



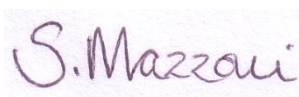
St. Peter's Primary and Early Learning and Childcare Class

STANDARDS AND QUALITY REPORT June 2025



This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026. I hope that you find it helpful and informative.

Mrs Sharon Mazzoni



Head Teacher

OUR SCHOOL

St. Peter's Primary is a Catholic school situated within the community of Glenburn, Paisley. We have a non-denominational Early Learning and Childcare class which has 2 playrooms for 2-5 year olds (maximum of 10 in our 2-3 room and 32 in our 3-5 room). There are currently 210 pupils in our primary school (P1-7). The school has a very active and supportive parent council who work extremely hard to support the life and work of the school. The Head Teacher, Depute Head Teacher, Principal Teacher and Senior Early Learning and Childcare Officer make up the school's leadership team. We have one full time Inclusion Support Assistant (Pupil Equity Funding). Our Early Learning and Childcare (ELCC) team consists of a Senior ELCO, 7 ELCC officers and 2 support workers. We have a fantastic team of support staff who support many children across our school and ELCC class. We are well supported by a Service Delivery Officer and business support team who work in our school office. We have a large and effective Facilities Operatives team who carry out various janitorial and school catering duties – there are three Senior Facilities Operatives within this team. They look after our building very well and provide our children with nutritious and healthy meals in our school dining area. We share a Senior Family Wellbeing Worker with other schools in our cluster and she supports a few of our children in a variety of ways. Specialist support services such as English as an Additional Language Teacher, Educational Psychologist, Speech and Language Therapists, Audiologists and other NHS staff/partnership agencies visit our school regularly to support pupils. Our music instructor visits one hour per week to teach children how to play brass instruments. Together, staff provide a warm, friendly, safe and supportive environment for learning and ensure that each individual has the opportunity to be successful.

OUR VISION, VALUES AND AIMS

Our School Motto

'Choose joy, kindness and love every day and remember that God is always with you'

Our school Vision

Our vision is to provide a safe, happy, caring, supportive and stimulating environment where everyone is welcome and no one feels alone. We work, learn and achieve together. We respect and care for everyone and everything around us. St. Peter's Primary is a school that sets high standards of learning and celebrates the achievements of each individual. We live our lives focused on remaining faithful to the teachings of the Gospel.

Our Values

Respect	Kindness	Honesty	Fairness	Responsibility
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The aims of St. Peter's Primary School

Through the teaching of Jesus Christ we aim to ensure that St Peter's is a learning environment where we lead our pupils through Curriculum for Excellence

- To be known for our high standards and caring atmosphere
- To offer a curriculum that meets the needs of all learners
- To focus on the individual and equitably support all aspects of their development
- To enjoy the feeling of community where pupils, staff, parents and partners are motivated to engage in learning together
- To show respect and care for all – in our own and in other communities
- To be committed to ensuring the highest possible quality of provision and to use a structured approach to self-evaluation
- To ensure that pupils, staff and parents plan together to ensure careful use of resources
- To allow the Christian ethos to guide us in everything that we do



'Choose joy, kindness and love every day and remember that
God is always with you.'

(by Orla Harkins, P6)

The aims of St Peter's Early Learning and Childcare are

Through our working with children we aim to ensure that St Peter's is a learning environment where we lead our children through Curriculum for Excellence in:

- A place that is known for its high standards and caring atmosphere
- A place where children, staff and parents have a feeling of community, of loyalty and belonging
- A place where there is respect and care for all – in our own and in other communities
- A place where our curriculum meets the needs, abilities and aptitudes of all of our pupils
- A place where pupils, staff and parents plan together to ensure careful use of resources
- A place where the love of children shines through everything that we do

SUCSESSES AND ACHIEVEMENTS

- Continued pride in our shared vision, values, aims and motto which are shared, promoted and celebrated regularly by our whole school community
- We continued to develop our focus on the United Nations Convention on the Rights of the Child (UNCRC) following the achievement of receiving our Silver Rights Respecting Schools award. This has led to various activities this year in partnership with various partners while we strive towards receiving our gold award, e.g. Family learning workshops with support from Who Cares? Scotland and other key partners who will support our work. We are well on our way to gaining this accreditation in the new school session 2025/2026 with all of our nurture and health and wellbeing programmes.
- We gained our Ruby Renfrewshire Nurturing Relationships Approach (RNRA) accreditation which has recognised the focus we continue to place on the importance of nurturing relationships in our school and ELCC class. Many members of our staff team have attended professional learning and adapted practice as a result. The emotional wellbeing of pupils has remained a very high priority for us and many have benefited from the enhanced practice, e.g. The Circle, Mindfulness, The Promise, Renfrewshire's Inclusive Communication Environments (RICE), Non-Violent Resistance programme (NVR) and Seasons for Growth.
- Some St. Peter's staff and children contributed to a promotional video called 'Communities That Care' which helps school communities understand the importance of using the programme to help children understand the importance of learning about care experience – what this means and how the lessons contained within the pack help children understand how to create the inclusive environment we foster in our school and ELCC class. Members of our staff team also contributed to the development of the lesson plans contained within the teaching pack.
- Our Fundraising Citizenship Group and classes throughout the year raised lots of money to be donated to various charities such as MISSIO Scotland and SCIAF, showing they care about other people in our world. Funds raised also meant that every pupil in our school could enjoy our Summer

outing to Finlaystone Estate at a reduced cost. We were also able to include many pupils in Renfrewshire School's Sporting Tournaments by using our school funds to pay for transport. Participating in these events helps develop the confidence and self-esteem of those who took part and this was clear to see when they returned smiling happily after showing great sportsmanship.



- We are a Laudato Si school and encourage everyone in our school community to look after our world as this was a very special request by our late Pope Francis. This has been particularly important during the Jubilee Year while we promote the special prayer given to us by the Catholic Church while led by Pope Francis. As a result of our work in this area of looking after our environment, we maintained our ECO flag status.
- Many of our senior pupils gained the Pope Francis Faith Award by making positive contributions in the community and reflecting upon their responsibility as young citizens. Three children were awarded 'highly commended' certificates and were presented with these in St. Peter's Church where the congregation were able to hear about their achievements and celebrate their success.
- We continued to work very closely with our parents/carers, parish community link liaison person, partners within our parish including Fr Thomas to prepare our children for the Sacraments of First Confession, First Holy Communion and Confirmation. All Masses were beautiful community celebrations and wonderful achievements for our pupils as they have taken the next step on their faith journey.
- Many pupils in primary 5-7 gained their bikeability certificates supported by the dedication of a large team of trained staff who have been helping to support and encourage them to remain safe on the roads while they travel safely to and from school using their bikes and scooters.
- We are very proud of two pupils who were successful winners in the annual Renfrewshire Calendar Competition. Their illustrations to promote the safety of everyone using roads in the surrounding area of our school have been displayed on a banner and on our St. Peter's Road Safety Calendar.



Many other pupils also did themselves and our school proud by receiving highly commended certificates.



- It was wonderful for one of our children to win second place in Renfrewshire's Employability Week poster competition which was created while children explored the skills they learn about in school and how these can be used to help them when they begin to enter the world of work.



- Our children prepared a solo talk on their chosen career during a dedicated week focusing on skills development. Each class selected a winner and the overall winner was chosen by our pupil council to be Head Teacher for the day. This was an excellent opportunity to develop the leadership skills of our pupils. It was lovely to have a new Head Teacher for a day!



- Many of our children shared their achievements outwith school and we are so proud to have so many talented children who collected many medals and trophies for their talents and skills.



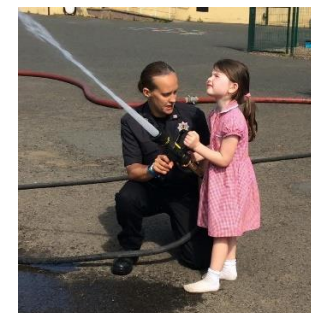
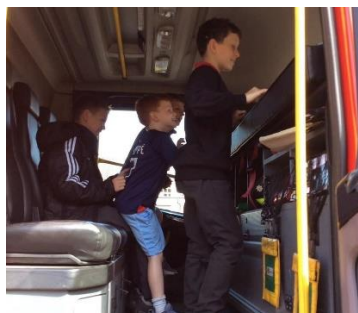
We celebrated dancers and player of the week to climbing towards Ben Nevis!...



- Lots of fun was had by all during our ELCC annual sports activity day for families. Lots of learning took place focused on healthy lifestyles as well as confidence building and sportsmanship.



- Our ELCC fun day was a spectacular success with visits from Elsa and Spiderman. The joy on the faces of our children as they had so many exciting learning opportunities while having so much fun was tremendous.





- Our Senior Early Learning and Childcare Officer led weekly Bookbug sessions which were greatly attended by our families. Children were provided with a wealth of experiences to develop their Literacy skills during each session as well as encourage a love of reading while stories were brought to life.





- Our wonderful Parent Council (school and ELCC class) have been so industrious throughout the year while holding various events to raise funds for our pupils. All funds have been distributed to the children who have enjoyed many treats including playground toys and games. Our new Timber Trail will be installed in the very near future. We are so lucky to have a Parent Council who meet regularly and work in partnership with our community for the benefit of our children.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Improvement Priority 1 – To enhance self-evaluation and school improvement activities by further involving parents/carers, partners and learners in the process.

Young Leaders of Learning

Two key staff members worked in partnership with Todholm Primary School to support a group of 8 children who engaged in a programme of activities designed to allow them to participate in learning about each other's schools while taking part in self-evaluation activities. This led to an increase of pupil involvement and improvement in learner voice. They exchanged school visits and met with staff and children while asking questions and observing practice. As a result, all children felt empowered and included in decision making across the school and ELCC class where they were also able to develop their leadership skills. The structure of the programme was evaluated as very successful and will continue during next school session with the established group training a new group of Young Leaders to undertake a similar task. All participating schools were given the opportunity to share and showcase their learning, further increasing their confidence and ability to evaluate the effectiveness of aspects of St. Peter's Primary and ELCC. Every pupil in the group felt they had developed many skills during the process. They agreed upon aspects of school life that can be improved upon and an action plan is now in place. All children and staff involved are keen to continue with this model of practice.

Pupils engaged in Self-evaluation Processes

All pupils completed surveys and provided honest and helpful feedback to inform next steps in school improvement. All of our ELCC class revised their vision, values and aims in a child friendly manner led by ELCC staff.

Staff Self-evaluation

As a staff team, almost all recognised the need to improve engagement in self-evaluation activities to make them more meaningful and relevant. A range of techniques were employed where all staff participated in carousel activities and continued to engage positively in a collaborative manner. The discussion around improvements was led by the Senior Leadership Team (SLT) and the process was enhanced by an increase in staff engagement.

Parents/Carers as Partners in Self-evaluation

A limited number of parents engaged in the process of self-evaluation meetings with SLT. Those who attended provided good quality feedback. Next session, this will be enhanced by engaging more parents in self-evaluation processes during Parent Council Meetings. Almost all parents/carers completed our parental survey during our Parents' Evening as we returned to issuing paper copies and this seemed to be the most effective method for our school community.

We have started to issue a 'question of the week' through the use of class dojo and parents/carers are responding to this positively. We aim to continue to develop this method of involving parents/carers in the life of our school during 2025/2026.

Improvement Priority 2 – Raise Attainment in Literacy Across the School

All staff continued to engage in professional learning in order to refresh approaches to teaching Literacy. Our Senior Early Learning and Childcare Officer attended professional learning and took a lead role in the Talk for Writing approach which has been adopted by all school and ELCC staff. This has had a positive impact on children in the ELCC class who were observed participating in story mapping and supported to share their stories with other children and staff members. Almost all carried this out with confidence and excitement.

Our Literacy Champions continued to attend network meetings with colleagues across Renfrewshire, leading to a shared understanding of effective practice. The methodologies and new initiatives discussed were then shared with our whole staff team at planned meetings throughout the year.

Targeted interventions were provided for individuals who required support to reach the next level in attainment by our support for learning teacher who provided small group and individual teaching. Support staff who had also attended training provided additional guidance in class in partnership with the class teacher.

We set targets to measure how effective our interventions were during school session 2024/2025. Achievement of a level was based on teacher professional judgement alongside summative assessments. Almost all children in primary 1-7 reached expected targets in Literacy with a few requiring additional support and they are expected to reach their targets early in the new school session 2025/2026.

Our Attainment Results in Literacy for school session 2024/2025 are as follows:

Year Group	Reading	Writing	Talking & Listening
Primary 1	79%	79%	86%
Primary 2	76%	76%	92%
Primary 3	68%	60%	90%
Primary 4	71%	68%	82%
Primary 5	94%	77%	90%
Primary 6	93%	69%	90%
Primary 7	79%	75%	82%

Improvement Priority 3 – Raise attainment in Numeracy across the school

Our Numeracy Champion continued to attend network meetings with other staff members in Renfrewshire. New and refreshed methodologies were shared among staff at curriculum development sessions. All staff were trained in Number Talks and this was delivered at a set time each day in every class. Our Numeracy

and Coaching Development Officers engaged with Renfrewshire Council's Numeracy Coaching and Development Officer to receive support, advice and guidance which enabled them to use the skills and knowledge they had developed to support staff and children. They participated in team teaching one day per week alongside identified stages where the class teacher could then build upon their expertise. This has had a very positive impact on attainment in Numeracy. Support staff also provided targeted support for small groups and individuals in class alongside the class teacher and Numeracy Coaching and Modelling Officer.

Attainment targets were set for each stage to measure the effectiveness of our development in approach and the methods used to enhance and improve practice. Teacher professional judgement and numeracy pathways were used to assess each child and provide a level of attainment. Almost all children in primary 1-7 reached expected targets in Numeracy with a few requiring additional support to achieve the level at the beginning of the new school session 2025/2026.

Our Attainment Results in Literacy for school session 2024/2025 are as follows:

Numeracy
89%
92%
80%
68%
74%
79%
89%

PUPIL EQUITY FUNDING

We consulted with our parents/carers, pupils, partners and staff when we were initially awarded Pupil Equity Funding. The allocation of our fund covered the salary of our Inclusion Support Assistant. He spent time in post building positive relationships with pupils and their families and his input was positively evaluated. Many targeted pupils were very well supported by focusing on their emotional health and wellbeing and by keeping them included and engaged.

Our Inclusion Support Assistant worked as part of our team to develop our inclusive approach across the school by supporting in the following ways:

- Individual and small group support – all children who have worked with our Inclusion Support Assistant reported in previous years that they felt supported as a result of the work undertaken on a weekly basis.
- Many children were provided with individual support and continued to have opportunities to express their emotions and feelings through programmes such as Seasons for Growth and drawing and talking therapy, leading to improvements in their mental health and wellbeing while helping to remove barriers to learning.
- Our increased partnership working involving our inclusion support assistant, class teachers, parents/carers and agencies which encouraged a more consistent and inclusive approach and helped to keep children more engaged.

During session 2024/2025, we consulted with staff and a representative group of parents who reflected upon our progress in Literacy and agreed that support was required to increase attainment in these areas. Therefore, we used our PEF allocation to provide teaching support for identified groups of pupils and

individuals to help increase attainment in Literacy. Thirty pupils were supported by our allocated teacher on a timetabled basis. Additional resources were purchased to suit the needs of individuals which have been effective. Our allocated teacher has used child's plans and continues to record progress on a weekly basis while speaking with children about what motivates and engages them in learning. These interests have then been used to plan programmes of work which are designed to motivate and encourage the children in achieving their learning goals.

All teaching staff reported an increase in the confidence and engagement of identified pupils. The results are as follows:

Reading

60% of the children identified improved their progress in reading and achieved the level expected by target dates.

40% Remained at the same level but improved in some aspects of reading.

Writing

74% of the identified children being supported achieved the level expected by target dates.

26% remained at the same level but improved in some aspects of writing.

In addition to this, all teaching and support staff are clear about their responsibility to build on the work carried out by the targeted interventions in place to allow for continuity and progression. All staff are clear about those requiring support and interventions on a small group/individual basis but also those who benefit from support in class carried out by their assigned teacher and additional support needs assistant. Supports and strategies are firmly in place to meet the needs of all individuals who require this type of intervention.

During session 2024/2025, we have reduced the attainment gap at most stages in Talking and Listening, Reading and Writing. It is clear that there is a need to focus on Numeracy in school session 2025/2026.

Our PEF allocation for this year is £33,858.

KEY STRENGTHS OF THE SCHOOL

- The commitment and enthusiasm of everyone in our school community to Getting It Right for Every Child
- High expectations of everyone in our school community to ensure pupils achieve the highest levels of attainment and achievement
- Pupils who are motivated to achieve success
- Positive and enthusiastic relationships between pupils and staff across the school and early learning and childcare class
- Our nurturing and caring environment where every pupil and their family is made to feel important, respected and appreciated
- The shared vision and values that pupils can confidently speak about and strive towards displaying every day
- Very supportive staff team who work very well together and are willing to develop their professional knowledge/skills and share leadership of school priorities.

OUR NEXT STEPS – PRIORITIES FOR 2025-26

We have made very good progress during session 2024-25 and we will use the improvement priorities listed below to build on this progress moving forward.

- Develop a consistent approach to skills development for all children in St. Peter's Primary and ELCC Class with a shared use of language and links to My World of Work.
- Participate in moderation activities with our St. Andrew's cluster schools to ensure there is a consistent approach and a shared understanding of the language used to make links with skills used for learning, life and work.
- Raise attainment in Literacy and Numeracy with support from Renfrewshire Council's Modelling and Coaching programme, staff participating in relevant professional learning and by sharing good practice from expertise that exists within our school and ELCC class.
- Continue on our journey to develop and enhance our Renfrewshire Nurturing Relationships Approach as we move towards achieving our Amethyst award (level 3)
- Begin a partnership with Emotion Works to support our school community while helping our children become more confident and able to recognise and manage their feelings.
- Develop strategies across the school to embed our approach to ensuring children's rights are promoted and our teaching and learning cycle encompasses the articles outlined in UNCRC. We will develop the aims of our working group to lead this work across St. Peter's Primary and ELCC class while we plan for achieving our Rights Respecting Schools Gold Award.
- Use 'Developing in Faith' to evaluate the effectiveness of our religious education programme by continuing to focus on theme 5: Serving the Common Good

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

School Name	St. Peter's Primary
School Address	Braehead Road, Glenburn, Paisley PA2 8DZ
Phone	0300 300 0188
Email	stpetersenquiries@renfrewshire.gov.uk
Twitter	@SaintPetersPS Twitter'
Facebook	St. Peter's ELCC page - Glenburn

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.