

Masterton Primary School

Standards and Quality Report 2022 2023

June 2023

**Masterton Primary School
Standards and Quality Report
*Achieving Excellence and Equity***

Context

Setting/School Roll (including ELC/ASC)	<p>Masterton is situated in the Eastern expansion in Dunfermline City. The school building itself is 17 years old and was built as part of the PPP projects in the early 2000s. The fabric of the school building is in very good condition and maintained to a high standard.</p> <p>The current school roll is 408 pupils contained within 15 classes from P.1-7. This is the largest the school has ever been. Numbers are projected to continue to rise due to ongoing house building.</p> <p>This house building continues to take place within the school catchment. Planning permission was granted to build 300 new houses in 2020 and this building work is still ongoing. A 2 classroom extension was built in 2021 to accommodate the increased roll due to the new housing.</p> <p>It is worth noting that 22% of the pupils are placing requests from other schools. Also that 18% of the school pupils have joined the school at different stages between P.2 and P.7.</p> <p>The school is quite ethnically diverse with 12% of the roll being recorded as ESOL. This accounts for over 20 different languages spoken. The majority of pupils within this group have English as a first language although a not insignificant group are new to English.</p> <p>As the school does not have a nursery, on entry to P.1 we can take pupils from anything up to 20 different nurseries. This is a significant factor in P.1 transitions.</p> <p>At the other end of the school almost all P.7 pupils' transition to Dunfermline High School with a few going to other Local Authority Schools. This has changed over the years as Woodmill HS was our catchment school until 2018.</p>			
FME	6%			
SIMD Profile for establishment	9.3			
Attendance (94.3%) (In 2022 2023, 7.6% of pupils have a perfect attendance)	Authorised Absence	4.4%	Unauthorised Absence	1.3%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£17 150			

Our Vision Statement

'We aspire to be a community where everyone feels valued and respected, where everyone will achieve their full potential in a welcoming environment that nurtures and challenges the whole child. We aspire to be a school where excellent quality learning and teaching takes place.'

Our Values

Honesty Responsibility Respect

Our Aims

1. Provide a rich and meaningful curriculum.
2. Provide an on-going commitment to raise standards to ensure that every pupil reaches their full potential.
3. Provide a range of learning and teaching approaches which will challenge all pupils and encourage them to become well motivated, independent and active learners.
4. Provide effective support to meet emotional, physical, intellectual and social needs of all pupils.
5. Create a positive secure and welcoming environment which encourages a high level of staff and pupil morale
6. To actively promote partnership with parents and the wider community to enable all children to realise their full potential.
7. Promote on-going self-evaluation through a process of effective management and consultation in which all staff are involved.
8. Provide a range of educational opportunities for all our pupils regardless of race, creed, colour or ability.

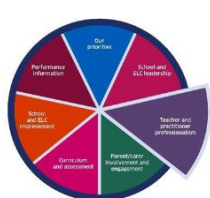
Improvement Priority Session 2022 – 2023

1+ 2 Modern Languages

NIF Priority

Improvement in attainment.

NIF Driver



Teacher professionalism.
School Improvement

HGIOS 4 Quality Indicator

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

Fully Achieved

Partially Achieved

Continue Next Session

Progress

New programmes for both French and Spanish have been put in place. Although the teaching of French was already in place the vocabulary was updated to reflect the appropriate levels in the CfE. The new programmes ensured that all pupils were following a clear and pre-determined pathway in French.

New Spanish programmes were developed and put in place. Almost all staff in the Upper School attended regular training courses on Spanish as no staff had any background in speaking Spanish. This involved regular weekly training courses at Dunfermline High School.

From January 2023 all classes from P.5 upwards were introduced to Spanish (and a few before this).

Impact

This has been quite a difficult area to implement and to measure its impact. As no staff had any previous knowledge of speaking Spanish to try to teach it has been challenging. What can be said is that all classes in the upper school have now experienced lessons in Spanish for 2 terms.

Teaching staff graded their ability to teach French as **good** (3.5 / 5) whereas Spanish received a score of **satisfactory** (2.5 / 5). However all staff rated their progress in the teaching of modern languages as **good** (3.58).

Pupil focus groups were very positive about the teaching of languages. All pupils had been taught either French or Spanish with all pupils from P.5 upward having begun to learn Spanish this session. Almost all pupils' preference was for learning Spanish as the majority of them had been to a Spanish speaking country.

Next Steps

All pupils will continue to receive lessons in French from P.1 to P.7. With the new programmes in place we would expect further progress than in previous years.

As with French, all pupils from P.5-7 will continue to receive lessons in Spanish. Teachers who are teaching French or Spanish will have any courses in 1+2 approved to allow them to learn more.

The pupil focus' groups spoke about having more books and resources for the teaching of Spanish. This is an area we will look at to improve next session.

Over the next year we will be looking to embed the 1+2 Languages programme across the school. This Improvement Priority is **Partially Achieved** so does not need to continue as a focussed priority next session.

Improvement Priority Session 2022 – 2023

Learning and Teaching

NIF Priority

Improvement in attainment.

NIF Driver



Teacher professionalism.

HGIOS 4 Quality Indicator

2.3 Learning, Teaching and Assessment

Fully Achieved

Partially Achieved

Continue Next Session

Progress

All staff worked on the development of a teaching toolkit. To do this all staff worked on identifying the key features of high-quality learning and teaching and then using all the information gathered summarised it. This then ended with a 'Teaching Toolkit' being developed. This toolkit identified the key features of high-quality learning and teaching breaking it down into the areas of:

Structural features: Learning Intentions, Success Criteria, Presentation, Practice, Plenary.

Key principles: Challenge and Support, effective classroom discussions, questions and tasks that elicit evidence of learning, feedback

Learning environment: Classroom ethos.

Almost all staff used the toolkit to self-evaluate their learning and teaching using a traffic light approach. Following this, teachers paired up and observed each other's teaching using the toolkit. Feedback was then provided by both teachers to each other on the observations.

The results of this self-evaluation were shared with the senior managers attending the Learning Partnership. The staff involved in the Learning Partnership were asked to Quality Assure the Self Evaluations of the staff. This quality assurance took the form of classroom observations by the senior managers.

The results of this Quality Assurance reinforced our self-evaluation of the learning and teaching in the school. There were some minor differences but on the whole it was agreed that the self-evaluation was accurate.

Following this piece of work staff used this information to create a personal 'Action Plan' to identify areas where they would like to improve their learning and teaching. This action plan will form the basis of PRD in session 2023 2024.

Finally in June 2023 a draft 'Learning and Teaching Policy' was created based upon the work we have done. Further work needs to be carried out to complete this and fully embed it into the school.

Impact

A lot of work has gone into reaching this point over the last 3 years. Significant professional reading, time and effort has ensured that the focus has remained on learning and teaching. One aspect of this work which is noticeable is that staff who have been at the school since the start of this journey have progressed more than staff who have recently joined the staff. Analysis of teaching grades supports this.

Very Good	20%	>3+ years in school
Good	60%	> 3+ years in school
Satisfactory	20%	< 2 years in school

This raw analysis demonstrates the impact of the work. However there are obviously other factors affecting this such as length of time in service but the data does demonstrate a trend.

The work carried out was positively reviewed by all staff rating it **Very Good** (4.56 / 5).

Next Steps

At the start of session 2023 2024 we will finalise the 'Learning and Teaching Policy' and share it with staff and parents. It will be used as the basis for improving Learning and Teaching within the school. Our observation checklist will be adapted to reflect the content of both the learning and teaching toolkit and the learning and teaching policy.

All staff will use their personal action plan to focus upon areas which they need to personally improve. This will be followed up during staff PRD.

This Improvement Priority is **Partially Achieved** although expected to be fully achieved early next session.

Improvement Priority Session 2022 – 2023

Improve the analysis and evaluation of intelligence and data across the school.

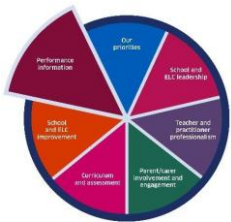
NIF Priority

Closing the attainment gap.

HGIOS 4 Quality Indicator

1.1 Self Evaluation for Self-Improvement

NIF Driver



Performance information.

Fully Achieved

Partially Achieved

Continue Next Session

Progress

Across the session a number of different data sets were shared with and analysed by teaching staff.

During Term 1 the attainment data from 2021 2022 was shared with all staff. This was done through using the Power BI programme. The data from the 5 previous years was also shared and trends were identified.

Following the completion of the National Standardised Assessments at P.4 and at P.7 the data was shared with all staff. The comparison with national assessment data allowed us to see how we were performing nationally. Staff whose pupils had undertaken the NSAs were also shown how to access the data and to use it to find greater detail in the information provided.

Finally we were able to analyse the performance data of our school against our national comparator schools (schools with a similar background to ours).

Impact

Following a self- evaluation of this data staff rated the sharing of the data as **good** (4/5). The data was classed as easy to understand and was rated highly in helping staff to understand the context of the school (4.29/5). There were a number of quotes from staff surrounding the data. *'It has provided a good insight into the needs of the school as a whole.'* *'Helpful to know strengths and weaknesses to inform future planning'*

Further to this staff are beginning to use the data to target areas which appear weaker than others as well as to ask why this may be. The ability to drill down and ask questions as to why this is the case is developing and will continue to be developed.

Next Steps

During session 2022 2023 more data was shared with staff than before ensuring that staff had access to a data rich environment. All staff commented positively about having the opportunity to review the data and the learning they took from it. Because of this further opportunities to share data will take place in session 2023 2024 ensuring that all staff are familiar with attainment, NSA results, BASE results and Power BI and how to access this data.

A next step will be to continue to ensure that staff have access to any data and use it to support the learning and teaching process.

As staff are familiar with the range of data available, as well as how to access this data to support learning and teaching this Improvement Priority has been **Fully Achieved**.

Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75% (48/64)	69% (44/64)	83% (53/64)	78% (50/64)
P4	84% (54/64)	73% (47/64)	95% (61/64)	81% (52/64)
P7	91% (51/56)	80% (45/56)	89% (50/56)	88% (49/56)

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	69%	78%
P4	73%	81%
P7	79%	88%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
81.8%	73%	85.9%	82%

Evaluative statement of attainment over time.

Most children are making good progress from their prior levels of attainment in literacy and English. By the end of P.1 the majority of children achieve early levels in reading, writing and talking. Most pupils in P.1 achieve early level in their maths and numeracy.

By the end of P.4 the majority of pupils have achieved first level in writing. Further to this most pupils have achieved first level in reading and talking. Most pupils have also achieved first level in maths and numeracy.

By the end of P.7 most pupils have achieved Second level in all areas with almost all in reading.

Overall attainment in literacy and English is good. With the majority attaining Early level in P.1. Most pupils achieve national expected levels of attainment at first and second levels in listening and talking. Most children achieve expected levels in reading at first and second level. Most pupils achieve the national expected levels at writing at P.4 and P.7.

Overall attainment in maths a numeracy is good. Most pupils achieve the nationally expected levels at P.1,4 and 7

National Standardised Assessment data

The National Standardised Assessments (NSAs) for P.7 showed a very positive outcome.

In reading 72% of our pupils scored band 9 or above. This was above the national average of 58%. The NSAs for writing showed a similar outcome with 77% of the pupils scoring Band 9 or above, 19% above the national average.

In numeracy the P.7 pupils scored in line with national average. Whilst this is good we would be keen to replicate the scoring in literacy and be above the national average.

The National Standardised Assessments (NSAs) for P.4 also showed a very positive outcome.

In reading 68% of our pupils scored band 7 or above. This was above the national average of 56%. It is worth noting that 26% of this cohort scored the top band (Band 9+) which was almost double the national average.

In writing the pupils scored where they were predicted to score along the same lines as average.

In numeracy the pupils once again scored above the national average. However there were less pupils scoring in the top band (Band 9+) than in literacy based subjects.

Numeracy is an area where we hope to increase the numbers of pupils in the top band.

Evidence of significant wider achievements

Responsible Citizens

The Eco Committee continued its work around the school focussing upon bio-diversity. Every class set up an area in the playground to encourage more wildlife into the playground.

The House Captains organised a number of charity events raising funds for Children in Need (£208), Save the Children (£543) and Red Nose Day (£447).

P.6 carried out a project with the Social Enterprise group 'Eats Rosyth' and learned about growing vegetables and how this supports the community.

Effective Contributors

Pupils helped in creating stalls for the Christmas Fayre. They then set up the stalls and manned them raising funds for the school.

Confident Individuals

All classes took an assembly where they shared their learning to other pupils in the school.

Almost all pupils learned and recited a Burns Poem in front of their class or school.

A girls' football team was established ensuring greater equality in the school.

A group of P.7 pupils represented the school at badminton winning the West Fife tournament.

Successful Learners

Two pupils were highly commended with their art work in the local Burns Art competition.

The P.7 Rotary Quiz team were runners up in the competition.

Feedback from External Scrutiny

Learning Partnership

We were visited for a learning partnership in March '23. The purpose of this Learning Partnership was to quality assure the work of the school and to provide external scrutiny of our self-evaluation.

The senior staff who took part in the Learning Partnership included the Area Education Manager (Mrs S Else), HT from Canmore (Mrs L Howie), HT from Bellyeoman (Mrs A Brown) and DHT from Donibristle (Mrs K Hart). All the staff involved visited classes across the school to observe learning and teaching. Following this they met with a variety of partners including pupils, PSAs and the Chair of the Parent Council. This took approximately 3.5 hours.

After this, feedback was given on the learning and teaching observed and the meetings with our partners. The feedback given demonstrated the accuracy of the school's self-evaluation in learning and teaching. Almost all areas of feedback corresponded with the school's self-evaluation. This was important because it demonstrated that the school's work on Learning and Teaching in the School Improvement Plan needed to be completed.

Following this visit all staff who were observed teaching were given written and oral feedback by the HT. Advice was given as to the teachers' Next Steps to help improve their Learning and Teaching.

PEF Evaluation/Impact

Targeted Interventions: Improvement in attainment in writing in targeted groups of children leading to raised attainment in writing across the school.

Progress:

Funding was spent on additional days of literacy support for the following targeted groups of children.

- P.1 small targeted groups.
- P.2 in class writing support.
- P.3-7 small group writing support

Two days of additionality were used for this as well as one extra days support for three terms and another day in Term 4.

Regular consultation with class teachers around the progress of targeted pupils took place identifying concerns and next steps. A termly evaluation of groups with termly baselines were used to track progress.

The main staff member undertaking the work (Ms Roy) attended Fife Literacy training , using the strategies advised. Planning was also generated from dialogue with class teachers as well as pupils developing their understanding of what they needed to focus upon.

Baseline writing showed evidence of progress in technical aspects of writing and now pupils are including them in their targeted writing.

Impact:

All pupils expressed an increase in confidence when writing in the smaller groups stating they could express their feelings more openly. All pupils involved in the groups stated that their writing had improved.

The only negative to this was that the strike action impacted upon a few groups with some of the groups losing more time than others. This was noticeable in the attainment data and progress made as the pupils who received more time had made more progress than the pupils who had missed days.

The targets set for each stage were achieved or exceeded at 4 of the 7 stages. They were missed by a very small percentage in 2 stages.

P.1 Target	70%	Actual – 69%	-1%
P.2 Target	70%	Actual - 74%	+4%
P.3 Target	75%	Actual – 78%	+3%
P.4 Target	75%	Actual – 73%	-2%
P.5 Target	70%	Actual – 71%	+1%
P.6 Target	75%	Actual – 62%	-13%
P.7 Target	75%	Actual - 79%	+4%

It can be seen from this that improvement has occurred although the P.6 attainment needs to be considered and further input into improving this made. Achievable targets will be set looking towards an increase at targeted stages.

In session 2023 2024 the targeting of PEF resources will continue to be focussed upon literacy, with writing being the main focus. Initially the focus will be upon the 3 main stages where attainment is recorded – P.1, P.4 and P.7. Pupils requiring extra support will be targeted to ensure they have the best chance of attaining the level appropriate for their stage. After 2 terms this will be reviewed.

NIF Quality Indicators (HG IOS 4) School Self- Evaluation

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	

Opportunities for personal achievement

Interdisciplinary learning

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

Curriculum areas and subjects