



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



St. Peter's Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

I hope that you find it helpful and informative.

Susanne Dunne

Head Teacher

OUR SCHOOL

St. Peter's Primary is a denominational school situated in Ardrossan, North Ayrshire.

Our school role is currently 137 and consists of 7 primary classes. Our Early Years Class has a provision of (24) 3–5 year olds and (10) 2 year olds.

At our school, we provide a safe, supportive environment where children thrive. We deliver high-quality education while offering many opportunities for success across the curriculum. We value our close relationships with families and our strong connections to the local community.

We are proud to hold the Sports Scotland Gold Award alongside our Silver Rights Respecting Schools, Eco Schools, Digital Schools, and Reading Schools certifications.

We value our deep connections with Father Duncan and the parish of St. Peter in Chains, ensuring our pupils are supported at every stage of their faith journey. Father Duncan visits weekly and remains an active participant in our school events throughout the year. We are also incredibly fortunate to have a highly supportive Parent Council.

Our demographic shows we have 58% of children living in deprived areas. We work hard to ensure there is equity for all our families.



OUR VISION, VALUES AND AIMS

We deliver high quality educational experiences at St. Peter's, where relationships are built on trust and respect between staff, families and pupils. Our school prides itself on creating a warm, inclusive environment where everyone feels welcome.

Everything we do in St. Peter's is guided by our core values of:

- Faith
- Safe
- Resilient
- Inclusive
- Kind



St. Peter's is a safe, loving and ambitious place of learning.

Our values were refreshed in consultation with all stakeholders in January 2025.



ATTAINMENT & ACHIEVEMENT

We continuously track how our children are growing and progressing in their learning throughout the year. We do this in a variety of ways including, observations, questioning, setting challenges and using standard assessments. As a team, we carefully review our progress against Curriculum for Excellence guidelines to ensure everyone is on track. North Ayrshire Council also asks us to share summaries of our children's progress in literacy (reading, writing, listening, and talking) and numeracy. They look closely at pupils completing the Early, First, and Second Levels in P1, P4, and P7. Here are some high-level messages from our attainment for this session:

- Overall, in listening and talking, St. Peter's is performing significantly ahead of regional trends.

- The majority of learners in P1, 4 and 7 achieved their level in writing this session.
- Our whole school attainment has increased for reading in 2025-26 session. The majority of learners achieved their level at the end of P1,4 and 7.
- The combined whole school numeracy attainment rose to 75% in 2025-26. Most learners across these stages achieved their level.
- Our attendance for the whole school is 92% (as of May 2026).

All pupils across P1-7 are involved in a committee and have leadership opportunities linked to them. Our committees and leadership groups this session have been:

- Intergenerational
- Eco
- Rights Respecting Rangers
- St. Peter's Prayer Pals
- Additions
- Metaskills
- Reading
- Charities & Enterprise
- Digital
- Languages
- Kindness Captains
- Young Leaders of Learning
- Health Leaders
- Play Leaders
- Sports Leaders



Our pupils are consistently encouraged to voice their opinions on all aspects of school life, making Pupil Voice a central focus of our Learning Circles, committees and active Pupil Council. We also gather valuable feedback on key issues through regular parental surveys. Alongside this collaboration, community initiatives like our Learning Cafés, Family Workshops, and the St. Peter's Family Group continue to thrive.



WIDER ACHIEVEMENT

Our pupils gain from our many wider achievements in which they have the opportunity to further develop their skills.

Some of our successes this session have been:

- A group of our Primary 7 pupils made it through to the West of Scotland finals of the Rotary Quiz.
- Our school netball team participated in the league finals.
- Primary 7 pupils achieved the Pope Francis Faith Award.
- Within music, our school choir regularly attends mass at St. Peter's and in the community. They performed at the Ardrossan Community Christmas Concert and our First Holy Communion.
- In sport, our school football team represented our school in a variety of local tournaments and competitions.
- Our athletics team were fantastic in the North Ayrshire Championships, we made it to the finals!
- We have made links with Ardrossan Outdoor Bowling Club and classes will visit there as part of Health Week.
- Primary 6 pupils achieved the iCycle qualification.

We offer a wide variety of extra-curricular activities both within the school day and after school.



We are very fortunate to have a fabulous Active Schools Coordinator, Chris Hays, who supports us with various sports activities across the year.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 – Improvement in attainment in numeracy and to increase learner participation leading to school improvement.

We have:

- All teaching staff completed NAC Mathematics framework training
- Supported pupils through small group interventions
- Gathered pupil and staff feedback on how numeracy is taught in our school
- Participated in Maths Week Scotland
- Our Young Leaders of Learning have supported the development of maths
- Led parent workshops upskilling families to enable them to support their children in numeracy
- Developed a maths games lending library



Priority 2 – Improvement in children's mental health and wellbeing

We have:

- Had a BOATS (Bring Our Adults to School) Day
- P7 Health and Wellbeing club led by our Area Inclusion Worker
- Lunchtime nurture club
- Developed a Mental Health and Wellbeing policy
- Used our Targeted Support Teacher to support learners

- Introduced 'My Hidden Chimp' intervention
- Revised our PE planners
- Participated in professional learning for PE



Priority 3 – St. Peter's Curriculum Rationale

We have:

- Created a bespoke timetable for our Targeted Support Teacher and developed the Treehouse
- Continued to provide nurture support to targeted pupils in The Hive
- A meta-skills committee who supports the development of these across the whole school
- Vertically grouped committees for every pupil in the school
- Developed our outdoor learning provision
- Embedded learning through play in P1-3
- P7 pupils who have support P6 in self-directed learning
- Inter-disciplinary learning which is pupil-led across the school



QUALITY INDICATORS	
QI 1.3 Leadership of Change	Evaluation 4
• Our school community are committed to achieve the highest possible standard for all our learners. • SLT provide strong leadership in our community of faith and encourage leadership at all levels. • Our commitment to children's rights ensures our children feel valued and have a voice in shaping our school improvement priorities. • Professional learning has ensured the enhancement of our learning environments.	
QI 2.3 Learning, Teaching & Assessment	Evaluation 4
• Our children are invested in our school. Almost all are fully engaged and interact well in activities. • All children participate in a leadership group, and almost all can see their suggestions are listened to. • Children show confidence and independence around the school. • Learners contribute to the wider work of our school and local community. • We use a wide range of learning environments and teaching approaches. • We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities. • Play pedagogy in infant classes involves all learners in planning and next steps.	
QI 3.1 Ensuring Wellbeing, Equality & Inclusion	Evaluation 5
• As a Rights Respecting School, relationships across our community are strong and supportive, founded on a climate of mutual respect. We have shared values, which are embedded, and we have high expectations for all. Our Silver accreditation is embedded. • Our strong sense of community is based on positive relationships, high expectations and shared values. • Our nurturing ethos is evident in daily interactions. Staff are kind, compassionate and lead by example. • Our curriculum has been developed and adapted to support the needs of all children within our school community. Our inclusive approach promotes equality and diversity. • Staff work well to ensure our school values and gospel values promote inclusion and equity to lead to improved outcomes for our children. • We celebrate all children and their uniqueness. • All children are included and involved in the life of our school. • We have bespoke plans in place for children facing challenges.	
QI 3.2 Raising Attainment & Achievement	Evaluation 4
• We have raised attainment for almost all of our learners. • The majority of learners make progress from their prior levels of attainment in literacy and numeracy. We have raised attainment for the majority of learners. • Almost all pupils receiving additional support have demonstrated improved skills and confidence.	

- Almost all learners' attainment has improved over time.
- We celebrate, track and value the personal achievements of our children.
- Wellbeing interventions are put in place for our most disadvantaged children in our school. Nurture supports are in place to ensure children are ready to learn with an aim to raise attainment.
- HT monitors attendance and takes effective action to address attendance concerns.
- Our school data demonstrates most learners made good progress in 2025/26.

PUPIL EQUITY FUNDING

The Pupil Equity Fund in St. Peter's has been used to support our pupils in the following ways:

- A Pupil Support Assistant continues to be employed to support our nurture provision ; The Hive
- Additional Pupil Support hours were utilised to support the raising attainment of literacy



IMPROVEMENT PLAN PRIORITIES 2025-6

Priority 1 – Improving learning outcomes for all pupils in reading by using North Ayrshire's approach- North Ayrshire Reads.

Priority 2 – Supporting needs, wellbeing, equality and inclusion. As a whole establishment we aim to improve attendance, ensure learners can access a wide range of strategies in which to support behaviour and update our Anti-bullying policy.

Priority 3 – Building a self-improving service in order to continue to increase attainment and deliver equity for all through effective pedagogy.