



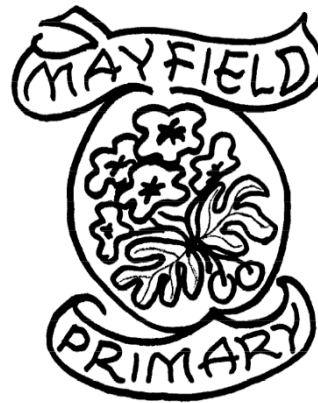
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Service

Mayfield Primary School and Early Years Class

Improvement Plan

2026-2027



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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School/EYC Improvement Plan 2026-27

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2026/7 – 2028/9

The Education Service Improvement Plan is organised under three main priorities. Individual establishments should create their own plan under these three priority areas, 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 light blue 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:

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.

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.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	4. Curriculum and assessment 5. School & ELC improvement 6. Performance information	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Choose an item. Choose an item. Choose an item.

Rationale for Change

A - Through robust self-evaluation and attainment data, we have identified a group of learners who have not achieved national expectations in Writing. We are going to address this via several interventions including: CYPIC programme with Professional Learning Academy and PM Writing implementation, as well as further staff CLPL.

B – North Ayrshire data shows a consistent gap in learners' mathematical reasoning, particularly in problem-solving, visualisation and applying concepts across contexts, with a notable dip during the shift from concrete to abstract thinking. The STEM SPACE project will strengthen pedagogy by developing spatial reasoning as a foundation for improved mathematical thinking.

C – Through robust self-evaluation and attainment data, we have identified a group of learners across the school who are working on Curriculum for Excellence however, are off track and we feel would benefit from alternative approaches / adaptive teaching, with more focus on personal achievement and progress relative to their abilities.

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PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Learners will feel more motivated and will benefit from teaching experiences based on PM Writing resource, which is more current and relevant to their life experiences. New Learning and Teaching approaches to Writing blocks and more responsive writing groupings will match their needs and fill gaps in their learning. Assessment data (ACEL) will be more accurate and learners will be more aware of their level and next steps. Learners will feel more confident in leading their own learning by being aware of their current writing level	CLPL will be provided by PM staff. Staff writing working party will be created to launch this across the whole school Staff will use CLPL training to adapt their teaching approaches accordingly and to ensure the needs of all pupils are being met. Staff attainment meetings will show increased staff confidence in teacher professional judgements. Already established, Writing Champions will now focus on helping to deliver the new resource.	PM Staff – Mark Thomson Jennifer Muir/Lorna Anderson (Early), Laura McDonald, Christy Kerr (First) and Melanie McCracken (Second) 5 x sessions between Aug 2026 - Jan 2027 1x each term 26/27 All pupils.	<u>Staff</u> pre-evaluation identifies staff's current interpretation of learning and teaching of Writing approaches and their pupil's attainment against national expectations. <u>Pupil</u> pre-evaluations identifies feelings and views on current learning, teaching and assessment approaches of Writing. Post evaluations and HGIOURS comments from planning meetings with SLT, will show positive progress. Attainment data will show that all children are making progress and more children are meeting/ exceeding national expectations. Pupil voice and school attainment data will show positive changes from August 2026 à April 2027, to	Classroom observations and moderated samples of work will show increased pupil confidence in writing tasks and lessons. ACEL data, attainment meetings, planning for assessment and teacher professional judgements will demonstrate a more accurate picture of our Writing data across the whole school. Children will speak confidently about attainment linked to National Expectations and can identify their own next steps in learning.	C £4000

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and what they need to do for their next step (learning targets). Learners will have the opportunity to demonstrate their new understanding of writing to their parents/ carers. Learners will be motivated when staff share progress and assessment results through learner conversations and using evaluation information and assessment data.	Every pupil will be aware of their writing target and what they can do to achieve this. All classes will deliver a writing showcase to their parents/ carers. Parents, staff and pupils will share their views on what has been successful and any changes that they think should be made.	Targets reviewed termly in class and SLT to meet with Writing Champions and a sample of pupils from each level (Dates as per quality assurance calendar). Sharing with Parents led by CTs and all pupils – dates throughout 26/27. End of term 3 26/27	reflect the success of this approach. Parents will complete an exit pass to share their opinions and views on the Writing showcase. Exit pass questions will link towards the achievement of this improvement priority <u>Staff</u> post-evaluation identifies success derived from moderation events, increased staff confidence in TPJ and greater use of CLPL training. <u>Pupil</u> post-evaluations identifies feelings and views on new learning, teaching and assessment approaches of Writing.	Exit passes will be collated and shared with staff to inform next steps. Classroom observations, ACEL data and moderated samples of work will show increased pupil confidence in writing and lessons, and will inform us of next steps for session 27à28.	
Learners will understand what high-quality writing looks like and will successfully meet clear success criteria, developing confidence and enjoyment through small, manageable steps in their writing journey.	Learners engage in purposeful writing at least three times per week, writing for a minimum of 15 minutes during each writing lesson to build fluency, consistency, and a positive	Class teachers LMCR and CM - HT/Steering group	An increase in the proportion of pupils achieving and on track. Learners on track in writing will increase from 61% in September to 75% by February 2027.	Classroom observations, ACEL data and moderated samples of work will show increased pupil confidence in writing and lessons, and will inform us of next steps for session 27à28.	

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Learners will become increasingly reflective and independent writers, using self-assessment and feedback to evaluate, improve, and take ownership of their writing, while increasing both learner and practitioner enjoyment of the writing process.	attitude towards writing. Practitioners will engage fully in the North Ayrshire QI Writing Programme (Cohorts 3/4) through professional learning, including in-person training events and twilight sessions, to strengthen writing pedagogy. Class teachers will use QI diagnostic tools, including Pareto analysis, to identify gaps in learning, set clear stretch aims and targeted teaching aims, and plan focused interventions to improve writing outcomes. The CYPIC bundle will be embedded consistently across all writing lessons. Practitioners will use improvement methodology to monitor learner progress and respond to barriers to attainment, including using fishbone analysis and collaborative professional dialogue to identify and implement effective supports for learners whose progress is not improving.	- September 27- April 27	Quality of writing, Improvements in the clarity, structure and accuracy of learners' written work, including appropriate use of sentence structure, punctuation and vocabulary. Learners demonstrate increased confidence, independence and engagement when writing for a range of purposes and audiences Learning intentions, success criteria and feedback are used consistently, and pupils can identify strengths in their work and describe next steps. Greater confidence and consistency in teaching approaches and professional judgement.	Practitioners gathering evidence and measuring progress against learning intentions and success criteria using run charts. QI Assessment data such as Fishbone tool and Pareto.	
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Learners will develop stronger spatial reasoning skills, enabling them to visualise, model and solve problems more effectively across different areas of mathematics. Learners will experience more consistent, research-informed teaching approaches that strengthen higher-order thinking, leading to improved confidence, engagement and attainment in mathematical problem-solving.	Implement the 16 STEM SPACE Maths Burst lessons across P4-P7, embedding them within existing numeracy planning to explicitly develop learners' spatial reasoning and mathematical thinking. Use a range of manipulatives and concrete materials to support progression from concrete to abstract understanding and strengthen visualisation skills	Aug-Dec 2026 All P5-P7 teachers will participate and lead the initiative in their own class	The University of Glasgow will provide comprehensive baseline and post-intervention data through pre- and post-assessments, measuring improvements in mathematical thinking, computational thinking and spatial reasoning. Data will be analysed to identify improvements in attainment and to track reductions in gaps, including detailed insights into gender and SIMD quintile disparities.	Quantifiable progress will be evidenced through comparative analysis of assessment scores, demonstrating gains across participating cohorts.	
Targeted 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.	Teachers and EYPs will use the CIRCLE Inclusive Classroom Scale (CICS) to inform next steps for these pupils PSA and PSS meet with SLT termly to discuss impact of interventions and next steps	By Oct 26. Class teachers/EYPs Aug, 26 individual PSA, Pupil Support staff and DHT(termly) Feb, 27 DHT	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 pupils who remain off-track have made progress through the level and have	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.	

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		Class teachers/SLT	engaged in motivational tasks that match their interests Pre and post practitioner evaluation will demonstrate: Increased confidence in differentiation to challenge and support pupils. Attendance data shows improvement Pre and post practitioner survey will demonstrate increased confidence in meeting the needs of targeted pupils.	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. 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.	
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PRIORITY 2

Strategic Objective:

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

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people	4. Curriculum and assessment 5. School & ELC improvement 2. Teaching and practitioner professionalism	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement Choose an item.	Choose an item. Choose an item. Choose an item.

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Rationale for Change

This priority has been identified to ensure that teams have a clear and consistent approach to responding to children's behaviour. BPR recognises the importance of adult self-control, calm presence, and reflective practice in helping to de-escalate situations and maintain positive relationships across the school community.

- increased ASN
- increase in parents looking for support – some have school counsellor access
- staff up-skilled / empowered to apply new authority approaches consistently / staff confidence

The approach is rooted in the principles of resist, persist, unite and repair. It aims to support teams to respond consistently and collaboratively, ensuring that relationships and behaviour are understood within a context and that relationships remain central to all interactions. This is particularly important in creating a safe, predictable, and supportive environments for all learners.

As per North Ayrshire Priority, we will adopt various strategies in an attempt to maximise attendance.

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Strengthen consistent and relational practice across the school.	Deliver professional learning on BPR and the principles of New Authority. Work in partnership with families and other professionals where appropriate.	J.A. , J.C. + 1 AW / SR	Greater staff confidence and consistency in approach as measured. Progress will be monitored through staff feedback, pupil voice, observation of practice, and review of behaviour and wellbeing information. This	Pre-questionnaire for staff, pupils and families. Based on results of questionnaire, we will monitor identified behaviours and monitored their regularity and how	CE£4160(PSA)

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			will help evaluate the extent to which BPR is contributing to a more consistent, relational, and supportive school environment. Wellbeing data from PASS and pupil groups.	these change over the session. Post Questionnaire.	
Increase staff confidence in responding to children's behaviour.	Develop shared language and expectations across staff. Using training materials.	J.A.	Improved relationships between staff and pupils: less referrals to SLT, less assure forms	Identify staff confidence levels with pre-questionnaire and identify need for staff development.	
Reduce escalation and reactive responses.	Support reflective discussion and attend coaching around relational practice. Using training materials.	All staff August - November	Reduced incidents of escalation as measured by Mayfield Incident Monitoring form.	Based on results of questionnaire, we will monitor identified behaviours and monitored their regularity and how these change over the session.	
Support pupils to feel safe, understood, and regulated.	Embed consistent strategies for de-escalation, self-regulation, and repair. Using training materials.	Pupil group Termly	More effective use of de-escalation and repair strategies as measured by Mayfield Incident Monitoring form and termly Support staff meeting and class teachers.	SHANARRI webs to identify pupil's views. (e.g. are there barriers to learning that are behaviour related?)	
Promote timely repair and restoration of relationships.	Utilise resources provided to support embedding New Authority, for example the Solution Orientated Planning Sheet and the	All staff August 26 – June 27	Positive feedback from staff, pupils, and families, gathered through targeted survey groups.	Pre and Post questionnaire.	

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	Reflective Log. Using the training materials.				
Learners are consistently taught expectations and experience relational and natural consequences when appropriate	Engage in professional dialogue as a team – utilising the NAC resources provided	All staff August 26 – June	Use of rubric (see NAC resource) Expectations on TRAIN are linked Pupil groups on natural / appropriate consequences.	Pre and Post Questionnaire.	
All pupils will achieve as close to maximum attendance as possible	Through adopting various strategies as per NAC's Staged Approach to supporting attendance.	Daily Termly Aug 26 – June 27 DF, JA and SC	Improve attendance across the school Improved attendance for targeted pupils.	Internal monitoring / quality assurance validated via external monthly data.	

PRIORITY 3

Strategic Objective:

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.

Select the KEY drivers for this improvement priority

Education Service Priority <i>Please select the relevant service priorities</i>	NIF Drivers of Improvement <i>Please select up to three NIF drivers</i>	How Good Is Our School 4 <i>Please select up to three quality indicators for this priority</i>	Quality Improvement Framework for ELC settings <i>Please select up to three quality indicators for this priority</i>

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4. Improvement in children and young people's health and wellbeing 5. Placing human rights and needs of every child and young person at the centre of education	1. School & ELC leadership 3. Parent/carer involvement and engagement 5. School & ELC improvement	1.3 Leadership of change 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	1.3 Leadership of continuous improvement 4.2 Wellbeing, inclusion and equality 3.1 Plan and learning
Rationale for Change A – It is a national priority that staff are aware and engage in the Curriculum Improvement Cycle. B – This allows staff to have the opportunity to develop this aspect of their GTCS standards. C – It is key that staff are aware of the importance of their role in this aspect of the Assessment Cycle.			

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>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.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Involvement in the consultation will lead to the creation of a Curriculum which meets the needs of all future learners.	Ensure that staff have opportunities to be involved in stage 3 and 4 of the implementations of CIC.	Nov/Dec 26 onwards	Staff engagement in the process will lead to increased confidence in what the future curriculum looks like.	We will know this when the curriculum has been implemented.	

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Staff being involved in cross-cluster moderation will lead to more effective teaching.	Allow staff to work with other school(s) to develop closer links with other school(s) and staff through observation, peer reflection and moderation.	Oct 26 – May 27 Class teachers	Staff will develop their pedagogical awareness and attempt to use relevant approaches they have observed. P5-7 pupil impact can be measured via Data provided by Glasgow University STEM team. Increased ACEL data from May attainment meetings	Staff PRD, peer observations, learning walks, pupil groups (Pre and Post)	
Pupils will benefit from more targeted approaches and appropriate interventions.	Staff CLPL session on ACEL/Attainment data leading to an agreed consistency guide for use at future attainment meetings.	Sep 26 – May 27 Development night DF, JA	SLT will notice an increased confidence in professional dialogue at attainment meetings. More accurate data for ACEL uplift.	Staff having a consistent understanding of ACEL data and a deeper understanding and importance of their role.	C£15987 (PSA)
EYC will benefit from the staff implementing a more structured and consistent planning framework, introduced by North Ayrshire Council.	EYC staff will implement suggested chances throughout the session. Staff will regularly discuss these at internal staff meetings, EYC Heads meeting and any other relevant CLPL provided.	Aug 26 onwards	More engaging and appropriate activities planned for the children. Increased accuracy of ACEL data during attainment meetings leading to	Pupil and Parent voice Planning Feedback PLP feedback STINT Noticeable difference during transition	

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

PEF contact - HT or DHT with responsibility for the plan:		David Faulds - HT			
Carry forward:	£7874	Total Allocation:	£96775	Total:	£104649

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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 26→ HT/Gail Trewin/Audrey Mullin	£7156	Numbers attending Breakfast Club and accessing Grab and Go bagels. Improved attainment stats and attendance; pupils more ready to learn.	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	1-1 LIAM sessions, lunchtime well-being groups, training and mentoring of Big Feelings Buddies Mindfulness lunch club for P5 to P7's. Group work using LIAM/LILA tools for P4 to P7. P7 transition programme	From August, 2026 Julie Cassidy (School Counsellor) and HT April - May 2027	£38926	School Counsellor data will show that parents/carers are able to give examples of use and effectiveness of new strategies	Decrease in pupil/parent concerns.

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Gaps in attainment and meeting needs of Neurodiverse pupils	Improved attainment and meeting of specific needs for targeted groups from additional Pupil Support Assistants	Analysis of attainment data will show areas in need of improvement Additional support for targeted pupils in class/Busy Bees Room and playground	Aug 26→ SLT and Identified staff	£15987	Improved attainment data over time. Neurodiverse pupils included safely in all school activities and supported in class with their peers.	Data from termly attainment meetings, NGRT, time spent in class with peers, feedback from parents/carers
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	March 2027 HT	£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 26→ HT	£1444	Data from Weekly Seesaw report	Feedback from staff, pupils and parents
PM Writing	Learners will feel more motivated and will benefit from teaching experiences based on PM Writing resource, which is more current and relevant to their life experiences.	*CLPL will be provided by PM staff. *Staff writing working party will be created to launch this across the whole school *Staff will use CLPL training to adapt their teaching approaches accordingly and to ensure the needs of all pupils are being met.	Aug '256→ June '27 SLT and Identified staff	TBC	Pre and post evaluations and HGIOURS comments from planning meetings with SLT, will show positive progress.	Classroom observations, moderated samples of work and a positive trend in ACEL data, will show increased pupil confidence in daily reading tasks and lessons.

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