



Laurieston Primary School & ELC

Standards and Quality Report

2025-2026

Values and Aims



Embracing the Spirit of Learning

NURTURE INCLUSION ACHIEVEMENT RESPECT HONESTY



At Laurieston Primary School we respect learner's rights by:

1. Creating a positive school ethos in which effective learning can take place, and where there is a mutual respect between all members of the school community.
2. Encouraging them to develop resilience and responsibility for their own actions.
3. Supporting them to make positive contributions to our school community through a nurturing and inclusive approach.

Through living our values and addressing these aims our learners will become confident individuals, effective contributors, responsible citizens and successful learners.

School Profile and Strategic Context

Laurieston Primary and Early Learning Centre serves around 208 pupils and 48 ELC learners aged 3–5. We are a diverse and inclusive school community, with 18% of P6/7 pupils eligible for free school meals, 9.6% from SIMD 1–3 areas, and 5% with English as an additional language.

Our leadership team includes a Headteacher, Depute Head, and Principal Teacher, supported by 12 class teachers and visiting specialists in Music, PE, and the Youth Music Initiative. Our Active Schools Co-ordinator works closely with pupils and staff to lead physical activity. This year, our £40,425 Pupil Equity Fund supports learning, teaching, and wellbeing.

The school building, opened in 1969, features spacious classrooms, a learning support base, a gym, dining hall, and the 'Laurieston Lab'—a space for STEM, library, and computing. Our ELC operates Monday to Friday, 8:45am–2:45pm, delivering 1140 hours of high-quality early learning annually.

We are proud of our strong partnerships with families and the community. Our active Parent Council and PTA help shape school life, while learners play a leading role in creating meaningful opportunities through sport and clubs.

At Laurieston, we are proud to offer a welcoming, nurturing environment where all learners are encouraged to thrive. Close links with Graeme High School support smooth transitions and continued success.

Numeracy & Mathematics: Pedagogical Innovation and Attainment

At Laurieston, we are dedicated to helping every child build confidence and strong skills in maths. Rather than focusing just on memorising rules, our approach encourages pupils to think deeply, solve problems together, and build real mathematical understanding.

Here is a look at how our recent initiatives are helping your children succeed:

- Focused Practice ("Small Tests of Change"): Through quick, targeted 4-to-5-week practice blocks in mental arithmetic, pupils across the school have made fantastic progress:
 - Primary 7 (Classes A & B): 100% of learners demonstrated improved speed and accuracy in addition and multiplication facts.
 - Primary 6: 91% of learners achieved improved speed and/or accuracy in core arithmetic facts (4-week block).
 - Primary 5: 100% of targeted learners showed measurable improvement in speed and/or accuracy (4-week block).
 - Primary 4: 100% of targeted learners improved speed in addition facts (4-week block).
 - Primary 3: 67% of learners improved in speed and/or accuracy (4-week block).
 - Primary 1 & 2: 100% of targeted groups improved speed and/or accuracy in addition facts.
- Vertical Wipe-Clean Boards (NPVS): You might hear your child talk about working on Non-Permanent Vertical Surfaces around the classroom! Working standing up in groups makes learning active, collaborative, and visible, turning pupils into confident problem-solvers.
- Early Years (ELC) Progress Wheels: In our ELC, staff use Level 1–4 Assessment and Progression Framework visual wheels to ensure every child gets a clear, data-driven roadmap for early development.

- Tailored Support: Using a "Gap Analysis" audit with GL Assessment data, we have identified key areas—specifically Problem Solving, Times Tables, and Mental Arithmetic—so teachers can adapt lessons precisely to what your child needs next.

This data-driven rigor in numeracy gives our pupils the problem-solving tools, focus, and cognitive discipline needed to thrive in all areas of their learning, including our evolving literacy culture.

Reading and Literacy: Evaluating Engagement and Stamina

We are excited to share how reading is growing at Laurieston. We are moving beyond basic reading instruction to build a true, long-term love for books across our whole school. By focusing on reading stamina and deep engagement with texts, we are helping our children build stronger concentration, thinking skills, and learning confidence.

How We Are Bringing Reading to Life

- Daily Reading Time: Through our daily ERIC ("Everyone Reads in Class") time, every child gets dedicated, uninterrupted reading built straight into their daily timetable.
- Reading Together: Whole-class reading, paired reading, and book studies give pupils a shared space to discuss big ideas and explore stories together.
- Special Events: Where library access has been limited, we bring books to life with author visits and enrichment activities to keep enthusiasm high.
- Pupil Voice: Our children have real agency—they are confidently choosing their own books and making text recommendations to peers.
- Home & Community Connection: Reading is reaching beyond the classroom, reflected in strong parent feedback and a clear surge in local library memberships.

The Data & Evidence of Success

- Proven Tracking & Feedback: Our progress is backed by clear data, including student reading surveys, explicit Primary 7 (P7) stamina tracking, and regular book sharing during school assemblies.
- Early Years Achievements: Our Nursery recently earned the Gold Award for creating an outstanding communication environment. In the Early Learning Centre (ELC), children are already using story language during play—a key early indicator of reading comprehension.
- Engaging Reluctant Readers: Fresh, updated reading spaces and a wider range of diverse books are directly boosting participation among reluctant readers.
- Foundational & Life Skills: Moving smoothly from phonological awareness (sound recognition) into early phonics gives children the foundation they need not only for reading, but for emotional literacy and self-regulation.

Relationships and Wellbeing: The Framework for Readiness to Learn

At Laurieston, we operate on a simple belief: when children feel safe, happy, and emotionally secure, they are truly ready to learn. Creating a warm, nurturing environment isn't just an addition to our school day, it is the foundation that makes academic success possible. By helping our pupils understand and express their emotions, we ensure they have the calm, confident mindset needed to engage fully with their learning.

To give our whole school community a common voice, we use programs like Decider Skills and Emotion Works. These tools give staff and pupils a shared language for talking about feelings. Instead of getting overwhelmed, children can quickly name what they are experiencing, allowing us to support them immediately and keep learning on track.

In every classroom, you will find our visual 5-point scale alongside dedicated "Calm Corners." The scale helps pupils identify their emotional energy, while the calm corners give them a quiet space to reset independently whenever they need a moment. This approach is already making a huge impact in our latest internal surveys, 100% of our pupils shared that they value talking about their feelings as part of their daily routine.

We also know that some children need a little extra care along the way. Initiatives like our Sunshine Room and the Kool to be Kind club offer targeted support to nurture positive relationships and build confidence. Crucially, this work doesn't stop at the school gates. Through our Peep family sessions and informational leaflets, we share these same strategies with parents, bridging the gap between school and home so our children feel supported everywhere they go. Together, we are building the strong emotional foundation our children need to thrive in their next stages of growth

Strategic Recommendations for the Next Academic Year

As Laurieston Primary and ELC transition the focus will remain on sustaining pedagogical consistency and deepening community partnerships.

Strategic Roadmap for Upcoming Session:

Priority Area	Evidence-Based Action	Desired Impact
Numeracy Standards	Centralise all formative/summative assessment tools into a central library; enforce lesson frameworks.	Total consistency in instructional quality and data-driven planning across all year groups.
Problem Solving	Execute a dedicated "Problem Solving Week" and "number facts recall" trial.	Measurable improvement in higher-order thinking scores within GL Assessments.
Inclusive Literacy	Build progression in phonological awareness toward early phonics; extend diverse text range.	Enhanced decoding skills and increased engagement among reluctant and EAL readers.
Wellbeing Policy	Implement a structured wellbeing focus at the start of the school year; fully roll out Relationship Policy.	Stabilised emotional readiness and community-wide alignment with the school's relational values.

For the ELC, the priority is the integration of observation data and evaluation wheels in collaboration with partner settings. The introduction of "key child analysis meetings" will ensure that transitions are supported by rigorous developmental data.

Finally, the school must proactively monitor incoming national documentation regarding the Curriculum Improvement Cycle for 2026/27.