



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Mayfield Primary and Early Years



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.

David Faulds

Head Teacher

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 2026-27 we will have 187 pupils in the school with a further 24 in the Early Years class. The building is 18 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 2026-27 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.

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

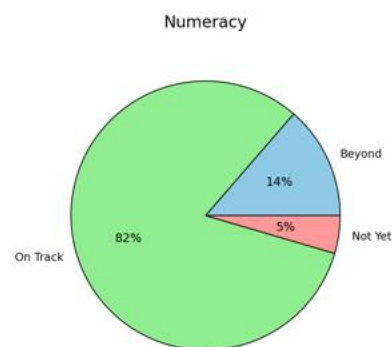
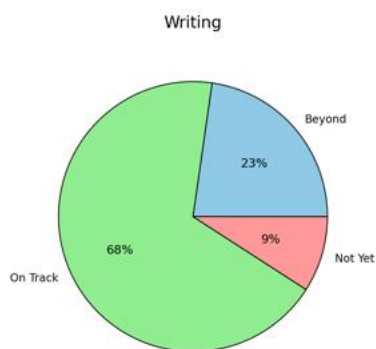
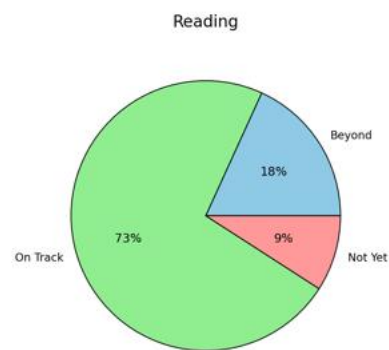
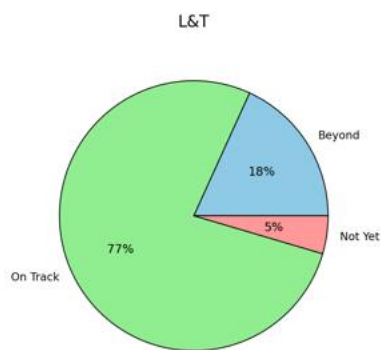
OUR AIMS

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

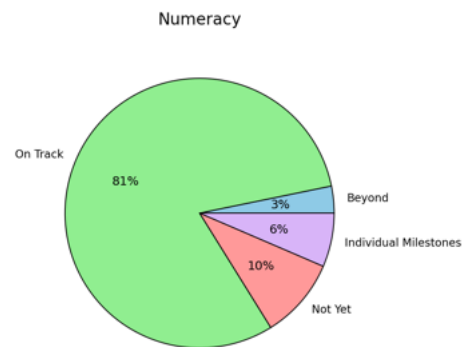
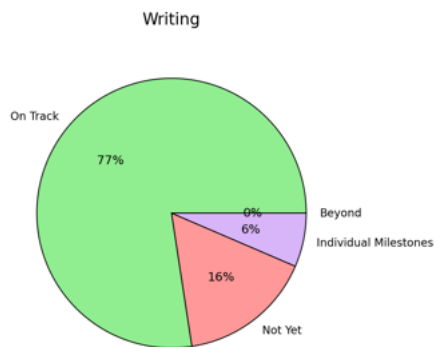
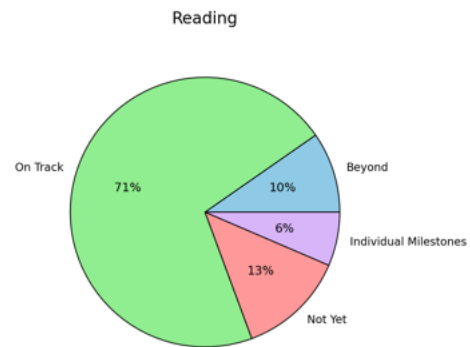
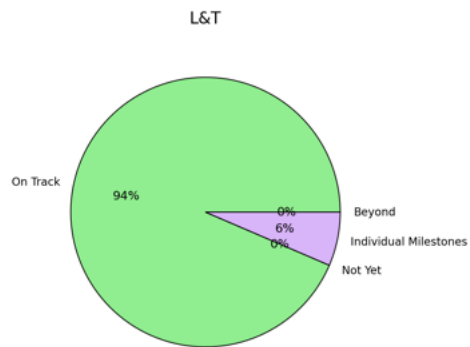
ATTAINMENT & ACHIEVEMENT

Primary 1



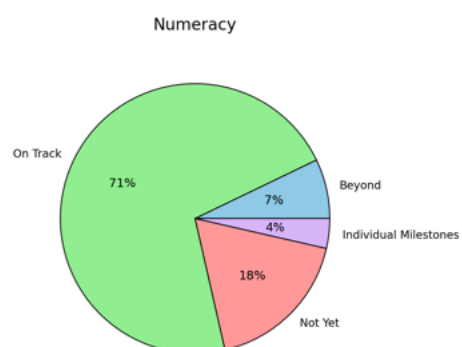
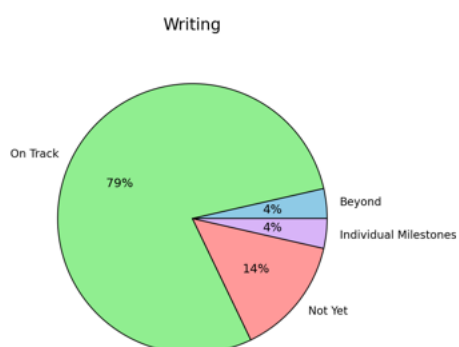
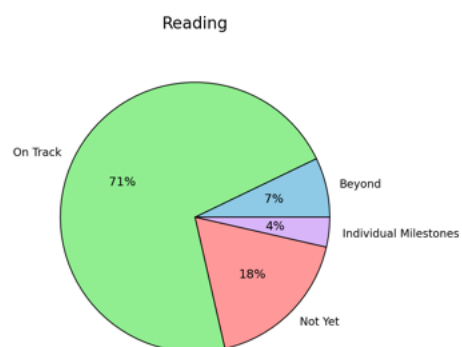
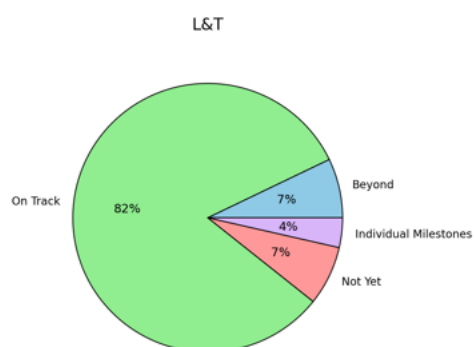
Primary 1	L&T	Reading	Writing	Numeracy and Maths
22 pupils	4	4	5	3
	17	16	15	18
	1	2	2	1
	Beyond	On Track	Not yet	

Primary 2



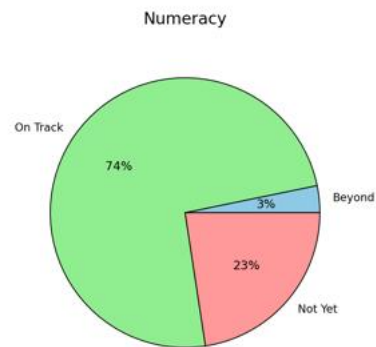
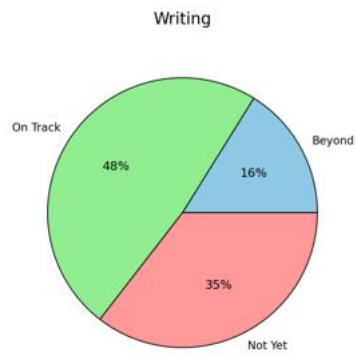
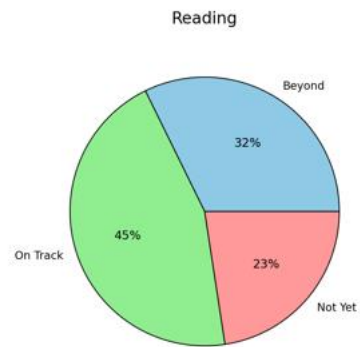
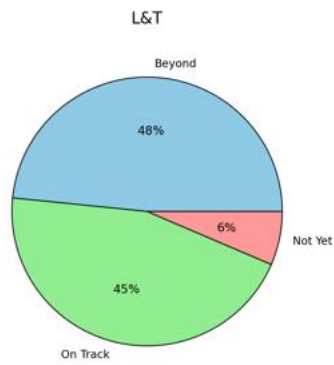
Primary 2	L&T	Reading	Writing	Numeracy and Maths
31 pupils	-	3	-	1
	29	22	24	25
	-	4	5	3
	2	2	2	2
	Beyond	On Track	Not yet	Individual Milestones

Primary 3



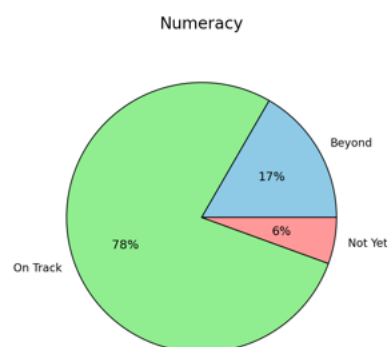
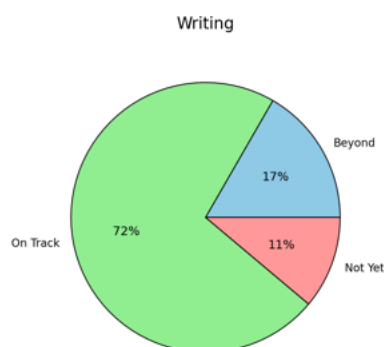
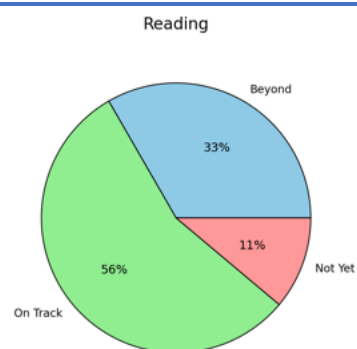
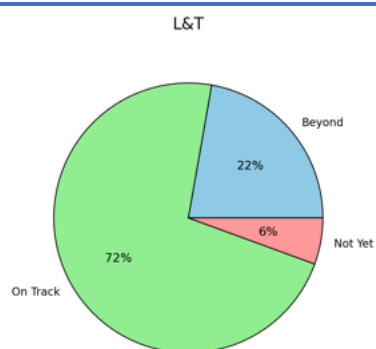
Primary 3	L&T	Reading	Writing	Numeracy and Maths
28 pupils	2	2	1	2
	23	20	22	20
	2	5	4	5
	1	1	1	1
	Beyond	On Track	Not yet	Individual Milestones

Primary 4



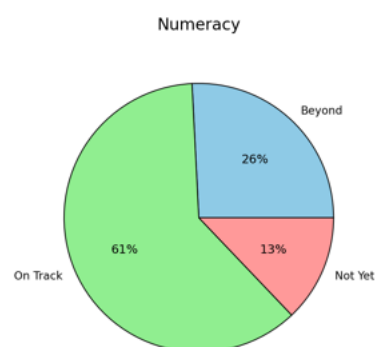
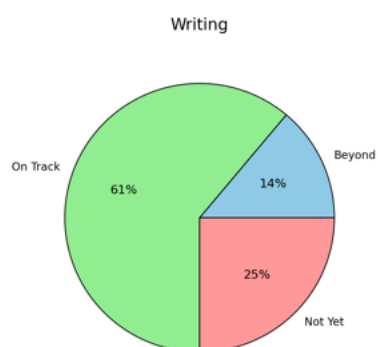
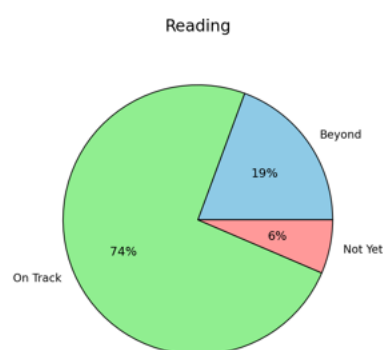
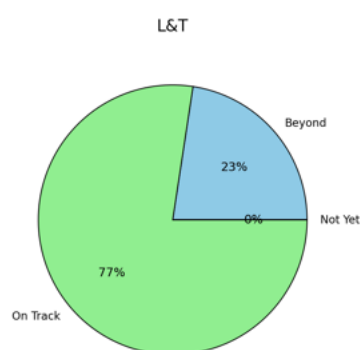
Primary 4	L&T	Reading	Writing	Numeracy and Maths
31 pupils	15	10	5	1
	14	14	15	23
	2	7	11	7
	Beyond	On Track	Not yet	

Primary 5



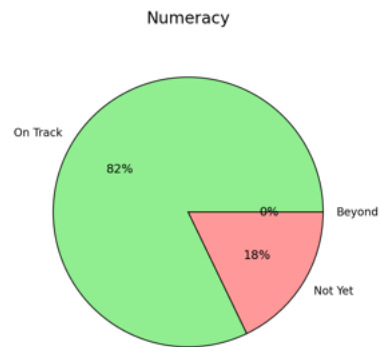
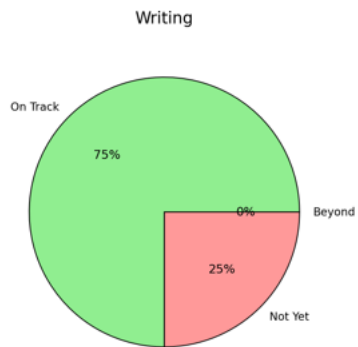
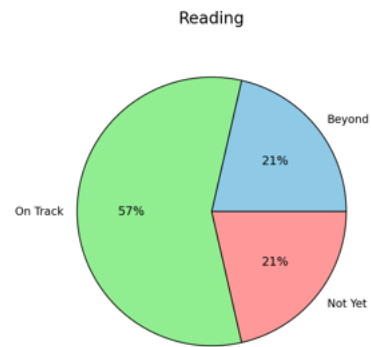
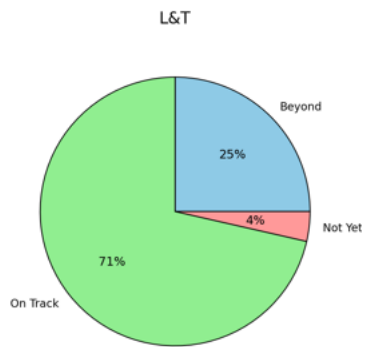
Primary 5	L&T	Reading	Writing	Numeracy and Maths
18 pupils	4	6	3	3
	13	10	13	14
	1	2	2	1
	Beyond	On Track	Not yet	

Primary 6



Primary 6	L&T	Reading	Writing	Numeracy and Maths
31 pupils	7	6	5	8
	24	23	22	19
	-	2	9	4
	Beyond	On Track	Not yet	

Primary 7



Primary 7	L&T	Reading	Writing	Numeracy and Maths
28 pupils	7	6	-	-
	20	16	21	23
	1	6	7	5
	Beyond	On Track	Not yet	

WIDER ACHIEVEMENT

During 2025-26, Mayfield Primary continued to provide a wide range of high-quality opportunities for pupils to engage in extracurricular activities.

This session, staff at Mayfield have provided the following lunch-time and after school-clubs: football, netball, K'nex, cross stitch, arts and crafts, book club, construction, choir, digital leaders and I-Cycle.

The whole school took part in our very successful Christmas Show – Baubles.

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 the Parent Council, the pupil led Mayfield Masters groups Playground Pals and Outdoor Learning Leaders, have taken on the responsibility of developing the school grounds, including repainting of playground lines and choosing and purchasing new playground toys for lunchtime. The P1-P3 outside play area outside has been developed to include some artificial grass so it can be used all year round. Next session, the former polytunnel area will be redeveloped with a focus on outdoor play.

Throughout the school year, we celebrate wider achievements at our weekly assemblies and through the SEESAW app.

Upper school pupils also benefited from two lunchtime Commonwealth Games clubs.

These lunchtime clubs were planned, organised and delivered by our Sports Ambassadors, providing meaningful leadership experiences and enabling pupils to develop valuable skills in teamwork, communication and responsibility.

The school Counsellor also led two lunchtime activity weeks: Mixed Club Week and Obstacle Fun Week, which were well attended and enjoyed by pupils across the school.

Throughout the session, staff have carefully tracked and monitored participation in both lunchtime and after-school clubs to ensure that opportunities are accessible and inclusive for all learners. Particular attention has been given to identifying and encouraging pupils who may not otherwise engage in extracurricular activities. Through regular consultation and pupil voice activities, learners have been empowered to influence the range of clubs on offer, resulting in activities that reflect their interests and preferences. E.g. P7s led a lunchtime drawing club which was set up after speaking to those pupil whose participation in Wider Achievement activities was low.

This targeted and responsive approach has had a significant positive impact on participation levels, with engagement increasing across almost all classes. Pupils have demonstrated enthusiasm for the wider opportunities available and have benefited from experiences that support their wellbeing, confidence, social skills and sense of belonging within the school community.

Throughout the year, wider achievements have been recognised and celebrated through weekly assemblies and shared with families via the Seesaw app. This has helped to strengthen home-school partnerships, promote positive achievement and ensure that successes both within and beyond the classroom are valued and celebrated.

Moving forward, we will continue to monitor participation data and gather pupil feedback to further enhance our extracurricular offer. We aim to provide an increasingly diverse range of opportunities that promote inclusion, develop leadership skills, encourage active participation and support every learner to achieve their full potential.

Children participating in after school clubs / activities

	P1	P2	P3/2	P3/4	P4	P5/6	P6	P7
Term 1	32%	64%	41%	48%	71%	48%	62%	46%
Term 2	63%	73%	53%	62%	70%	75%	84%	82%
Term 3	64%	95%	63%	83%	74%	78%	78%	75%
Term 4	36%	77%	58%	83%	91%	65%	91%	68%

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

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.

- Classroom observations during Trio Visit and School Review show increased pupil confidence in daily reading tasks and lessons.
- ACEL data, attainment meetings, planning for assessment and teacher professional judgements demonstrate a more accurate picture of our Reading data across the whole school.
- Children speak more confidently about attainment linked to National Expectations and can identify their own next steps in learning.

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.

- During moderation activities, at attainment meetings and during meeting with School Review team, staff confidently made and justified their professional judgements based on a variety of assessment data, including standardised tests.
- Classroom observations during Trio Visits show evidence of quality learning and teaching, differentiated to meet the needs of all learners.

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.

- Pupil Voice Groups (Mayfield Masters) impacted on the whole school community.
- Comments and views from HGIOURS meetings and meeting with School Review team show pupil voice is motivating and impactful at Mayfield.

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.

- As shown during School Review, staff talk knowledgeably about “Very Good” practice and high-quality delivery of learning and teaching through professional dialogue and associated paperwork.
- Quality Assurance and self-processes demonstrate some progress towards a “Very Good” illustration.
- Teacher Q12.3 self-evaluation demonstrates increased confidence in focus areas.

Priority 5

In Mayfield EYC, we will deliver high-quality learning through play experiences both indoors and out.

- Agreed actions from fortnightly planning meetings, led to positive and sustainable improvements which benefit all pupils and their individual needs.
- Observations from playroom activities shows an increased level of understanding in adapted Early Years framework and Scottish Government guidelines
- Attainment data shows an increase in learners who are meeting / exceeding national expectations in their milestones.

QUALITY INDICATORS

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

QI 1.3 Leadership of Change	Evaluation	<u>4 Good</u>
- 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	<u>4 Good</u>
- 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	<u>5 Very Good</u>
- 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	<u>4 Good</u>
- Almost all learners make good progress from their prior levels of attainment in literacy and numeracy. (See tables 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.		

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 again provided around 5000 free breakfasts. The Breakfast Club remains free for all.
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, supported parent/carers in the B.P.R. programme, contributed to T.A.C meetings and a P7 transition programme.
3. Funding to Increase Pupil Support Assistant Hours : These members of staff provided extra pupil supervision and support throughout the day and worked with targeted groups of neuro-diverse pupils to support their needs in the Busy Bees Room and their time in class and at interval and lunchtime. These extra hours also provided support for pupils who find it challenging to maintain a full day in class and to support attainment through specific interventions throughout the school.
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.
5. Supplementary Resources for New Whole School Reading Programme: This investment means that staff will be able to fully deliver the new methodologies they have learned.

IMPROVEMENT PLAN PRIORITIES 2026-27

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

The school/establishment will develop and embed New Authority as a universal, whole-school approach informed by the principles of Building Positive Relationships (BPR). This programme forms an important aspect of North Ayrshire's Relationships and Behaviour Policy 2026. This priority will support a consistent, relational response to behaviour across the establishment, with a focus on strengthening adult presence, reducing escalation, and promoting repair and connection.

Priority 3

We will build a self-improving service at Mayfield by improving our approaches to quality improvement in attainment meetings; encourage leadership at all levels through cross cluster working and provide opportunities for involvement in the Curriculum Improvement Cycle.