

St Peter's Primary School

Standards & Quality Report

2025-2026



Aspiring Hearts and Minds

Priorities

Purpose: This Standards and Quality report evaluates the work of St Peter's Primary School over 2025-2026 session. It reports on strengths in developing our improvement priorities.



Priority 1

Raising Attainment in Literacy

Through Targeted Play Based Learning



Priority 2

Raising Attainment in Writing

Through Digital Technologies

Priorities

Purpose: This Standards and Quality report evaluates the work of St Peter's Primary School over 2025-2026 session. It reports on strengths in developing our improvement priorities.



Priority 3

Developing Outdoor Learning

Through real-life context



Priority 4

St John Ogilvie Learning Community – Improving Attendance

Through Partnership Working

Priority 1 – Raising Attainment in Literacy

Through Targeted Play Based Learning

Play Pedagogy & Professional Learning

- Staff engaged in collegiate professional learning on Play Pedagogy, drawing on national and local guidance.
- A “Teach Target Play” model was introduced, ensuring a consistent structure that combines teaching, follow-up tasks and meaningful child-led play.
- Staff used the Play Pedagogy Toolkit to evaluate practice and develop an improvement plan.
- A shared practice link with another primary school was established, supporting professional reflection and next steps.

Learning Environment

- Play Centre Classroom developed with defined zones for social, discovery and creative learning.
- Reading, writing, listening and talking opportunities incorporated throughout the play environment.
- Flexible use of play space enabled targeted support based on learners' needs.

Parental Engagement

- Workshops and Stay and Play sessions offered to parents and carers.
- Positive family feedback.
- Play booklet created for families.

Impact

- Staff confidence in purposeful play-based learning has increased.
- Learners showing greater engagement, independence and ownership of learning.
- Stronger home-school partnerships established.
- Literacy attainment improved across the session.

Priority 2 – Raising Attainment in Writing

Through Digital Technologies

Digital Learning & Professional Development

- Staff participated in professional learning on effective use of digital tools.
- Read and Write introduced to support reading, writing and editing.
- Staff reported increased confidence in using digital technologies.

Learning and Teaching

- Learners provided with opportunities to use digital tools to support writing and editing.
- Digital technologies used in meaningful, real-life learning contexts.
- Digital leadership opportunities established through clubs and pupil-led activities.
- World of Work Day strengthened understanding of digital skills, with learners recognising how technology is used in different jobs

Partnership Working

- Collaboration with local authority digital teams
- Partnership working with another SLC school.
- School achieved the Digital Schools Award Level 1
- Digital learning displays were created in every class and showcasing skills and tools and strengthening parental engagement through a Digital Coffee Morning.



Impact

- Learners demonstrated increased confidence using digital technologies.
- In Primary 6 and 7, greater independence in using digital tools to support and improve writing.
- Staff confidence and consistency in digital technologies improved.
- Targeted digital interventions supported learner progress.

Priority 3 – Developing Outdoor Learning

& Learning for Sustainability

Professional Learning & Curriculum Development

- Staff engaged in professional learning and collaborative enquiry on outdoor learning approaches.
- All teaching staff completing a practical CLPL workshop delivered by SLC CQIS Development Officers
- Bespoke outdoor learning planning structures created as well as a school padlet with links to outdoor lessons.
- Outdoor Learning Group provided leadership and direction across the school.

Learning Experiences

- Outdoor learning developed across stages, focusing on numeracy and mathematics in real-world contexts.
- Targeted outdoor approaches incorporated targeted interventions.
- Resources and facilities enhanced through investment in equipment and storage.

Learner and Family Engagement

- Learners contributed through learning conversations, leadership roles and consultations.
- Parents and carers attended outdoor learning coffee morning and received regular updates via school newsletters
- Peer observations and class visits supported sharing of effective practice.

Impact

- Staff confidence in planning outdoor learning increased.
- Outdoor learning experiences more purposeful across the school.
- Learner engagement improved through active, contextualised learning.
- Positive progress in numeracy and mathematics attainment.

Priority 4 – Improving Attendance

Through a learning community approach and Partnership working

Learning Community Shared Approach

- Learning Community school collaboratively developed a shared attendance policy.
- Policy shared with parents/carers
- The policy was implemented by September 2025
- Attendance was monitored and tracked monthly

Partnership Working

- The school worked in partnership with agencies and the Senior Manager for Pupil Support to offer families tailored support that helped remove barriers to attendance.

Parental Engagement and Communication

- The Acting Head Teacher and Principal Teacher held telephone consultations and support meetings with families to strengthen communication, understand individual circumstances and work together to improve attendance and wellbeing

Impact

- A shared attendance policy was agreed across the Learning Community by August 2025, creating a consistent and unified approach to expectations, procedures and support