



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



St. Mary's Primary School



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2026-2027.

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 situated in the coastal town of Largs, within the North Coast locality of North Ayrshire Council. We currently have a roll of 114 pupils. Our school is located on Alexander Avenue within the modern Largs Campus, which brings together four establishments: St. Mary's Primary School, Largs Primary School, Largs Early Years Centre and Largs Academy. This shared campus provides valuable opportunities for collaboration, enabling us to build strong partnerships and offer a rich range of joint learning experiences and well-planned transitions for our children.

We enjoy a close and supportive relationship with our local parish, St. Mary's Star of the Sea, which plays an important role in supporting our children on their faith journey. As a Roman Catholic school, our work is guided by Gospel values and the teachings of the Catholic faith. At the same time, we are fully inclusive and warmly welcome children and families of all faiths and none. We celebrate diversity and are committed to creating a respectful, nurturing environment where every child feels valued, supported and included.

At St. Mary's, we are dedicated to providing high-quality, skills-focused learning experiences that support the holistic development of every child. We aim to nurture caring, confident and responsible learners who are guided by strong values and well prepared for success in learning, life and work.

We are proud of our strong and sustained record of success in both attainment and wider achievement. Our inclusive ethos, alongside high expectations for all, ensures that every child is supported and appropriately challenged to reach their full potential. We strive to create a positive learning environment where all children are encouraged and empowered to succeed, regardless of their individual needs or personal circumstances.

OUR VISION, VALUES AND AIMS

Vision: Our whole school community works closely together to ensure that every child develops as a Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor. Through our shared commitment to excellence and equity, we strive to equip all learners with the knowledge, skills and attributes they need to thrive in learning, life and work—both now and in the future.

St. Mary's will continue to be a nurturing and inclusive environment where every child is supported and appropriately challenged to reach their full potential. By engaging meaningfully with the experiences and outcomes of Curriculum for Excellence, our learners are encouraged to explore, investigate and embrace new opportunities, fostering curiosity, creativity and a lifelong love of learning.



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

Aims:

St. Mary's Primary School is a welcoming, happy, safe 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 work.

- We will continue to grow as a community of faith and learning, promoting Gospel values through celebration, worship and by sharing our God-given talents for the common good.
- We provide motivating, high-quality learning and teaching experiences that are carefully planned to meet the needs of all learners, ensuring every child is supported, encouraged and inspired.
- We celebrate personal and wider achievements across our school community, recognising success both within the classroom and through assemblies and shared celebrations.
- We value the strong partnerships we have with parents, our parish, the local community and partner agencies. These relationships, built on mutual respect, play a key role in supporting the health and wellbeing of all our young people.
- We maintain high standards and expectations, encouraging our learners to be aspirational. Children are supported and challenged to set personal targets and achieve their goals in learning and in life.
- We actively promote Global Citizenship and Learning for Sustainability, encouraging our children to care for their local environment and understand their role in the wider world.



ATTAINMENT & ACHIEVEMENT

Our Attainment Data for the academic year 2025-2026:

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%

Attainment in Listening and Talking remains a key strength across St Mary's Primary School, with most learners achieving or exceeding expected Curriculum for Excellence levels. The high proportion of pupils achieving Early, First and Second Level demonstrates strong progression in communication skills and reflects the effectiveness of our learning and teaching approaches. Attainment at P7 was particularly strong, with 91% of learners achieving Second Level.

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%

Reading attainment was strong across the school, with most learners achieving expected Curriculum for Excellence levels. Attainment data shows that 90.9% of P1 pupils achieved Early Level, 78.57% of P4 pupils achieved First Level and 83% of P7 pupils achieved Second Level. These outcomes demonstrate effective literacy teaching and positive progression in reading skills across the school, while highlighting the need for continued targeted support to further increase the proportion of learners achieving Second Level by P7.

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%

Writing attainment was strong overall, with most learners achieving expected Curriculum for Excellence levels. Attainment at Early and Second Level was particularly positive, with 90.9% of P1 pupils and 83% of P7 pupils achieving the expected standard. First Level writing remains an area for improvement, informing our ongoing focus on raising attainment and closing gaps in literacy outcomes.

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%

Numeracy attainment was strong overall, with most learners achieving expected Curriculum for Excellence levels. Attainment was particularly strong at Early and Second Level, with 90.9% of P1 pupils and 87.5% of P7 pupils achieving the expected standard. First Level attainment remains an area for improvement, informing our continued focus on raising attainment and ensuring consistent progress in numeracy across the school.

As our school community continues to grow in diversity, we recognise the importance of using creative and flexible approaches to learning, teaching and assessment. This ensures that all learners are supported effectively and fairly. We have identified several key strengths in how we support our learners and remain committed to further developing targeted interventions. Strong partnerships with external agencies enhance our ability 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 there have been no exclusions in our school for several years, reflecting our inclusive ethos and proactive approach to promoting positive behaviour and wellbeing. Attendance also remains consistently strong, with an average of 94% recorded for session 2024-25.

In Health and Wellbeing, we continue to make effective use of a range of approaches including Bounce Back, Tree House and PASS (Pupil Attitudes to Self and School). These support us to monitor children's wellbeing closely and put timely support in place, helping to create the best possible conditions for learning and personal development.

Our strong commitment to children's rights is reflected in our Gold re-accredited Rights Respecting School status. We continue to build on this success, ensuring that children's rights are at the heart of our work. Our Respect Me relationships policy supports a positive, safe and respectful environment across the school and wider Campus.

Pupil voice is a particular strength at St. Mary's. All children are involved in Pupil Leadership Groups, with learners in P2-P7 selecting roles that reflect their interests and strengths. Our youngest learners in P1 play an active role in shaping their play-based learning environments, ensuring that every child has a meaningful opportunity to contribute to school life

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 £1,079 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



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

We proudly celebrate **Fairtrade Fortnight** as a fantastic way to develop children's awareness and understanding of fairness. This aligns perfectly with our core value of **Respect**, helping students learn to value others, recognize global equality, and ensure farmers worldwide receive fair pay for their hard work.



HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT

Priority 1 – Developing as a Community of Faith and Learning

Our school community continues to work in close partnership with parents, parish and partners to provide positive, inclusive learning experiences where every child is supported to reach their full potential. Through this strong sense of teamwork, we nurture a caring environment rooted in the values of Catholic education.

Across the year, we have strengthened the connection between school and parish life. During Catholic Education Week, and through increased opportunities for children to lead Mass within both school and parish, we have seen a positive increase in family and community engagement at parish events.

Staff have also developed a deeper understanding and confidence in what it means to teach within a Catholic community. This has enhanced the spiritual life of our school and strengthened our shared commitment to Gospel values, dignity and service.

Priority 2: Enhancing Attainment in Numeracy and Increasing Learners' Participation

All teaching staff implemented the North Ayrshire Mathematics Framework consistently across all stages. This has strengthened the quality of learning and teaching in numeracy, providing greater coherence and progression for learners.

The use of shared methodologies and clear expectations has supported improved consistency in practice across the school. As a result, most learners are demonstrating increased confidence and accuracy in applying mathematical skills. There is evidence of improved engagement in numeracy lessons, with learners increasingly willing to participate and contribute.

The strategic focus on high-quality pedagogy and equity has ensured that all learners experience appropriately challenging and supportive learning. This is leading to improved outcomes and a more consistent learner experience across stages.

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

St. Mary's demonstrates a strong commitment to promoting children's mental health and wellbeing through a nurturing and inclusive ethos. A whole-school approach is in place, supported by the introduction of the *Treehouse* resource, which has strengthened staff capacity to deliver consistent, evidence-informed practice

Across the school, staff implement a range of universal and targeted approaches which promote emotional resilience, positive relationships, and a sense of belonging. As a result, the majority of our learners report that they feel safe, supported, and valued within the school environment.

Effective partnerships with families and external agencies enhance the support available to children and young people. This coordinated approach ensures that learners receive timely and appropriate support, enabling them

to engage more fully in their learning and wider school life. Overall, there is clear evidence that the school's strategic focus on wellbeing is supporting children to thrive both academically and personally.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation

There is a strong culture of shared leadership, supported by consistently high expectations for all learners. Staff are fully involved in developing the school's vision, values and aims, which are ambitious and focused on improving outcomes.

Self-evaluation is informed by a range of evidence, enabling staff to clearly identify strengths and next steps. All staff contribute to leading and implementing change, supported by ongoing CLPL. As a result, there is increasing consistency in practice and a clear focus on improving outcomes for learners.

QI 2.3 Learning, Teaching & Assessment

Evaluation:

Learning and teaching are consistently underpinned by the school's values, as evidenced through observations, including peer visits by Head Teachers and Senior Managers. A strong nurturing Catholic ethos supports a positive, inclusive learning environment where children feel safe, supported and ready to learn.

Pupil voice is a key strength, with a wide range of opportunities for learners to contribute to school improvement. Staff make effective use of assessment information to track progress, identify next steps and ensure appropriate support and challenge for all learners. As a result, there is increasing consistency in practice and positive progress in learners' engagement and attainment.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation

Children's rights are central to practice at St. Mary's, reflected in its Gold re-accredited Rights Respecting School status. Staff demonstrate a secure understanding of their responsibilities in promoting wellbeing, equality and inclusion, resulting in a supportive and inclusive learning environment.

Positive, respectful relationships are evident across the school, underpinned by a restorative approach. Robust processes are in place to monitor and support wellbeing across the eight indicators, with timely interventions ensuring appropriate support for learners. Pupil voice is a notable strength, contributing meaningfully to the school's inclusive ethos.

QI 3.2 Raising Attainment & Achievement

Evaluation

The school has established strong partnerships with parents, engaging them effectively in their child's learning through curriculum workshops, shared learning experiences and clear reporting processes. Most learners are achieving expected levels, with some exceeding these. Improving attainment in literacy and numeracy remains a clear priority and is supporting positive progress across the school.

Robust assessment systems are in place, with staff using a range of evidence to inform professional judgement and track progress over time, including at key transition points. Achievement is tracked and celebrated effectively through assemblies, displays and digital platforms, contributing to learners' motivation and engagement.

PUPIL EQUITY FUNDING

Pupil Equity Funding continues to play a key role in helping us improve outcomes for our children and young people. We are committed to using this funding thoughtfully to ensure all learners are supported to achieve their full potential.

A significant proportion of our funding has been used to increase Pupil Support Assistant time, allowing us to deliver targeted and personalised support in both literacy and numeracy. This careful deployment of staff has had a positive impact, with clear evidence of improved attainment and increased engagement for targeted groups of learners.

To further strengthen support, we have invested in a range of high-quality, structured programmes such as *Stareway to Spelling*, *Power of Two*, *Plus 1*, and *Toe by Toe*. These resources support children with specific learning needs by providing clear, step-by-step approaches that build confidence and ensure steady progress.

Across the whole school, we have also enhanced our numeracy resources to help children develop a deeper understanding of mathematical concepts. New core textbooks have been introduced in line with the North Ayrshire Numeracy Framework, ensuring that our teaching approaches are well-supported and reflect current best practice. This is helping to further improve the quality of learning and teaching, raising attainment and supporting a stronger pace of progress in numeracy.

We have also prioritised equity of access to wider experiences that support wellbeing and inclusion. Funding has supported staffing for our Breakfast Club, ensuring children begin the day settled and ready to learn. In addition, we have provided financial support for a range of enrichment opportunities, including the P7 residential trip, the choir's participation in the Ayrshire Music Festival, and summer trips to Belfast. These experiences are invaluable in building confidence, fostering a sense of belonging, and ensuring that all children can take part fully in the life of the school.

IMPROVEMENT PLAN PRIORITIES 2026-2027

Priority 1: To enhance attainment in numeracy and increase learner participation

The Professional Learning Academy will work alongside staff to support the effective delivery of the numeracy pathway, providing coaching, modelling good practice and supporting professional development. Pupil Support Assistants will be upskilled in the use of targeted numeracy resources and strategies to help learners develop a secure understanding of key concepts. There will be a strong focus on increasing learner participation through active learning approaches, including collaborative tasks, mathematical talk and problem-solving. In addition, the upper school will engage in the STEM SPACE Maths Research Programme to further develop spatial reasoning and computational thinking. Progress will be monitored

through tracking, assessment and learner voice to ensure improvements in attainment, confidence and engagement are clearly evidenced across the school.

Priority 2: To improve literacy attainment in the infant department

In the lower school, we will introduce *Rocket Readers*, a systematic synthetic phonics programme designed to support children in developing the key skills required for reading, writing, and spelling. This structured approach will ensure consistency in early literacy teaching and support progression in phonological awareness and decoding skills. Staff will be supported through professional learning to deliver the programme effectively, with a focus on early identification and targeted support for learners. Progress will be monitored through assessment and tracking to ensure improved attainment and confidence in early literacy.

Priority 3: Building Positive Relationships

All staff and stakeholders will engage with the 'New Authority' Positive Behaviour Policy, working collaboratively to adapt and personalise it for St Mary's. Through this shared approach, we will strengthen relationships across the school community and ensure consistent, nurturing responses to behaviour. A key focus will be on supporting all learners to feel safe, included, and respected, while also promoting positive attendance and engagement.