



## St. Peter's Primary School

### Standards and Quality Report 2022/23

#### Context of the school:

St. Peter's Primary School is a denominational Primary School in South Lanarkshire Council, serving catchment localities in areas of Lighthstonehall, Fairhill, Little Earnock and Meikle Earnock in Hamilton. The current school roll is calculated on the basis of 134 pupils. The school is one of six associated primary schools within St. John Ogilvie High School Learning Community. Children transition to St. Peter's Primary School from a variety of nurseries within the local area and beyond. The spiritual direction of the school is guided by the School Chaplain, the parish of St. Peter's RC and the Diocese of Motherwell.

St. Peter's Primary School is proud to promote a caring and welcoming ethos based on Gospel values. All staff invest in nurturing the care, welfare and health and well-being of all children and families, within a culture of inclusion, equality and equity. The school strives to provide high quality, exciting, inspirational and challenging learning opportunities and experiences, in an aspirational learning environment which promotes excellence in attainment and achievement. The school visionary focus is to inspire 'Aspiring Hearts and Minds' through embracing success in learning and life opportunities. The school values of inspiration, investment, nurture and achievement seek to encourage all members of the school community to work together in partnership to support and guide our children to become global citizens in a digital world. The school aims to meet learners' needs through effective, well-organised and targeted learning provision.

The school applies the principles of GIRFEC (Getting it Right for Every Child) in identifying and adapting provision to meet the needs of learners. Parents/carers are well-informed of children's development strengths and next-steps and are encouraged to be fully involved in target setting. A range of afterschool clubs are offered to provide children with the opportunity to experience achievement and success. Out of school achievements are regularly celebrated through whole school and departmental assemblies.

All staff endeavour to foster quality partnerships with parents/carers, families, the whole school and parish community through: mutual trust, respect, informative communications, positive opportunities, faith practices and contributions to the wider life of the school. The views of every child and member of the wider team are fully valued and respected. A range of pupil leadership roles and responsibilities throughout the school offer excellent opportunities for children to voice their opinions and ideas regarding learning and school life. A PTA supports the school in organising school enterprise events. Bi-annual reporting opportunities, curriculum presentations, online digital communications provide information for parents/carers and families on pupil learning and experiences. The school website, App and Twitter feeds are regularly updated to provide relevant useful information.

At St. Peter's Primary School, the children are encouraged and motivated to embrace their personal learning journey with the mantra of "I can do, you can do and we can do together!" learning, form sustainable friendships and embrace school life with positivity, inspiration and aspiration.

**School priority 1:**

NIF Priority (select from drop down menus)

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 1.3 Leadership of change

**Strategy****What did we set out to do?**

Raise attainment in story writing to a range of at least 70% to 85.7% of children achieving Early, First and Second Level in writing by June 2023.

- Set clear expectations for raising attainment in story writing at CfE Early, First and Second Levels, by June 2023.
- Expectations should include raising attainment in Early Level writing as evidenced by improvement in P1 ACEL data with targeted support to at least the SLC average of 79% by June 2023.
- Expectations should include raising attainment in First Level writing as evidenced by improvement in P4 ACEL data, with support, to at least the SLC average of 70% by June 2023.
- Expectations should include raising attainment in Second Level writing as evidenced by improvement in P7 ACEL data, with support, to at least the SLC average 72% by June 2023.
- Continue to improve strategies for the identification of children, who with support, could achieve predicted attainment level by June 2023 through application of coherent processes of monitoring and tracking and linked Staged Intervention.
- Ensure programme of targeted intervention is implemented to support improvements in writing and relevant literacy outcomes, timetabled by September 2022 and reviewed per term.
- Continue to develop story writing plans, following first phase of pilot in 2021-22, to ensure clear learning pathways relevant to CfE experiences and outcomes within and between CfE Levels are developed and consistently implemented from P1-7, by November 2022.
- Continue to develop learning and teaching practices which support the development of writing. Refer to SLC Curriculum Workstream Writing Unwrapped Year 1 Primary for guidance from August 2022-June 2023.
- Review relevant methodologies and strategies for enhancing learning and teaching in writing by November 2022.
- Develop a learning pathway which develops writing strategies progressively and coherently from CfE Early to Second Level using supporting resources by February 2023.
- Review and re-develop the programme of study for Grammar to align with Active Literacy and the progression of writing skills, by April 2023, to promote continuity and depth of skills application.
- Plan for robust process of moderation of assessments within Annual Calendar to ensure writing is moderated within school and learning community.
- Improve communication of learners' targets with parents through including writing section in Personal Learning Plan in Feb 2023 PLP.
- Introduce programme of training for Class Support Assistants involved in 'daily targeted intervention' activities by Oct 2022.

**Progress and Impact****What difference did we see? What did we achieve?**

Predicted internal school data for June 23 highlights that attainment in writing has exceeded 75% in Primary 1 and 7. Predicted data at Primary 1 and 7 is within the targeted range of 70% - 85.7%. Expected attainment at Primary 4 requires additional improvement to reach targeted range. The predicted data illustrates an improvement or equivalent level of attainment in all most all CfE Sub levels from First to Second at P2, P3, P5 and P7. The predicted data illustrates an improvement or equivalent level of attainment for individual learners in all most all CfE Sub levels from First to Second at P2 to P7. Predicted data at Primary 1 has been impacted by specific factors. Primary 7 writing attainment data met SLC's average for 2021-22 and exceeded Scotland's average for 2021-2022.

Protected writing time promoted an upleveled focus on writing across the school. Focus on increasing the number of titles covered promoted enhanced exposure to writing opportunities, increased depth of learning and increased opportunities for challenge.

New progressive Curriculum Planners clearly defined learning CfE Experiences and Outcomes, learning pathways, assessment Benchmarks and specific genre related criteria for personal, imaginative, functional and writer's craft. These planners improved consistency of target setting and assessment across all CfE levels and support improved cohesion, consistency and progression within and between levels. Writing across the curriculum plans were piloted to ensure continuity of writing expectations in non-writing specific activities. These plans focused on implementing Big Writing approaches to the development of learning strategies to extend writing and sought to increase depth to the construction of written work. Staff were encouraged to bridge pathways to enable learners to make more rapid progress in bridging learning gaps. Focused planning supports improved writing development across the school and allowed for the introduction of moderation activities to enable staff to review and assess writing attainment in accordance with curriculum Benchmarks. A programme of moderation was included in the Annual Calendar to ensure time was allocated for moderation practices. Staff reported that this experience was valuable in reviewing the range of writing attainment across the school within and between levels. This process encouraged some staff to re-evaluate their teacher judgement of assessments using Benchmarks.

Active literacy planners were adapted to include the re-introduction of focused Literacy and Grammar learning from P1-7. Nelson Grammar Resources were replenished as a supplementary resource and Jolly Grammar was purchased as a new core resource for P2-7.

A Teacher Guide to the Good Lesson was framed on the basis of previously devised generic Learning Community Learning and Teaching Guide to prompt staff to structure methodologies in the learning and teaching of writing. This Guide was used to support professional dialogue and self-evaluation following classroom visits and ongoing self-reflection.

Writing was included as a focus in February Personal Learning Plans to inform parents/carers of targets in writing though more overt parental responses would be required to measure the impact of Personal Learning Plans.

Targeted Intervention models were utilised effectively to provide targeted learning support to identified learners. Targeted intervention and setting experiences succeeded in raising attainment for some identified learners. A programme of training was introduced for School Support Assistants to guide them in targeted intervention to raise awareness of support pedagogy and specific information regarding strategies for catering for learners with specific additional support needs. The school Literacy Co-ordinator completed Foundations of Literacy Training and used the information to support considerations relating to the development of literacy planning.

Jotter monitoring generally showed improved writing coverage of genre and improved content. There was some evidence of quality feedback particularly at P4.

**Next Step(s) to inform SIP for 2023/2024:**

Continue to improve ACEL attainment data in writing to a range of 70% to 85.7% in all CfE sublevels.

Additional development in learning and teaching pedagogy is required to continue to improve continuity of learning experiences in writing.

Implementation of revised Active Literacy plans to include grammar learning for P1-3.

Implementation of new Grammar learning plans from P4-7.

Use Nelson Grammar resources as a supplementary resource.

Introduce Jolly Grammar resources as new core resource for P2-7.

Continue to develop the established programme of training for School Support Assistants to better guide Support Staff to supporting learners in writing and literacy learning experiences.

School priority 2:	
<p>NIF Priority (select from drop down menus)</p> <p>Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u></p> <p>Curriculum and assessment</p> <p>School Improvement</p>	<p>HGIOS?4 QIs (select from drop down menus)</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>2.2 Curriculum</p> <p>2.1 Safeguarding and child protection</p>
<p><b>Strategy</b></p> <p><b>What did we set out to do?</b></p> <p>Introduce whole school approach to promoting positive mental, emotional and social health and well-being through raising learners' awareness of building resilience, self-esteem and self-confidence in life contexts.</p> <ul style="list-style-type: none"> <li>• Introduce year 1 of 3 year Edinburgh City Council Health and Well-being Programme from P1-7, aimed at supporting children in 'Building Resilience' by September 2022.</li> <li>• Implement Building Resilience Programme of study plans indicating relevance to CfE experiences and outcomes by September 2022.</li> <li>• Train staff in the rationale, content and themes of the Building Resilience Programme and available supporting resources at the introduction of each new theme.</li> <li>• Plan timetable of introduction, sharing and reflection assemblies to create whole school approach to unpacking core themes by October 2022.</li> <li>• Link planned targeted HWB intervention inputs to core themes and use Emotion Works resources to supplement learning in small targeted groups.</li> <li>• Create a clear visual and online display to link core themes of Building Resilience, Emotion Works, Attachment Strategy Pledges and Nurture Principles for learners and families by December 2022.</li> <li>• Enhance the application of Pupil Leadership roles through introducing clearly defined Leadership role remits to promote opportunities to evidence resilience, esteem and confidence by January 2023.</li> <li>• Introduce Active Sports SideKicks Programme to encourage development and application of pupil leadership skills in sport and play contexts.</li> <li>• Implement a robust system of recording actions following the monitoring and tracking of learners' Health and Well-being through analysis of Health and Well-being Surveys, Leuven Scale, What I think Tools and Boxall Profiles to assess learners' perception of health and well-being where required.</li> <li>• Use PEF and Participatory Budget to provide opportunities for learners to engage in at least one out of school experience in session 2022-2023 to encourage resilience, self-esteem and self-confidence in real life contexts by June 2023 e.g swimming, Fun 5's Sports, Educational Visits.</li> </ul> <p><b>Progress and Impact</b></p> <p><b>What difference did we see? What did we achieve?</b></p> <p>Year 1 of the Edinburgh City Council Building Resilience Programme was introduced from P1-7. Related curriculum plans for Units 1-3 were introduced from P1-7 ensuring relevance to CfE Health and Well-being experiences and outcomes. Resources supporting learning and teaching in each of the key themes of the Building Resilience Programme were made available on Rm Staff and Google Classroom. Staff and children received initial training on the Building Resilience Programme and participated in Launch Assemblies to ensure they were familiar with the content of Units. The content of learning was communicated to parents/carers in information leaflets which were made available on Google Classroom. A presentation on the Building Resilience Programme was delivered at Primary 1 Induction Day 2 to raise awareness of the content of the programme to new parents/carers. A timetable of introduction was compiled and implemented in full. All 3 units were successfully implemented at the time periods set. Associated Launch and Reflection Assemblies were implemented successfully. Almost all children participated well on related learning, songs and story contexts. Almost all children responded positively to the content of learning and were able to link learning sensitively to real life experiences. The language of resilience strategies is gradually becoming more evident across the school in general health and well-being dialogue with learners. Some children refer to key learning in their unpacking of challenging situations. A display was created for use in the school hall to ensure a visual focal point for key learning themes/ strategies. Children were able to refer to the display to support recall of key health and well-being resilience strategies.</p> <p>The Emotions Works Programme continued to be utilised within targeted intervention health and well-being support groups. Nurture Principles were used consistently across the school.</p>	

Staff are aware of Attachment Strategy guidance through previous training and produced an associated Powerpoint presentation which was made available to families using school communication tools. Opportunities for engaging in a wide range of Pupil Leadership roles have been promoted through extension of roles to take account of skill set and interests of P7 learners. P6 Play Buddy roles have supported P1 learners to engage in play with new resources and materials. P6 have relished the opportunity to engage in roles of responsibility and P1-3 benefited from being supported to organise and utilise play resources. P1-7 whole school leadership roles enabled extended opportunities for pupil voice. Specific developments resulting from the finance leadership role related to the acquisition and replenishment of PE and music resources including: footballs, dodgeballs, basketball hoops, sports bibs and percussion instruments.

Tracking processes for Health and Well-being were implemented. A whole school survey was completed early in the school year to consider well-being on transition. The outcomes of the Health Well-being survey enabled early identification of well-being needs following the summer holiday period and transition to new classes. The themes of the 'What I Think Tool' were used, where appropriate, to assess the well-being of specific individual learners. The Leuven Scale was used for overall assessment of well-being and engagement in end of year tracking. Boxall Profiles were made available for use for children requiring a Request for Assistance to CAHMS and other associated agencies, where appropriate, in diagnostic processes. The information gathered from surveys and assessment tools was used to consider health and well-being targets for specific learners or groups of learners which could be supported by targeted support intervention sessions. Targeted learners from P1-7 received additional HWB support intervention targeted to meet their needs. Almost all identified children report a positive impact of the health and well-being intervention groups.

A wide range of information was used to action Barnados in the support of some families. Barnados update reports communicate: a willing engagement of families, the provision of emotional support, acquisition of essential household appliances and regular updates to the school on the well-being of families. This information enabled the school to identify measures to support families to improve the attendance of specific learners and support P7 to Secondary transitions. The attendance of 4 targeted learners improved following support by a range of approximately 0.16% to 5.78%.

PEF and participatory budgets were used to provide opportunities for learners to engage in at least one out of school experience in session 2022-2023 to provide opportunities to build resilience, self-esteem and self-confidence in real life contexts by June 2023. Tracking evidenced that over 50% of children in SIMD 1 and 2 or with FME accessed the after school experiences offered. All children in the school were offered the opportunity to attend fully funded workshops at the Science Centre and engaged in at least one alternative subsidised excursion or Residential. This use of available funds ensured all children experienced the opportunity to engage in equitable opportunities and wider school experiences.

**Next Step(s) to inform SIP for 2023/2024:**

Introduce year 2 of 3 year Edinburgh City Council Health and Well-being Programme from P1-7, aimed at supporting children to build resilience.

Implement Units 4-6 learning plans of the Building Resilience Programme from P1-7.

Improve thematic linkage of Building Resilience and Emotion Works Programmes to ensure consistent approaches to embedding key learning through progressive and continuous use of learning strategies and associated language.

Develop the newly devised Principal Teacher of PEF remit to include a role in ensuring links between Health and Well-being principles and strategies. This remit should support improved tracking and monitoring of the impact of Health and Well-being programmes of study.

Further develop the use of pupil leadership roles to ensure the actions and impact of roles are more clearly evident. Promote the staff management of pupil leadership roles to support the development of related activities and relevant Side Kicks Programmes.

Continue funding the Barnados Support Worker to encourage engagement and support for families identified to encourage improved school attendance of specific learners and revise impact termly.

<b>School priority 3:</b>	
<p><u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement School Improvement</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum</p>
<p><b>Strategy</b> Continue to work towards building an Empowered School Community through re-establishing and promoting opportunities for parental consultation, engagement and involvement in their child's learning and the life and work of the school.</p> <p><b>What did we set out to do?</b></p> <ul style="list-style-type: none"> <li>• Continue to work towards an Empowered School Community with a focus on building parent/familial partnerships by May 2023.</li> <li>• Appoint Barnados Worker to provide ongoing support to at least 5 identified vulnerable families on a half day a week basis.</li> <li>• Create a weekly 'drop in hour' for families to meet with a member of Senior Leadership staff as a platform for supporting vulnerable families and enhancing relationships.</li> <li>• Create regular (at least 2 per session) opportunities for learners to share and showcase their skills and talents to their parents/carers, school, families, community and parish of St. Peter's RC by June 2023.</li> <li>• Extend class Twitter Showcase Week initiative to year round cycle of class showcases of learning to celebrate success in an online media context by September 2022.</li> <li>• Re-establish the Scotland Reads Programme to encourage families to offer their time to read to the learners on a planned regular basis by February 2023.</li> <li>• Survey parents to ascertain how they could contribute to the life of the school e.g events and themed days including World of Work. Use information to enhance parental involvement and learners' experiences.</li> <li>• Survey parents to ascertain their views on school developments and the decisions of the school.</li> <li>• Re-establish PVG checks for parent volunteers by Dec 2022.</li> <li>• Provide at least one opportunity per term for parents/carers to attend a consultation with the HT, PT, Pupil Council. Ensure name of opportunity is conducive to reducing barriers. Involve children, staff and Parent Council in the selection of the name.</li> <li>• Establish parent supported ECO Gang, Science Explorers and Sports Influencers Development Groups to support progress towards initiating work on relevant Awards by November 2022.</li> <li>• Introduce Sumdog subscription to support Home Learning in Numeracy and Mathematics by November 2022.</li> </ul> <p><b>Progress and Impact</b> <b>What difference did we see? What did we achieve?</b></p> <p>The school leadership team have continuously fostered opportunities to drive an empowered school community agenda. Successes have been most notable in the creation of opportunities for all teaching staff and school support assistant staff to engage in leadership roles. Some teaching staff led curricular development in literacy and numeracy and mathematics. This leadership led to the development of literacy, grammar and mathematics language plans which are due to be implemented in August 2023. All teaching staff accepted responsibility for managing and organising one whole school event or initiative. As a result, children gained additional learning experiences and opportunities through participation in: Outdoor Learning Day, Health Day, Hallowe'en, Science Centre Adventure, World of Work Day, Fiesta de España Day, Christmas Nativities, Christmas Festivities, Lenten Charities, Talent Show, School Show and Celebration of Success Fun Day. Staff in extended leadership roles represented our school as Attachment Ambassadors, Attachment Leads and Pupil Equity Fund Co-ordinators and cascaded information to relevant staff. Support staff were afforded the opportunity to lead aspects of initiatives including: Junior Road Safety Officers, School Traffic Management Planning, Eco Display, Show Drama Club, Outdoor Gardening, Climate Change and Infant Play Leaders development.</p>	

All P7 children were offered a leadership role. Almost all P7 children accepted a leadership role. Some staff and pupil leadership roles had more impact than others due to specific levels of engagement. P6 led the resource management of the Outdoor Play Games Project. Primary 1 and 2 children benefited from outdoor play set-up support and the development of pupil networks to promote independent play. The introduction of the P6 Play lead role has encouraged improved co-operation and team working of P6 learners. The P7 Pupil Finance Lead supported children to understand the benefits of new PE equipment and allocated the Participatory Budget to the replenishment of PE resources for use in After School Clubs and PE. The acquisition and replenishment of PE equipment facilitated Football, Dodge Ball and Basketball Clubs. The Pupil Council, Eco and Health Committees provided ongoing opportunities for children to share their views. 'Learning Conversations' were facilitated once per term to ensure learners views were documented and actioned where possible in relation to learning, teaching and resources.

All leadership, teaching and support staff accepted a specific role in supporting the production of the school show Paterella including: Drama Club Co-ordinator, scenery production, costume organisation, ticket management and stage management. The school enjoyed the privilege of a strong partnership with a member of staff from Glasgow University in the overall lead and direction of the school show. The school received highly positive verbal and written feedback from parents/carers and families regarding their observation of a positive school culture and atmosphere and the involvement and inclusion of all children. A number of children expressed inspiration to join drama and dance clubs to develop their talents out with school as a result of their show success. The show promoted collaborative working within the school community and enabled the creation of partnership links with Glasgow University.

The Parish community were invited to the Christmas Nativity and School Show. This opportunity promoted the school's willingness and desire to work in partnership with the Parish and local community.

The school has established links with Neilsland PS. Children from both schools have participated in reciprocal assemblies, Panto, football and reading events. Enhancing our partnership working with Neilsland PS has promoted positive relationships and fostered a sense of belonging within the same local community. Children expressed enjoyment in partnership working.

Parent/carer partnerships have been encouraged. Efforts were made to request PVG checks to re-establish the Scotland Reads Programme. Digital parental surveys and opportunities for comments and feedback on events have proved more successful tools for canvassing parental views. Regular updates on school improvement were provided in school newsletters. The Parent Council was offered the opportunity to collaborate on School Improvement. The Parent Council made the decision to change it's designation to a Parent Teacher Association to focus primarily on fund raising. Parents/carers were offered the opportunity to attend at least one assembly and one learning showcase to evidence pupil learning, knowledge and skills and to encourage parental engagement in pupil learning. The children communicated that they were delighted to showcase their learning, skills and talents to their families. Parents/carers were well represented at most of these events and some communicated that they felt their inclusion in these events was purposeful, relevant and welcomed. Scheduled Twitter showcase weeks provided opportunities for specific classes to demonstrate their learning to parents/carers online. The school Twitter following has almost doubled in the previous two year period. Some sampled parents communicated that they found Twitter a valuable communication tool. The school website is updated regularly with latest news. New parents/carers to the school communicated that they used the school website to read a range of valuable information. Some parents/carers also communicated that the language convertor tool helps to reduce language barriers and improves accessibility for parents/carers with English as an Additional Language to access important newsletters. Feedback from Primary 1 Induction Days was highly positive with almost all new parents/carers indicating that they felt well informed of key transition guidance. A Sumdog subscription was introduced in April 2023 to encourage extended opportunities for family engagement in numeracy learning at home. The impact will be evaluated in April 2024.

A Barnados Family Worker was employed by the school and is currently supporting 4-5 families. This resource has been invaluable in supporting families regarding emotional well-being and with regards to the current Cost of Living challenges. It has provided an additional link to provide the school to improve children's attendance at school. Regular updates provided useful information on how parents feel the school could support their current needs. As a result of this information, adjustments could be made to support families in health and well-being related issues.

The weekly drop-in hour has been postponed to session 2023-2024 in preference of flexibility of drop-in times post Covid to encourage families to engage with the school in request of support. Open lines of communications aided the school to identify and respond to familial needs.

**Next Step(s) to inform SIP for 2023/2024:**

- Continue to develop the application of leadership roles to ensure each role has a more visible impact for learners.
- Re-establish and extend the Scotland Reads Programme to encourage families to offer their time to read to the learners on a planned regular basis.
- Survey parents to ascertain how they could contribute to the life of the school e.g events and themed days including World of Work. Use information to enhance parental involvement and learners' experiences.
- In the absence of a Parent Council, provide at least one opportunity per term for parents/carers to attend a consultation with the HT, PT and Pupil Council. Ensure name of opportunity is conducive to reducing barriers.
- Continue to fund Barnados Support Worker. Request increased consistency of worker to enable families to build a sense of trust and empowerment.
- Continue to build partnership opportunities with Neilsland PS for learners and staff to collaborate on learning and moderation of experiences.

**National priority: How we are ensuring Excellence and Equity?**

**Strategy**

**Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken**

St. Peter's Primary School consistently aims to promote Excellence and Equity through the setting of high expectations for attainment and achievement. The school promotes aspiration through: learning, nurture, creativity and opportunity. The school leadership team regularly informs staff of the school's attainment position in comparison to Learning Community, South Lanarkshire Council and National attainment data. Staff are well informed of attainment targets which are projected on robust analysis of school assessment data. A defined process of regular assessment and supported termly review of assessment data seeks to promote consultation and moderation of teacher judgements. Data intelligence is used effectively to guide targeted intervention to address learners' needs and to ensure equity of provision. A programme of targeted intervention from P1-7 was implemented in reading, writing, numeracy and health and well-being to provide additional supports to identified learners. The ongoing improvement of curriculum design, curriculum planning and learning and teaching experiences aims to ensure the provision of learning opportunities which enable and encourage excellence. The continuous acquisition of resources helps to facilitate the widening of learning experiences in pursuit of depth, breadth and balance to the curriculum for all learners. Leadership, teaching and support staff are encouraged to actively and collaboratively engage in goal orientated self and whole school evaluation to support the identification of improvement opportunities. Leadership, teaching and support staff at all levels are encouraged to proactively engage in Career Long Professional Learning activities relevant to school improvement to guide the development of informed practices and strategic change relevant to the Excellence and Equity agenda. The increase in focused pupil learning conversations has enabled learners to become more participative in learning choices and provided opportunities for learners to identify barriers to learning.

The school takes account of the Cost of the School Day and minimises costs to participation and engagement, where possible. The school provides learning equipment and materials at no cost. The school heavily subsidises excursions, residential and school experiences to ensure all children have an opportunity to participate in experiences. The school sets high standards for the wearing of school uniform and ensures that uniform items can be sourced locally and at reasonable cost. The Parish community of St. Peter's RC gifted a wealth of brand new free school uniforms for provision to learners. Families were provided with opportunities to select free school uniform. The school Unicycle Shop provides a source of low priced donated uniform. Digital devices had previously been allocated to learners during the period of school closures. The school continues to use Google Classroom as a platform for online home learning. School events, for example Hallowe'en etc, include an option for children to wear their own casual clothes to reduce financial pressures on families.



Charitable events have been tailored to include donations for the local Foodbank to ensure the offering of supports to the local community. Charitable events are timetabled for the period of Lent to avoid coinciding with other cultural events, for example Christmas, which can have additional financial implications for families.

The school continues to develop mechanisms for communicating information to parents/carers using: the school website, school app, Twitter, email lists, displays, Personal Learning Plans, flyers, newsletters and showcases to ensure families feel well-informed and prepared for planned events. The school offers a Breakfast Club to support families on their daily transition to school ensuring children have access to breakfast. The school continues to consider opportunities to encourage parental partnership and engagement.

### **Progress and Impact**

#### **What difference did we see? What did we achieve?**

Learners were offered a wide range of opportunities to learn across the CfE curriculum with a particular focus on developing skills in English Language and Literacy, Numeracy and Mathematics and Health and Well-being. A combination of improved curriculum design, curriculum planning and targeted intervention supported the same or raised attainment for specified year groups Primary 3-7 in reading, Primary 2-7 in writing and Primary 2-7 in numeracy. Primary 1 data for session has been impacted by a specific set of circumstances not specifically relevant to the impact of school performance. Health and Well-being groups were constructed on the basis of the outcomes of pupil well-being questionnaires. Most children were offered the opportunity to engage in at least one Health and Well-being group based on key themes including: building resilience, managing emotions and developing self-confidence and self-esteem.

Exposure to digital technologies increased and children are beginning to demonstrate confidence in the use of skills in digital technologies relative to their level of learning. A strong focus on developing skills and knowledge in Science, has led to the implementation of a more robust programme of learning in Science using South Lanarkshire and Education Scotland Raise Planners. The acquisition of Physical Education and Music resources provided more scope for the development of skills and knowledge in specific sports and aspects of percussion music. The development of music was supported by the SLC Primary 4 and Primary 5 Music Programme and specialist peripatetic music staff from St. John Ogilvie High School engaged P7 learners in woodwind instrumental tuition.

All children were offered the opportunity to participate in one fully funded whole school excursion to the Science Centre and one subsidised class excursion to a variety of localities relevant to interdisciplinary learning. All children were offered the opportunity to participate in one class assembly and one class showcase to share their learning with their families. All children were offered the opportunity to engage in whole school experiences and events at no associated cost including: World of Work Day, Health Day, Fiesta de España Day, Outdoor Learning Day, Fun Day, Sports Day etc. Parent Teachers' Events were run at low cost. After-school clubs: football, basketball, dodge ball, multi-sports, dance, cooking and coding were offered at no cost to pupils. The facilitation of a Drama Club was supported by a member of staff from Glasgow University and senior pupil of a local school. The Drama Club provided an opportunity for P4-7 children to showcase their talents through performance of the school 'Peterella Show 2023'. All classes supplemented the performance of the Drama Club through class songs and dance routines ensuring all children were offered the opportunity to participate in the school show. All families were invited to attend the performance to celebrate the children's achievements in March 2023.

The more traditional concept of a Christmas Fayre was replaced by Christmas Cracker Day to minimise financial pressures on families. Almost all children have access to items of brand new school uniform free of charge or donated uniform at low cost depending on their dress size. The school has worked to support some families with children requiring adult sizes to source uniform or First Communion items.

#### **Next Step(s) to inform SIP/PEF Plan for 2023/2024:**

A new Principal Teacher of Pupil Equity Funding has been appointed for August 23 to March 24 to offer extended leadership opportunities to widen the knowledge, skill-set and capacity of staff in implementing the PEF agenda.

The role and remit of the Acting Principal Teacher of Pupil Equity Funding will centre on supporting the school to: identify and cater for learners' needs through targeted intervention, identify and minimise poverty related barriers to learning, develop the school's Cost of the School Day Policy, monitor and track any poverty related attainment gap and devise opportunities to ensure that all children actively engage in at least one school based or external club.

