

2 September 2025

Dear Parent/Carer

In February 2023, HM Inspectors published a letter on St Peter's RC Primary School. The letter set out a number of areas for improvement which we agreed with the school and Moray Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in April 2024. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders and staff should work together to improve leadership across the school. In doing so, staff should support children, parents and partners to participate in evaluation activities that improves how the school works.

The acting headteacher and staff continue to make the school's values visible around the school. As a result, children understand the school values of faith, hope, respect, honesty and love. Children have identified that they would now like to review and refresh the school values. Senior leaders and staff should support them to do so.

Children make a positive impact on contributing to leading and improving the school and their local community. They are effective in sharing with other children the impact of their leadership groups. Children are proud that they have achieved recognition for their work on respecting children's rights, promoting reading and taking action on climate change.

Teachers have made a positive start to focusing on improving the work of the school during periods of interim leadership. They have refreshed the curriculum rationale and considered how to raise children's attainment in reading and writing. Senior leaders should now support teachers to embed the aspirations of how they meet the needs of all learners and raise attainment.

Senior leaders need to ensure that they monitor thoroughly the strengths and weaknesses of the school. They need to check that staff provide high-quality teaching and learning for children and that children make the best possible progress in their learning. Local authority officers need to make comprehensive plans to ensure that the work of the school is frequently reviewed during periods of interim leadership.

Overall, there has been limited progress made in addressing this area for improvement. As planned, local authority officers and senior leaders should continue to develop and embed approaches to improving leadership and self-evaluation across the school.

Staff should work together to improve the quality of learning and teaching. This includes ensuring children are actively involved in learning.

Teachers have improved learning activities that help children learn on their own and with others. They are improving how they involve children in planning learning that is of interest to them. Staff have helped children work together to improve their reading skills and encouraged reading for enjoyment.

Teachers have improved classroom environments which is beginning to support children to increase their independence when learning. They should continue to develop classroom environments to ensure all classrooms are attractive and purposeful learning spaces for children.

Teachers have engaged well in professional learning that has helped them begin to improve outcomes for children. Staff need to continue to work on providing learning that is motivating for all children and support them to understand the progress they make in learning. This will help children engage better with classroom activities that sustain their interest. Staff need to raise expectations of how children interact during activities. They should continue to develop consistency in nurturing approaches that support children to develop resilience and reestablish a consistently calm school and classroom learning environment.

Senior leaders and teachers have developed a consistent approach to introducing and talking about lessons with children. This is beginning to help children understand how successful they are during activities. Teachers now need to improve their use of questioning and feedback to children to help them become more independent in solving problems, finding solutions and plan their next steps in learning. Teachers' written feedback on children's work still needs to improve. Staff should include regular constructive comments that support children to make progress in their learning.

Overall, there has been limited progress made in addressing this area for improvement. Some areas that had improved at the previous inspection have not been fully sustained. As planned, senior leaders and staff should continue to develop and embed their approaches to high-quality learning and teaching.

Staff should improve approaches to planning of learning, teaching and assessment. There is a need to ensure children's knowledge and skills build on what they know as they move through the school.

Teachers are planning children's learning better. They are now planning learning that helps build on what children already know and ensure that children experience lessons across all curricular areas. Teachers should now work with teachers at other stages of the school to ensure children in composite classes experience learning that is at the right level for them.

Teachers are using standardised assessments better to check the progress children make in literacy and numeracy. They have created helpful assessment profiles for each child which include examples of their writing and numeracy work. Teachers continue to improve their understanding of national standards and are making more accurate professional judgements on children's achievement in literacy and numeracy. They now need to use the information they gather from assessments to better inform their planning.

Overall, there has been limited progress made in addressing this area for improvement. Some progress has been made in teachers' medium and long-term planning of learning. Senior leaders and staff should continue to improve how they use assessment to inform planning and learning.

All staff should be involved in planning learning that supports better children with additional support needs. They should ensure that they set targets that help children make progress in their learning.

Recently, the acting headteacher has made improvements to reviewing children's individual education programmes (IEPs) and the level of support they need to succeed in school. The acting headteacher has rightly identified as a next step the need for teachers to improve their planning of IEPs. Senior leaders need to ensure that they meet all expectations within statutory guidance relating to additional support for learning.

Staff are motivated to undertake professional learning that helps them better meet the needs of children across the school. Senior leaders should now work with staff to identify training that will help support the current additional support needs of children in the school.

Overall, children's attendance at school has improved since that last inspection. Senior leader's approaches to improving attendance, noted in the last letter, lapsed as a result of the changes to school leadership. This resulted in some children having low levels of attendance at school. The acting headteacher has begun to reestablish approaches to help children and families increase attendance. They should continue to build upon and sustain this positive start so that improved patterns of attendance are achieved by all children.

Overall, there has been limited progress made in relation to this area for improvement. This is directly linked to the several changes to school leadership across the last 14 months. Senior leaders and teachers need to ensure that they provide all children with the support they need and to keep their support under review.

All staff should work together to have a clear focus on raising attainment of all children.

The percentage of children at P1, P4 and P7 attaining nationally expected Curriculum for Excellence levels in reading and writing is increasing. Senior leaders and teachers need to continue to help children improve their progress and attainment in numeracy and mathematics. There is a particular need to increase children's progress and achievement at the middle stages of the school. Staff need to have aspirations of what children can achieve and ensure all children achieve to their best.

The acting headteacher has begun to work with teachers to track children's attainment in literacy and numeracy better. This has potential to help teachers identify children who are ready to accelerate their learning and raise their attainment. The acting headteacher and teachers should continue to work with teachers to establish consistent approaches to tracking children's progress across all curricular areas.

Local authority officers, the acting headteacher and staff need to ensure that Pupil Equity Funding (PEF) is being used to increase progress and raise the attainment of identified

children. To date, there has been little impact of the use of PEF. Progress has been made in a few aspects of this area for improvement. Children are making better progress in writing and reading. There remains a need to have a clear focus on raising attainment for all children across all aspects of their learning.

What happens next?

The school has made insufficient progress since the original inspection. We will liaise with Moray Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Moray Council the details of this inspection. When we return to inspect the school, we will write to you as parents informing you of the progress the school has made.

David M^cKellar
HM Inspector