



STANDARDS AND QUALITY REPORT

June 2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-2026.

I hope that you find it helpful and informative.

Lynne Cathcart
Acting Head Teacher

OUR SCHOOL

Largs Primary School is a non-denominational school with a roll of 434 pupils, organised into 16 classes from P1 to P7. The classroom areas are semi-open plan.

Largs Primary School was formed in August 2017 from the amalgamation of Brisbane and Kelburn Primary Schools, and moved to the new campus on Alexander Avenue in March 2018.

The school is part of a shared campus with Largs Academy, St Mary's Primary School and Largs Early Years Centre. The school building has many facilities as well as shared campus facilities that offer excellent learning opportunities and experiences for all of our pupils.

Our staffing structure consists of one Head Teacher, two Depute Head Teachers and two Principal Teachers. We have nineteen further class teachers (some of whom are part-time) and two part-time Support for Learning teachers. We have five full time and seven part time Pupil Support Assistants.

Our office is staffed by one full time Education Business Assistant and two part time Education Business Assistants. We have a Facilities Management team who take care of our building and grounds and provide catering for our pupils and others in the community.

We also work closely with our Educational Psychologist, Area Inclusion Worker, School Nurse, Active Schools Coordinator, music instructors and staff from our Early Years Centres and Largs Academy. Together, we all provide a warm, supportive, nurturing and caring environment for learning where children are supported to reach their full potential.



OUR VISION, VALUES AND AIMS

At Largs Primary School, our vision is that by working together, we will provide children with an education of the highest quality. Through valuing each one equally and fostering a culture of mutual respect, we will meet their needs in a nurturing and safe environment.

We aim to:

- enable all of our young people to become successful learners, confident individuals, responsible citizens and effective contributors and to encourage within them the values of compassion, wisdom, justice and integrity.
- provide a broadly based, balanced and integrated curriculum allowing for continuity, progression, challenge, enjoyment, relevance, personalisation and choice.
- provide opportunities for all to attain and achieve their potential.
- provide the highest quality teaching which meets the needs of all pupils and promotes effective learning.
- provide emotional, physical and educational support for all pupils and an environment within which children feel secure and happy.
- develop partnerships between staff, the Parent Council, the wider parent forum and other agencies which promote a positive ethos within the school and a positive image within the community.
- value diversity, promote social inclusion and reward wisdom in a happy, relaxed, healthy, active, safe and secure learning environment, where everyone is made to feel welcome.
- make use of the resources at our disposal – staffing, accommodation and financial.
- ensure that appropriate and effective leadership and management systems are in place and operate effectively.

Underpinning our vision and our aims, are our values :

Kindness Honesty Responsibility

Courage Respect



ATTAINMENT & ACHIEVEMENT

Every year we gather lots of information on how our children are progressing in their learning. To monitor their attainment and achievement, we observe children working through tasks, listen to what they say, ask important questions, set challenges and use a variety of standardised assessments. We gather as a team and analyse our collection of data and observations to plan targeted learning activities for children to ensure they are making appropriate progress.

North Ayrshire Council and The Scottish Government also ask us to summarise our children's progress in Reading, Writing, Listening and Talking and Numeracy and Mathematics.



We are very proud of how our children in Largs are progressing and the successful learners, responsible citizens, effective contributors and confident individuals that they are becoming.



In **Listening and Talking**: 91.2% of P1, 97.6% of P4 and 93.7% of P7 achieved national levels.

In **Reading**: 80.9% of P1, 88.1% of P4 and 77.2% of P7 achieved national levels.

In **Writing**: 79.4% of P1, 88.1% of P4 and 74.7% of P7 achieved national levels. In **Numeracy and Mathematics**: 85.3% of P1, 81% of P4 and 77.2% of P7 achieved national levels. All of these results are above the North Ayrshire average.

Our attendance overall is 94%. This is higher than the North Ayrshire average. We have had no exclusions.

WIDER ACHIEVEMENT

In 2024/25 some of our wider achievements included:

- Our Growing Together Outdoors Club (GTOC) shone at the Largs Flower Show, being awarded the winning basket. We were also very proud to have lots of individual winners too.
- Our P7 Athletics Team won second place in the North Ayrshire Sports Hall Athletics competition.
- Our Pupil Council continue to make positive changes for the whole school community. They run a very successful healthy tuckshop each month – the 'Lucky Tucky'.
- As part of our curricular focus on Scottish literature, we once again held the highly anticipated Burns Cronies Competition, where finalists from each stage recited poetry for the Burns Cronies panel.
- We held a fantastic World of Work Week in February that promoted and celebrated the wide variety of careers available to our young people. A great number of our parents/carers, local businesses and organisations supported activities across the week, visiting classes to talk about careers and employment opportunities.
- Primary 6 pupils hosted a Burns Evening for parents, carers and esteemed guests to share their learning of all things Burns.
- The P6/7 Football Team came first place in the Cluster Football Festival and went on to compete in the North Ayrshire Active Schools Football Final in Kilwinning.
- Our School Choir took part in the Ayrshire Music Festival and performed so well that they were awarded second place.



- String pupils performed at the Ayrshire Music Festival with the North Ayrshire Junior String Orchestra and were awarded second place. They were also invited to train with the National Youth Orchestra of Scotland. They performed to an audience of parents and families.
- Our P7 Rotary Quiz Team came first in the North Ayrshire competition. They then went on to take part in the Ayrshire wide finals.
- Primary 5-7 pupils staged a very successful school show: 'Annie'. They gave two fantastic performances to parents and carers.
- Our Eco Committee, RRS Committee, Pupil Council, JRSO Committee and Digital Leaders have all worked extremely hard this year to make improvements to our school.
- We are well supported by our Active Schools Coordinator and because of this have been able to run a wide range of sports clubs for different stages. The uptake is extremely high for these clubs and we continue to ensure that all children get a chance to participate if they wish.
- We value our partnerships within our local community as a way to enhance teaching and learning.



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HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 - To raise attainment in Literacy and Numeracy and Mathematics by improving teaching and learning pedagogies.

- Staff worked jointly to develop a Largs Primary 'Learning, Teaching and Assessment' policy.
- A raft of new resources were purchased, including novels, textbooks, teaching materials and digital technologies.
- Pupil Support Assistants were trained in the administration of a range of targeted interventions, including '5 Minute Box' and Toe by Toe.
- Opportunities were given for staff to share good practice, pedagogies and resources. Staff participated in peer observations for the teaching of reading.

Priority 2 – To prioritise and promote the positive health and wellbeing of children and young people.

- The Zones of Regulation, a framework designed to help pupils identify their emotions and develop self-regulation skills, has been introduced across the school.
- A new Nurture Room has been developed.
- Nurture intervals and lunches have been introduced, to the benefit of identified pupils.
- Children have continued to learn about their Rights, as we continue our journey towards Gold accreditation within the Rights Respecting Schools programme.

Priority 3 - To deliver high quality learning experiences through play.

- The P1 Discovery Play Area has been further developed. This provides a wealth of learning opportunities for pupils, developing a range of skills, including enquiry, problem solving and creativity.
- A new Discovery Play Area has been set up for P2 & P3 pupils.
- Opportunities for outdoor learning have been extended.

QUALITY INDICATORS

QI 1.3 Leadership of Change

Evaluation: Good

We are committed to ensuring that we achieve the highest possible standards for all learners. Improvement priorities are identified in consultation with stakeholders and are informed by a variety of evidence. Staff meetings and professional learning opportunities are all linked to our priorities, leading to positive change for learners.

QI 2.3 Learning, Teaching & Assessment

Evaluation: Good

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. We use a variety of assessment to allow learners to demonstrate their knowledge and understanding in different contexts across the curriculum. We have improved processes to monitor and evaluate learners' progress. Staff have agreed a consistent approach to the teaching and learning of Numeracy and Mathematics.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation: Good

The ethos and culture of Largs Primary reflects the commitment of all to the importance of fostering positive relationships between staff and pupils. Staff are nurturing and children feel safe and supported in their learning. We comply and actively engage with statutory requirements and codes of practice.

QI 3.2 Raising Attainment & Achievement

Evaluation: Good

Most pupils are making good progress in Literacy and the majority of pupils are making good progress in Numeracy and Mathematics. Targeted interventions are used to identify and close the attainment gap. We are aware of the importance of promoting equity of success and achievement. Successes are celebrated regularly in class and within the wider school community.

PUPIL EQUITY FUNDING

Pupil Equity Fund (PEF) monies, allocated by the Scottish Government, help schools close the attainment gap. This enables us to focus on Getting It Right For Every Child. We take pride in knowing our children very well and use our Pupil Equity Fund to ensure children are able to make progress in a nurturing environment.

In session 2024/2025 we used Pupil Equity Funding to:

- Provide health and wellbeing support to identified pupils by raising self-esteem; building self-confidence; introducing emotional coping strategies; improving physical and mental wellbeing; and providing support for children with additional needs.
- Raise attainment in Literacy and Numeracy and Mathematics by funding Pupil Support Assistants to deliver targeted interventions. These interventions included, Toe by Toe; Nessy Reading and Spelling; 5 Minute Literacy Box; 5 Minute Numeracy Box; Plus One and Power of Two.



In session 2025/2026 we intend to use our Pupil Equity Funding to:

- Raise attainment in Literacy and Numeracy and Mathematics by identifying pupils who will receive targeted support to meet their needs. We will purchase supplementary writing resources to enhance teaching and learning.
- Support pupils with social and emotional needs with targeted health and wellbeing support. The campus police officer will support Largs Primary, offering educational input and wider assistance throughout the school.



IMPROVEMENT PLAN PRIORITIES 2025-2026

Priorities 1&2: To raise attainment in Literacy and Numeracy and Mathematics by developing teaching and learning pedagogies.

Priority 3: To improve children's mental health and wellbeing.

Priority 4: To provide high-quality play experiences in P1–P3 and to extend and develop critical thinking and problem-solving skills through play in P4–P7.