and our contexts for learning. Staff and learners in our Rights Respecting pupil voice groups are working to secure rights-based accreditation for the school.	• Links to children's rights through learning and through the work of the Rights Respecting groups has led to increased pupil ownership of classroom spaces, leading aspects of learning and understanding their rights.. This has been particularly evident in class observations.	• Support the continued work of the Rights Respecting groups in securing rights-based accreditation for the school • Build in more time for pupil voice groups, including the Rights Respecting groups, to share their work with peers and the wider school community • Ensure systems are in place at school-level to track safeguarding and child protection trends
The school ensures that all policies and frameworks reflect current legislation and the latest local authority guidance. All staff have a good understanding of their responsibilities in supporting child protection and safeguarding, wellbeing, equality and inclusion. All staff undertake regular appropriate professional learning linked to statutory duties and requirements. An increasing number of parents know what our processes and expectations are here.	• Annual update training and new staff training for Child Protection delivered this year (materials on Google classroom) • The school's volunteer procedures have been updated, with an increase in the number of parent volunteers this year. Inductions have included a focus on child protection and safeguarding for volunteers • School policies and frameworks reflect the latest local and national guidance in child protection and safeguarding • IEPs evidence staff responsibilities • Minutes of staff meetings evidence regular reviews of child wellbeing and opportunities to discuss concerns • CP records evidencing the following of child protection procedures in school • Termly self-evaluation exercises linked to the school's Child Protection procedures identify strengths in approaches and next steps for child protection and safeguarding in school	• Support PSAs with enhancing their knowledge of the CIRCLE framework in practice in school • Build in more regular opportunities for PSAs to meet with Supporting Learners staff to plan and evaluate interventions for pupils

	• Further work with the Family Learning Team has supported more parents with understanding child protection legislation in school • A new child protection leaflet has been produced and shared with all parents to support all families in understanding local and national child protection and safeguarding procedures and legislation	
All pupils are fully included in the life of our school. Almost all are engaged and involved in the life of our school. We ensure that learners have equal opportunities to make the most of their God-given talents and abilities. Most interventions are carried out in classes. Staff work closely with partners and outside agencies to meet the needs of learners. We are supported by the ACIS counselling service to support the wellbeing of targeted learners, and staff work with a range of other agencies to identify and support targeted approaches for learners.	• Planning shows inclusive approaches and interventions • IEPs evidence individualised planning and interventions • Minutes of meetings show collegiate approaches • No exclusions for last three school years demonstrates a commitment to inclusive approaches • High rate of attendance (92.62% school average) across the school evidences a commitment to inclusion • Practice of inclusion within classrooms for support (extraction is only used to achieve a specific outcome)	• Teaching staff to develop planning to offer more challenge across the school
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 work with Charlie House this year has enhanced understanding of equalities and inclusion across the school. We have also further developed our approaches to equality and diversity through partnership working with the other Aberdeen Roman Catholic schools through "God's Loving Plan". An increased use of the CIRCLE framework by teaching staff this year has enhanced their skills in planning inclusive approaches at universal and targeted levels.	• Planning in RE and HWB focuses on respect for all • Work with Charlie House has been followed up through Active Adventure Days and class learning opportunities, showing a commitment of staff and pupils to using this knowledge to enhance the inclusive ethos of our school • Evidence of increased use of CIRCLE in planning / tracking meetings and Supporting Learners consultations • Parent survey data showing that almost all (95%) of parents feel that the school promotes equality and inclusion and celebrates diversity • Pupil Support Assistants sharing their evaluations with teachers to feed into wider planning evaluations • Developments in systems for planning targeted support (including setting up support trays) have allowed resources to be more readily available for PSAs to provide specific interventions • Increased parental involvement in IEP processes through termly meetings has allowed parents to gain a better understanding of their child's targets and ways they can support with shared approaches at home	• Develop more consistency in the tracking and celebration of wider achievement across the school, and link this to the skills progression work taking place in the new school year • Continue to work with existing partners and seek new partners / opportunities to increase extra-curricular offerings in school • Continue to offer extra-curricular experiences for learners, including through partnership working • Build on pupil leadership skills to encourage more pupil-led clubs in school
There has been a continued increase in the range of extra-curricular experiences for pupils. Teaching staff have run a variety of clubs, two parents have run curricular clubs (Maths Club and Korean Club) and our	• Increase of extra-curricular offerings (increase from 4 to 12 clubs) has widened opportunities for pupils	

continued partnership with RADS and Active Schools has allowed us to offer four after-school sports clubs. Tracking for wider achievement has been further developed this year. Wider opportunities in the local area are shared through regular Sway newsletters and occasionally through Google classroom. Achievements of clubs are more regularly celebrated through newsletters, the school website and Google classroom.	• The majority of pupils (71%) are involved in an extra-curricular activity in school and enjoy being part of this • Pupil survey feedback shows that most pupils (78%) feel that there are enough extra-curricular opportunities offered in school • Increase in parent volunteers has led to new extra-curricular opportunities for pupils • Wider achievement trackers used to support opportunities for personal achievement • Regular Sway newsletters highlight opportunities for children and families in the local area	

Raising Attainment and Achievement/ Securing Children's Progress (QI3.2)

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?**	**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 data for the school continues to show progress over time but is impacted by the transient nature of the school. There have been increases in attainment in numeracy and mathematics, reading and writing at P1, P4 and P7 stages, and in listening and talking at P1 and P7 stages this year, with significant increases at P1 level. There are some pupils who are above track in areas of the curriculum, particularly in reading in the lower stages.	• Minutes of tracking meetings showing continuous review of learner progress and data • ACEL data and tracking data in Seemis showing increases attainment across P1, P4 and P7 in almost all areas • Assessment evidence collated in assessment folders supporting teacher judgement of attainment • Engagement with National Benchmarks during tracking and attainment meetings supporting teacher judgement across literacy and numeracy • Scrutiny of NSA data informs discussion with class teachers and triangulates evidence • 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 • Class trackers show that all classes have at least a few pupils working above track according to national expectations of progress	• Focus targeted support and interventions across reading, writing and numeracy in P4 and P5 to support the gap in attainment at P4 stage and continued attainment and achievement in P5 • Continue developments with Maths Mastery approaches across the school to support attainment and provide challenge • Engagement with the CYPIC writing project to increase attainment in writing at first level of Curriculum for Excellence in school • Extend school tracking systems to cover all areas of the curriculum, supported by reporting in the Seemis Progress and Achievement tool
A continued focus on raising attainment in reading has seen the full implementation of the Read Write Inc approach across early stage classes. Regular assessment of pupils and small group reading sessions and providing support and challenge for pupils.	• Regular assessment data through the Read Write Inc programme shows fluid groupings and support / challenge at the right level for learners • School tracking systems show that there is a higher number of pupils above track in reading in the early	• Regular assessment data through the Read Write Inc programme shows fluid groupings and support / challenge at the right level for learners

Targeted reading interventions for upper stages pupils are focused on improving reader engagement and comprehension.	stages, showing an increased focus on providing challenge in reading • Accelerated reader certification data showing increases in reader engagement for targeted pupils	
A focus on linking writing to whole school contexts for learning has increased motivation for writing and developed more purpose for writing across the school. Moderation activities during collegiate meetings have focused on writing, leading to wider understanding of expectations of writers at different levels and increased confidence in teacher judgement.	• A range of quality writing assessment evidence in assessment folders • Most pupils (77%) indicated in pupil surveys that they like writing in school. Most (88.1%) also feel that they have made progress with their writing this year. Almost all pupils (94.1%) indicated in pupil surveys that their teacher gives good feedback on their writing • Most staff (88%) indicated in evaluations / surveys that pupils enjoy writing lessons in school • All staff indicated in evaluations / surveys that they feel relevant contexts / purposes for writing are used in school • Most staff (88%) indicated in evaluations / surveys that they would rate their confidence in teaching or supporting writing in school as 8 or above out of 10 • Tracking discussions showing higher levels of engagement with the writing benchmarks when discussing learner progress, showing increased confidence in teacher judgement	• Engagement in the CYPIC writing project to further support developments in writing in school, particularly at first level of Curriculum for Excellence in school
The introduction of Maths Mastery approaches has been led by the Acting Principal Teacher., with a view to increasing attainment in numeracy across the school. There has been an increase in the range of approaches, resources and strategies being used in numeracy lessons, and teachers have gained more confidence in planning depth of learning to offer challenge in numeracy and mathematics across the school.	• A wider range of numeracy assessment evidence in assessment folders shows different approaches being used to teach numeracy and mathematics in school • Planning for numeracy and mathematics across the school showing Maths Mastery approaches, including opportunities to learn through concrete, visual and abstract experiences • Planning and observation of lessons shows good use of partner practice activities to support scaffolding of learning • In-service day input on Maths Mastery evidences sharing of good practice across different stages in school, further boosting staff confidence in Maths Mastery approaches	• Use of peer visits in the new school year for teaching staff to see Maths Mastery in action in other stages • Monitor future outcomes from PUMA assessments and NSA data to assess impact of Maths Mastery developments • Develop progressive problem solving approaches linked to Maths Mastery across the school
A range of data is used by teaching staff to evaluate children's progress from prior learning. Shared approaches to collating assessment evidence have increased confidence for teacher judgement. Progression frameworks are used by most staff to ensure progression within and between levels. Tracking	• Minutes of tracking meetings evidence use of data to support planning and teacher judgement • Teachers completing trackers leading to good understanding of attainment and progress over time • Class trackers have been updated to hold more key information about pupils, including start dates at St	• Develop tracking systems to support better tracking of cohorts and attainment over time . Analysis of the attainment of different cohorts of children, as they move through the school, is needed to provide additional useful information to support senior leaders and teachers to identify any patterns of

of groups is impacted by the transient nature of the school population.	Peter's, to support knowledge of attainment over time and tracking of cohorts and groups of pupils • Reporting to parents provides a picture of progress from prior levels and individual attainment over time, and parents are invited to comment • Achievement of a Level / NSA 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. More work has been carried out this year to share expectations for assessment across the school, leading to increased consistency with assessment evidence • Regular use of PowerBi tool supports teachers' discussions around attainment over time • 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	attainment or gaps in learning for different groups of children • Further use of PowerBi to support rich attainment discussions, with a focus on challenge • Look outwards at comparator schools across the authority • CLPL to support teachers to understand the range of data available and what this tells us about our learners • Further work on collation of assessment evidence across wider areas of the curriculum
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 minority of pupils. The school also has a significant number of new arrivals each year, with the majority arriving from overseas and new to Scotland. Lack of skills and knowledge with differing education systems and cultural differences impacts progress in literacy, numeracy and health and wellbeing for a significant number of new arrivals.	• 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 • Assessment and tracking data showing a significant number of new arrivals below track for the expected level of Curriculum for Excellence	• DHT to continue working with EAL service to plan supports / interventions for targeted pupils and support school staff with the universal offering, including through provision of CLPL • Further use of the CIRCLE framework to support EAL learners • Establish a system of timely assessment for new arrival pupils, supported by SfL staff
Learner achievements from within school are celebrated at assemblies, through displays and through Google classroom. Celebration of wider achievement is carried out through Google classroom and by adding to the school's Achievement Tree display in the school hall. The majority of teachers use a class tracker to track wider achievement opportunities for learners in school.	• Wider achievement trackers show increased opportunities for pupils and are used to identify new opportunities for targeted pupils • Assemblies evidence celebrations of achievements • Google classroom and school website 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 • End of year Achievement Assembly shows recognition for a wide range of areas	• Increased use of wider achievement trackers during attainment meetings • Continued work with current partners and seeking new partnerships to provide more opportunities for wider achievement • Continue to build capacity of parent volunteers in contributing to wider achievement opportunities for pupils in school • Introduce Pope Francis Faith Award in P6 next year to offer more opportunities to develop and celebrate

		wider achievement at school, home and parish levels
All learners have been involved in a pupil voice group this year. Pupil voice and leadership groups and planning through the four contexts have given increased opportunities for pupils to lead learning across a wide range of areas in school this year. These have also been used to drive further developments in parental engagement and involvement opportunities, with more opportunities for parents to be welcomed in to share in the learning and enjoy performances this year. The leadership remits of senior pupils have been enhanced this year, giving them the chance to develop leadership skills in a range of contexts. This has also been enhanced through the work of the RADS young leaders group.	• A shared calendar of pupil voice opportunities has ensured more consistency and regularity in opportunities here • Action plans for pupil voice and leadership groups evidence clear remits for pupils • Minutes of pupil voice and leadership groups and display boards for groups showing increasing pupil leadership of learning and wider events and involvement in decision making in school • Learning council minutes show pupil involvement in planning contexts for learning • Class assemblies and school shows showcasing learning and providing opportunities to perform this year • Four contexts plans show planned opportunities for parental engagement • Impact surveys show that most staff and pupils find pupil voice groups purposeful and making a difference to school improvement	• Consider new pupil voice and leadership opportunities for the new school year, including the chance for pupils to move to a new pupil voice group • Ensure high levels of pupil engagement in the design process for the upgraded school building project over the coming year • Link developments with skills progressions to the work of pupil voice groups next year by highlighting key skills groups will develop and skills targets they will work towards through these pupil voice groups • Revisit Year 1 of our cycle of contexts for learning for new parental engagement opportunities next year
The school's continued strong partnership with the Russell Anderson Development School (RADS) allows all learners to develop confidence and social skills through weekly coaching sessions, with almost all pupils engaging enthusiastically during sessions. An increased number of P7 young leaders have benefited from developing their confidence and resilience through the RADS young leaders programme.	• High engagement levels with RADS shows that pupils are experiencing planned opportunities to develop their social skills and general health & wellbeing • Positive feedback from staff evidencing impact of young leaders support during RADS coaching sessions • Further developments in the organisation of the RADS young leaders programme have given new opportunities for young leaders, including first aid training	• Strengthen existing links with RADS staff to support planning for sessions and evaluation of impact • Work with RADS link staff to support skills development in school
Most staff have a good understanding of the local context of the school and families. Planned interventions for use of the school's Pupil Equity Fund have continued to focus on literacy, numeracy and health & wellbeing. An authority-level equity tracker has been introduced this year to plan and measure the impact of PEF projects and spending in school. The Cost of the School Day guidance to inform approaches at school level to ensure no child misses out on learning experiences due to family circumstances or financial barriers.	• Attainment trackers used by all teachers to build an understanding of pupils • Increased parental engagement opportunities have given staff more opportunities to get to know families • Partnership working has supported learners and families this school year (including EAL, Speech and Language Therapy, ACIS counsellor, Sustrans, Charlie House, RADS and Family Learning) • Evidence of trips and wider experiences across the school planned and financed by school (through different funding streams) • Equity tracker shows clear planning for equity projects and evaluations of impact	• Collate a wider range of data to support the evaluation of impact for PEF projects in school • Further use of PowerBi tool during planning meetings and PSA / support staff meetings to support staff understanding of the school's demographic • Develop a Cost of the School Day statement to be shared with the school community

Systems are in place to promote equity of success and provide targeted support for pupils. The Supporting Learners teacher and DHT have developed systems for planning and tracking support across the school. A clear calendar for IEP updates has led to more regular reviews of required supports and increased pupil and parental involvement in planning for targeted learners. The effective use of consultation meetings has supported with upskilling staff in providing universal and targeted supports and interventions. The increased use of the CIRCLE framework has supported developments here.	• IEPs and Childs Plans show planning for individuals, tracking of progress and staff accountability • Consultation and tracking meeting minutes evidence planned interventions • Targeted support planning shows clear targets for individuals or groups of pupils being supported with aspects of the curriculum	• Continue to provide CLPL opportunities and plan consultation time to support PSAs in delivering interventions for pupils • Establish expectations of automatic considered of targeted support interventions for any learners below track

Curriculum (QI2.2)

HGIOS Rationale and design Development of the curriculum Learning Pathways Skills for learning, life and work		**HGIOELC** Rationale and design Learning & developmental pathways Pedagogy & play Skills for life and learning
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?**
This year has seen the development of the third and final year of the school's redesigned contexts for learning, with a focus on the four contexts for learning of Curriculum for Excellence. Staff have grown in confidence in leading the design of these contexts for learning, making good use of pupil voice to input into planning. Increased pupil leadership of learning linked to the four contexts has taken place this year. There is now a need for the school's curriculum rationale to be updated to refresh the vision, aims and values and make explicit links to the contexts for learning. The school regularly engages parents in learning, especially through the 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.	• Whole school four contexts planners have been led by staff (with pupil voice input) and are shared regularly with parents (via Google classroom and Sway newsletters) • Regular sharing of learning and our curriculum through open events, the school website and weekly learning Google slides • Learning council meeting minutes evidence pupil voice and leadership linked to our curriculum • New links to partners / outside agencies are being built through contexts for learning and for a range of curricular areas. This is supporting staff to make our school's curriculum more relevant through a focus on local links	• Build skills into future context overviews • Continue to build on the work this year in increasing parental engagement through planned curricular sharing events • Update the school's curriculum rationale in partnership with staff, pupils, parents and partners • Increase pupil involvement in sharing learning digitally, including through new technologies being introduced as part of Project Northern Lights

Almost all staff have a good understanding of the school's unique context and make good use of the local environment and partnerships to enhance learning across the curriculum. These include Sustrans, 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. Active Adventure Days and our partnership with Sustrans this year have increased opportunities for outdoor learning, but there is a need to further develop outdoor learning across the school. With funding in place this year through a donation from a local business, all classes were able to plan a trip outwith the local area to enhance learning and provide pupils with new experiences.	• Context overviews show planned progression of learning and the three-year planned cycle for context learning • Planning evidences consideration of trips, use of the local area and outdoor learning for IDL • Planning with partners evidences good use of the local area to enhance learning across the curriculum • 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 • Use of Aberdeen progression frameworks for planning across the curriculum ensures continuity and consistency at school and local authority level • Action plan and minutes of meetings of the learning council, as well as class IDL planning, shows pupil voice and leadership in shaping the school's unique curriculum	• Refresh Year 1 of the three-year cycle of contexts for learning during the next school year • Ensure systems are in place to retain current partnerships and build new partnerships to enhance the curriculum during the school's temporary relocation to the Riverbank site • Develop consistency in offering of outdoor learning across the school, including through continued work with Sustrans • Develop roles for pupil leaders of outdoor learning, supported by our partnership with Sustrans
A three-year overview of contexts for learning has finished being developed this year. This has supported a shared understanding of the purpose and design of the school's unique curriculum. Pupil leadership opportunities have enhanced creative approaches and supported learning and teaching across the curriculum. The development of the school's curriculum continues to be driven by shared contexts for learning. There has been a focus on refreshing approaches to teaching reading, writing and numeracy this year. This has been supported by protected time for collegiate working and professional learning linked to curriculum development.	• Action plans and minutes of meetings for pupil leadership groups show an increasing number of opportunities for pupils to lead curricular and wider events 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 • Minutes of collegiate teaching staff meetings show increasing levels of staff leadership, including curricular leadership	• Build on staff leadership capacity at all levels to support curriculum development and leadership through developing and enhancing curriculum and wider leadership roles for staff in school • Ensure time is given in the Working Time Agreement for teaching staff to share good practice and lead CLPL across the curriculum • Build in time for teaching staff to support professional development for PSAs
The design of the school's 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. 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, which are inspired by our unique context. Almost all staff have a good understanding of the long-term plan for the school's curriculum.	• Planning discussions and quality assurance exercises highlight the use of local authority progression frameworks by all teaching staff • Evidence of collegiate CLPL shows engagement with local and national guidance related to curriculum design and development • Parent survey feedback shows that all parents (100%) feel that their child enjoys the variety of contexts for learning the school offers • Planning for the curriculum, including through the four contexts, is shared with staff, pupils and parents	• Skills progression developments will start with application to our contexts for learning (IDL)
School staff work with partners to provide a range of opportunities to develop children's skills for learning, life and work through an engaging curriculum. Learners	• Staff meeting agendas show evolving work on the school's skills progression framework and approaches	• Implement new approaches to developing and tracking skills across the school, starting with IDL

have become more involved in designing and leading aspects of the curriculum, including through ongoing evaluative work. Work has started in reshaping the school's approaches to skills progression, using local and national frameworks and guidance.	• Weekly learning slides show how a variety of skills are being developed through our curriculum • Staff report in surveys that the refreshed, engaging contexts for learning provider higher motivations for learning in pupils across the school • Pupil surveys indicate that almost all pupils (95%) know what they are learning in class, including through our contexts for learning. Most pupils (81.5%) also know the skills being developed through their learning in school, including through the contexts for learning	
Staff have worked collegiately to develop new play experiences in classrooms and in the school's lodge space. Regular updating of the lodge space has provided new opportunities for learners across the school to develop skills through play experiences.	• Planning documents showing planned use of play spaces to enhance learning and teaching • Weekly learning slides showing play experiences across the school	• Ensure time is allocated for staff regularly updating play spaces across the school, including the lodge space

Partnerships (QI2.7)

HGIOS	HGIOELC
Development & promotion of partnerships Collaborative learning & improvement Impact on learners	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?	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?
The school has a range of partnership working approaches with stakeholders, including parents and carers, community organisations, third sector, public sector and business organisations. These include both long-standing partnerships (especially local partnerships) and new partnerships established through the development of the school's unique curriculum. Highly positive feedback from visitors and partners emphasises the welcoming ethos, high levels of engagement of staff and learners and the positive relationships which exist in the school. This supports with the maintenance and strengthening of partnerships. A particularly strong partnership exists with the Russell Anderson Development School (RADS), who support with sports coaching and extra-curricular provision in school. Together with the young leaders group, these activities are supporting staff to build confidence and self-esteem in learners. This supports our school in building an inclusive and ambitious school culture.	• 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 overviews and planning, supporting the wider development of the school's unique curriculum and widening access to links to industry / the local community • Planning across the school takes account of partner links, giving opportunities for real-life learning through workshops, trips / visits and meaningful contexts linked to learning in school. Teacher planners in IDL consider how trips / visits / workshops can support our learning across the curriculum. We also make use of the four contexts planners to consider how partners can support our learning in school. • Our partnership with RADS has supported PE lessons in school through working with class teachers to deliver coaching for a range of sports. RADS also run young leaders sessions with targeted pupils to build confidence and a range of	• Encourage more parental involvement in contributing to our curriculum, including through class visits and extra-curricular offerings • Support the work of the Charities and Community pupil voice group in reaching out to new and existing partners • Plan opportunities for joint planning and evaluations with partners • Make use of the "Our World of Work" context in the next school year to seek new partnerships to support our approaches to Developing the Young Workforce • Ensure systems are in place to retain current partnerships and build new partnerships to enhance the curriculum during the school's temporary relocation to the Riverbank site

We pride ourselves in building and maintaining very positive relationships here at St Peter's School, including with other 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. A number of existing and new partnerships have been employed to support curricular learning and teaching, including:

- St Machar Cathedral, including the education team, to support links to our contexts for learning, mark key events throughout the year (e.g. Remembrance) and support our care for the local area through outdoor and gardening projects
- The University of Aberdeen, including outreach work (e.g. Teddy Bear Hospital, marine biology and the delivery of Mandarin learning), trips (e.g. zoology building) and opportunities to support Developing the Young Workforce (further education taster day and working with different departments to enhance curricular weeks and contexts for learning)
- Baker Hughes, including STEM learning and funding for Maths Week
- Working with charity partners including Charlie House, SCIAF, Children in Need, SCIAF, Instant Neighbour and Mary's Meals, which has also supported learning and teaching opportunities across the school
- The Red Cross have supported first aid learning in the upper school this year
- Scottish Culture and Traditions supported learning in music this year through a block of learning for P4-P6 pupils
- Young Engineers Science Club Scotland supported a block of STEM learning for P5 and P6 pupils this year
- Our new partnership with Sustrans has supported pupils across the school with bike skills and outdoor learning opportunities linked to the curriculum and our contexts for learning
- NHS partners (through our RADS work) have supported learning in health and wellbeing in P2-P4 this year
- A new partnership with "Doric Books" this year engaged our P7 class in a creative writing project, culminating in the creation of a published book which received recognition in the Scottish Parliament and was turned into an award-winning Doric short film

leadership skills. Through RADS, our P4 class attended a sports festival this year, getting the chance to work with pupils from other schools. RADS also support our school's healthy snacks agenda through weekly provisions of fruit for pupils

- Planning in RE and IDL has been supported by our regular visits to St Machar Cathedral, bringing learning to life through exploration.
- Our partnership with the Confucius Institute at University of Aberdeen greatly supports the delivery of Language 3 (L3) as part of our 1+2 approach in school. This gives pupils in P5-P7 access to a native Mandarin speaker and also supports teachers with confidence in delivering L3. This has also lead to another extra-curricular opportunity for pupils through a lunchtime Mandarin club
- Planned opportunities to work with Sustrans throughout the year have featured in context for learning plans across the school, widening access out outdoor learning and biking opportunities for all pupils.
- The new partnership with Doric Books this year supported planning for writing in Primary 7. This provided pupils with a real-life and meaningful context for writing, resulting in the creation and publication of a story book about Old Aberdeen entitled "A Unicorn's Guide tae Aul Aiberdeen".

Regular communication with our partners, both virtual and face-to-face, ensures that partners are clear about their roles, responsibilities and contributions. 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. We work closely with our Parish Priest, Father Gabor, to support sacramental preparation, to support liturgical events and Masses in school and to contribute to Religious Education in school. The Diocese also fund a music teacher who comes in to support music delivery in classes once per week.	• High numbers of pupils undertaking the Sacraments this year, showing continued support for the faith aspect of our school • RE planning showing engagement with Parish priest for learning in school • Diocesan music teacher has widened music learning and opportunities in school. Teachers planning for music shows a wider range of learning experiences and opportunities to play instruments. Pupils have been offered opportunities to be part of a choir in school through the Diocesan music teacher.	• Establish a calendar of planned events supported by the school's Parish Priest by the start of the new school year
Continued partnership with the Family Learning team has enhanced our package of transition activities to support pupils coming from nursery into P1. Parental involvement and engagement have further increased this year, with more planned opportunities to share learning through our contexts for learning. Increasing the number of parent volunteers has led to more parents offering extra-curricular activities this year, including Korean club, Maths club and a multi-sports club. Close working with the parent council has increased their activities this year.	• A recent parent survey showed that almost all parents (97.9%) feel that the school makes a good effort to work with families and communicate well with parents • A pupil survey at the end of the year showed that most pupils (77.5%) felt that the school offered good opportunities for their families to come into school across the school year • Sway newsletters evidence a breadth of planned opportunities to engage with parents • Good levels of engagement were seen in our family learning sessions linked to transition this year	• Continue to build the capacity of the Parent Council to ensure all parent / carer views are represented • Look at new ways to include parents in celebrating achievements (e.g. inviting parents of those receiving awards during our end of year Achievement Assembly) • Continue to build on the opportunities for parents to come in to share in the learning and also learn with their child