



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



St. Mary's Primary School



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.

Mrs. Stephanie Fisher

Head Teacher

OUR SCHOOL

St. Mary's Primary School is a Roman Catholic school located in the coastal town of Largs, within the North Coast locality of North Ayrshire Council. Our current roll is 114 pupils. We are situated on Alexander Avenue as 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 strong cross-establishment links and provide a wide range of shared learning and transition experiences.

We maintain a close and supportive relationship with our local parish, St. Mary's Star of the Sea, ensuring that our children are well supported on their journey of faith. As a Roman Catholic school, St. Mary's is rooted in Gospel values and the teachings of the Catholic faith. However, we are fully inclusive and warmly welcoming to children of all faiths and none. We celebrate diversity and are committed to fostering a respectful, nurturing environment where every child feels valued, supported, and included, regardless of their background or beliefs.

At St. Mary's, we are committed to delivering the highest quality, skills-focused education that promotes the holistic development of every child. We aim to nurture learners who are morally grounded, values-driven, and equipped to achieve positive destinations in learning, life, and work.

St. Mary's has a strong and sustained track record of success in both attainment and wider achievement. Our inclusive ethos, high expectations, and unwavering commitment to equity ensure that every child is supported and challenged to reach their full potential. We take pride in creating a learning environment where all learners are empowered to succeed, regardless of background or individual need.

OUR VISION, VALUES AND AIMS

Vision: Our whole school community is committed to working collaboratively to ensure that every child becomes a **Successful Learner, Confident Individual, Responsible Citizen, and Effective Contributor**. Through a shared commitment to excellence and equity, we aim to equip our learners with the knowledge, skills, and attributes they need to flourish in life, learning, and work—now and in the future.

Our school will continue to be a nurturing and inclusive environment where all children are supported and challenged to reach their full potential. Through meaningful engagement with the experiences and outcomes of *Curriculum for Excellence*, learners will be encouraged to investigate, explore, and embrace opportunities that promote curiosity, creativity, and lifelong learning.



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

Aims:

St Mary's is a welcoming, happy, safe, inclusive, and nurturing environment where every individual is valued and children's rights are respected. As a Gold-accredited Rights Respecting School, the principles of the United Nations Convention on the Rights of the Child (UNCRC) underpin all aspects of our practice.

- We will continue to grow as a community of faith and learning, promoting Gospel values through celebration, worship, and the sharing of our God-given talents for the common good.
- Our children will be motivated, encouraged, and inspired through a wide range of high-quality learning and teaching experiences, carefully differentiated to meet the needs of all learners.
- We will celebrate personal and wider achievements across the school community, both in classrooms and through assemblies, recognising and valuing every success.
- Our strong partnerships with parents, parish, the local community, and external agencies are built on mutual respect and are central to supporting the health and wellbeing of all our young people.
- We will uphold high standards and expectations, encouraging our learners to be aspirational. Pupils will be supported and challenged to set personal targets and achieve their goals in learning and life.
- We will actively promote the values of Global Citizenship and Learning for Sustainability, encouraging care and responsibility for both our immediate environment and the wider world.



ATTAINMENT & ACHIEVEMENT

Our Attainment Data for the academic year 2024-2025:

St. Mary's Primary School 2024-2025 Attainment Data – Listening & Talking

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	9.1%	90.9%	-	-
P4	-	21.43%	78.57%	-
P7	-	-	9%	91%

St. Mary's Primary School 2024-2025 Attainment Data – Reading

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	-9.1%	90.9%	-	-
P4	-	31.43%	78.57%	-
P7	-	-	27%	83%

St. Mary's Primary School 2024-2025 Attainment Data – Writing

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	9.1%	90.9%	-	-
P4	-	42.86%	57.14%	-
P7	-	-	17%	83%

St. Mary's Primary School 2024-2025 Attainment Data – Numeracy

Class	Working Towards Early Level	Achieved Early Level	Achieved First Level	Achieved Second Level
P1	9.1%	90.9%	-	-
P4	-	42.86%	57.14%	-
P7	-	-	23.5%	87.5%

As our school roll becomes increasingly diverse, we recognise the importance of adopting creative and flexible approaches to curriculum delivery and assessment. This ensures that all learners are supported effectively and equitably. We have identified key areas of strength that continue to support our diverse learners, and we remain committed to expanding our range of targeted interventions. Strong partnerships with external agencies further enhance our capacity to meet the needs of every child, in line with the principles of *Getting it Right for Every Child (GIRFEC)*.

We are proud to report that our school has had no exclusions for several years, reflecting our inclusive ethos and proactive approach to behaviour and wellbeing. Attendance remains consistently strong, with an average of 94% recorded for session 2024–25.

In relation to Health and Wellbeing, we continue to make effective use of the *Bounce Back* and *PASS* (Pupil Attitudes to Self and School) resources. These tools enable us to monitor wellbeing closely and implement timely interventions, ensuring optimal conditions for learning and personal development.

Our commitment to children's rights is reflected in our status as a Gold re-accredited *Rights Respecting School*. We work diligently to maintain and build upon this strong foundation. The *Respect Me* relationships policy underpins our approach to fostering a safe, respectful, and nurturing learning environment, both within our school and across the wider Campus.

Pupil voice is a key strength of our school. Every pupil is actively involved in a Pupil Leadership Group, with P3–P7 learners selecting and applying for roles that align with their interests. Our P1–P2 pupils lead the development of their play-based learning environments, ensuring that even our youngest learners have a meaningful say in shaping their educational experiences.

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**.

#RRSA #Article14
#Article30

Our school community raised £568.94 for **SCIAF**!



To celebrate this very special **Jubilee Year of Hope**, we had a celebration in our Church and shared the work each class had done for **Catholic Education Week**.



AMBITION

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

Our **World of Work** programme of workshops, guest speakers and P7 placements is incredible!



We are in the process of achieving our Gold **School Sport Award** from Sports Scotland! Keeping our pupils active and participating in a range of clubs is very important to us.



We celebrate HT Awards & wider achievements every week! We had great success at the **Ayrshire Music Festival** this year! #RRSA #Article29

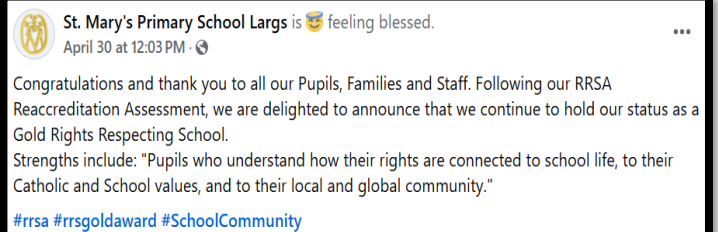


#RRSA #Article1 #Article3 #Article 42

We are also delighted to have retained our prestigious **Gold Rights Respecting Schools Award** at our recent re-accreditation visit!

RESPECT

#RRSA5 #Article2 #Article3 #Article28 #Article29
We received the **Digital Schools Award** and were praised for using technology to be inclusive, diverse and equal as we supported all pupils to learn effectively.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1 – To Develop as a Community of Faith and Learning Within our Schools and Across the Deanery.

- Our school community continues to work in close partnership with all stakeholders to provide positive, inclusive learning experiences that enable every individual to reach their full potential. Through collaborative efforts, we foster a nurturing environment rooted in the values of Catholic education.
- During Catholic Education Week, and through increased opportunities for children to lead school and parish Masses, we successfully strengthened the connection between school and parish life. This resulted in a noticeable increase in attendance at parish events, reflecting deeper engagement from families and the wider community.
- Staff have also developed a clearer and more confident understanding of what it means to teach within a Catholic community. This has enhanced the spiritual dimension of our curriculum and reinforced our shared commitment to Gospel values, dignity, and service.

Priority 2 – To Increase Pupil Participation Within and Across St. Mary's and Cluster Schools.

- Pupil leadership continues to be a key strength of our school. This session, pupils hosted a visit from a neighbouring school and were given the opportunity to evaluate the learning environment collaboratively. Their reflections and feedback were shared directly with the Senior Management Team, offering valuable insights and suggestions for improvement from the learners' perspective.
- Children engaged in self-evaluation using *How Good is OUR School?* (HGIOURS), developing their understanding of quality indicators and their role in shaping school improvement. This process empowered pupils to reflect meaningfully on their experiences and contribute to strategic planning for the next session.
- Pupil agency has also been strengthened through increased choice in topic coverage, allowing learners to take greater ownership of their learning. This culminated in a whole-school assembly where pupils showcased their learning to peers, celebrating achievements and reinforcing a culture of shared learning and pride.

Priority 3 : To Develop High Quality Assessments in Literacy

- Learners benefit from high-quality teaching and learning in phonics and spelling, underpinned by a robust and progressive framework. This structured approach ensures continuity, progression, and consistency across all stages.
- To further support learners with additional needs, alternative pathways for spelling will be clearly defined and accessible. All staff will be equipped with a shared understanding of these pathways, ensuring that support is appropriate, targeted, and consistently applied.

This inclusive approach enables all pupils to make meaningful progress in literacy, regardless of their starting point.

QUALITY INDICATORS

Provide your evaluation & brief 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 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 re-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 **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 made significant investment in Pupil Support Assistants to enable the delivery of targeted, individualised interventions in literacy and numeracy. This strategic deployment of staff has led to measurable progress within a specific cohort of learners, with evidence of improved attainment and increased engagement in learning.

To further enhance support for learning, we have invested in a range of specialist resources, including *Stareway to Spelling*, *Power of Two*, *Plus 1*, and *Toe by Toe*. These tools have been instrumental in supporting learners with specific needs in spelling and numeracy, allowing for structured, incremental progress.

In addition to academic interventions, we have enriched our literacy curriculum through creative experiences. Notably, we welcomed poet Simon Lamb to work with pupils, bringing literacy to life through poetry and creative writing, with a strong focus on health and wellbeing.

We have also prioritised equity of access to wider experiences that support wellbeing. This includes investment in staffing for our Breakfast Club, ensuring a positive start to the day for all pupils. Furthermore, we have subsidised key enrichment opportunities, such as the P7 residential trip, the choir's participation in the Ayrshire Music Festival, transition visits to St. Matthew's Academy, and summer trips to Belfast. These experiences are vital in promoting inclusion, confidence, and a sense of belonging.

IMPROVEMENT PLAN PRIORITIES 2025-2026

Priority 1 – Promoting Inclusion and Engagement in the Life of the Church

- Staff will actively seek to involve pupils more fully in the spiritual life of the Church, fostering a deeper sense of connection and participation. In doing so, they will continue to cultivate an

inclusive and respectful environment where the health, wellbeing, and dignity of every member of the school community are upheld. This commitment reflects the school's values and its dedication to nurturing the whole child—spiritually, emotionally, and socially.

Priority 2 - : To Enhance Attainment In Numeracy and Increase Learners Participation

- All teaching staff will implement the North Ayrshire Mathematics Framework consistently across all educational stages. This strategic approach is designed to enhance pupils' confidence and accuracy in mathematical skills by promoting coherence, continuity, and high-quality pedagogy. Through the adoption of shared methodologies and expectations, the framework aims to ensure equitable learning experiences and improved outcomes for all learners.

Priority 3 – Improvement in Children's Mental Health and Wellbeing

- North Ayrshire remains committed to fostering a nurturing and inclusive environment that prioritises the mental health and wellbeing of all children and young people. Through a whole-school approach, staff will implement evidence-informed strategies that promote emotional resilience, positive relationships, and a strong sense of belonging. Targeted interventions, universal supports, and collaborative partnerships with families and external agencies will ensure that every learner feels safe, supported, and empowered to thrive both academically and personally.