

**Education Directorate**

**Mayfield Primary and Early Years Class**

**Improvement Plan**

**2024-2025**





**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**

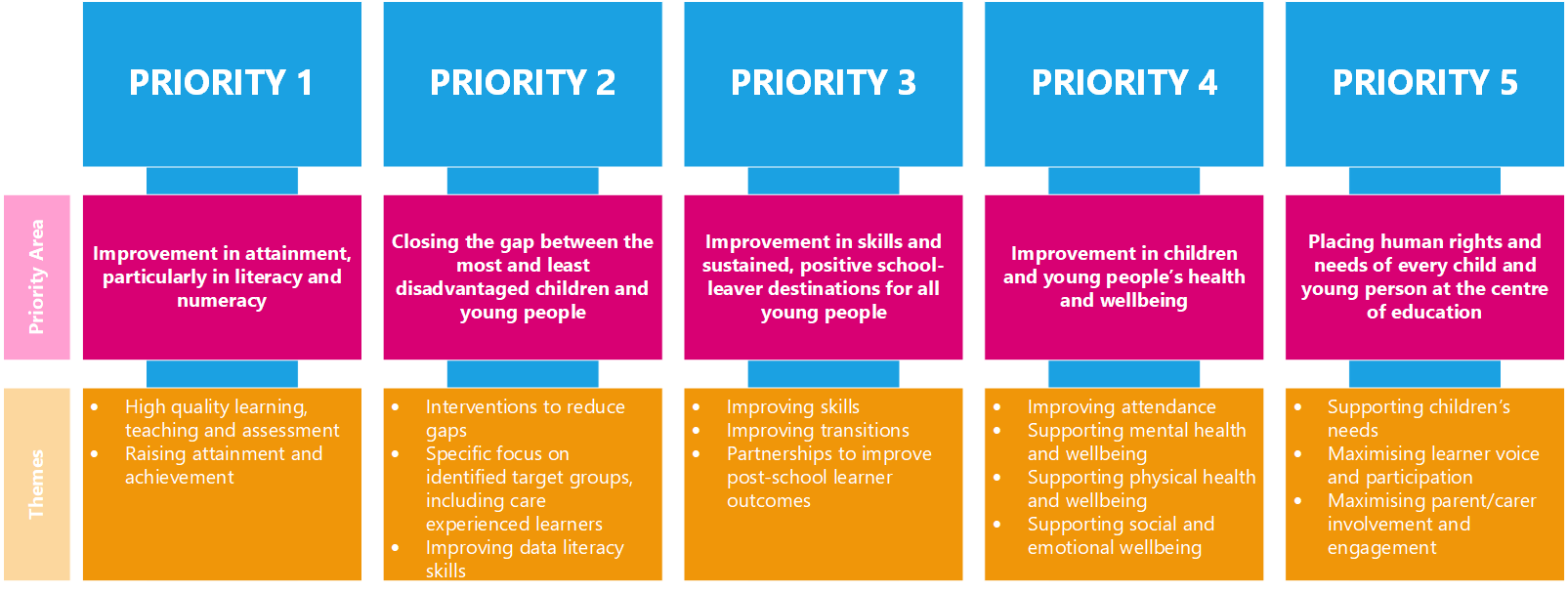
In Mayfield Primary School & Early Years Class we aim to:

* 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

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  Provide a curriculum that will both engage and meet the needs and interests of all pupils at Mayfield Primary and Early Years Class. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  Through analysing data, progress of individual attainment, Staged Intervention and EYC to P1 Transition meetings, we have seen a need for providing a more bespoke curriculum to meet the changing profile of need of the pupils at Mayfield Primary and Early Years. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| All pupils will be aware of their levels of attainment and can identify next steps in learning.  Learners will benefit from teaching experiences/approaches that match their needs and fill gaps in their learning.  Learners make sustained and improved progress through being more engaged in their learning.  Targeted pupils will have their learning needs met effectively and be fully included in the school. | Maureen Nugent (Attainment Advisor), to deliver presentation on awareness of bias on attainment data.  Class teachers discuss national expectations of learning and progress through a level with pupils.  Class teachers meet with pupils termly to discuss their progress and next steps through setting targets  Fiona McArthur to deliver Circle presentation  Teachers and EYPs carry out Circle Resource Audit and analyse results.  PSA attend NAC CLPL  PSA and PSS meet with SLT termly to discuss impact of interventions and next steps  Teaching staff and PSAs explore using NAC differentiation materials and dyscalculia policy.  Implement changes to approaches.  Identified school and EYC staff will undertake SCERTS training (from Medbridge) and Work alongside Outreach Staff, EYIST to implement lessons of training. | By Sept 24 Maureen Nugent.  Class teachers, by Sept, 24  Class teachers and pupils, Sept, 24 🡪  Nov, 24 In- Service. Ed Psych  By Nov 24. Class teachers/EYPs  Aug, 24 🡪 individual PSA, Pupil Support staff and DHT(termly)  Feb, 25 DHT  Class teachers  Aug, 24 🡪 Laura Ritchie  HT & Identified staff of targeted pupils Aug, 24 🡪 June 25 | School and EYC attainment data shows changes from May 24 to Sept 24 to reflect this input and subsequent discussions amongst staff and SLT.  Attainment data will show that all children are making progress and more children are meeting/exceeding national expectations.  SLT meeting with focus groups of pupils termly to gather evidence of pupil understanding and attainment levels to compare this to TPJ  Pre-evaluation identifies staff’s current perception of learning environment and teaching approaches.  Audit analysis will highlight areas for improvement.  Classroom observations focussed on audit analysis show impact and changes in practice.  Evidence that less pupils off-track.  Evidence that pupils who remain off-track have made progress through the level.  Pre and post practitioner evaluation will demonstrate:   * Increased confidence in differentiation to challenge and support pupils. * Increased knowledge on how to support identified pupils with numeracy difficulties.   Attendance data shows improvement.  Pre and post practitioner survey will demonstrate increased confidence in meeting the needs of targeted pupils.  Pupils are spending more time in their class, are more independent and are able to move from SCERTS plan to Staged Intervention. | Data is a truer reflection of children’s attainment as bias has been removed  Children will speak confidently about attainment linked to National Expectations and can identify their own next steps in learning.  Teacher and pupil judgements will align.  All pupils make progress in learning.  PASS results will show that pupils are more engaged in their learning.  Data shows a positive trend for attainment over time.  Classroom and playroom observations show almost all children engaged in their learning.  PSA staff feel more equipped and confident when supporting pupils.  Classroom and playroom observations show evidence of quality learning and teaching, differentiated to meet the needs of all learners.  Children are engaged and happy in their learning.  Almost all pupils are happy to be at school and making academic progress  Staged Intervention and SCERTS plans show that all identified pupils have made progress.  TAC minutes show that parent/carers feel that the needs of their children are being met. | **£0** |

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| **PRIORITY 2 (Cluster)** | | | | | | |
| **Strategic Objective:**  Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  After an audit of the first year of the Cluster 3 year digital plan, further gaps and areas for development have been identified and a training programme to meet these gaps has been created. Additionally, the second year will increase staff confidence and will provide pupils with enhanced digital experiences across the curriculum. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum. | Cluster staff skill audit to identify digital competence and gaps linked to cluster skills pathway. | May/June 24  Cluster HT’s | Staff survey of digital skills and training calendar developed.  Results from audit and confidence scale will be analysed as a baseline. | Results of the audit will identify a differentiated training programme for staff. | **£0** |
| Cluster staff skill audit to identify digital competence and gaps linked to cluster skills pathway in Early Years for digital experiences within the playroom and staff digital literacy. | Term 2  S.E.Y.P. & EYM Reps | Staff survey of digital skills and training calendar developed.  Results from audit and confidence scale will be analysed as a baseline. | Post training feedback and PRD meetings will give evidence of increased staff confidence and learners will speak positively about their digital learning experiences. |  |
| Implement the progressive skills framework from P1 to P7. | Aug 24 – May 25  HTs & Staff Leads | Professional dialogue and feedback from staff will demonstrate improved learning and teaching experiences at each stage.  Review with staff shows increased skill and confidence. | Class observations will show staff implementing good practice. |  |
| Implement the progressive skills framework for Early Years. | Term 3 and Term 4  HTs & Staff Leads | Professional dialogue and feedback from staff will demonstrate improved learning and teaching experiences at within Early Years.  Review with staff shows increased skill and confidence. | Class observations will show staff implementing good practice. |  |
| Pupil Digital Leaders to create and deliver a pupil voice audit for P3-P7. | Term and Term 4 | Results from Pupil Voice audit will demonstrate increased use of digital technologies and increased skill. | Pupil digital leaders are seen to lead learning with confidence |  |
| Cluster training calendar linked to needs of staff will be delivered across the session. | June 2024  HTs & Staff Leads | Staff confidence scale. Results will be analysed and impact measured against baseline. | Post training feedback and PRD meetings will give evidence of increased staff confidence and learners will speak positively about their digital learning experiences. |  |
|  | Staff will develop new learning partnerships to share experiences and approaches across the cluster and moderation practice. | Sept 24 – June 25  All staff | Peer visit moderation feedback will analysed to share good practice and identify next steps for session 25 – 26. | Minutes of these meetings.  Classroom observations |  |
| Develop pathway into third level in collaboration with secondary. | Sept 24 – Mar 25  Digital Co-ords  Faculty Lead | A progressive pathway into third level will be in place to help provide smooth transition and increased skills development for our young people. | New plans ready for use in schools |  |
| Extend the Pupil Digital Leader role in leading learning within another cluster primary. | Term 4 | Increased participation and leadership by learners in the development of digital skills and peer training. | Post activity evaluations from pupils leaders and their peers |  |
| Extend the Pupil Digital Leader network through regular sharing the learning session. | Term 2 and 3 | Increased participation of learners in the development of digital skills and peer training. |  |
| Moderation session across cluster to facilitate professional dialogue about assessment of skills at end of level – First and Second. | May 25 | Increased staff confidence in making professional judgements based around sound evidence. | Minutes of these meetings.  Classroom observations |  |
| Deliver parent raising awareness session regarding Online and device safety across the cluster. | Terms 2-3  AIW Supported by Cluster Schools Digital Co-ords | Parents will be more informed regarding their responsibilities and how to safeguard and educate their child in safe Internet use. | Parents and their children will be able to talk more confidently about online safety.  Less incidents of negative use of internet brought into school. |  |

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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  Maximise Learner Voice and Participation and Maximise Parent/Carer Involvement and engagement**.** | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   1.7 Children are safe and protected   * 1. Play and learning   2. Family engagement   3. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  Quality assurance procedures, including observations and monitoring of planning, feedback from staff, the increasing numbers of children within the establishment with ASN and feedback from Trio visits, highlighted the need to increase Pupil Voice formally and to increase opportunities for Parental/Carer Involvement. | | | | | | |

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| PRIORITY 4: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Pupils will be able to speak confidently about UNHCR Rights  Increase learner voice and participation  Increase Parent/Carer Involvement and engagement  Learners feel safe and supported by attuned, nurturing and caring staff who know them as individuals. | Reformation of Rights Respecting Schools Group with aim of achieving Silver status  Formalise HGIOURS groups and reintroduce Circles Assemblies, PASS  Issue H.G.I.O.S. Surveys to gauge parent/carer opinion  NEST groups for targeted parent/carers  BPR groups/workshops for targeted parent/carers  Deliver an overview of the 6 principles of nurture and thematic organisers of benchmarking tool to all staff, including EYC.  Formation of Health, Safety and Well-Being Group for staff. | June, 25  Lorna Anderson  Meet monthly – DHT  Carry out PASS survey, Nov 24  Monthly - HT  Termly – HT/Julie/Laura Ritchie  Sept – Oct, Julie Cassidy and Laura Ritchie  Feb, 25 In-Service 🡪 Laura McRonald and DHT  TBC | Assemblies, Right of the Fortnight, UNICEF events, Rights tags on every display, Class Charters.  Achievement of Silver RRS status  Analyse results of PASS survey and act on main messages  Results of surveys will be analysed and acted on main messages – you said we did.  Minutes from these meetings will show that parents/carers are more confident in using strategies suggested with their children.  R.A.G. ratings for NAC Nurture benchmarking tool will prioritise next steps.  Staff absence rates continue to remain low. | Professional dialogue with staff, observations of their interactions and teacher plans & evaluations will demonstrate impact of RRS. Use Stirling and Leuven Scale  Feedback from pupils is positive. Improved attendance by targeted pupils.  Feedback from parent/carers is positive  Feedback from parents/carers and improved attendance and presentation of pupils at school.  Staff feel valued in that their opinions are listened to and acted upon.  Almost all staff and pupils feel safe and supported. | **£0** |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | David Faulds - HT | | |
| **Carry forward:** | -£3978 | **Total Allocation:** | £76680 | **Total:** | £72702 available |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Pupils starting school with no breakfast | Hunger will not be a barrier to pupil learning | Free to all Breakfast Club and Grab and Go Bagels | Aug 24🡪  HT/Gail Trewin/Audrey Mullin/Jessica Reid | £6037 | Numbers attending Breakfast Club and accessing Grab and Go bagels.  Improved attainment stats | Classroom observations will show that pupils are more settled and engaged in their learning. |
| Parent/carer voice and self-efficacy increased resulting in improved emotional well-being for them and their children | Pupil/parent/carer relationships improved | Building Positive Relationship parent groups  NEST parent groups | Termly 🡪 Julie Cassidy (School Counsellor) and Laura Ritchie (AIW)  Termly 🡪 Julie Cassidy (School Counsellor) and HT | £30212.95 | School Counsellor (and AIW) data will show that parents/carers are able to give examples of use and effectiveness of new strategies. | Decrease in pupil/parent concerns. |
| Gaps in attainment | Improved attainment and meeting of specific needs for targeted groups from additional Classroom Assistant | Analysis of attainment data will show areas in need of improvement  Support some pupils in class/Busy Bees Room and playground | SLT and Identified staff Aug 24🡪 | £6875 | Improved attainment data over time | Data from termly attainment meetings, NGRT, time spent in class with peers |
| Financial barrier - Subsidise Arran Residential Trip | All pupils who want to go to Arran residential trip will be prevented due to financial reasons. | Subsidy from PEF | Aug 24🡪  HT | C£1500 | Number of pupils going on trip | Feedback from pupils and staff |
| Seesaw App | Communication with parents/carers and showcasing learning at home | Deliver pupil, staff and new parent training workshops to enable all stakeholders to access Seesaw | Aug 24🡪  DHT | £1444 | Data from Weekly Seesaw report | Feedback from staff, pupils and parents |
| Pupils finding literacy challenging - Assistive Technologies: Clicker 7 and Rapid Readers | Pupils will be able to access the literacy curriculum more confidently and be more engaged. | Deliver pupil and staff training workshops to enable all stakeholders to use these platforms effectively | Aug 24🡪  Francene Keegans | £1367 | Improved attainment data over time | Data from termly attainment meetings, NGRT, etc |