

22 September 2026

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 a letter in April 2024 and another in September 2025. Recently, as you may know, we visited the school. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the 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 improve how the school works.**

Since the initial inspection, senior leaders and staff have made significant progress within this area for development.

Staff, children and families have worked together very well to revisit and update the school's values. The new agreed values are meaningful to the school community. Almost all children can talk about how the values help to support and improve the life and work of their school. The acting headteacher, staff and children have used the school values very well to rebuild a strong sense of ambition and pride across the school community.

Since taking up post, the acting headteacher has increased teaching and support staff's involvement in planning and evaluating the work of the school. Working together, they ensure school improvement and equity plans have clear measures and timescales. Staff are now better at evaluating how well their work is improving outcomes for children. The acting headteacher shares messages about the school's strengths and next steps more regularly with children and parents. Senior leaders should now explore how to involve more parents in school improvement planning.

Working closely with local authority staff, the acting headteacher has established robust approaches to quality assurance. They carry out a comprehensive range of evaluative activities, such as lesson observations, pupil focus groups and jotter sampling. Local authority staff have also conducted several school-wide visits focused on key areas of development. Staff value helpful feedback from the acting headteacher and local authority staff. There is

clear evidence that the school's improved approaches are having a positive impact on children's learning experiences.

Almost all teachers are now involved in leading aspects of the curriculum or school life. These link closely with key improvement priorities, such as raising attainment. Teachers increased role in leading change is helping to improve children's wellbeing, attainment and progress.

Children are now significantly more involved in leading change and making decisions about their learning and school life. The acting headteacher and staff now seek children's views regularly and take account of these when making decisions. All children are now members of pupil leadership committees and lead on areas of school improvement. They are very proud of recent national awards that they have achieved collaboratively. This includes areas such as sports, reading, sustainability and rights-based learning.

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

Since the previous further inspection, staff have made good progress within this area of development.

Staff continue to have positive nurturing relationships with children. They now make more effective use of values, children's rights and nurturing principles to sustain a calm, purposeful ethos across the school. This session, the acting headteacher, staff and children have developed class charters and agreed key areas of focus, such as calm transitions between lessons. Staff support children's differing learning needs better. They have adapted classroom environments, such as creating calm areas and providing visual timetables. Instances of dysregulated behaviour have significantly reduced. More children sustain their interest and engagement throughout lessons and activities.

Teachers now have a better understanding of how to deliver high-quality learning and teaching. They have agreed the approaches to be used for teaching and assessment. As a result, the quality of children's experiences is more consistent across the school. Across all classes, teachers now ensure lessons follow a similar structure. Each lesson includes agreed key features such as teacher modelling and time for children to work collaboratively. This structure has helped teachers to provide lessons which are more appropriately paced for children. Staff are also supporting children better to take a more active role in their learning.

Teachers continue to use questioning well to check children's understanding and to recap prior learning. Increasingly, they now plan and ask questions that support children to practise higher-order thinking skills. Senior leaders and staff should develop questioning further to extend children's learning.

Teachers now provide lessons, tasks and activities at a more appropriate level of difficulty. They make better use of resources, digital technologies and direct teaching time to support children's learning and progress. Currently, a few children are exceeding expectations and would benefit from further challenge. Senior leaders and staff should explore how they can



support children to apply their learning in different and more challenging contexts. Teachers now provide children with feedback about their learning more effectively. Children feel that teachers' written comments are helpful. Teachers should continue to develop consistent high-quality feedback across the curriculum.

Children now have personal targets for literacy and numeracy. This approach helps them to understand what is working well and their next steps. Parents benefit from regular communication about their child's targets and progress. They feel this helps to support children's learning at home. As a result of improved approaches to target setting, children feel well-supported and are now making better progress in key areas of their learning.

**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.**

Since the initial inspection, teachers have significantly improved how they plan learning, teaching and assessment.

The acting headteacher has established consistent approaches across the school. All teachers now use progression pathways to support their planning in all areas of the curriculum. They plan for children's learning experiences more effectively. This includes setting clearer next steps for their class, groups and individuals. Teachers use assessment information more effectively to inform their planning. The robust approaches to planning now in place better support children to consolidate and build on their knowledge and skills over time.

The acting headteacher and staff have developed a clear assessment framework. Teachers now consider how they will assess children's learning as they begin planning. They now assess children's progress in literacy and numeracy more consistently. Across the school, teachers now plan and evaluate children's listening and talking with greater rigor.

Teachers are now more skilled in analysing information they gather from assessment. They discuss in greater detail, and with increased confidence, children's progress. Teachers demonstrate a deeper understanding of national standards and expectations. They provide reliable professional judgements about children's attainment. Senior leaders and staff should continue to build on this positive foundation to refine planning and assessment for children who require further challenge.

**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.**

Some progress has been made since the initial inspection. Senior leaders and staff should continue to improve aspects within this area of development.

Teachers now plan learning and experiences more effectively for children who require additional support with their learning. The acting headteacher has improved approaches to

identify, assess and monitor children's needs. Importantly, school processes and approaches align with statutory and national guidance. The acting headteacher and support for learning staff have developed Child's Plans for all children who require this level of support. Each plan includes a clear comprehensive chronology.

The acting headteacher, teachers and support for learning staff have a clear understanding of children's additional support needs across the school. There are regular meetings held to plan and review support. Senior leaders should develop approaches to evaluate and monitor the quality of support for learning work. This should help to embed the most effective processes.

Children who have additional support needs now have a learner profile. These outline children's strengths and the strategies that they find helpful. Teachers use learner profiles to adapt their teaching and the classroom environment. There are individualised education programmes (IEPs) in place for a few children who require a higher level of support. The acting headteacher involves parents and children more fully in creating and evaluating IEPs. Their views are recorded and taken into account during decision-making. Staff link IEPs closely with the knowledge and skills children should be supported to develop. Staff should continue to improve target-setting within IEPs to ensure that the most appropriate targets are selected. They should also record the small steps of positive progress children are making more clearly.

Staff have benefitted from further training focused on supporting children's emotional wellbeing and learning needs. Teachers and support staff are applying knowledge and skills gained from their professional learning to better meet children's needs.

The school's overall attendance percentage had improved since the initial inspection, however it has dipped this session. It is currently below the national average. The most common reasons for absence are term-time holidays and minor illness. The acting headteacher ensures supports are consistently provided. Evidence shows that targeted interventions have a positive impact. As planned, staff should continue their focus on improving attendance.

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

Since the initial inspection, staff have made good progress within this area of development.

Children are now making better progress in their learning in literacy and English, and in numeracy and mathematics. In June 2026, school evidence showed most children achieved nationally expected levels by the end of early and first levels. The majority of children achieved second level by the end of P7. A few children are exceeding national expectations in literacy and numeracy.

Improved and consistent approaches to learning, teaching and assessment across the school have helped to improve children's progress and raise attainment. This is particularly evident in listening and talking, and numeracy. Staff are providing interventions that are having a

positive impact on children's attainment, particularly at the end of first and second levels in Curriculum for Excellence.

This session, the acting headteacher and staff have used Pupil Equity Funding for additional staffing, to buy resources and to provide a free breakfast club. They now have clearer evidence that these interventions are helping to address gaps in children's attainment. For example, the breakfast club has had a positive impact on children's attendance, readiness to learn and wellbeing. Senior leaders should continue to monitor the impact of equity work to ensure it is helping to raise children's attainment and accelerate their progress.

### **What happens next?**

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Moray Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lisa Marie McDonnell  
HM Inspector

On behalf of His Majesty's Chief Inspector of Education in Scotland.