

**Mayfield Primary and Early Years**



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**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.

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 2025-26 we will have 190 pupils in the school with a further 24 in the Early Years class. The building is 17 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 2025-26 our Early Years Class will operate daily from 9am – 3pm  In 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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| **ATTAINMENT & ACHIEVEMENT** |
| MAYFIELD PRIMARY AND EARLY YEARS CLASS  Attainment Overview  Session 24-25  Primary 1   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | Not yet on track | | Individual milestones | | | PRIMARY  1 (31) | L&T | | READING | | WRITING | | NUMERACY & MATHS | | 28 children: CfE  3 children: individual milestones | 7  23% | | 8  26% | | 11 35% | | 2  6% | | 17  54% | | 13  42% | | 9  29% | | 20 65% | | 4  13% | | 7 22% | | 8  26% | | 6  19% | | 3  10% | | | | | | |   Primary 2     |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | Not yet on track | | Individual milestones | | | PRIMARY  2 (30) | L&T | | READING | | WRITING | | NUMERACY & MATHS | | 29 children: CfE  1 child: individual milestones | 2  7% | | 3  10% | |  | | 2  7% | | 26  86% | | 17  57% | | 19  64% | | 20 67% | | 1  3% | | 9  30% | | 10  33% | | 7  23% | | 1  3% | | | | | | |   Primary 3   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | | Not yet on track | | | PRIMARY  3 (32) | L&T | | READING | WRITING | | NUMERACY & MATHS | | 32 children: CfE | 17  53% | | 9  28% | 8  24% | | 1  3% | | 12  38% | | 12  38% | 12  38% | | 23 72% | | 3  9% | | 11 34% | 12  38% | | 8  25% |   Primary 4     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | | Not yet on track | | | PRIMARY  4 (20) | L&T | | READING | WRITING | | NUMERACY & MATHS | | 20 children: CfE | 6  30% | | 5  25% | 5  25% | | 5  25% | | 11  55% | | 12  60% | 11  55% | | 12 60% | | 3  15% | | 3  15% | 4  20% | | 3  15% |   Primary 5   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | | Not yet on track | | | PRIMARY  5 (32) | L&T | | READING | WRITING | | NUMERACY & MATHS | | 32 children: CfE | 5  16% | | 13  41% | 3  9% | | 11  34% | | 26  81% | | 10  31% | 22  69% | | 13 41% | | 1  3% | | 9  28% | 7  22% | | 8  25% |   Primary 6     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | | Not yet on track | | | PRIMARY  6 (27) | L&T | | READING | WRITING | | NUMERACY & MATHS | | 27 children: CfE |  | | 5  19% |  | |  | | 24  89% | | 17  62% | 19  70% | | 21  78% | | 3  11% | | 5  19% | 8  30% | | 6  22% |   Primary 7     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Beyond expectations | | On-track | | | Not yet on track | | | PRIMARY  7 (23) | L&T | | READING | WRITING | | NUMERACY & MATHS | | 23 children: CfE |  | | 6  26% |  | |  | | 19  83% | | 12  52% | 16  70% | | 16  70% | | 4  17% | | 5  22% | 7  30% | | 7  30% | |

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| **WIDER ACHIEVEMENT** | | |
| This session, staff at Mayfield have provided the following lunch-time and after school-clubs: football, netball, country dancing, Disney choir, K’nex, cross stitch, arts and crafts, book club, construction, coding, choir, digital leaders, iCycle, boomwhackers and writing club.  The whole school took part in our very successful Christmas Show – The Inn-Spectors.  The pupils at Mayfield Primary enjoy taking on additional responsibilities both in school and the wider community. For example, P1 buddies, House Captains, Eco and Recycling Monitors, Junior Road Safety Officers and Big Feelings Buddies.  In conjunction with Mr McMillan (janitor) some pupils have taken on the responsibility of developing the school grounds. This has included litter picking and making a picnic area.  Our house captains successfully received a grant of £1000 from the Participatory Budget. This allowed us to buy picnic benches, planters and small basketball nets and balls for the playground.  Throughout the school year, we celebrate wider achievements at our weekly assemblies and through the SEESAW app.  Children participating in after school clubs / activities   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | P1 | P2/1 | P2/3 | P3 | P4/5 | P5 | P6 | P7 | | Term 1 | 14% | 45% | 84% | 67% | 87% | 85% | 85% | 72% | | Term 2 | 95% | 68% | 87% | 91% | 91% | 93% | 96% | 92% | | Term 3 | 57% | 43% | 96% | 91% | 91% | 93% | 100% | 84% | | Term 4 | 35% | 74% | 96% | 83% | 58% | 75% | 71% | 72% | | | |
| **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?** | | |
| **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.   * School and EYC attainment shows positive changes and professional discussions since input from Attainment Advisor, show increased confidence among staff. * CIRCLE audit analysis successfully done by every CT. This highlighted areas for improvement in class environments and prepared staff for the second stage of this process. * Parent friendly SCERTS plan developed for termly update to parents.   **Priority 2**  Through time and with increased staff confidence, pupils will have improved digital experiences which can be applied across the curriculum.   * All CT attended CLPL of their choice and then peer observations showed increased skill and confidence in what CT’s had perceived to be their areas of development at the start of the session. * School implemented progressive skills Framework from P1-P7 improving learning and teaching experiences at each stage. * Pupil Digital Leaders showed successful participation through them leading learning and peer training at Mayfield and in other cluster primaries.   **Priority 3**  Maximise Learner Voice and Participation and Maximise Parent/Carer Involvement and engagement**.**   * School reconstituted Bronze award of RRS and made plan for next session’s SIP for Silver award status * HGIOURS groups and Biscuit and Blether feedback showed that pupils feel positive about various aspects of school life and gave us next steps for 2025-26. * BPR became a successful cluster group leading to the participants being more confident in the strategies they can use with their children. * Increased opportunities for parent feedback through HMIE survey and SIP opinion gathering, leading to discussion of next steps, were well-received by those parents involved. | | |
| **QUALITY INDICATORS**  Provide your evaluation & brief summary statement for each of the 4 core QIs | | |
| QI 1.3 Leadership of Change | Evaluation | **4 Good** |
| * 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. | | |
| QI 2.3 Learning, Teaching & Assessment | Evaluation | **4 Good** |
| * 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. | | |
| QI 3.1 Ensuring Wellbeing, Equality & Inclusion | Evaluation | **5 Very Good** |
| * 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. | | |
| QI 3.2 Raising Attainment & Achievement | Evaluation | **4 Good** |
| * 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. Last session, we provided around 5000 free breakfasts.In December, 2025, Mr Faulds, Mrs Mullin (PSA) and 2 pupils attended an award ceremony at the Houses of Parliament where Mayfield were named the Kellogg’s best Breakfast Club in Scotland with a prize of £1000 which will allow the Breakfast Club to remain free for all for another year. 2. School Counsellor: Not only does the counsellor improve the emotional/mental health of all Mayfield’s pupils through Play Therapy and L.I.A.M., she has provided advice and support for parents/carers. The counsellor has also developed a programme of Big Feelings Buddies where pupils in each class are trained to support their peers in the first instance and supported parent/carers in the B.P.R. programme. 3. Fund 1 Full Time Classroom Assistant: This member of staff provides extra pupil supervision and support throughout the day and works with a targeted group of neuro-diverse pupils to support their needs in the Busy Bees Room and their time in class and at interval and lunchtime. 4. Subsidised P7 Arran Residential Visit: This ensured that no pupil that wanted to go on this 4 night residential experience was unable to due to financial reasons. |

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| **IMPROVEMENT PLAN PRIORITIES 2025-2026** |
| **Priority 1**  Staff will provide a high-quality curriculum that will both engage and meet the needs and interests of all pupils. Learners will feel empowered to lead their learning and make change in their school.  **Priority 2**  Staff will have clear and shared expectations of the Progression through a Level and will be able to make confident professional judgements based on a range of assessment data.  **Priority 3**  To ensure we provide a relevant curriculum that will engage, motivate and meet the needs and interests of all pupils at Mayfield Primary School and Early Years Class.  **Priority 4**  By looking outwards through cluster moderation, Mayfield staff will have a shared understanding and clear expectations of what a quality lesson looks like.  **Priority 5**  In Mayfield EYC, we will deliver high quality learning through play experiences both indoors and out. |