

REPORT TO: SCRUTINY AND AUDIT COMMITTEE – 3 DECEMBER 2025

REPORT ON: EDUCATION SCOTLAND VISIT – ST PETER AND PAUL’S RC PRIMARY SCHOOL

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 373-2025

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to inform committee on the findings of the Education Scotland; His Majesty’s Inspectors (HMI) of Education inspection of St Peter and Paul’s RC Primary School in May 2025.

2.0 RECOMMENDATION

2.1 It is recommended that the Scrutiny and Audit Committee notes the contents of this report.

3.0 FINANCIAL IMPLICATIONS

3.1 None

4.0 BACKGROUND

4.1 St Peter and Paul’s RC Primary School was inspected by HMI in May 2025. This was a full model inspection, focused on the four quality indicators detailed in Table 1, as well as a focus on safeguarding. Education Scotland published a report of their findings on 16th September 2025. Prior to this visit, SS Peter and Paul’s RC Primary was last inspected in November 2010. This resulted in a return visit by Inspectors the following session.

Table 1 How Good is Our School (HGIOS) Quality Indicators

2.3	Learning, teaching, and assessment
3.2	Raising attainment and achievement
1.3	Leadership of change
3.1	Ensuring wellbeing, equality & inclusion

4.2 St Peter and Paul’s RC Primary School is a denominational school which serves the Coldside area of Dundee. At the time of inspection, the school roll was 360 children, organised across thirteen mainstream classes and a ‘hive’ learning space.

4.3 The school’s current Head Teacher has been there for 7 years (5 years permanent). The Head Teacher is supported by a Depute Head Teacher and a part time Principal Teacher (0.6 full time equivalent (fte)).

4.4 Approximately 69% of children who attend the school live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2. At the time of inspection, the school reported 33% of children on the roll as having additional support needs. There is approximately 27% of children in P6 and P7 registered for free school meals. The school’s Pupil Equity Fund allocation is £149,000.

5.0 KEY INSPECTION FINDINGS

Key Strengths

Appendix 1 provides a synopsis of the Summary of Inspection Findings. The inspection team found the following strengths in the school’s work:

- 5.1 Highly positive relationships. Across the school, all staff create and promote a nurturing and inclusive ethos. Children relate well and are supportive of each other. They know they are cared for and that staff work to help them achieve their best.
- 5.2 Teachers' leadership of change. Empowered by senior leaders, teachers take forward school-wide learning and teaching developments and reflect on their practice effectively. This is improving outcomes for children.
- 5.3 Supportive practice across the school. All staff work well together to provide calm, inclusive learning spaces and nurturing approaches. This is helping to support children's wellbeing and engagement in learning.
- 5.4 Positive personal and school achievement. Staff support children to experience success, grow in confidence and achieve well across a broad range of activities and experiences.

Areas for Improvement

The following areas for improvement were identified:

- 5.5 Senior leaders should develop further how they plan and evaluate school improvement and equity work. They should ensure a clear focus on those priorities which will have greatest impact.
- 5.6 Senior leaders and staff should continue to develop approaches to learning and teaching to ensure all children make the best possible progress.
- 5.7 Senior leaders should continue to improve whole school approaches to personalised and targeted support to meet the needs of all children.

6.0 INSPECTION EVALUATIONS

6.1 During inspections HM Inspectors gather evidence to enable them to evaluate the school and/or nursery's work using quality indicators from How good is our school? (4th edition).

6.2 Education Scotland (HMI) reports using a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

6.3 Here are Education Scotland's (HMI) evaluations for this inspection:

Quality Indicator	St. Peter and Paul's Primary
2.3 Learning, teaching, and assessment	Good
3.2 Raising attainment and achievement	Good
1.3 Leadership of change	Good
3.1 Ensuring wellbeing, equality & inclusion	Good

6.4 Education Scotland wrote to parents and carers to confirm that, as a result of the inspection findings, HM Inspectors are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection. Dundee City Council will inform parents and carers about the school's progress through St Peter and Paul's 's RC Primary's annual School Improvement Report.

6.5 St Peter and Paul's 's RC Primary School's Improvement Plans (2025/26 and beyond) will reflect Education Scotland's findings and recommendations from the Summarised Inspection Findings, which were already in line with the school's own self-evaluation. Improvement Plans will be regularly reviewed, monitored, and evaluated in line with the Service's quality improvement procedures.

6.6 As part of the Children and Families Service School Improvement Framework, visits are made to the school by the school's link Quality Improvement Education Officers to ensure the positive improvement journey continues and monitor progress towards the action points raised in the inspection. Furthermore, as part of the Service's 'Every Dundee Learner Matters' collaborative improvement strategy the School Improvement Partnership which St Peter and Paul's RC PS are part of will continue to support and challenge school improvement.

7.0 POLICY IMPLICATIONS

7.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

8.0 CONSULTATIONS

8.1 The Council Leadership Team have been consulted in the preparation of this report and are in agreement with its content.

9.0 BACKGROUND PAPERS

9.1 None.

Audrey May
Executive Director

Paul Fleming
Chief Education Officer
Head of Education, Learning and Inclusion

November 2025

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APPENDIX 1

Dundee City Council

Children and Families Service

Scrutiny Committee Report Summary Notes

Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	16th September 2025
Name of Establishment	St Peter and Paul's RC Primary School
Sector	Primary
Name of Head Teacher	Mrs Denise Derby
Roll	360

Inspection Outcomes 2025

Quality Indicator	St Peter and Paul's 's RC PS
2.3 Learning, teaching, and assessment	Good
3.2 Raising attainment and achievement	Good
1.3 Leadership of change	Good
3.1 Ensuring wellbeing, equality & inclusion	Good

The report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Inspection Outcomes May 2025

Key Strengths

- Highly positive relationships. Across the school, all staff create and promote a nurturing and inclusive ethos. Children relate well and are supportive of each other. They know they are cared for and that staff work to help them achieve their best.
- Teachers' leadership of change. Empowered by senior leaders, teachers take forward school-wide learning and teaching developments and reflect on their practice effectively. This is improving outcomes for children.
- Supportive practice across the school. All staff work well together to provide calm, inclusive learning spaces and nurturing approaches. This is helping to support children's wellbeing and engagement in learning.
- Positive personal and school achievement. Staff support children to experience success, grow in confidence and achieve well across a broad range of activities and experiences.

Areas for Improvement

- Senior leaders should develop further how they plan and evaluate school improvement and equity work. They should ensure a clear focus on those priorities which will have greatest impact.
- Senior leaders and staff should continue to develop approaches to learning and teaching to ensure all children make the best possible progress.
- Senior leaders should continue to improve whole school approaches to personalised and targeted support to meet the needs of all children.

Synopsis – Summary of Inspection Findings

Following publication of the inspection report and Summarised Inspection Findings, the School's next Improvement Plan 2025/26 will reflect the areas for improvement identified by HMI and provide a clear strategic focus for related school improvement.

The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.

QI 2.3 – Learning, teaching and assessment

- The school has a warm, welcoming and caring ethos, built on Gospel values and nurturing relationships between staff and children. All staff work very well together to provide an inclusive learning environment for children. Children are friendly, polite and very proud of their school. They understand how the school values of being ready to learn, respectful and responsible relate to them. These are embedded in the daily life of the school. Older children have an increasing awareness of their rights and how these apply to themselves and others.
- Across the school, staff create a climate for learning that is nurturing and purposeful. Relationships between staff and children are very positive and promote children's wellbeing effectively. Most children are motivated to learn and engage well in activities. In all classes, staff and children have clear expectations of standards for behaviour. Most children behave well. Staff use a range of positive strategies very effectively when needed to support children to re-engage with their learning. A few children benefit from targeted interventions and a range of strategies to help them to regulate their behaviour. These are provided by skilled teaching and support staff.
- Teachers work collaboratively to develop teaching and learning across the school. They recently reviewed learning spaces around the school and developed more inclusive classroom environments, which support children's learning well. Staff have agreed and implemented a range

of universal approaches to help support children's differing needs. All children, including those who require additional support with their learning, feel well-supported and know how to seek help.

- All teachers provide a range of activities to support children's learning across the curriculum. This includes regular opportunities for children to work collaboratively as a class, in pairs and in small groups. In the majority of lessons, tasks and activities are well matched to children's needs. Staff should ensure there is a better balance between direct teaching, independent tasks and children working in a group with an adult to scaffold and extend learning. This should help to ensure more consistent pace and challenge in learning and sustain children's engagement.
- In most lessons, teachers ask questions that support children to make links to prior learning and to check understanding well. A few teachers use effective strategies to ensure all children are actively involved in thinking and providing answers. For example, they give consideration time and provide opportunities for children to discuss their thoughts in pairs. Teachers should now consider further and plan carefully the range of questions they ask during lessons. This should help children to develop and extend their higher order thinking skills.
- In most lessons, teachers support children effectively to understand what they are learning and how they will know if they have been successful. They help children to use this information to self-evaluate and peer-assess learning and skills at the end of lessons. In a few curricular areas, teachers should consider further how to explain the purpose of learning more clearly and accurately.
- Teachers are working together to develop approaches to play in P1 and P2. They consider local authority guidance and visit other schools to explore approaches to play-based learning. Teachers use classroom spaces effectively to provide a range of playful spaces and resources, which they link to children's interests. Children engage well in child-initiated activities and this is supporting their creative and social skills. Staff should continue to consider and plan for a balance between adult-directed, adult-initiated and child-initiated play-based learning in literacy and numeracy, including outdoors. Senior leaders should work closely with teachers and support staff to develop further a shared understanding of play using national guidance.
- All teachers use digital technologies effectively to demonstrate teaching points and develop children's digital literacy. Older children use digital skills well to edit, redraft and publish their written work. Teachers provide opportunities for children to apply digital skills across the curriculum, such as creating multi-media content. Younger children are gaining confidence in using digital tools creatively to demonstrate and enhance their learning, such as programmable toys. Staff use assistive technologies effectively to help children who require additional support with their learning. For example, a few children use software programmes to support their writing or play tailored games to practise mental agility.
- All teachers provide encouraging verbal feedback during lessons and written feedback in children's jotters. They are continuing to work together to develop consistent approaches to written feedback. Children find the feedback they receive useful. It helps them to understand what they are doing well and their next steps in learning. Almost all children have learning targets for mathematics and writing and can talk about these. Teachers should now help children to use the feedback they receive on their work and assessments to set more personalised learning targets. This should help to ensure targets provide the right level of challenge, particularly for those children who are capable of achieving more.
- Teachers use daily observations of children's learning and work to assess progress and attainment. Across the school, they use a range of diagnostic and summative assessments in numeracy, writing and reading. This includes the use of national standardised assessments at key milestone stages. This range of evidence supports teachers to make accurate professional judgements about children's progress and achievement of a level within Curriculum for Excellence (CfE). Teachers use information from assessments effectively to plan next steps in learning for their class. Senior leaders should now work with staff to develop further approaches to assessment. This should include considering how well children demonstrate and apply their knowledge and skills, including in new and less familiar contexts.
- Teachers engage effectively with colleagues within school and across the cluster to develop a shared understanding of the national Benchmarks and standards for achievement in literacy and numeracy. Most recently, this moderation work has focused on writing. The school's collaborative

approaches are supporting teachers' confidence and help them to make robust judgements about children's progress in writing through CfE levels.

- Staff make effective use of CfE experiences and outcomes and progression pathways to inform their planning across all areas of the curriculum. Staff prepare well-considered termly plans and short-term responsive planning. Most children feel that staff ask them about what they would like to learn, involving them in the planning process.
- Senior leaders and staff use a number of tracking systems to record the progress children are making within literacy and numeracy. Teachers meet with senior leaders termly to discuss individual children's progress in literacy and numeracy. They also discuss the progress of the class as a whole and particular groups of children. During tracking meetings, teachers identify children who require targeted support with their learning and consider interventions that will help. They use tracking discussions well to help plan and provide in-class support to individuals. As planned, senior leaders should streamline approaches to tracking children's progress. This should ensure that there is a clear overview of the progress of all children, including those impacted by socio-economic factors, those who require additional support with their learning, and those for whom English is an additional language.

QI 3.2 – Raising attainment and achievement

Attainment in literacy and numeracy

- Overall, attainment across the school in literacy and English and numeracy and mathematics is good. A few children are exceeding nationally expected levels. There is a need to continue to focus on raising attainment at first level.
- Most children who require additional support with their learning make appropriate progress against their individual targets in literacy and numeracy. Most children with English as an additional language achieve nationally expected levels by the end of P7.

Attainment in literacy and English

- Overall, most children make good progress in literacy and English. Across the school, a few children are exceeding nationally expected levels. Listening and talking
- At early level, almost all children recognise a rhyming pattern. They listen well to instructions. They should continue to practise turn taking during class discussions. At first level, most children enjoy participating in discussions and share their views and ideas confidently. They communicate clearly and audibly. At second level, most children engage well in group and wider discussions. They offer thoughtful and relevant responses to a stimulus and respect the opinions of others. They understand how to present to an audience. Children should continue to practise building on the answers of others.

Reading

- At early level, most children are developing their knowledge of letters and sounds. They use this knowledge well to read simple words in a book. At first level, most children read from a chosen text with increasing confidence and expression. They answer questions about what they have read and discuss features such as the 'blurb'. Most children are beginning to use their knowledge to decode less familiar words. They would benefit from further practice answering inferential and evaluative questions. At second level, most children appreciate and discuss texts across a range of genres and authors. They identify main ideas and summarise what they have read well. Most children answer inferential questions with increasing accuracy. They would benefit from further support to help build confidence in discussing more sophisticated features of texts, such as figurative language.

Writing

- At early level, most children are beginning to form letters correctly and legibly. With support, they write simple sentences and include capital letters and full stops. They should continue to write regularly to share their ideas and convey information in different ways and contexts, including

through play. At first level, most children use increasingly accurate punctuation in their writing and include a range of connectives. They should continue to practise writing for a variety of meaningful purposes. At second level, most children create a range of texts successfully, such as stories, and reports. They spell the most commonly used words correctly and use an increasing range of punctuation in their writing. Almost all children organise their writing into paragraphs appropriately and are becoming confident in reviewing and refining their work. They would benefit from applying their writing skills in real life contexts more regularly.

Numeracy and mathematics

- Overall, most children make good progress in numeracy and mathematics. A few children are exceeding expected levels and should be supported to accelerate further their progress. Across the school, children would benefit from further support to understand and use subject-specific mathematical terminology and vocabulary.

Number, money and measure

- At early level, most children use materials and visual prompts well to support their addition and subtraction. They count forwards and backwards in sequence to 20 with growing confidence. Most children identify and name a range of coins. At first level, most children are increasing the speed and accuracy of their mental agility. They demonstrate a growing understanding of fractions and time. Children are less confident with division and need further support to see the links with multiplication. At second level, most children are able to explain their choice of strategy and share how they arrive at their answer. They apply their numeracy skills well to complete calculations involving time and money. Children would benefit from further practice solving problems that require multi-step calculations.

Shape, position and movement

- At early level, most children recognise a range of two-dimensional shapes and three-dimensional (3D) objects. They identify a line of symmetry and use this knowledge to complete and match symmetrical pictures. At first level, most children identify and describe the properties of simple 3D objects. They are not yet confident identifying right angles. At second level, most children describe and classify acute, obtuse and reflex angles with accuracy. They would benefit from developing further their understanding of the properties of circles.

Information handling

- At early level, most children apply their counting skills to display information and answer questions from a simple table, such as favourite fruit. They use their knowledge of colour, shape and size well to match and sort items. At first level, most children are confident using Venn and Carroll diagrams to display information. At second level, most children extract key information and answer questions from a range of charts, bar graphs and tables. Across the school, children would benefit from applying their skills within meaningful, real-life contexts. This should include the use of digital technologies to gather and present data.

Attainment over time

- The headteacher records and monitors school attainment figures over time. Overall, most children make a strong start to early level and by the end of P7 achieve nationally expected levels. Senior leaders identified that children's progress and attainment dips at the end of first level. Working together, senior leaders and staff identified attainment and progress in writing as a priority for improvement. As a result, over the past two years they have focused on developing approaches to the teaching of core writing skills. These changes are beginning to impact positively on children's attainment and progress. Senior leaders now need to identify any specific common gaps across children's learning and skills in literacy and numeracy. They should use this information to plan the most relevant targeted improvement actions that will support children to make further progress and raise attainment.
- The headteacher monitors children's attendance effectively. This includes working closely with family development staff to analyse data and identify children who show a pattern of absence. This partnership working is making a positive contribution to supporting attendance. In April 2024, the

school average attendance figure was 91.6%, this has slightly decreased to 90.9% in April 2025. Currently, around 8% of children have attendance below 90%. Term-time family holidays impact on the school's overall attendance figures. Staff, together with partners and secondary colleagues, provide a range of interventions to support children who have patterns of absence. As a result, attendance and engagement in learning has increased for a few children. Increasing school attendance remains a school improvement priority. Staff should continue to work with families to support them in helping children to attend school regularly. Overall quality of learners' achievements

- Across the school, children are proud to talk of their achievements within and outwith school. They are encouraged to share their successes regularly with the headteacher who displays their photograph on the large screen at assemblies. These successes include high-quality work completed in class and a wide range of sporting activity including karate, horse riding and figure skating. In addition, children's achievements are displayed around the school. Success in learning and wider achievement is supporting children to develop confidence in themselves. Senior leaders track children's achievements and plan effective support for children who may be at risk of missing out. For example, they offer tailored lunchtime clubs and support children to take on new roles in school life. Children across the school are becoming more confident describing the skills they develop through their learning, achievements and responsibilities.

Equity for all learners

- Senior leaders allocate PEF to provide a range of appropriate universal and targeted interventions to help support equity of success and achievement for children. This session, funding has been used for additional support staff, inclusion and nurture resources and family wellbeing programmes. Accurate data collated by senior leaders shows that the school is reducing attainment gaps in literacy and numeracy. Senior leaders should now measure with increased rigour the impact of PEF on improving the progress and attainment of particular groups of children such as those in receipt of free meals and clothing grants. They should use this information to ensure they select the most effective approaches for supporting equity.
- Senior leaders and staff provide support for families that helps reduce the cost of the school day. For example, a food bank is operated in partnership with the local church, and funding is used to ensure there is no cost for school excursions. Staff provide laundry facilities in school for families where needed. Staff and partners provide a range of free clubs and out-of-school learning activities, and most children participate in these. As a result of the work of staff and partners, children and families feel supported and included in the life of the school.

1.3 Leadership of Change

- The headteacher works closely with children, staff, parents and partners to agree and shape the school's vision, values and aims regularly. These are reviewed and updated, which ensures they remain relevant and well-understood by the school community. Very recently, staff, children and the church community worked together to discuss and select three Gospel values for the school: faith, love and hope. These refreshed values are helping to highlight what is important to the community as a faith school. Senior leaders and staff are currently supporting children well to become more familiar with these through regular assemblies and class activities.
- The headteacher has built and fosters a highly positive collaborative culture across the school community. Her pastoral care and support for the wellbeing of staff, children and families is a strong feature of her leadership. All staff work together very well and demonstrate dedication to the school and wider community. The headteacher is well-supported by the depute headteacher and principal teacher. They have worked closely together as the school's senior leadership team for seven years. Almost all parents feel the school is well led and managed. They greatly appreciate the caring and compassionate approach of senior leaders and all staff.
- Senior leaders work together with staff to plan and evaluate school improvement work at regular points each school session. In recent areas of focus, staff have embedded consistent teaching approaches and improved wellbeing support across the school. This relevant work has positively impacted on outcomes for children, such as improving progress in learning and emotional wellbeing. At times, senior leaders include too many actions for each improvement priority, and these are not always fully realised as a result. A few aspects of planned curricular improvement have also been difficult to sustain due to staff changes. This session, senior leaders outlined their rationale and

intended outcomes for the areas of school improvement chosen and they should build on this increasingly robust approach. Moving forward, the headteacher should strengthen strategic decision-making further and ensure a clear focus on those key priorities which will have greatest impact.

- The headteacher and staff have a sound understanding of the social, economic, and cultural context of the school and community. Senior leaders and staff discuss how the school's Pupil Equity Funding (PEF) will be spent. The headteacher provides information for parents on how children benefit from PEF. Staff continue to explore sensitive ways to engage parents in helping to decide how this funding is used at the school. Senior leaders should now link PEF interventions and spending to school improvement planning more clearly.
- Senior leaders ensure teachers receive training and support that helps them to analyse attainment data for their class effectively. A few teachers have roles in collating and analysing school-wide data for numeracy, reading and writing. Senior leaders should continue to share this work with all staff. This would help to deepen understanding of the school's collective strengths and specific areas for development in literacy and numeracy. Senior leaders and staff should use this knowledge to develop a clear rationale and agree a whole school strategy for raising attainment.
- Senior leaders have established regular quality assurance processes. They gather relevant evidence through a range of well-considered activities, including lesson observations, focus groups and looking at children's work. Staff find peer visits and moderation activities useful. Senior leaders and staff work regularly with cluster colleagues and education partners to help audit and reflect on their practice. Senior leaders use the information gathered well to help inform improvement work and professional learning.
- Teachers' leadership of improvement and change is an important strength of the school. The headteacher creates conditions that effectively support and empower all staff. Staff engage with educational literature and research and use this to help improve learning and teaching. They embrace opportunities for further professional development. For example, a few teachers are participating in aspiring leadership programmes and national projects, such as the 'Improving Writing Programme'. They share this learning with colleagues which helps support school-wide improvement. Almost all staff take responsibility for leading areas of the curriculum or aspects of practice. For example, they have specialist roles in areas, such as pedagogy and reading, and lead new developments for science, technology, engineering and mathematics (STEM) and modern languages. Teachers' leadership of change is improving experiences and progress for children.
- Children take increasing responsibility in leading improvement for their school. From each P3-P7 class, groups of children work together well in pupil committees to focus on areas, such as learning and teaching, curriculum, and health and wellbeing. This year, the headteacher empowered P7 captains to take full ownership of the recruitment and selection process for several pupil leadership positions. With support from staff, children in committees discuss aspects of school life they would like to improve, national awards they wish to achieve and organise school-wide events. Older children visit P1 and P2 classes to gather younger children's ideas and opinions. Staff help children to analyse the feedback they gather and to plan next steps. Staff and pupil committee representatives provide updates on improvements at assembly, in newsletters and digitally. They also create informative displays around the school building to share their work. As a result, across the school children can give examples of pupil-led positive changes. For example, they describe improvements to the school playground and garden, healthier snacks at breaktime and achieving national recognition such as school-wide digital and sports awards.

3.1 Ensuring wellbeing, equality and inclusion

- The health and well-being of children is central to the work of the school. Children learn in a nurturing and caring environment. Staff model school and faith values very well in the classroom and around the school. There are warm relationships between staff and children. All staff honour and respect the diverse beliefs, cultures and traditions of every child and their family within the school's community. Most children are confident participants in their learning and in wider aspects of school life. They play well together at break and lunch times, supported skilfully by staff in the playground. There is a shared understanding of wellbeing across the school community.

- Teachers and support staff undertake regular professional learning in themes that support children's health and wellbeing. This has recently included areas such as trauma, de-escalation and supporting additional support needs. As a result, children who face challenges and barriers to learning thrive in a supportive and nurturing ethos. A range of partners work effectively with the school including local authority services and third sector organisations. This is supporting all children well to learn, including particular groups, such as young carers and those who are bilingual. Family development workers plan and collaborate with senior leaders and staff to support the school's approaches to wellbeing. They focus on developing positive relationships with children and families who may need extra support, providing group activities and resources. They plan and provide planned activities to support the wellbeing of children and families during school holiday periods. This helps families and children to feel connected and included in the community. Senior leaders should continue to extend this positive work to support and link with those who may have previously been reluctant to engage with schools and services.
- When prompted, most children talk with confidence about the wellbeing indicators. Using a questionnaire twice a year, children evaluate their own wellbeing and discuss with their teacher ways they could improve this further. Most children feel safe in school. They know who to speak to if any issues or concerns arise. They describe feeling secure and protected by caring teachers, support staff and the helpful, friendly crossing patrol officers. Children across the school are learning to use the internet safely. Staff ensure parents are clearly advised of the age regulations around the use of social media. Children understand how to use digital tools and platforms safely, as a result.
- Most children understand and can articulate the steps required to lead a healthy lifestyle. They feel that class lessons and assemblies help them to understand ways to be healthy. Older children are supported well to consider their developing bodies and the need for effective personal hygiene. This includes access to free toiletries to take home. Children articulate well what comprises healthy eating. Senior leaders, staff and children on the pupil council maintain a strong focus on the school-wide aim to reduce sugar intake. This is supporting children to bring healthier snacks to school.
- In addition to regular PE, children enjoy a range of physical activity. Staff offer space in the school grounds and equipment for ball games and active play during morning break and lunchtimes. Across all stages, children play well together outdoors. Older children act as 'peacemakers' should any issues arise and staff in the playground support play and safety. A range of lunchtime and after school clubs also promote and support participation in physical activity. This includes netball, hockey, volleyball, dance and athletics. High numbers of children attend these clubs. School leaders and active school staff monitor clubs and take steps to encourage participation to ensure no child misses out. The highly successful school 'Glee Club' offers children a chance to sing and dance in local and national competitions. Children who take part in the club feel it has a positive impact on their self-esteem, sense of belonging and improves their collaboration skills.
- Underpinned by the Gospel ethos of faith, love and tolerance, all staff welcome and celebrate the cultures and backgrounds of all children. Children participate in daily prayers and regular Masses held in the neighboring church as part of religious observance. Staff organise regular 'culture days' which offer children time to share features of their own lives, heritage and faiths. This is helping newly arrived families to feel welcome and valued in the school community. It also supports children to understand the diverse make up of their local area and city.
- Children enjoy a range of responsibilities around the school. This includes participating in a range of committees such as junior road safety officers and the curriculum working group. These experiences help children develop confidence in decision making and influencing the life of their school. In addition, older children participate as leaders in the playground, lunch hall and as buddies for younger children. They understand the importance of carrying out tasks and responsibilities well, and that others rely on them to do so. Children in these roles are confident to ask for adult help if required. Children demonstrate the qualities of responsible citizens as they show care for their school and grounds and as they engage with their local community.
- Senior leaders and staff understand current legislation, guidance and codes of practice related to wellbeing, equality and inclusion appropriate to their role. They ensure local authority processes inform their work when assessing and identifying children's learning needs. Staff are supported well in this work by colleagues in the local cluster and partners. Children and their families are encouraged to be part of planning and decision-making during review meetings. Class teachers know the needs of individual children very well and plan tasks and activities that support those who

need extra help to develop skills in literacy and numeracy. Staff also maintain a strong focus on improving the social and emotional wellbeing of all children. Senior leaders monitor the impact of planned learning and interventions for children who face challenges and barriers to learning in their lives. This helps children to receive appropriate support. Currently, staff hold information about children's needs, interventions and progress in several different places. Moving forward, senior leaders should develop a whole school strategy for supporting children with learning, including collating a clear and coherent overview. This should help to ensure all children benefit from most effective targeted interventions that help them to engage and achieve in their learning.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- A few children across the school often become dysregulated and find engagement in learning and daily routines very challenging. They are supported each day in the 'Hive' and 'Cosy Corner' learning spaces. Teachers and support staff provide well-considered individualised learning and support for children in these spaces. Staff work well together to support children to join lessons and experiences with their own class wherever possible. As a result, most children who access the 'Hive' and 'Cosy Corner' are spending increasing time learning alongside their peers each day in their mainstream class.
- Senior leaders should continue working closely with partners and local authority staff to reduce further exclusion from school. Currently, a few children attend school on a part-time timetable. These arrangements are supported by appropriate plans and discussed during regular review meetings, however these can be in place for over a term. Senior leaders should ensure that children on part-time timetables are supported effectively to return to full-time education as quickly as possible.
- A whole school focus on equality and equity is helping children to understand their rights and the challenges we can all face in the world. For example, older children learn about protected characteristics. This includes a recent exploration of rights for women using film characters. Children articulate well how they are all individuals and have varying needs and interests in their lives and learning. Staff should continue to develop this positive work to provide relevant and progressive experiences for all children across the school

Key activity to date has included the following:

- The Head Teacher has led a whole staff development session to ensure full understanding of the inspection findings, including strengths and identified areas for improvement.
- School staff will continue with planned improvement activities for the remainder of this school session as agreed by HM Inspectors and as a result the School Improvement Plan has been adapted accordingly.

Full details of the Summary of Inspection Findings are available at [St Peter and Pau's RC Primary School | Inspection Report | Education Scotland](#)

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91-99%
Most	75%-90%
Majority	50-74%
Minority/less than half	15%-49%
A few	less than 15%

Audrey May
Executive Director

Paul Fleming
Chief Education Officer

Signed

Audrey May, Executive Director of Children and Families Service

Paul Fleming, Head of Service (Chief Education Officer)