

Maybury Primary School  
and ELC



Improvement Plan

2025/2026



## School Information

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### School Statement: Vision, Values & Aims, Curriculum Rationale

Maybury Primary School is a new school in the west of Edinburgh and opened in August 2024 within East Craigs Primary School. In its first year, the school had Primary One children and an early learning and childcare setting opened in February 2025. The school is due to open to all year groups in August 2025. Within the school, there are modern, flexible and creative learning spaces for up to 630 learners, along with our early learning and childcare setting which has a capacity for 110 children across a mix of term-time and full-year places.

Maybury Primary School is Edinburgh's first school to share a campus with a medical centre as part of Maybury Community Hub. Sustainability and outdoor learning are central features of the building design, and these will be brought to life as a key part of our learning experiences.

### Three Year School Plan for Improvement

Quality Indicator	2024-2025 ELC and Primary One only	2025-2026 Fully open	2026-2027
<b>1.3</b>	<ul style="list-style-type: none"> <li>Establish Vision, values and aims.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership at levels across the school</li> <li>Develop systems for continuous improvement across the school.</li> </ul>	
<b>2.3</b>	<ul style="list-style-type: none"> <li>High quality learning and teaching across early level.</li> </ul>	<ul style="list-style-type: none"> <li>High quality learning and teaching across all stages with a focus on Literacy and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>High quality learning and teaching across all stages ensuring consistency.</li> </ul>
<b>3.1</b>	<ul style="list-style-type: none"> <li>Create a positive, safe, inclusive and healthy learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Create a positive, safe, inclusive and healthy learning environment.</li> </ul>	
<b>3.2</b>		<ul style="list-style-type: none"> <li>Raising attainment in literacy and maths for all learners</li> <li>Effective monitoring and tracking to ensure meeting all learners needs and equity for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Raising attainment in literacy and maths for all learners</li> <li>Effective monitoring and tracking to ensure meeting all learners needs and equity for all learners.</li> </ul>
<b>Additional QIs</b>	2.7 – Partnerships (see Priority 1)	2.2 Curriculum Pathways	2.2 Curriculum Pathways

## Priority 1

<b>Priority</b>	Establish high quality learning and teaching across the school and ELC		
<b>Person(s) Responsible</b>	Head Teacher		
<b>HGIOS 4/ HGIOELC QIs</b>	<b>NIF Priority</b>	<b>CI Quality Framework</b>	
<ul style="list-style-type: none"> <li>1.3 Leadership of Change</li> <li>2.3 Learning, Teaching and Assessment</li> <li>3.2 Raising Attainment and Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Nurturing care and support</li> <li>• 2.1 Quality of the setting for care, play and learning</li> <li>• 4.1 Staff skills, knowledge and values</li> </ul>	

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<ul style="list-style-type: none"> <li>• School is opening to all year groups in year 2.</li> <li>• Sustainability and outdoor learning are key features of the design.</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate working across school and ELC.</li> <li>• High quality learning and teaching expectations to be developed across the school.</li> <li>• Consistent approaches across the school and ELC.</li> <li>• Effective systems in place for monitoring and tracking learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching expectations agreed, with a focus on Literacy (Reading) and Numeracy (using refreshed CEC Progression Pathways).</li> <li>• Tracking and Monitoring and Capturing Children's Progress arrangements to be implemented.</li> <li>• Co-create learning environments (both indoors and outdoors) with learners so they can lead their own learning.</li> <li>• Digital staff induction programme to share Maybury M.A.G.I.C and consistent language of learning across the school and ELC</li> <li>• Professional learning sessions with a focus on Teachers' Charter, sustainability and outdoor learning.</li> <li>• Moderation sessions to ensure consistent and robust approaches to Learning and Teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Learning Environments matched to learner needs and established both indoors and outdoors.</li> <li>• Maybury M.A.G.I.C embedded in all learning environments.</li> <li>• Systems for Tracking and Monitoring and Capturing Children's Progress used to improve outcomes for learners, including care experienced children.</li> <li>• Most learners on track with expected levels of achievement and attainment.</li> <li>• Learners know their strengths as learners and their next steps.</li> <li>• Parents and Carers know where their child is in their learning (know their progress and next steps).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Tracking and ACEL Data.</li> <li>• Shared classroom experience feedback (involving partners).</li> <li>• Learner Conversations.</li> </ul>

### Evaluation (January, May)

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**Priority 2**

<b>Priority</b>	Establishing a positive, safe, healthy and inclusive learning environment across the school and ELC
<b>Person(s) Responsible</b>	Head Teacher

HGIOS 4/ HGIOELC QIs	NIF Priority	CI Quality Framework
1.3 Leadership of Change 2.1 Safeguarding and child protection 3.1 Ensuring Wellbeing, Equality and Inclusion	<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> <li>Placing human rights and needs of every child and young person at the centre of education.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Nurturing care and support</li> <li>1.2 Children are safe and protected</li> <li>2.1 Quality of the setting care, play and learning</li> </ul>

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<ul style="list-style-type: none"> <li>Expansion of new school (including significant recruitment of new staff) within a brand new community.</li> </ul>	<ul style="list-style-type: none"> <li>Learning experiences, processes and systems in place to ensure wellbeing, equality and inclusion for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Shared vision and Maybury M.A.G.I.C with the whole school community.</li> <li>Collegiate activities across whole school to build relationships, collaborate and build on the shared vision (including our community hub).</li> <li>Curriculum pathways for Health and Wellbeing implemented as part of Maybury Missions (including Building Resilience, UNCRC and Metaskills).</li> <li>Develop our Relationships, Learning and Behaviour policy and mobile phone policy based on City of Edinburgh Council policy and procedure.</li> <li>Outdoor learning curriculum pathways implemented.</li> <li>Establish systems for Pupil Leadership and Pupil voice across the school (for example Maybury missions, big books, pupil parliament, pupil roles).</li> <li>Systems and processes in place to monitor and track learners' wellbeing (including statutory requirements).</li> </ul>	<ul style="list-style-type: none"> <li>All learners and staff feel safe, valued, happy and included in school.</li> <li>Achievements within school are recognised and celebrated.</li> <li>The whole school community is treated with respect and in a fair manner. All are aware of UNCRC.</li> <li>All cultures and religions celebrated within the school community.</li> <li>The whole school community has a shared understanding of wellbeing and interventions are responsive to needs.</li> <li>Systems and processes are in place and working effectively to monitor and track pupil wellbeing, including care experienced children and young people</li> <li>All staff confident delivering statutory duties.</li> </ul>	<ul style="list-style-type: none"> <li>Shared classroom experience feedback.</li> <li>Learners Conversations.</li> <li>Surveys - Parent and Carers, staff and partners.</li> </ul>

<b>Evaluation (January, May)</b>

## ELC Priority 1

<b>Priority</b>	Establish a Rights Based approach to support children's understanding of the vision and values of the school and ELC.		
<b>Person(s) Responsible</b>	Head Teacher		
<b>HGIOS 4/ HGIOELC QIs</b>	<b>NIF Priority</b>	<b>CI Quality Framework</b>	
1.3 Leadership of Change 2.1 Safeguarding and child protection 3.1 Ensuring Wellbeing, Equality and Inclusion	<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> <li>Placing human rights and needs of every child and young person at the centre of education.</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Nurturing care and support</li> <li>1.2 Children are safe and protected</li> <li>2.1 Quality of the setting care, play and learning</li> </ul>	

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
The expansion of the ELC to two rooms with additional staffing and many more children in attendance.	<ul style="list-style-type: none"> <li>Adopting a Rights based approach will support children to have individual care appropriate for their age, stage and development.</li> <li>A shared understanding of the vision and values of the school will enable all learners to feel part of the school community</li> <li>Understanding the importance of the wellbeing indicators and highlighting these to families will ensure that GIRFEC procedures are familiar and understood</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing indicator of the month to be established in each block plan. (ELC SLT)</li> <li>Parental involvement to be considered, with opportunities to be embedded taken into account. Stay and play sessions, information sessions, curriculum events.</li> <li>Wall displays made in partnership with children made to highlight the UNCRC rights and the wellbeing indicators.</li> <li>Rights Respecting representative within the ELC team (GD)</li> <li>Create visual signifiers with children to communicate their understanding of their rights and what wellbeing means</li> <li>Collecting the child's voice about their understanding and identify gaps in knowledge to be explored further</li> <li>Introduce the vision and values at a level children understand</li> <li>GIRFEC parents' leaflet to be included in all admission packs</li> </ul>	<ul style="list-style-type: none"> <li>All learners and staff feel safe, valued, happy and included in school and ELC, with an understanding of their personal rights</li> <li>Children will understand the wellbeing indicators and what they mean</li> <li>Children and families will understand how the wellbeing indicators relate to the UNCRC and the vision and values of the school</li> <li>The whole school community is treated with respect and in a fair manner. All are aware of UNCRC.</li> <li>Using a rights lens within daily planning for learners to ensure consistency.</li> <li>Families will understand the GIRFEC process</li> </ul>	<ul style="list-style-type: none"> <li>Children will be asked in a manner that is age, stage and developmentally appropriate to express their opinions</li> <li>Parents understand what Maybury stands for and that their children's rights are taken seriously</li> <li>We will have improved collaborative working with our families</li> <li>Survey to collate understanding</li> </ul>

**Evaluation (January, May)**

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## Ethos

*Working together towards positive outcomes for learners*

- HT Meetings
- DHT/PT Network
- PSA Network
- Early Years Network
- Shared Events e.g.P7 Camp
- Collaborative CLPL events
- Building relationships through effective partnerships
- Supporting colleagues across Learning Community
- Pupil and Staff Leadership opportunities



## Priority 1: Learning and Teaching Pace and Challenge

*Sharing and embedding effective practice in Pace and Challenge*

- Development Group (PTs/DHTs)
- CAT x 1
- Inset x 2 ½ days
- Edinburgh Learns
- Learners appropriately challenged
- High quality Learning and Teaching
- CLPL and Teacher Confidence
- Pace of Learning
- Learners' Next Steps



**Craigmount**  
Learning Community

## Improvement Plan Session 25-26

They are all our children



## Priority 2: Curriculum Maths

*Consistency in approaches to maths*

- Maths Focus
- Development Group
- Consistency in High Quality Learning and Teaching across the learning community
- CEC Maths/Numeracy Progression Pathways
- Pace and Challenge at
- Feedback
- Consistency in mathematical language and expectation
- Team Teaching/Small Group interventions.
- Delivering CLPL for staff across the learning community



## Sharing Practice

*Consistency in approaches*

- SSE Year 2 (3 schools: Maybury, East Craigs, Corstorphine)
- Attendance Tracking and Monitoring
- Record Keeping
- Sharing data (attainment and Pupil Tracking)
- Sharing policies and procedures
- P1 Play Pedagogy Padlet
- Skills Padlet and Craigmount Commitment



## Priority 3: Inclusion Approaches to Inclusion

*Meeting the needs of our learners within our community*

- Flexible Pathways responding to Learning Community need.
- ASL Service Review Impact
- HT Inclusion Meetings: Case Studies
- SFL Network Meetings (ASL Lead)
- Support Staff sharing practice and professional learning
- Ongoing focus on raising attendance
- PEF Funded PSO Attendance