



School improvement plan summary: Mayfield Primary School 2023 -2024

Every year, we ask our school community how we could improve our school. All views are considered and we write a school improvement plan. We also write a report on how last year's improvements went. The plan and report are known as a "School Quality and Improvement Plan" A short summary of this year's plan is given below, and is available on our school website.

Our school's vision, values and aims

Our current school vision, values and aims are inserted below. Please note that we will be consulting on these in Session 23.24.

Mayfield Matters - Our Vision Statement

In **Mayfield Primary School** we provide a **warm, welcoming** and **happy** environment where all **achievement** is celebrated. We recognise the **individuality** and **talents** of ourselves and each other and support children to develop **skills for life**. We provide a **safe, nurturing and inclusive** school family where everyone is valued. We encourage all our learners to flourish and grow to **reach their potential** and **be the best** they can be.

Mayfield Primary School Values

Ready

Responsible

Respectful

Safe

Mayfield Primary School Aims

To be kind and honest.

To respect the rights of ourselves and others.

To build positive relationships between home, school and the wider community.

To work together to be the best we can be!

Last year's school improvement plan - Session 2022.2023

What we improved	How we improved	What impact this had on pupils
Our approaches to reading across the school	<ul style="list-style-type: none"> - We refreshed our approaches to Read Write Inc in our lower school to ensure consistency for all learners 	<p>All learners in P1 made progress from their prior learning across the school session</p> <p>Almost all P2 learners made progress in reading across the school session</p> <p>28% of P2 learners completed a phonics intervention to support their progress in reading</p> <p>Almost all learners in Primary 3 made progress in reading across the school session with more than 60% of learners completing the RWI programme</p>
	<ul style="list-style-type: none"> - A reviewed approach to reading is in place across P4-P7 	<p>A trial of 2 initial classes highlighted a 60% success rate in reading levelled questions on the first attempt</p> <p>100% of teachers in P4-P7 implemented 'Bug Club' in their class to support reading</p> <p>100% of learners in P4-P7 are working within golf -dark red bands</p> <p>67.5% of learners in P3 are engaging with the reviewed reading programme</p>
	<ul style="list-style-type: none"> - Fresh Start reading intervention is in place for targeted P5-P7 learners 	<p>30.6% of P5 pupils, 28.1% of P6 pupils and 11.1% of P7 pupils received Fresh Start intervention support</p> <p>44.4% of P6 pupils have completed the intervention</p> <p>80% of P7 pupils have completed the intervention</p> <p>40% of P6 pupils have now achieved first level reading</p>
Our approaches to writing across the school	<ul style="list-style-type: none"> - All teachers trained in using PM Writing led by Steven Graham - Whole school in-person immersion day with Steven Graham - Reviewed planning and assessment of writing across the school 	<p>Consistent approaches to writing in place for all learners across the school</p> <p>Whole school expectations in place for writing</p> <p>Increased pupil progress across the school based on prior levels of learning</p>

What we improved	How we improved	What impact this had on pupils
Approaches to nurture across the school	<ul style="list-style-type: none"> - A nurture room was developed in school through our PEF funding for 1 teacher and 2 learning assistants - Three members of school staff have participated in Nurture UK accreditation programme and this is ongoing - All staff have had professional learning linked to the principles of nurture and what this means in our school and classes - A clear referral process is now in place in school to support referrals to nurture for all learners 	<p>100% of our teaching staff have had professional learning linked to the principles of nurture and how to use these in our school to support our learners</p> <p>Our referral process and tracking of learners in nurture is able to provide a baseline assessment and then track progress of nurture in supporting our learners</p> <p>All teachers have consistent baseline approaches in place to support learners in classes across the school</p>
Approaches to using digital learning to support learners in our school	<ul style="list-style-type: none"> - Staff professional learning has taken place linked to using the Read and Write toolbar - All staff have received professional learning linked to using the Google Suite in school with learners and as a staff - All teaching staff have had professional learning linked to the Midlothian Digital Literacy Framework 	<p>35.4% of staff have achieved their Gold Level Workspace Skills award, 22.6% have achieved their Silver award and 38.7% have achieved their Bronze award.</p> <p>100% of teaching and support staff have received training on the Read&Write toolbar. All pupils from P3-P7 have participated in whole class sessions on the toolbar and targeted SfL groups are participating in further training with the Digital Inclusion team.</p> <p>Observation feedback during Local Authority visit recognising effective use of Read&Write toolbar during class visit.</p>

This year's improvements - Session 2023.2024

What we will improve	How we will improve this	The impact on learners that this will have
Our whole school approaches to planning, teaching and assessing of reading	Our planning approaches will be reviewed across the school Consistent expectations will be in place for reading and writing across the school A quality assurance calendar will highlight core tracking periods for reading and writing Staff will be able to access professional learning linked to reading and writing	All learners will have a consistent, coherent and progressive programme of learning in literacy
Our Health and Wellbeing Curriculum will be reviewed and developed	Our Health and Wellbeing Curriculum will be reviewed and used in all classes across the school Staff will have professional learning linked to Health and Wellbeing curriculum and the teaching of PE	All learners will have a consistent, coherent and progressive programme of learning in health and wellbeing
We will have consistent approaches in place to ensure equity for our families and learners	Approaches to Equity are shared appropriately, with a common understanding of supports and interventions to reduce the poverty related attainment gap with all staff in school	All learners will have equitable experiences in school Our school will support families to ensure that the cost of the school day is not a barrier to our families or learners
Our school will ensure that updated ASN approaches and systems are understood by staff and revised Midlothian guidance is in place and used across our setting	All staff will use revised Midlothian ASN guidance for all learners, including the ASN Matrix All staff will access professional learning linked to using the Circle Resource A working party will create expectations for our school linked having inclusive classrooms Team Teach training will be delivered to all staff	All staff will have a clear understanding of Midlothian's guidance and principles for ASN All children in school will have the relevant guidance and documentation to support their individual needs Consistent approaches will be in place to support learners with de-escalation
A relationships policy will be created in school	A working party will be established in school. The working party will support professional learning linked to relationships and nurture The working party will create a draft relationships policy statement for our school	Consistency in approaches and expectations across our school for all staff, families and learners
Refresh of our Vision, Values and Aims in school	Consultation with staff, families and learners linked to our Vision, values and aims	All members of our school community will have ownership of our vision, values and aims

Most schools in Scotland receive extra money from the Scottish Government. This money can be used to reduce inequality for children who live in households with lower incomes. This is how we used last year's extra money and how we plan to use this year's extra money.

Last year: what we did	The impact for learners
<p>We had an attainment teacher and additional learning assistant to support raising of attainment and progress in learning in literacy</p>	<p>Targeted small group support was in place for reading and writing across the school Primary 1-3 learners were able to access 1:1 support to assist in their progress in reading and the Read Write Inc Programme Primary 5-7 learners were able to access Fresh Start to support with reading and literacy development</p> <p>Across our school:</p> <p>21.21% of pupils in SIMD 2 have achieved the next level in writing this session .</p> <p>20.75% of pupils in SIMD 3 have achieved the next level in writing this session.</p> <p>This means that:</p> <p>60.6% of pupils at SIMD 2 are on track in writing.</p> <p>55.7% of pupils in SIMD 3 are on track in writing.</p>
<p>We established a nurture room in school</p>	<p>Learners had access to a nurture room in school for targeted supports and interventions across the year 49 referrals for nurture support were made and 41 learners received targeted support in a range of interventions and small groups</p> <p>Our diagnostic assessments show that, of pupils accessing Core and Targeted Nurture intervention 43% have made improvements in their readiness for learning with 24% now assessing at demonstrating no difficulties across the developmental or diagnostic profiles</p>
<p>We reviewed our Health and Wellbeing resources to support with our new Health and Wellbeing programme for Session 23.24</p>	<p>Resources were purchased to improve our PE curriculum in school and support all learners in accessing PE Resources were purchased to support food technology across the school These resources will be used in Session 23.24 to support our new health and wellbeing curriculum in school</p>

This year: what we will do	The impact for learners
E.g. We will employ additional learning assistants who will work with individual learners and small groups of learners who need extra support in Literacy, especially writing.	More learners will achieve the expected level of writing by P4 and P7. We will reduce the “attainment gap” between learners who live in households with lower incomes and other learners.
Attainment teacher provides targeted support learners across the school linked to literacy	More learners will achieve the expected level of reading and writing by P1, P4 and P7 More learners will make progress towards the next level of learning based on their current level of learning
Attainment teacher targets support learners across the school linked to literacy	More learners will achieve the expected level of reading and writing by P1, P4 and P7 More learners will make progress towards the next level of learning based on their current level of learning
ASG PT funded to support with literacy across the ASG including whole ASG supports e.g. moderation of literacy and targeted school interventions	Consistent approaches to literacy across our ASG Consistent approaches to transition for all learners Moderation approaches support consistent judgements of pupil progress across the ASG
Learning Assistant support to provide targeted intervention support for learners across the school to support with raising attainment and pupil progress in literacy	More learners will achieve the expected level of reading and writing by P1, P4 and P7 More learners will make progress towards the next level of learning based on their current level of learning
Learning Assistant to support with nurture interventions and targeted support for learners across the school	Learners will be able to access a range of interventions to support with their readiness for learning
Cost of the School Day - supporting families and learners with school trips etc	All pupils will be able to access outings and supports across the school session