



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



# St. Mary's Primary School



## STANDARDS AND QUALITY REPORT

**June 2024**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

Mrs. Stephanie Fisher

A handwritten signature in black ink that reads 'S. Fisher'.

Head Teacher

## OUR SCHOOL

St. Mary's Primary School is a Roman Catholic School situated in Largs, which is a coastal town within the North Coast locality of North Ayrshire Council. Our current roll is 121 pupils. We are located on Alexander Avenue, where we are part of the newly-built Largs Campus which comprises four establishments: St. Mary's Primary School, Largs Primary School, Largs Early Years Centre and Largs Academy. We work collaboratively with our Campus partners to develop links and offer a range of cross-establishment and transition experiences. We also maintain strong links with our local parish, St. Mary's Star of the Sea, to ensure our children are well supported on their journey of faith. However, we are inclusive and welcoming to children of all faiths. As a school, we strive to provide the highest quality, skills-focused education to promote the holistic development of our children as whole people with strong morals and values. Through this, we aim to help them achieve positive destinations within learning, life and work.

High levels of inequality exist in North Ayrshire as it is one of the most deprived areas in Scotland. The percentage of people living within deprived areas in North Ayrshire is significantly above the Scottish average. As a result of our denominational status, our catchment area encompasses Largs and also extends to Fairlie and Skelmorlie. In our Largs catchment area, two of our areas are in the top 20% of deprived areas and one is in the top 10%. This means that we cater for pupils from a wide range of backgrounds and we have to work creatively to meet the needs of all learners. Traditionally, we have succeeded in this and have a strong record with regards to attainment and achievement.

## OUR VISION, VALUES AND AIMS

**Vision:** The whole school community will work as a team to ensure that all children can be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our children will develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future. Our school will be a nurturing environment where children are supported and challenged to investigate, explore and embrace all experiences and outcomes within Curriculum for Excellence.

**Values:** Our values are **Faith**, **Compassion**, **Ambition** & **Respect**.

### Aims:

- St Mary's is a welcoming, happy, safe, inclusive and nurturing environment where everyone is valued and children's rights are respected.
- We will develop as a community of faith and learning by promoting Gospel values and through celebration and worship; sharing our God-given talents for the common good.
- Our children will be motivated, encouraged and stimulated through a variety of high quality learning and teaching experiences; differentiated to meet the needs of all learners.
- As a community, we will celebrate the personal and wider achievements of all, both in class and at assemblies.
- Our partnership with parents, parish, local community and partner agencies, based on mutual respect and support the health and wellbeing of all our young people.



- We will maintain high standards and expectations, challenging our learners to be aspirational. They will be challenged and supported to set their own targets and achieve their goals in learning and life.
- We will promote the values of Global Citizenship and Learning for Sustainability to promote care for both our immediate environment and the wider world.

We are an accredited **Gold Rights Respecting School** and the United Nations Convention on the Rights of the Child (UNCRC) underpins everything we do here at St. Mary's.



### ATTAINMENT & ACHIEVEMENT

Our Attainment Data for the academic year 2023-2024:

#### St. Mary's Primary School 2023-2024 Attainment Data – Listening & Talking

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	1 pupil	9 pupils	-	-
P4	-	1 pupil	16 pupils	-
P7	-	-	3 pupils	19 pupils

#### St. Mary's Primary School 2023-2024 Attainment Data – Reading

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	-	10 pupils	-	-
P4	-	2 pupils	15 pupils	-
P7	-	-	4 pupils	18 pupils

#### St. Mary's Primary School 2023-2024 Attainment Data – Writing

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	3 pupils	7 pupils	-	-
P4	-	5 pupils	12 pupils	-
P7	-	-	5 pupils	17 pupils

#### St. Mary's Primary School 2023-2024 Attainment Data – Numeracy

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	1 pupil	9 pupils	-	-
P4	-	8 pupils	9 pupils	-
P7	-	-	6 pupils	16 pupils

As a school, our roll is becoming increasingly diverse which means that we must find creative ways to deliver and assess our curriculum to meet the needs of these learners. We have identified areas of strength to continue to support these children, and will continue to develop our range of targeted interventions and relationships with partner agencies to ensure we get it right for every child.

We have no exclusions in our school and haven't for many years. Our attendance data is also consistently healthy – with an average of 90% in 2023 - 2024.

In regards to Health & Wellbeing, we continue to make effective use of the Bounce Back resource and questionnaires to monitor this closely and make timeous interventions to provide the optimal support and learning conditions for our pupils.

We have become a Gold-accredited Rights Respecting School and worked hard to maintain these high standards and build on this strong practice. We make good use of the Respect Me relationships policy to maintain a safe learning environment conducive to learning, both within our own school and the wider Campus.

Every pupil is involved in a Pupil Leadership Group across a variety of areas and our P3-7 pupils have the opportunity to select and apply for those that interest them. Our P1-2 pupils lead the development of their play-based learning environment.

## WIDER ACHIEVEMENT

### FAITH / COMPASSION

One of our key strengths as a school is our strong Catholic ethos and our place within a community of faith.



We are very proud to support our children as they make their Sacraments.



As a school community, we raised just over £600 for SCIAF!

News! News! Read all about it! 📰 Our superstars from throughout the school put on a magnificent Nativity and Carol Concert on Tuesday night, celebrating the true meaning of Christmas. In coming together, our wonderful school #community has raised an incredible £374.56! This sum will be split between Largs Food Bank and CHAS. 🍀 We thank you all for your generosity.

#giving #RRSA #Article14 #Article29 #Christmas2023 RC Largs & Millport



Every year, we have a wonderful whole-school Nativity celebration in our Church.

### AMBITION

We have high expectations of all pupils and provide a range of experiences to promote aspirational thinking.



Our ongoing programme of workshops, guest speakers and P7 placements is incredible!

Our P7 pupils worked with the BBC to script and film a short film all about their town!



We celebrate HT Awards & wider achievements every week!

## RESPECT



#RRSA #Article29

We endeavour to nurture the various God-given talents of our pupils.

#RRSA #Article29

We promote responsible citizenship and sustainability through the Eco Schools Flag, iCycle and John Muir Award.



## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

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### Priority 1 – To further develop our school environment to support and develop high quality teaching, learning and pedagogy of play.

- Our staff worked with cluster partners to moderate, evaluate and develop their environments.
- In-Service Day input from Educational Psychologist **is** to enhance the quality of observations of play and promote higher order thinking skills.
- We have begun to gather resources to implement a more playful approach throughout the school to inspire curiosity and creativity.

### Priority 2 – To promote our creativity in planning, ensuring a range of interdisciplinary experiences whereby literacy and numeracy skills can be developed and applied in engaging contexts.

- Evidence of increased bundling and creative planning in audits of teacher planning, jotters and lesson observations.
- Meta skills embedded in play, as well as in learning across all stages. Children can identify the meta skills they are using and developing in all areas of learning confidently in lessons and in focus groups with SMT.
- Particular areas of strength have been STEM, topic work, preparation for school events such as the Christmas Fayre and in Pupil Leadership groups such as our Enterprise and Fairtrade groups.

### Priority 3 – To develop our use of digital technologies to ensure high quality, diverse, forward-thinking and skills-focused learning experiences are offered to our pupils.

- Our staff working party has met throughout year to lead change through peer training and sharing best practice at staff meetings. This collegiate approach extended to peer observations to share good practice. This year, our Digital learning policy was completed and shared with stakeholders, and our application for Digital Schools Award was made and we are awaiting accreditation.
- Excellent pupil device ratio; more than 1:2. This ensures access to digital technology to support learning across the curriculum and develop and apply a range of skills.
- Pupil Leadership Group continues to support ongoing development of digital literacy skills and to empower pupils to lead further improvements.
- Learning journey shared with parents through curriculum workshop and shared finish experiences.

## QUALITY INDICATORS

Summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation **VERY GOOD**

- All staff have consistently high expectations of all learners.
- All staff are involved in the creation and adaptation of our vision, values and aims, and these are ambitious and focus on improvements in outcomes for all.
- All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
- All staff are involved in the process of change and in evaluating the impact of improvement, supported by ongoing CLPL.

QI 2.3 Learning, Teaching & Assessment

Evaluation **VERY GOOD**

- Observations from senior management as well as the visit from a trio of Head Teachers evidence that learning and teaching is clearly underpinned by the school values in all classrooms.
- School has a nurturing Catholic ethos which is conducive to a productive and secure learning environment in all classrooms where children can thrive in their learning.
- Pupil voice is a strength as school provides a wide range of opportunities for all pupils to get involved in school improvement.
- All staff record, analyse and use assessment information to identify development needs for all children to get it right for every learner.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation **VERY GOOD**

- Children's rights are at the heart of all practice within St. Mary's, which is a Gold-accredited Rights Respecting School, and all staff have a secure understanding of their pastoral and statutory responsibilities to support HWB and have created an inclusive learning environment across the school.
- Positive relationships based upon mutual respect and restorative practice evidenced in all classes and with the management team.
- Robust procedures are in place to ensure children feel secure within the eight wellbeing indicators and timeous interventions put in place to offer any required support. Pupil voice is an overall strength of the school.

QI 3.2 Raising Attainment & Achievement

Evaluation **VERY GOOD**

- School has forged strong partnerships with parents and involved them in the learning journey through curriculum workshops, shared finish experiences and robust reporting procedures.
- Most children attain appropriate levels and some exceed these. Attainment levels in literacy and numeracy are central features in the school's priorities for improvement and are raising attainment.
- Robust assessment procedures are in place to measure the progress of pupils over time. Assessment evidence used effectively to inform teacher judgement. This is supported through effective use of evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition.
- Achievements are tracked and celebrated effectively through our assemblies and wall displays, effective use of Seesaw and social media platforms and newsletters.

**PUPIL EQUITY FUNDING**

Pupil Equity Funding is used to improve outcomes for our children and young people.

We have invested heavily in the implementation of play-based pedagogy in our P1-3, which is beginning now to filter throughout the rest of the school. This acquisition of resources and investment in additional staff has enhanced our play provision substantially. This has been so rewarding and beneficial for the children in our care, and has helped to mitigate the impact of the precious time missed in Early Years for these groups of learners due to Covid. We plan to continue to invest in this as our rationale and pedagogy continue to develop.

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In addition to this, we have invested in support for learning resources (Stareway and Power of Two) to support spelling and maths. Across the school, we have supplemented our problem solving resources by purchasing the 'I See Maths' resource. We also brought in poet, Simon Lamb, to bring our literacy learning to life and inspire creative writing, with a health and wellbeing twist!

Lastly, we have supported children's wellbeing by investing in staff for our Breakfast Club and to ensure all pupils have access to experiences and trips. For example, we have funded our P7 residential trip for some pupils and subsidised other trips such as our choir's trip to the Ayrshire Music Festival, transition visits to St. Matthew's and our summer trips to Belfast and Heads of Ayr.

#### **IMPROVEMENT PLAN PRIORITIES 2024-2025**

##### **Priority 1 – DEVELOP AS A COMMUNITY OF FAITH (CLUSTER)**

- Staff will endeavour to involve their pupils more in the life of the Church and continue to foster an inclusive environment where the health and wellbeing and dignity of all members of the community is respected.

##### **Priority 2 – PUPIL PARTICIPATION (CLUSTER)**

- Pupils will play a significant role in ongoing school improvement. They will have regular opportunities to meet with SMT to discuss the How Good is Our School indicators and inform change. They may have opportunities to visit other schools to see best practice and inform ongoing improvement.

##### **Priority 3 – HIGH QUALITY ASSESSMENTS (ST. MARY'S)**

- Staff will continue to be creative in their planning to ensure that literacy and numeracy outcomes are bundled appropriately and children's learning is placed in a rich and meaningful real-life context.
- We will work together to streamline coverage of the curriculum as children move through the levels to ensure breadth, depth and challenge across all areas of learning. We will evaluate our assessment processes and adapt these as necessary to ensure high-quality ongoing assessment informs next steps to meet the needs of and challenge all learners appropriately.