

**Mayfield Primary and Early Years**



**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.

David Faulds

Head Teacher

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| **OUR SCHOOL** |
| Mayfield Primary school is a single stream, non-denominational primary school with an Early Years class for 3 and 4 year olds. For session 2024-25 we will have 189 pupils in the school with a further 24 in the Early Years class. The building is 16 years old and provides a modern, stimulating environment in which pupils can learn.Our link Cluster School is Auchenharvie Academy.Our school grounds provide a fantastic resource for learning. There is a Secret Forest for imaginative play, an outdoor classroom and various areas for Loose Parts play.For Session 2024-25 our Early Years Class will operate daily from 9am – 3pmIn the morning we provide a free to all Breakfast Club with Grab and Go Bagels as the school gates open for the 8.50 – 9am Soft Start.After 3pm, Mayfield Out of School Care is available – there is a cost for this service. |

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| **OUR VISION, VALUES AND AIMS** |
| **Our Vision**Working within a safe, secure and caring school, we aim to provide all pupils with challenging, broad and engaging learning experiences that promote creativity, curiosity, and encourage a high level of success and achievement. This will lead to excellence and quality in their education.**OUR VALUES*** Teamwork
* Respect
* Achievement
* Inclusion and Equity
* Nurture

**OUR AIMS**In Mayfield Primary School & Early Years Class we aim to:* Work as a team, take care of one another, and like the fact that we are all different.
* Behave respectfully towards others.
* Be safe, healthy, active, nurtured, achieving, respected, responsible and included so that we get it right for every child.
* Celebrate our achievements, aim high, have a “can-do” attitude.
* Enjoy learning, ask lots of questions and be encouraged to think for ourselves.
* Learn about our world and how we should care for it to make it a better place through sustainable learning experiences.
* Learn interesting things, visit interesting places and share what we have discovered with our parents and community.
* Work with our families and partners in the community to help us be the best we can be.
* Provide opportunities for staff and pupils to take on leadership roles and be involved in decision-making to improve our school
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The following tables detail attainment and achievement throughout the school for session 2023-24.

**ATTAINMENT AND ACHIEVEMENT**

Children meeting or exceeding national expectations – Attainment over time

|  |  |  |
| --- | --- | --- |
| STAGE | HWB | L&T |
|  |  |  | Feb 23 | May 23 | Sept 23 | Feb 24 | May 24 |  |  | Feb 23 | May 23 | Sept 23 | Feb 24 | May 24 |
| Pre |  |  | 88% | 93% | 76% | 76% | 80% |  |  | 75% | 73% | 84% | 76% | 80% |
| Ante |  |  | 88% | 71% | 84% | 67% | 77% |  |  | 88% | 65% | 84% | 50% | 77% |
|  | L&T | Reading |
| STAGE | May 22 | Sept 22 | Feb 23  | May 23 | Sept 23 | Feb 24 | May 24 | May22 | Sept 22 | Feb 23 | May 23 | Sept 23 | Feb 24 | May 24 |
| Primary 1 |  | 93% | 82% | 93% | 85% | 85% | 96% |  | 90% | 72% | 76% | 74% | 70% | 78% |
| Primary 2 | 94% | 94% | 89% | 94% | 100% | 97% | 97% | 72% | 78% | 77% | 94% | 86% | 90% | 86% |
| Primary 3 | 83% | 88% | 94% | 94% | 88% | 89% | 94% | 83% | 72% | 71% | 74% | 95% | 94% | 94% |
| Primary 4 | 79% | 76% | 77% | 69% | 93% | 94% | 100% | 54% | 52% | 54% | 42% | 78% | 77% | 77% |
| Primary 5 | 78% | 71% | 79% | 71% | 77% | 81% | 100% | 70% | 43% | 75% | 43% | 54% | 54% | 50% |
| Primary 6 | 84% | 80% | 78% | 78% | 81% | 79% | 79% | 72% | 72% | 70% | 78% | 54% | 54% | 75% |
| Primary 7 | 96% | 96% | 96% | 96% | 78% | 79% | 96% | 77% | 77% | 82% | 82% | 78% | 75% | 75% |

Children meeting or exceeding national expectations – Attainment over time

|  |  |  |
| --- | --- | --- |
| STAGE | Literacy | Numeracy & Maths |
|  |  |  | Feb 23 | May 23 | Sep 23 | Feb 24 | May 24 |  |  | Feb 23 | May 23 | Sep 23 | Feb 24 | May 24 |
| Pre |  |  | 88% | 100% | 84% | 80% | 84% |  |  | 94% | 94% | 92% | 88% | 84% |
| Ante |  |  | 88% | 77% | 84% | 67% | 85% |  |  | 88% | 89% | 84% | 50% | 85% |
|  | Writing | Numeracy & Maths |
| STAGE | May22 | Sept 22 | Feb 23 | May 23 | Sep 23 | Feb 24 | May 24 | May22 | Sept 22 | Feb 22 | May 23 | Sep 23 | Feb 24 | May 24 |
| Primary 1 |  | 90% | 80% | 93% | 81% | 71% | 78% |  | 83% | 86% | 90% | 66% | 78% | 77% |
| Primary 2 | 72% | 78% | 61% | 88% | 69% | 47% | 73% | 83% | 94% | 88% | 88% | 86% | 80% | 80% |
| Primary 3 | 72% | 62% | 77% | 90% | 90% | 94% | 94% | 76% | 85% | 87% | 84% | 95% | 89% | 89% |
| Primary 4 | 58% | 60% | 42% | 50% | 90% | 71% | 71% | 54% | 48% | 50% | 50% | 90% | 87% | 87% |
| Primary 5 | 67% | 57% | 61% | 60% | 50% | 50% | 50% | 67% | 25% | 50% | 36% | 50% | 50% | 77% |
| Primary 6 | 72% | 72% | 70% | 66% | 62% | 67% | 67% | 76% | 76% | 74% | 59% | 39% | 58% | 78% |
| Primary 7 | 69% | 69% | 70% | 70% | 74% | 75% | 75% | 86% | 85% | 85% | 86% | 81% | 79% | 76% |

Pupils who have been identified as not meeting National Expectations have received targeted support resulting in almost all pupils making progress this session.

Children meeting or exceeding national expectations & 2024 Predictions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | L&T | Reading | Writing | Numeracy |
| STAGE | May 23  | FEB 24 | Pred May 24 | May 23 | FEB 24 | Pred May 24 | May 23 | FEB 24 | Pred May 24 | May 23 | FEB 24 | Pred May 24 |
| Primary 1 |  | 85% | 85% |  | 70% | 74% |  | 71% | 81% |  | 78% | 66% |
| Primary 2 | 93% | 97% |  | 76% | 90% |  | 93% | 47% |  | 90% | 80% |  |
| Primary 3 | 94% | 89% |  | 94% | 94% |  | 88% | 94% |  | 88% | 89% |  |
| Primary 4 | 94% | 94% | 93% | 74% | 77% | 78% | 90% | 71% | 90% | 84% | 87% | 90% |
| Primary 5 | 69% | 81% |  | 42% | 54% |  | 50% | 50% |  | 50% | 50% |  |
| Primary 6 | 71% |  |  | 43% |  |  | 60% |  |  | 36% |  |  |
| Primary 7 | 78% | 79% | 78% | 78% | 75% | 78% | 66% | 74% | 74% | 59% | 79% | 81% |

Only 1 exclusion in the last 4 years shows that staff and pupils at Mayfield have adopted the principles of Nurturing North Ayrshire extremely well as a whole school. This session we will look at embedding this further by matching ourselves against the new Nurture Benchmarks.

Improving attendance continues to be an area of improvement. During the last session, the level of absence for the whole school was 9.93%. Next session we will adopt North Ayrshire Council’s new guidelines and procedures for improving attendance.

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| **WIDER ACHIEVEMENT** |
| This session, Mayfield staff have provided the following lunch-time and after-school clubs: cross-stitch, lego, multi-sports, Family Homework club, drumming, science, choir, football, netball and digital leaders. The Netball team were the Auchenharvie Cluster Champions and narrowly lost in the final of the North Ayrshire Competition. This session, we reintroduced Cycling Proficiency – now I-Cycle.The whole school took part in our very successful Christmas Show – Superstar.The free to all Breakfast Club won the Kellogg’s Best Breakfast Club in Scotland Award.Mayfield pupils thrive in taking on responsibilities in the school and the wider community. For example, P1 buddies, House Captains, Eco and Recycling Monitors, Junior Road Safety Officers, Big Feelings Buddies, Tooth-brushing monitors and Sports leaders.Throughout the school year, we celebrate wider achievements at our weekly assemblies and through the SEESAW app.Children participating in after school clubs / activities

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | P1 | P2/1 | P2/3 | P4/3 | P4 | P5 | P6 | P7 |
| Term 1 | 62% | 76% | 82% | 55% | 80% | 65% | 65% | 70% |
| Term 2 | 71% | 82% | 96% | 75% | 75% | 92% | 77% | 81% |
| Term 3 | 52% | 77% | 92% | 60% | 75% | 73% | 84% | 93% |
| Term 4 | 50% | 77% | 75% | 95% | 80% | 58% | 84% | 70% |

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| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**  |
| Our School Improvement Plan Priorities last session were:**Priority 1:** Staff have clear and shared expectations of the progression through a level and make confident professional judgements based on a range of assessment data. Our data is accurate and shows a true reflection of the attainment of our learners.* During moderation activities and at attainment meetings staff were more confident in making and justifying their professional judgements based on a variety of assessment data, including standardised tests.
* Classroom observations showed more evidence of quality learning and teaching, differentiated to meet the needs of all learners.
* Data shows a positive trend for attainment over time.

**Priority 2:** Mayfield pupils are equipped to manage their own health and well-being and are supported effectively to attend school and participate fully.* School Counsellor data shows increased number of pupils being supported in groups such as HWB Lunch Clubs for all stages, LIAM, Drawing and Talking Therapy.
* The school has effectively used the Cost of the School Day fund to minimise any financial pressure being passed onto families. E.g. free Breakfast Club, proving free uniforms and fully subsidising end of term school trips.

**Priority 3:** Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. (Auchenharvie Cluster School Priority)* End of term staff confidence survey showed improved confidence, skills and abilities in teaching the digital curriculum.
* Pupil digital leaders have had more opportunities to lead digital learning in their own school and showcase their skills to peers in other schools in the cluster.

**Priority 4:** To implement SCERTS (Social Communication Emotional Resilience Transitional Supports) as a support to accessing the curriculum for targeted pupils.* Staff confidence in planning and delivering lessons using the SCERTS framework increased meaning that the needs of these pupils were being met more effectively.

**Priority 5:** We will deliver high quality learning through play experiences both indoors and out.* Staff showed greater confidence in planning and delivery of play-based lessons.
* With support from the Professional Learning Academy, areas of the playroom and school were redesigned to have a more play-based focus.
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| **QUALITY INDICATORS**Provide your evaluation & brief summary statement for each of the 4 core QIs |
| QI 1.3 Leadership of Change | Evaluation 5 |
| * We are committed to ensuring that we achieve the highest possible standards and success for all learners.
* All staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
* We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement.
* We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners.
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| QI 2.3 Learning, Teaching & Assessment | Evaluation 5 |
| * TRAIN is used to underpin Mayfield’s shared vision and values.
* Almost all Mayfield pupils are fully engaged in their learning, resilient and interact well during activities.
* Learning is differentiated appropriately and can link to attainment and assessment data as well as being both enjoyable and challenging.
* Staff know their learners well and support and challenge them effectively. Additional support staff are deployed to enhance children’s learning.
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| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation 5 |
| * TRAIN is used to underpin Mayfield’s shared vision and values.
* Through a Nurturing approach based on positive relationships, Mayfield staff know the needs of each pupil very well
* Breakfast club allows soft start as well as supporting families in need.
* Big Feelings Buddies established in each class.
* All learners are included, engaged and involved in the life of the school and we celebrate and track achievements out-with school.
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| QI 3.2 Raising Attainment & Achievement | Evaluation 4 |
| * Almost all learners make good progress from their prior levels of attainment in literacy and numeracy. (See table above) although not all are meeting National Expectations.
* A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum.
* Our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. This is evidenced clearly in the Wider Achievement section.
* We celebrate and promote successes and achievements of all our learners.
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| **PUPIL EQUITY FUNDING** |
| 1. Free to all Mayfield Breakfast Club with option of Grab and Go Bagels: ensures all pupils start the day with a breakfast and also allows parents/carers to get to work/further education. In June, 24, were named the Kellogg’s best Breakfast Club in Scotland.
2. School Counsellor and Nurture Staff: Both help to improve the emotional/mental health of all Mayfield’s pupils and provide advice and support for parents/carers.
3. Fund 1 Full Time Classroom Assistant: This member of staff provides extra pupil supervision and support throughout the day and works with targeted groups of pupils to improve attainment and meet a range of pupil needs.
4. Subsidised P7 Arran Residential Visit: This ensured that no pupil that wanted to go on this 4 night residential experience was prevented due to financial reasons.
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| **IMPROVEMENT PLAN PRIORITIES 2024-2025** |
| **Priority 1:** Provide a curriculum that will both engage and meet the needs and interests of all pupils at Mayfield Primary and Early Years Class.**Priority 2:** Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. **Priority 3**: Maximise Learner Voice and Participation and Maximise Parent/Carer Involvement and engagement**.**  |