



St. Peter's Primary School

Standards and Quality Report 2024/2025

Context of the school:

St. Peter's Primary School is a denominational Primary School in South Lanarkshire Council, serving catchment localities in areas of Lighthall, Fairhill, Little Earnock and Meikle Earnock in Hamilton. The current school roll is calculated on the basis of 112 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's visionary focus is to inspire 'Aspiring Hearts and Minds' through embracing success in learning and life opportunities. The school's vision is to 'Foster Excellence, Belonging and Innovation'. The school's recently updated values of: Excellence, Ambition, Nurture, Teamwork and Kindness seek to promote aspiration, citizenship and skills for learning, life and work in accordance with the United Nations Convention on the Rights of the Child. The school promotes a strong sense of identity, respect for diversity and willingness to develop parental, familial and local community partnerships.

The school applies the principles of GIRFEC (Getting it Right for Every Child) in identifying and adapting provision to meet the needs of learners. The school aims to meet learners' needs through effective, well-organised and targeted learning provision. Parents/carers are well-informed of children's development strengths and next-steps and are encouraged to be fully involved in target setting. A variety of health and well-being learning is incorporated in learning programmes to develop knowledge and application of: Attachment Theory, Promoting Positive Relationships and Understanding Distressed Behaviour Guidance, Nurture Principles, Emotion Works, Building Resilience, Mental Well-being supports and Online Safety. Learners are encouraged to demonstrate global citizenship through learning for sustainability and participation in Climate Change Conference events. A range of afterschool and lunch time clubs are offered to enable all learners opportunities to achieve in sport, music, dance, art, play and technology. Out of school achievements are regularly celebrated through whole school 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. Previously a Parent Council and PTA supported the school in organising school enterprise events. The school continues to encourage the re-establishment of a Parental Council and PTA for future sessions. 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, email, Google Classroom and X feeds are regularly updated to provide relevant useful information. The school is currently seeking to explore the use of alternative communication platforms in line with SLC guidance. 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: 2024-2025	
<p><u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education</p> <p><u>NIF Driver</u> Parent/carer involvement and engagement School and ELC improvement</p>	<p><u>HGIOS?4 Quality Indicators</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships</p>
<p>Strategy: Revise vision, values and aims and design a relevant Curriculum Rationale which accords with identification of strengths in school practices and key themes in Scottish Education, in partnership with the school community.</p>	
<p>Progress and Impact 2024-2025</p> <p>The school vision, values and aims were revised in consultation with key stakeholders including: learners, pupil leadership groups, staff, parents/carers, school chaplain and regular visiting services through: whole staff working party, learner voice groups, parental consultation surveys and Google Questionnaires and informal consultations with visiting services and community partnership groups. The consultation process identified five new values based on five key themes of Attainment, Motivation, Health and Well-being, Citizenship and Faith Life Gospel Values and ensured all values reflect the four Curriculum for Excellence Capacities (Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens) and seven Getting it Right for Every Child SHANARRI Indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). Learners' awareness of the refreshed values of Excellence, Ambition, Nurture Teamwork and Kindness was raised through assemblies and class lessons focusing on each value and their intended meaning. The vision and aims were revised by teaching and support staff to reflect national and international perspectives on quality educational provision and effective leadership and management. The new vision (Excellence, Innovation and Belonging) and new school aims were published on the school Website, school app, email, regular newsletters, whole school and class displays. An assembly calendar was created to ensure regular whole school focus on the school vision, values and aims and the Award System was reconfigured to celebrate achievements towards each of the five values on a cyclical basis. The school Celebration of Success Display was utilised to evidence learners' achievement of the school values. Assembly Award Records were amended to record achievement of school values. Where possible, home and community achievements were linked to the school values in life beyond school. As a result, the school values have been centralised as key priorities in sustaining the positive culture, climate and ethos of the school and have clearly aligned with the continued promotion of high expectations for school attainment, achievement, aspiration, learning, engagement and citizenship. Practical surveys evidence that almost all learners from Primary 4-7 can identify and explain the meaning of the five school values and most learners from Primary 1-3 can recall and discuss the five school values. Almost all children, with support, can link their personal achievements to at least one school value.</p> <p>School staff and pupil leadership groups participated in the design of the newly refreshed Curriculum Rationale. Education Scotland, West Partnership and SLC Guidance was offered to staff, learners and parents/carers involved in consultative processes on development of Curriculum Rationale using Powerpoint Presentations, Helpful Hints Guides and exemplars. At least one teacher led pupil learning conversation focused on Curriculum Rationale was completed by all classes from Primary 2-7. At least one Pupil Council, one Eco Committee and one Health Committee led learning conversation focused on on developing the school Curriculum Rationale. Learners, staff and school chaplain participated in at least one consultation on Curriculum Rationale using SLC Curriculum Rationale, SLC exemplars and HMIE Inspection Reports as examples of good practice in creating Curriculum Rationale. Parents/carers were offered the opportunity of participating in consultative opportunities on designing the Curriculum Rationale through School Improvement dialogue offers. The newly designed child centred Curriculum Rationale, which evidences the school strengths and nationally promoted key themes in practice including: excellence in attainment, learner progression, data interrogation, pedagogy, play, equalities, equity, inclusion, rights, diversity, partnerships, sustainability, climate change, digitalisation, creativity, attachment, transitions, destinations, pupil leadership, teacher leadership, empowerment and networking, was published by email, newsletters and whole school display. All learners were made aware of the contents of the Curriculum Rationale and the reason for their inclusion. All learners were sign-posted to the learner friendly display of the Curriculum Rationale and a copy was published on the school website and in classes for continuous review and reflection.</p>	

SLC Promoting Positive Relationships and Understanding Distressed Behaviours guidance was used to redraft the school Promoting Positive Relationships and Understanding Distressed Behaviours Policy, in line with the vision, values, aims and Curriculum Rationale, with a specific revision to procedures for recording behaviours. The PPRUDB policy was aligned to the development of a refreshed Learning, Teaching and Assessment Policy. Changes were communicated to staff, learners and families where appropriate.

Next Steps to inform School Improvement Planning for 2025-2026

The school will aim to continue to communicate the school vision, values and aims to learners and the school community through: regular publishing of information, learner awards, linked celebration of achievements and whole school and classroom displays. All staff and pupil leaders will continue to promote the school vision, values and aims to learners and the school community through working towards nationally recognised award schemes e.g Digital Award, Reading Award and UNCRC Award. Staff and pupil leaders will aim to continue to promote the school vision, values and aims to learners and the school community through clearly defined high expectations for school attainment, aspiration, culture, climate and ethos. The Senior Leadership Team will continue to survey learners to ensure that almost all learners can list and explain the meaning of the five school values and can identify personal achievement or demonstration of the five school values in school and home life. Class teacher will continue to implement direct learning experiences which continue to ensure learners can relate school values to the four Curriculum for Excellence Capacities seven GIRFEC SHANARRI Indicators. The Health and Well-being Lead Co-ordinator and Health and Well-being Pupil Ambassadors will continue to explore mechanisms for involving learners, staff and parent/carers in school self-evaluation and the identification of school strengths and good practice. The Senior Leadership Team will continue to develop opportunities to encourage and involve learners, staff, parents/carers and the school community in updating the newly devised Curriculum Rationale 24-25 to ensure a shared understanding of school aims. The Curriculum Rationale will be reviewed and adjusted in with SLC adjusts in SLC Curriculum Rationale, where developments lead the school in new directions and practices. The school will continue to implement Promoting Positive Relationships, Understanding Distressed Behaviours and Learning, Teaching and Assessment Policies. Specific songs will be introduced to support learners' recall of the refreshed vision, values, aims and Curriculum Rationale.

School Priority 2: 2024-2025

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Curriculum and assessment
School and ELC improvement

HGIOS?4 Quality Indicators

2.2 Curriculum

1.1 Self-evaluation for self-improvement

2.3 Learning, teaching and assessment

Strategy: Implement SLC Digital Technologies and Digital Literacy and Computer Science Pathways and planning, with reference to SLC Skills Framework, at CfE Early to Second Level to improve learner and staff competencies and confidence in using digital technologies across the curriculum towards achievement of the Digital Education Level 1 Award.

Progress and Impact 2024-2025

The themes of digital technologies, digital education, digital literacy and computer science were included in Curriculum Rationale to identify digital learning as a key priority. All teaching staff and most support staff utilised the Digital Skills Toolkit to audit their skills capacity and devise next steps in personal digital skills development as relevant to the expectations for whole school Curriculum for Excellence Digital Curriculum improvements. A range of activities to support school self-evaluation of the school's digital maturity against the Digital School Award Framework were implemented and results collated and analysed to set next steps for whole school improvement.

SLC CfE Early to Second Level Pathways Digital Technologies, Digital Education, Digital Literacy and Computer Science and Science Raise Planners were piloted and implemented in full. The pathways were supplemented with existing school ICT and Technologies planners to provide a holistic pathway for digital learning progression. Attempts were made to link aspects of the digital planners to the Skills Framework through learning and teaching experiences, learning intentions and success criteria. Further development of Digital Planning and the Skills Framework is planned to demonstrate better evidence of the continuity and cohesion of skills learning from CfE Early to Second Level.

Opportunities to make increased reference to the development of digital skills for life and work were partially introduced with further links to learning in real life contexts due to be implemented in future sessions. Curriculum Plans were amended to include at least a four week learning block on Cyber Resilience and Internet Safety. A school assembly and focused class learning on Cyber Resilience and Internet Safety were continued using NSPCC, Parent Zone and Police Scotland Guidance. Continued reference to online safety as it pertains to online communications and Artificial Intelligence was included in dialogue with specific learners to meet learners' needs and support Child Protection and Safeguarding initiatives.

Collaborative curriculum development: opportunities, meetings, activities and forums were used to raise staff awareness of: digital research, informative guidance, supports and resources identified by Education Scotland, CQIS Curriculum Hub, Staff Learning Centre on Digital, West Partnership, HMIe Reports, Digital Toolkit and Digital Award Criteria. All teaching staff were guided to include CLPL on digital technologies as a Professional Review and Development Target for session 2025-2026. All teaching were afforded the opportunity to engage in a bespoke digital training suite designed by the Digital Improvement Group. All teaching staff participated in at least one opportunity to engage in the digital training suite. Almost all teaching staff led an aspect of concepts covered in the digital training suite. The staff peer digital training programmes offered between November 2024 and April 2025 included peer learning on a range of options including: Microbites, Scratch Coding, Animation, Kahoot, Blookit, Google Forms, Read and Write Digital Support for Family Learning, Google Work Space, Google Sites, QR Code, Thing Link, Carnva, Artificial Intelligence GPT 3.5 or alternative. Staff communicate that they feel that their engagement in an in-school suite of staff training, led by teacher leadership roles, was beneficial to developing their personal digital skills, confidence and abilities. Building the collective capacity of the staff team to experiment with a range of digital opportunities within learning and teaching enhanced the whole school digital learning ethos. Opportunities to agree a commonality of local Authority and GDPR approved apps and platforms which could be used to support in-class learning and home learning, including the ongoing use of Google Classroom, was beneficial in supporting the establishment of continuous and progressive learning opportunities across stages and within CfE Levels. As a result, the majority of learners from Primary 1-7 demonstrate confidence in the use of Adobe Express, QR codes, Animation and most Primary 4-7 learners are developing confidence in the use of Scratch, Microbites and Coding tools.

Staff report that they felt supported by the ICT Co-ordinator and peers to attempt to implement new digital devices, programmes, apps, platforms and resources in learning provision. Most staff report enthusiasm for continued engagement in planned digital improvements and are keen to maintain links with the SLC CQIS Digital Team for further training and enhanced digital support with a wider range of digital tools to support learning and teaching. The School Digital Improvement Group are now in the process of collating evidence of improvements for submission to the Digital Award.

Acquisition of 20 Chromebooks, 4 I pads, 2 Laptops, Charging Station and Digital helped to support the re-allocation of devices within the school enabling a full class set of Chromebooks to be available for use on a shared basis from Primary 4-7 and a set for Primary 1-3. This allowed for the adjustment of the digital device timetable to ensure all learners had exposure to Chromebook use at least twice per week. Evidence from learner conversations and the School Digital Peer Review identified that most learners feel they have more opportunity to use digital devices in learning. The increase in availability of digital tools has supported more flexible spontaneous use of digital equipment in learning and has enabled children with additional support needs and English as an Additional Language to use digital tools for specific learning purposes more regularly.

Next Steps to inform School Improvement Planning for 2025-2026

The school aims to maintain and raise attainment in Writing by using digital technologies. The school aims to use Read and Write Tools to support learning progression particularly for ASN and EAL targeted learners. Attainment targets aim to raise attainment in writing by 1 subset of CfE First and Second Level for specific Primary 7 learners with identified additional support needs to support the development of skills for continued use in the Secondary transition context. The Digital Improvement Group will aim to directly link the SLC Skills Framework to CfE Experiences, Outcomes and Benchmarks. Learning and events will aim to raise learners' awareness of how digital skills can be used effectively in real life and employment contexts. Plans for the World of Work Day will aim to include an emphasis on how digital technologies can be used in employment.

The Digital Improvement Lead Co-ordinator will continue to collate and submit evidence to support the school to achieve the Digital Schools Award Level 1. Partnership working with SLC Digital Team to ensure collation of all necessary evidence for achievement of the Digital Schools Award Level will aim to be sustained. Liaison with SLC directed schools who have achieved the Digital Schools Awards Level 1 will be initiated. The Digital Improvement Group and Pupil Digital Ambassadors will be provided with opportunities to suggest digital equipment for the continued acquisition and requisition of digital technologies and digital tools for learning. The School Leadership Team will aim to continue to facilitate models of staff training on digital developments. Staff engagement in SLC CQIS training in the use of Read and Write Tool would endeavour to guide staff to supporting learners in the use of digital tools for learning. All Additional Support Needs and English and Additional Language Learners from Primary 5 to 7 would potentially benefit from using the Read and Write Tool regularly to support learning specifically in writing. Staff should continue to be offered opportunities to revisit the Digital Toolkit and gain independence in evaluating progress towards the criteria. All members of the Digital Improvement Group would benefit from engaging in at least one opportunity for wider SLC, National, West Partnership or alternative training as part of fulfilling their CLPL PRD targets for session 2025-2026. The school will continue to offer Digital Clubs to specific year groups of learners. All classes can be encouraged to have specified digital leaders who action a range of age-appropriate digital tasks. Staff can further build capacity in the use of: Read and Write, Text Help, AI, Adobe Express and Teach Mate in pedagogy and the provision of learning experiences.

School Priority 3: 2024-2025

NIF Priority (select from drop down menus)

Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Curriculum and assessment
School and ELC improvement

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion
2.2 Curriculum

Strategy: Re-introduce and up-level profile of UNCRC through incorporating a UNCRC topical focus in HWB on Rights Based Education and include a regular whole school focus at assemblies in achievement of UNCRC Level 1 Bronze Award.

Progress and Impact 2024-2025

School collaborative learning and development meetings and activities included opportunities for professional reading on 'The Rights, Reviews and the Promise' and 'Recognising and Realising Children's rights: A professional learning resource to promote self-evaluation and improvement planning, Articles of the UNCRC and Education Scotland Children's Rights, What? Why? and How?' The UNCRC health and well-being teacher lead delivered presentations and information sessions on Education Scotland's document entitled 'Children's Rights and the Current Context – What are they? Why do they matter? How do we embed them?'. Teaching staff completed related activities and highlighted key themes and messages through referring to the SLC Hub on Rights as guidance to developing a coherent pathway for the school to work towards achieving the Bronze Rights Committed Award. The Health and Well-being School Improvement Group, all class teachers, pupil health and well-being ambassadors and almost all learners completed the UNCRC self-evaluation audit on school practice as a baseline in October 2024 and a review of progress in March 2025. The March progress review highlighted that in most criteria the school is now achieving a consistent practice status. Staff completed reflections on their role in fulfilling the UNCRC. Opportunities for collegiate focus on UNCRC developments were included in Liaison Meetings, Inset Agendas and staff collaboration time during assemblies. Some staff completed some reflections on their role of fulfilling the UNCRC as class teachers and all staff are fully aware of the legislation guiding the implementation of the UNCRC. Almost all teaching staff are developing the ability to recognise how their knowledge and skills can be used to allow learners to realise their rights and action them within the school community.

The vision, values and aims of the school were refreshed and edited in session 2024-2025 taking account of the UNCRC. Learners were fully involved in the development of the new vision, values and aims ensuring that they reflected the principles of respect, inclusion and children's rights.

The Curriculum Rationale includes reference to key themes within the UNCRC: rights, responsibility, equity, inclusion, equality and respect for diversity.

A new holistic Health and Well-being Overview Planner was developed and implemented to evidence continuous reference to UNCRC learning through the school year showing links to national, global and international events, themes and celebrations. The UNCRC was also matched with learning in the school Building Resilience Programme. This overview enabled all teaching staff to view how the UNCRC can be immersed in learning across the Health and Well-being and extended curriculum. All teaching staff were enabled to use this information to plan for UNCRC learning across the curriculum. The overview planner included opportunities for three planning blocks of two weeks on UNCRC to be included in the schedule of Health and Well-being learning across the year from CfE Early to Second Level. Learning included opportunities to explore: Fairtrade, children impacted by conflict, poverty related issues, global citizenship, climate change and the impact of natural disasters.

The Promoting Positive Relationships and Understanding Distressed Behaviours and Learning, Teaching and Assessment Policies were refreshed to take account of UNCRC considerations.

The SLC Digital Peer Review Feedback indicated that the most learners were aware of safety practices online through digital learning observations, demonstrations of skills and dialogue relating to online safety. Pupil Voice Learning conversations evidenced that almost all children feel aware of the UNCRC and some of their rights and responsibilities. The majority of learners from Primary 4-7 demonstrate confidence in recalling UNCRC articles and can make relevant links to everyday lives. Primary 6 provided a buddy system for Primary 1 to support: early transitions to the school environment, ongoing support with play resources, connectivity and socialisation. Most Primary 6 learners report that the buddy experience enables them to feel empowered and responsible for supporting positive relationships in their school community. Primary 7 learners accept monitoring roles and responsibilities to help support the safety of younger children at intervals and playtime. Almost all learners have completed one Health and Well-being GIRFEC self-assessment linked to the SHANARRI indicators to evidence their personal views on: safety, health, achievement, nurture, activity, respect, responsibilities and inclusion in term 1. The majority of learners completed a Rights Respecting Schools pupil questionnaire, in term 2, to identify how they feel about their impact on the world, learning about rights and safety in their environment. All classes have participated in the design of a Class Charter which is consistent with the UNCRC and ensured display of the Class Charter in each classroom. A UNCRC display is evident in the school PE hall outlining all relevant articles. Some school Newsletters include information on UNCRC foci. At least one assembly per month reflected on issues relating to the UNCRC Article Focus. As a global initiative, the school held a UNCRC Coffee Morning to provide an opportunity for the children to cascade their learning to the parents/carers and families. Primary 1-3 delivered presentations on the UNCRC evidencing their learning about rights and responsibilities as global citizens. Some parents verbally reported that they felt the UNCRC presentation helped to inform families about the UNCRC from a child's perspective. Staff feedback on professional learning was collated in creation of a Digital Presentation for CfE Early to Second Level learners. Local residents of care and sheltered housing establishments were invited to the School Christmas Nativity and Show to offer experiences to the wider community to promote positive mental, social and emotional well-being. The school has collated evidence for submission to achieve the Bronze Rights Respecting School Award.

Next Steps to inform School Improvement Planning for 2025-2026

The school has developed an action plan for progress to achieving Silver Award following successful achievement of the Bronze Rights Respecting Schools Award. Further development in highlighting relevant research articles in planning, teaching and learning would be beneficial to ensuring links to the curriculum are consistent. An increase in partnership working would support the school to widen the scope for UNCRC implementation across the school community and in collaboration with local primary and secondary schools. Extend information on UNCRC implementation using a digital presentation for parents accessible on the school website would help to promote adherence to the UNCRC beyond school. Staff can work towards adding UNCRC codes to Inter Disciplinary Learning / Sustainability learning plans to evidence exposure to UNCRC learning across the curriculum. Further development of UNCRC self-assessment grids for term 3 which can be differentiated and completed by all learners could help evidence learners' evaluation of progress in learning about rights, participation in school responsibilities and opportunities for pupil leadership.

By strengthening the role of the Health Ambassadors through: regular meetings, class consultations, involvement in action planning, sharing ideas through linking to specific articles, leading assemblies, explain the impact of their voices and leadership, use pupil voice walls to display actions and responses to communication in Worry Boxes, pupil voice could be more clearly evidenced.

The Senior Leadership Team will continue to use PEF funding to support access and engagement in learning and wider experiences. The school will continue to include UNCRC linked themed days to learners' experiences with overt links to World Children's Day, Fairtrade and Climate Change etc.

Learning Community Priority 4: 2024-2025

NIF Priority (select from drop down menus)

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Curriculum and assessment
Performance information

HGIOS?4 QIs (select from drop down menus)

2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Strategy: Raised attainment in CfE Second Level Numeracy NSA results relating to fractions, percentages and decimals and improved consistency in approaches to learning, teaching and moderation in fractions, decimals and percentages.

Progress and Impact 2024-2025

Almost all second Level staff report that they benefited from information regarding how St. JOHS approach pedagogy, learning and teaching in fractions, decimals and percentages. The majority of Second Level staff felt that presentations were visual and allowed for interactive discussion between primary and secondary staff. Opportunities to review planning for related experiences and outcomes enabled the sharing of consistent ideas and approaches to learning and teaching in fractions, decimals and percentages across the Learning Community. NSA data for May to June 2025 indicates that, at Second Level fractions, decimals and percentages, all Primary 7 learners achieved Band 8 and the majority achieved Band 9, Band 10 and Band 11. NSA illustrations of the data indicate that all Primary learners are achieving in line with or above the national norm for this strand. Some learners report increased confidence in attempting fractions, decimals and percentage related questions. Progress is evident in all learners: identifying visual representations of a simple fraction and percentages to simple fractions.

Next Steps to inform School Improvement Planning for 2025-2026

Numeracy learning will continue to increase early focus on the connection between multiplication and division through multiplication facts/tables. A whole school focus on rapid recall of multiplication table facts at Early, First and Second Level could support an increased emphasis on multiplication and division facts. Secondary staff have recommended to teach the use of remainders as decimals as a Second Level 3 progression. Second Level staff will review the curriculum in relation to NSA Band 11 targeted questions to ensure adequate coverage of key themes including: finding missing fractions and decimal fractions in a sequence, converting decimal fractions to simplest fraction, convert fractions to decimal fraction and identify correct percentages by interpreting information.

National Priority: How are we ensuring Excellence and Equity?

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.

Internal school attainment tracking and monitoring data indicates that almost all of Primary 1 learners are achieving Early Level Numeracy and most Primary 1 learners are achieving Early Level, Reading, Writing, Listening and Talking and Literacy. Comparatively, almost all Primary 4 learners are achieving First Level Listening and Talking, most Primary 4 learners are achieving First Level Numeracy and the majority of

Primary 4 learners are achieving First Level Reading, Writing and Literacy. Most Primary 7 learners are achieving Second Level Listening and Talking and Reading and the majority are achieving Second Level Numeracy, Writing and Literacy. A programme of targeted intervention for specific targeted learners from Primary 1-7 was implemented in reading, literacy and numeracy. 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 use of 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 PT PEF works in partnership with Learning Community PEF leads at St JOHS and the Quality Link Officer leading SLC Cost of the School Day to consider opportunities for reducing cost of the school day. Following the SLC QLO for Cost of the School Day Inset training in February 2024, teaching and support staff have an increased awareness of cost considerations and increased dialogue on mechanisms for reducing costs for learners. The School Cost of the School Day Policy was implemented in October 2024. The school provides learning equipment and materials at no cost. The school sets high standards for the wearing of school uniform and ensures that uniform items can be sourced locally and at reasonable cost. Free school uniform items, donated by the parish of St. Peter's RC, are offered free at two Parents' Evenings per school session and large scale events to reduce cost to families in replenishment of uniform. Evidence of collection of uniform indicates families seem more comfortable in accessing uniform at events as the facility is open to all families. Parents/carers report that the offer of uniform is helpful especially at specific points in the school year. The school £1 online shop offers low cost used uniform items to families which can be accessed daily through Parent Pay or at the front entrance. Monies collected are allocated to the School Fund. The offer of Breakfast Club was sustained to ensure access to breakfast for all learners from 8.15am to 8.45am. All children were offered the opportunity to participate in one free fully funded whole school excursion to Dynamic Earth Science Centre in Edinburgh and one transport subsidised class excursion to a variety of localities relevant to interdisciplinary learning with a maximum expense of £5. Transport to the Primary 7 Residential was subsidised to reduce costs for all learners. Payments were split across time periods to reduce financial pressures on parents/carers. The school subsidised costs for swimming lesson transport for P7.

Children were offered the opportunity to participate in one class assembly, one class showcase, one themed Coffee Morning and at least one allocated Online Platform Week 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, Multi-Cultural Day, Fun Day, Sports Day etc. School events, for example Hallowe'en etc, include an option for children to wear their own casual clothes to reduce financial pressures on families. The maximum monetary donation for themed events was limited to £1 per child. The school held UNCRC and Caring for Climate Coffee Mornings to welcome parents/carers and families to the school at minimal donation costs of £1. The events were well supported by families with the inclusion of enterprising opportunities through Raffles. Monies supported School Funds to support the minimising of costs for other purposes and events. 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. All classes supplemented the performance performed in either the Christmas Nativity or Christmas 'Noone Wraps Like an Elf' show. All families were invited to attend the performance to celebrate the children's achievements. The more traditional concept of a Christmas Fayre was replaced by Christmas Cracker Day to minimise financial pressures on families.

The school continues to develop mechanisms for communicating information to parents/carers using: the school website, school app, online platforms, email lists, displays, flyers, newsletters and showcases to ensure all families have opportunities to access information and feel well-informed and prepared for planned events.

Children most at risk of cost related non-involvement in after school activities were identified through analysis of club attendance data. All afterschool and lunch time clubs including: Multi-sports, Chess, Boccia, Play, Dance and Digital were offered free of charge. All P7 Side Kicks ran lunch-time games clubs on a Monday and Friday for Primary 1-2 and Primary 2-3-4. Clubs were allocated from Primary 1 to 7 on a variety of days Monday to Thursday to increase the opportunity for all learners to engage in at least 1 club. The majority of the Dance Festival Group performed at the South Lanarkshire Council Dance Festival.

All children were offered the opportunity to attend at least one club in the school year. Club data indicates that almost all SIMD 1 and 2 or FME identified learners attended at least 1 school club. This is relatively comparable with almost all SIMD 3-10 and no FME identified learners attending at least 1 school club. Additional monitoring and tracking of wider out of school achievements was used to ascertain percentage of children engaging in out of school experiences in order to identify children in SIMD 3-7 and non FME not engaging in club based experiences. All children in SIMD 3-7 and non FME categories who did not engage in out of school clubs or events were identified and participated in at least one school club.

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.

Next Step(s) to inform SIP/PEF Plan for 2025-2026:

The role and remit of the 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.

St. Peter's Primary School continues to aim to schedule an early P6 meeting for parents/carers regarding P7 Residential to enable families to split costs over longer time reducing monthly costs to less than £20.

Continue to monitor and track attendance at clubs and ensure opportunities are offered and targeted. Attempt to raise club attendance in SIMD 1 and 2 and FME to beyond 90% in at least 1 club – after school or lunch time.

Continue to monitor the impact of the Cost of the School Day Policy (School Version) which was implemented by October 2024 and make any reasonable adjustments to minimise the cost of the school day.