



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

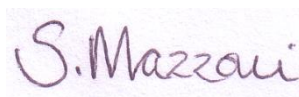
STANDARDS AND QUALITY REPORT

June 2026



This report will inform you of the school's progress and achievements during school session 2025/2026 and let you know about our plans for 2026/2027. I hope that you find it helpful and informative.

Mrs Sharon Mazzoni

A handwritten signature in purple ink that reads 'S. 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 212 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. Our Early Learning and Childcare (ELC) team consists of a Senior ELCO, 8 ELC officers and 2 support workers. We have a fantastic team of support staff who support many children across our school and ELC 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 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 staff members from local Flexible Learning Resource Units, an English as an Additional Language Teacher, Renfrewshire Educational Psychologist, Speech and Language Therapists, Audiologists and other NHS staff/partnership agencies visit our school regularly to support pupils. We have a music instructor who visits our school once a week to offer some senior pupils the opportunity to play a musical instrument. 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'

St. Peter's Primary School

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

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. We wish:

- 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 Catholic and 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, pupil)

St. Peter's Early Learning and Childcare Class

Our Vision

Our vision is to provide the best possible start in life for all our children by providing a high-quality service that supports children and their families, ensuring all our children are safe, healthy and happy within a warm, friendly, caring and purposeful ethos. We believe that the environment has a powerful influence on children's learning, so we provide a high-quality stimulating learning environment which is calming, organised and one which exposes children to early numeracy, literacy and healthy living messages. We foster and nurture children's interests, fascinations, skills and talents while recognising, acknowledging and celebrating their milestones, accomplishments and achievements.

The aims of St Peter's Early Learning and Childcare

Through our working with children and families, we aim to ensure that St Peter's is a learning environment where all children are:

- Valued and respected as individuals. Every child and their family will be given equal opportunity, and we will promote positive attitudes to ethnic and cultural diversity.
- Given the opportunity to develop physically, socially, emotionally, morally and culturally.
- Provided with a broad and balanced curriculum which is well planned and relevant to individual children's needs and interests.

To provide the best possible experience for our children, we aim to ensure that all staff:

- Seek to ensure best practice according to legislative guidelines such as Health and Social Care Standards and SSSC codes of practice.
- Work in partnership with parents/carers as we value our parents as the experts of their own children, we will seek to ensure that we have effective systems for communication and parental involvement / engagement within our service.
- Promote a right's respecting approach.
- Value the role of parents, invite, include and respond to their thoughts, views and any concerns.
- Have opportunities to continue and develop their own professional learning.
- Review our work through evaluation in consultation with staff, parents and children.

OUR SUCCESSES 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 maintained our Silver Rights Respecting Schools Award with a focus on the United Nations Convention on the Rights of the Child (UNCRC). We developed and have displayed our Playground Charter which has helped improve pupil interaction and enjoyment in our school playground. We continue to work with partner agencies and our whole school community as we strive towards gaining our gold award. We will achieve this through our work in developing our nurturing approach and health and wellbeing programmes.
- We have achieved and maintained 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. We have a core group who meet regularly to help us progress towards Amethyst level. The emotional wellbeing of pupils is always a very high priority for us and staff have shown commitment to attending professional learning which will help us achieve the next level in our journey, e.g. The Circle, Mindfulness, The Promise, Renfrewshire's Inclusive Communication Environments (RICE), Non-Violent Resistance programme (NVR) and Seasons for Growth.
- Targeted Schools Programme – many pupils in primary 1, 4 and 7 were supported to achieve secure at early, first and second levels through a very carefully designed programme targeted at helping them focus on areas where they are less confident and providing them with strategies and tools to overcome any barriers to learning. This is a Renfrewshire Council programme which allowed us to have an additional teacher who supported our targeted pupils. As a result, almost all children who received support achieved their learning goals.
- Our Young Leaders of Learning group developed stronger links with our partner school - Todholm Primary. Pupil voice is at the heart of their work. The group strengthened partnership with the children in Todholm Primary where they shared effective practice and gained ideas so they could contribute towards improvements in our own school. Many aspects of this programme have been shared with our whole school at assembly and we are now establishing a St. Peter's song to be celebrated at the beginning and end of each assembly. The increase in confidence of the pupils involved was remarkable.
- 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.
- Other fund raising activities, led by our pupils, for our own school funds allowed many pupils to be included in Renfrewshire School's Sporting Tournaments by using these to pay for transport. The increase in the confidence and self-esteem of the children who took part was clearly evident as they returned to share their experiences with the whole school.

- Our after school extracurricular crotchet club, led by two of our very enthusiastic support staff members, made a beautiful baby blanket and asked for it to be donated to Royal Alexandria Hospital for their special baby care unit. This shows our school values in action – what a kind and thoughtful gesture. Their generous act was shared in our local newspaper to celebrate with our local community.



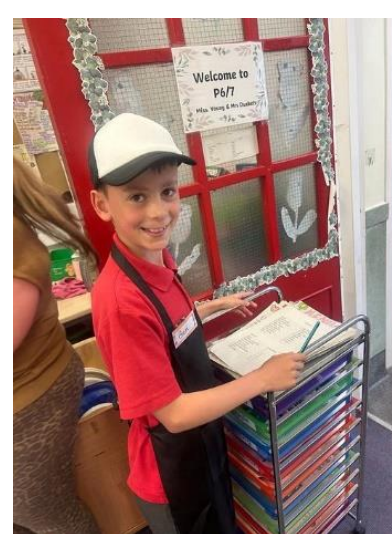
- We have maintained our ECO flag status showing we are committed to ensuring we care for the world we live in. We are a Laudato School and our primary 7 pupils shared a fantastic presentation at assembly for the whole school, showing all the work undertaken throughout the year. Our pupils are very proud of this and will continue with their promise, made to the late Pope Francis, to look after our world.
- We continued to support senior pupils who volunteered to engage in the Pope Francis Faith Award. As a result, the majority of our senior pupils showed how responsible they are by helping others in the community and we celebrated with them as they were presented with their certificates.
- Our strong partnership with our parents/carers and parish supported lots of primary 4 and primary 7 pupils to receive the Sacraments of First Confession, First Holy Communion and Confirmation. Our school and parish community gathered to collectively celebrate the achievements of our pupils as they took the next step on their faith journey.
- A very successful Rosary Club was established at lunchtime during the month of May. This was extremely well attended by pupils who prayed a decade of the rosary dedicated to Our Lady each lunchtime.



- 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 enjoyed a very successful careers week where many of our community partners visited our school to talk to our pupils about their chosen careers. We were delighted to welcome many parents/carers and family members who volunteered to share their career paths and talk about the skills and qualifications required. This supported the focused work being carried out on raising awareness of metaskills and working with our pupils to develop these at all stages. All pupils were given the opportunity to recognise the relevance and importance of developing skills for life, learning and work and consider the career path they might like to take in the future.



- Many of our primary 6 and 7 pupils hosted a fantastic MetaSkills Café for parents/carers and raised an incredible £180! The event was entirely planned and run by the pupils themselves - from applying for jobs and taking part in interviews to completing training and carrying out their roles on the day. The children demonstrated outstanding commitment and teamwork throughout. The café provided a wonderful opportunity for pupils to develop and showcase important MetaSkills such as communication, collaboration, leadership, creativity and resilience. We are extremely proud of their enthusiasm, professionalism and commitment. Their hard work and display of important skills made the event such a great success.



- 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 developed our 'Magical Moments' display which is celebrated at our weekly assembly.

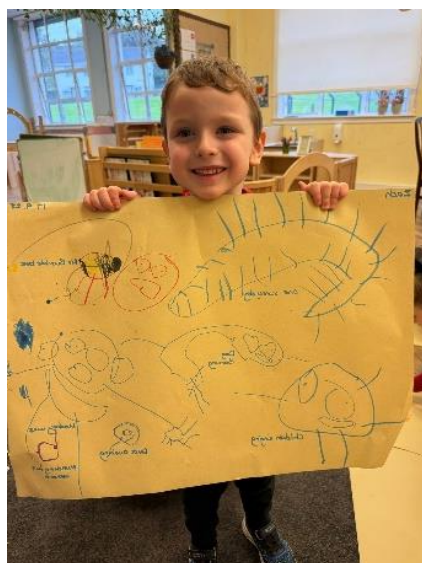
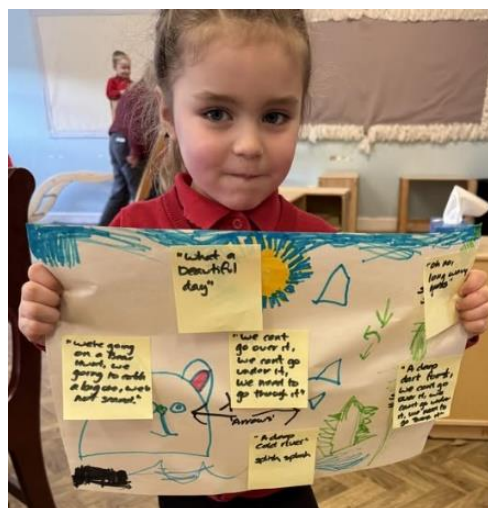
- Our wonderful Parent Council (school and ELCC class) have worked very hard throughout the year, in close partnership with school staff, to enhance the experiences of our pupils. They have continued to provide our children with lots of opportunities to attend fun events while raising funds to help provide PE equipment. This support will contribute towards our children developing many skills designed to improve their health and wellbeing.



- Clyde in the Classroom was a very exciting project for our senior pupils who engaged in this Science project in partnership with Glasgow Science Centre. The children took on the responsibility of looking after 200 fish eggs and cared for them until they were grown enough to be released into the burn at the Gennifer Braes. Children developed many leadership skills while gaining so much knowledge about wildlife and our responsibility to care for our world.
- Some of our children from our Early Learning and Childcare Class auditioned and were successfully cast as members of the relaunch of an old favourite children's programme, 'Balamory'. This was a significant achievement for several of our children who embraced this opportunity with enthusiasm and confidence. The production has become a key feature within our wider community bringing families and partners together and fostering a strong sense of pride.



- Talk for Writing has been successfully embedded across the nursery, supporting children to rapidly learn and internalise stories through the use of story maps and repeated oral retelling. British Sign Language (BSL) has been integrated alongside core stories, promoting an inclusive approach to communication and enabling children to confidently retell familiar tales using both spoken language and signs. Children are demonstrating increasing confidence and enthusiasm when sharing stories with peers through play. Our children have also had opportunity to share their achievements with pupils in our school during assemblies and Literacy celebration events. Families have expressed how impressed they are at their children's successes during 'Play and Stay' sessions, showcase events and bookbug sessions.
- A strong partnership approach between home and nursery has further enhanced the development of our work in Literacy. Families are supported through the sharing of videos featuring staff retelling stories using British Sign Language, providing a consistent approach and enabling children to revisit and practise stories at home. This shared practice has strengthened family engagement, supported language development and contributed to children becoming confident communicators.



- Our Early Learning and Childcare Class developed their Enhanced Home Learning Programme which has continued to strengthen partnerships between home and nursery and promote meaningful learning experiences beyond the setting. Families are encouraged to participate in a range of practical challenges linked to the four capacities and real-life contexts. These include opportunities to develop responsible citizenship, health and wellbeing, independence and life skills. Families have been supported with resources and ingredients to ensure all children can access and participate in the experiences. Experiences focused on 'Safety at Home' and included encouraging helmets to be worn on bikes, supporting effective and safe use of tools and equipment, helping with household tasks and responsibilities and following instructions while making healthy choices by preparing healthy meals. High levels of participation and positive feedback from families have demonstrated the success of this approach in strengthening home and nursery partnership and supporting children's wider achievements.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Improvement Priority 1 – Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy & numeracy

Writing - We introduced a revised approach to the assessment of Writing. All teaching staff engaged in moderation within St. Peter's and developed the use of writing assessment jotters to ensure consistency and to evaluate implementation. Almost all staff felt these were a useful tool for gathering evidence and tracking attainment across the year, particularly in P2-7. Our Literacy Champion will work with our Primary 1 teacher to establish what this will look like for Early level next session. A showcase of learning took place focusing on our whole school writing focus. This was extremely well attended by families and the feedback suggested that parents/carers enjoyed the opportunity to celebrate their child's learning while benefiting from ideas as to how they can support this at home.

Reading - Renfrewshire Council's Literacy Development Officer provided professional learning sessions, helping staff to develop confidence in aspects of reading comprehension. A review of reading units and novels is underway which is supporting children's engagement and enjoyment of reading. Classes explored a mix of novels, Scots comic books and Dive into Reading units. Units were chosen to reflect and support children's interests as well as seasonal and current events. All classes created a floor book to share their learning for one novel study during term 2. This was a positive and valuable experience in relation to moderation of the learning and teaching process at all levels and allowed staff to work collaboratively. Pupils were provided with an opportunity for pupils to take ownership of their learning in a creative and engaging way. The cluster podcast project has progressed well to date through collaborative planning and pupil engagement. Our group has explored suitable podcasting platforms and recording technology and are now planning to spend their budget to buy equipment so we can establish our school podcast. Pupil leadership has been enhanced greatly through this project. We have developed stronger links with Glenburn Library with every class visiting each term. As a result, all our pupils are experiencing the positive aspects of using local resources to enhance their skills in Literacy. Many of our children engaged in the Summer Reading Challenge by making use of the local library during the Summer holidays and we hope this will be an annual event for everyone.

Numeracy Schools and Families Programme - This programme focused on encouraging parental involvement in their children's education through a collaborative style of homework and events held after school for parents and their children. More children have engaged in this style of homework, with some parents getting involved. We plan to engage in this further and hope to involve more parents during next school session 2026/2027.

Numeracy Coaching and Modelling - During this session, we delivered weekly Number Talks lessons across a range of classes, modelling effective practice and supporting class teachers to embed these approaches within their daily numeracy teaching. Each class was provided with a set of resources to support the ongoing implementation of Number Talks. This has helped to increase children's confidence in Numeracy and supported the professional learning of teachers in delivering Number Talks. Pupil voice surveys carried out at the beginning and end of the school year demonstrated a notable increase in pupil engagement and confidence in mathematics activities. Feedback indicated that pupils felt more positive about maths and were increasingly willing to discuss and share their mathematical thinking. To further support consistency between home and school, we are currently creating short instructional videos with pupils demonstrating a range of mental maths strategies. These resources will be made available on the school website to support parents with homework and will also provide a valuable resource for staff and pupils within school.

Our Attainment Results in **Literacy** for school session 2025/2026 are as follows:

Year Group	Reading	Writing	Talking & Listening
Primary 1	72%	72%	93%
Primary 2	75%	75%	86%
Primary 3	72%	72%	88%
Primary 4	72%	69%	90%
Primary 5	69%	65%	81%
Primary 6	91%	70%	88%
Primary 7	83%	72%	79%

Our Attainment Results in **Numeracy** for school session 2025/2026 are as follows:

	Numeracy
Primary 1	86%
Primary 2	82%
Primary 3	88%
Primary 4	83%
Primary 5	65%
Primary 6	79%
Primary 7	83%

We exceeded all attainment targets for our children in primary 1 in Reading, Writing, Talking & Listening and Numeracy. Attainment in all areas was maintained overall by pupils in primary 2. Most children achieved their learning goals set for them throughout the year at primary 3. There was an increase in attainment for almost all pupils in all curricular areas at primaries 4, 5, 6 and 7. A few children in primaries 1, 3, 6 and 7 are exceeding expected levels in some areas of the curriculum.

Targeted Schools Programme - A few children in primaries 1, 4 and 7 were supported to reach their learning goals by Mrs Everett and Mrs Thomson. This programme was funded by Renfrewshire Council and will continue into next school session. Mrs Everett will support more children in primaries 1, 4 & 7 during school session 2026/2027. Our results for 2025/2026 were as follows:

Stage	Number of pupils who are now on track following targeted support			
	Listening & Talking	Reading	Writing	Numeracy
Primary 1	9	8	8	9
Primary 4	2	2	2	6
Primary 7	3	3	3	4

Improvement Priority 2 – Develop a cluster-based approach to skills development through moderation and practitioner enquiry

We have established our Skills Development Champion who attends Skills network meetings with staff across our cluster. As a result, we have a shared approach with our colleagues in all primaries within the St. Andrew's cluster. All classes have been introduced to the language of metaskills, initiated by visits to classes by our Skills Champion. We have made progress in ensuring our children are registered and have an account with Education Scotland to allow them to create and develop their own profile which enables them to record their own skills development profile. Our Skills Champion provides regular updates to staff following network meetings and leads any actions to be taken forward to support our commitment to developing the skills our children need for life, learning and work. Classes have introduced strategies to help children identify which skills they are using while participating in lessons from many areas of the curriculum. Some classes use a lanyard which children wear to show which skill they believe they are using and some use stickers which they place on a piece of work showing which skill they have used.

Our career week allowed children to explore the various skills required for lots of jobs they may want to consider in the future. We had visits from many family members who kindly took time to come to our school and speak to our children about their chosen careers and the necessary skills and qualities required for their jobs. This has helped our pupils understand why it is so important to be able to recognise and develop their own skills, making this aspect of learning both relevant and meaningful.

Primary 6 and Primary 7 pupils used their skills to create our enterprise café for families to attend and enjoy. Not only did they see the benefit of them utilising their skills but they were able to see a profit by developing a business strategy and raising money for school funds which will enhance their future learning opportunities. Our intention is to showcase this work and develop this type of project in other stages across the school.

Improvement Priority 3 – Support and Nurture the Emotional Health and Wellbeing of all pupils across the school and ELCC Class to help increase their readiness to learn

Inclusive Practice - At St. Peter's, we aim to be an inclusive school where diversity is celebrated. We began our school year with a fantastic family session delivered by Bart Gee whose motto is 'Turning Disability into Positivity'. This aligned well with our school values and was well attended by many families. Children reported having a better understanding of the challenges faced by some people in our world and how important it is to have a growth mindset.

Staff attended professional learning focused on Scotland's new anti-racism resource. A further session was delivered by a Renfrewshire Council staff member to support our work in beginning to develop our programmes and review our policy focused on building Racial Literacy.

Emotion Works - We also focused on the emotional wellbeing of our pupils in session 2025/2026 and consulted with staff and pupils to gain their views. Following staff consultation, the majority of staff agreed that a more consistent approach was needed to support pupil's emotional wellbeing to help them find suitable responses to situations that present them with challenges. All staff completed the initial 'Emotion Works' training and are now utilising the materials (Bronze Cog Pathway) to support children who face challenges with their emotional literacy, helping children to manage their 'big feelings'.

Promoting Positive Relationships Policy was updated in March 2026 with Pupil Council involvement. Our consultation demonstrated that most children feel safe at school.

Almost all our children feel valued and included by an adult in school (72.7%). Our staff work well together as a team to ensure that pupils feel supported. Most parents/carers are happy with how we support behaviour and relationships. Whilst these are positive scores, we have used this consultation to allow us to highlight areas for improvement. The following areas were identified as priorities.

- Children's Emotional and Social Development
- Behaviour expectations and consistency
- Communication with parents/carers to support consistency of approach

All classes will continue to focus on 'ABCDE of Rights'

Care Experience - In order to support our care experienced pupils, all classes are using the 'Who Cares Scotland?' Communities that Care pack – developed by staff in our school in partnership with 'Who Cares Scotland?' - twice per year (October and February). We used the Glasgow Motivation and Wellbeing Profile (GMWP) to consult with all children and the results now form the basis of our review of our Promoting Positive Relationships Policy.

PUPIL EQUITY FUNDING

We consulted with our parents/carers, pupils, partners and staff to agreed a shared sense of how our pupils could benefit from this fund.

During this school session 2025/2026, we examined our progress in Literacy and Numeracy and agreed the areas that required most support. A plan to provide teaching support for identified groups of pupils and individuals to help increase attainment in Literacy was put in place using our Pupil Equity Fund. This was directed towards supporting pupils in primaries 2, 3, 5 and 6 (with pupils in primaries 1, 4 and 7 being supported through the Targeted Schools Programme). Thirty-one pupils were supported by our allocated teacher on a timetabled basis. Additional resources such as 'c pens' to support dyslexic learners were purchased to suit the needs of individuals which have been effective in helping identified learners achieve their learning goals and increase their confidence in Literacy. 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 targets. All teaching staff reported an increase in the confidence and engagement of identified pupils.

The results are as follows:

Reading and Writing - 74% of the identified children being supported achieved either on track or maintained their levels but made notable individual progress. 26% of those identified will continue to require significant support in session 2026/2027.

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 2025/2026, our data is telling us that there is a need to continue to develop a further focus on Literacy and Numeracy for identified individuals in school session 2026/2027.

Our PEF allocation for this year is £33,858. We carried forward £8.031 which means we have an allocation of £41,889 for school session 2026/2027. Following consultation with our school community, it has been agreed that this will be used to purchase additional teacher support to help individuals and small groups of identified children achieve in Literacy and Numeracy. We will welcome a teacher to our school for an additional two days per week to support our pupils. We also plan to purchase more resources to enhance learning experiences for pupils requiring support in Literacy and Numeracy. These include more c-pens for dyslexic learners, the Nessy spelling programme which is an IT based license for each identified pupil and Sumdog which is an interactive IT based subscription which enhances the Numeracy skills of all pupils who engage in the programme.

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
- Our strong and positive ethos that supports learning, teaching and assessment and encourages pupils to feel motivated to achieve
- Respectful and enthusiastic relationships between almost all 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 2026-27

We have made very good progress during session 2025/2026 and we will use the improvement priorities listed below to build on this progress moving forward.

- Continue to develop and embed 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.
- Raise attainment in Literacy with support from Renfrewshire Council's professional learning opportunities in partnership with our local authority Development Officers. We aim to improve our approaches to teaching Reading by reviewing existing programmes and resources. We will continue to engage in moderation activities to improve consistency of approach in both Reading and Writing.
- All teaching and support staff to engage in professional learning focused on Maths Recovery which will enhance the skills and confidence of our staff in ensuring our children receive high quality experiences when learning about Maths and Numeracy.

- All staff to ensure they engage with updates from the Curriculum Improvement Cycle to ensure we provide the most relevant and engaging experiences for our pupils.
- Continue on our journey to develop and enhance our Renfrewshire Nurturing Relationships Approach by linking children's rights based learning more explicitly to our curriculum. This will help us in our aim to move towards achieving our Amethyst award (level 3)
- All staff to engage in the pilot programme 'We Were Expecting You' in partnership with Renfrewshire Council's Educational Psychology Department. The aim is to improve our approach to supporting neurodivergent learners with a particular focus on pupils with Autism.
- Use 'Developing in Faith' to evaluate the effectiveness of our religious education programme by continuing to focus on theme 3 'Promoting Gospel Values'
- Make equalities and racial literacy work more explicit through curriculum planning and through developing the review of the school's policy with involvement of the whole school community

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.

		HAVE YOUR SAY!
School Name	St. Peter's Primary	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.
School Address	Braehead Road, Glenburn, Paisley PA2 8DZ	
Phone	0300 300 0188	
Email	stpetersenquiries@renfrewshire.gov.uk	
Class dojo	https://www.classdojo.com/en-gb/?redirect=true	
School Website	https://blogs.glowscotland.org.uk/re/stpeters/	
Facebook: St. Peter's ELCC page - Glenburn		
Nursery staff will be happy to invite parents/carers and family members of children attending our ELCC class to join.		

