



**Masterton Primary School
Standards and Quality Report 2023 2024
June 2024**

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

Context

Setting/School Roll	<p>Masterton Primary School is a non-denominational school which opened in 2006 and serves part of the Eastern expansion in Dunfermline City. The school building is 18 years old and was built as part of the PPP projects in the early to mid 2000s. The fabric of the building is in very good condition and maintained to a high standard.</p> <p>The school had a role of 406 pupils from P.1-7 in session 2023 2024 although this has risen to 430 in August 2024 which is the highest it has ever been.</p> <p>It is worth noting that 21% of the school roll are placing requests from other schools. It is also worth noting that 20% of pupils have joined us from other schools at different stages between P.2 and P.7.</p> <p>The school is quite ethnically diverse with 9% of the roll being recorded as ESOL. This accounts for over 18 different languages spoken.</p> <p>The Free School Meal Entitlement is 7% compared to a Fife average of 17.9%. Our Scottish Indices of Multiple Deprivations (SIMD) profile is 9.4. Our attendance figures for 2023 2024 are 94.14%. We continue our focus on further improving pupil attendance as we understand the impact that good attendance has on the life chances of our pupils.</p> <p>The school received £17 150 from the Government's Strategic Equity Fund (SEF) in 2023-24. This money is targeted at our most disadvantaged young people across the school.</p> <p>As a school we work successfully with a number of community partners including Fife College, Social Work, Educational Psychologists, Active Schools, Family Support Service [FSS], CAMHS, Police Scotland, the Fire Service, the local church, the Carnegie Rotary and local businesses.</p>					
FME	7%					
SIMD Profile for establishment	9.4					
Attendance (%) Target 95.1%	Overall	94.14%	Authorised	3.82%	Unauthorised	2.04%
Exclusion (%)	0%					
Attainment Scotland Fund Allocation (PEF and SAC)	£17 150					
Cost of the school day statement	At Masterton we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Travel, Learning, School trips, clubs and Home Learning					

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.

During session 2024 2025 we intend to review the school aims to ensure that they are still appropriate and credible for the school.

Improvement Priority Session 2023 – 2024

Priority 1 – Literacy (with a focus upon Reading)

Directorate Improvement Plan		HGIOS 4 Quality Indicator	
Achievement		2.2 Curriculum	
Equality and Equity		2.3 Learning, Teaching and Assessment	
This priority has been:	Fully Achieved	Partially Achieved	Continued Next Session

Progress

As part of our reading focus a number of areas have been developed. The primary focus was upon developing teachers' knowledge of the skills used for reading and developing a 'reading culture' at the school. This took a number of forms outlined below.

A new reading scheme was partially purchased and was initially implemented at the P.1 stage. This reading scheme was a change to our previous scheme in that there was a greater focus upon the development of phonic knowledge at an earlier stage. This meant we had to alter our approach to incorporate this shift. This new resource will continue to be rolled out across the early stages over the next few years with additional resources being purchased to ensure continuity of learning.

The process of updating library areas across the school is ongoing. Many books which were old or tatty have been removed and disposed off. Any books which were anachronistic were also removed. The new books purchased also addressed some of our equalities agenda as we looked to ensure that they are as broad and inclusive as possible. The new books purchased have led to the beginning of much more attractive and interesting library areas. It was noted by teachers and pupils that pupils are actually choosing books to read as opposed to continually changing their books because they can't find one they like.

All classrooms also now have a designated reading area.

Our Reading Ambassadors took on a significant roll in the promotion of reading. They promoted reading across the school and introduced 'Reading Assemblies', DEAR time (Drop Everything and Read) and improved the reading environments of the libraries keeping them tidy and with attractive displays.

A considerable amount of staff training and CPD took place. This was focussed upon developing staff understanding of key reading skills. Almost all staff undertook training in print awareness, phonological awareness, phonics and decoding, vocabulary, comprehension and fluency.

Finally we received accreditation as a **Reading School** through the Scottish Book Trust. This involved everyone in the school promoting reading and providing evidence of our focus upon reading. Evidence was collected and uploaded to the website before being subject to scrutiny. The Scottish Book Trust commented:

*The huge amount of work and dedication you have put into the programme really shone through your application – what an incredible, stimulating reading environment for your learners. **March 2024***

Impact

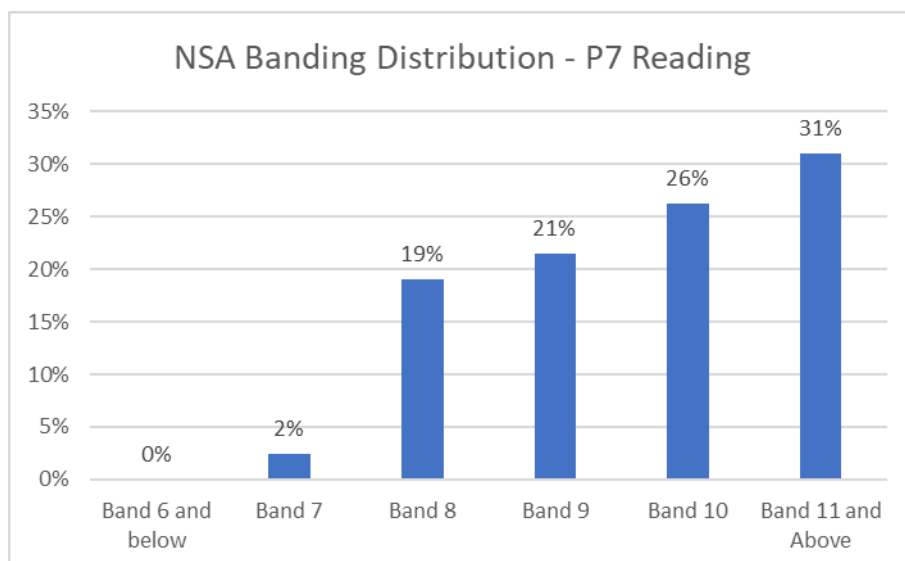
The development of literacy has been a strategic focus for the school for a number of years. The impact this has had over time is illustrated through the improvement in levels of attainment.

Across the school reading attainment has improved to around the highest level Masterton has seen. The CfE targets which were set for reading were achieved or exceeded at almost all stages.

	Predicted	Target	June '24	Change
P.1	80%	80%	89%	+9%
P.2	75%	80%	95%	+20%
P.3	85%	85%	79%	-6%
P.4	86%	90%	95%	+9%
P.5	84%	87%	94%	+7%
P.6	84%	87%	81%	-3%
P.7	77%	80%	78%	+1%

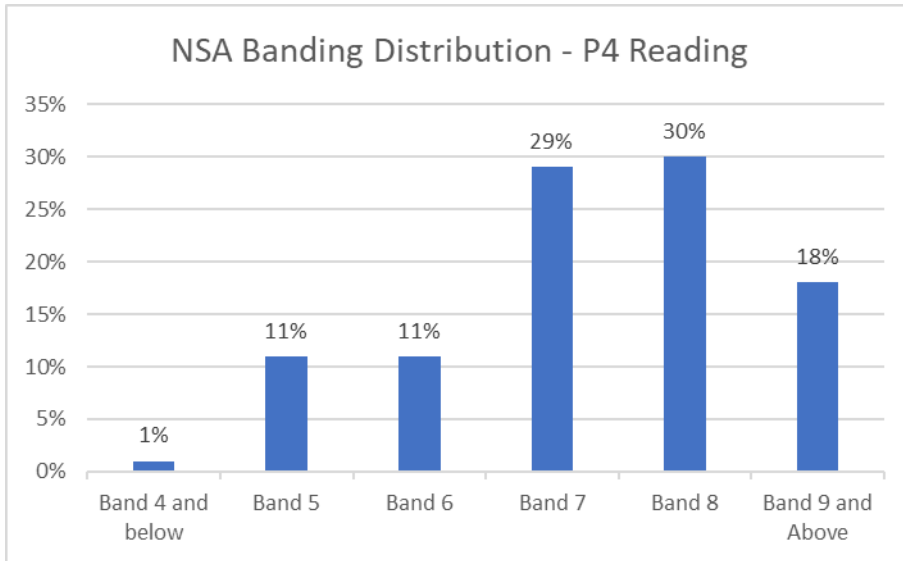
In P.7 the SNSA banding distribution shows a significant trend with around one third scoring in the top band. This is approximately twice the national average (National Average = 16%). It is also notable that no pupils scored in the bottom band.

On closer analysis the skills which pupils found most difficult were all the higher order skills in the 'Understanding, Analysing and Evaluating' curricular areas. These were all in Band 10 and 11. However the majority of children managed to answer these questions too.



In P.4 we have a similar trend although not as many pupils scored in the top band. However 59% of pupils scored

in the next two bands (Band 7 and 8). The national average across bands 7 and 8 being 43%.



Next Steps

Our next steps are to continue to build upon this work. With levels of attainment in reading rising our challenge is to continue to ensure they rise or at least stay at their current level. The target would be that almost all pupils achieved the appropriate level for their age and stage.

Further to this the work we are doing on novels in the upper school will continue with a refresh of the texts being used. The purchase of sets of novels so that classes can develop their reading skills will take place. A number of teachers in the upper school have visited other schools to research which books they use and how they have categorised them. This work will continue although will not form part of the School Improvement Plan.

Priority 2 - RME programmes.

Directorate Improvement Plan

Equality and Equity
Achievement

HGIOS 4 Quality Indicator

2.2 Curriculum
2.3 Learning, Teaching and Assessment

This priority has been:

Fully Achieved

Partially Achieved

Continued Next Session

Progress

All RME plans have been updated across the school. This update has involved a review of topics we were covering and a refresh of topics for composite classes. The 'Fife Curriculum Glow Site: RME resource bank' was used to support the development of programmes.

The new plans show a clearer progression through the RME experiences and outcomes. World Religions to be taught are clearer at all stages. The plans also link festivals to the calendar (e.g. Harvest, Chinese New Year, Eid etc.) ensuring that pupils learn about them in a context and at the time they take place. They are also linked to school assemblies. Although this link existed before it is now more explicit and clearer in the expectation. There are also new and refreshed topics for composite classes ensuring that pupils experience new and interesting learning although covering the experiences and outcomes expected for their age and stage.

Impact

Due to competing priorities as well as other unforeseen circumstances the updating of the plans took much longer than anticipated. The task was only completed at the start of June '24. Because of this there has not been the opportunity to put them in place across the school this session.

Next Steps

During session 2024 2025 the refreshed RME plans will be put in place across the school. Evidence of impact will be gathered as well as the plans being reviewed after the session. To measure this impact pupil understanding of topics will be gathered as well as pupil view towards other religions and their understanding and tolerance of them.

This improvement priority has been **Partially Achieved**. It is expected that it will be fully achieved after the implementation of the plans next session. They will be reviewed after 1 year and at this point any alterations made.

Priority 3 - Develop and promote parental engagement and partnerships.

<u>Directorate Improvement Plan</u>	<u>HGIOS 4 Quality Indicator</u>		
Equality and Equity Achievement Attendance and engagement	2.5 Family Learning 2.7 Partnerships		
This priority has been:	Fully Achieved	Partially Achieved	Continue Next Session

Progress

At the first Parent Council meeting in August a review of the roll of the Parent Council took place. The Parent Council constitution was reviewed and updated to reflect the current status of the school.

Following this significant work was undertaken to review the use of funds raised by the fundraising arm of the Parent Council (FROMPS – Friends of Masterton Primary School). A questionnaire was put out to all parents from the Parent Council and the results discussed. A **Framework for Expenditure** was agreed and established to ensure that any spend followed set rules. The key features of this framework included sustainability and educational value.

Further to this there was a significant change in the membership of the Parent Council. A number of long-time members left and some new members arrived. Whilst this change has been a positive change it has taken some time for work to be carried out and put in place.

One thing which we had intended to look at across the school was the cost of the School day agenda. However this did not happen but remains on the table for next session.

There has also been a significant effort to make parents more aware of the work of the Parent Council. Meetings are shared on social media and minutes uploaded to the website as well as a summary of events put in the newsletter.

Impact

Whilst there has been notable progress in how the Parent Council works and agreement on its function the impact upon pupils has been less noticeable. There have been a number of after school activities run by parents which pupils attended as well as the purchase of visualisers for all classes which are now in use. These have been very positive indicators of progress as well as welcome by the community.

Next Steps

We will continue to work with all parents looking to build better relationships and clear communication. We will use the feedback from the Parentwise Survey to help guide our way forward. Clearer targets and outcomes will be set with a focus upon the impact upon pupils.

Priority 4 – Achievement (with a focus upon wider achievement)

<u>Directorate Improvement Plan</u>	<u>HGIOS 4 Quality Indicator</u>
Achievement	2.2 Curriculum 3.2 Raising Attainment and Achievement

This priority has been:	Fully Achieved	Partially Achieved	Continue Next Session
Progress			
<p>A group was formed who looked at Building the Curriculum 5 to help guide the work on achievement. The 'Learning Resource 8: Personal Learning and Achievement', (HMIe) was also used as a guide to help support decisions.</p> <p>Work took place towards looking at how we could provide opportunities for wider achievement for all pupils during the school day. For example in P.6 every child has the opportunity to undertake Bikeability. Other award bearing courses were looked at and researched giving us some ideas. However we were limited in what we were able to achieve due to a number of factors during the year with the group running out of time with other school improvement areas taking up more time than anticipated.</p>			
Impact			
<p>Due to spending more time on other priorities we made limited progress in taking this area forwards. Although coming up with some ideas we ran out of time to be able to make any significant headway in this area. On this basis there was no impact upon the pupils although it did raise the profile of recording personal achievements.</p>			
Next Steps			
<p>Our next steps will be to research what other schools are doing in recording achievements. Following this a plan to decide the best way to record pupil achievements will be made.</p>			

Attainment of Children and Young People				
Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	89% (47/53)	89% (47/53)	87% (46/53)	87% (46/53)
P4	92% (55/61)	95% (58/61)	77% (47/61)	84% (51/61)
P7	83% (35/42)	78% (33/42)	83% (35/42)	76% (32/42)
Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	85%	87%	91%	85%
P4	79%	77%	84%	84%
P7	88%	78%	93%	76%
Evaluative statement of attainment over time.				
<p>By the end of P.1 most children achieve Early Level in reading, writing, listening and talking and numeracy. Attainment in literacy has improved by 16% at P.1 since last session which is a significant improvement. Attainment in numeracy is 7% better than last session.</p>				
<p>By the end of P.4 almost all pupils have achieved First Level in reading and listening and talking. Most pupils have achieved First Level in writing and numeracy. Attainment in literacy has improved by 4% since last session. Attainment in numeracy has improved by 3%.</p>				
<p>By the end of P.7 most pupils have achieved Second Level in reading, writing, listening and talking and numeracy. Attainment in literacy has decreased by 1% since last session. Attainment in numeracy has decreased by 4%.</p>				
<p>Overall attainment in literacy and English is good across the whole school with most children in P.1-7 achieving their expected targets in reading, writing and numeracy.</p>				
<p>Overall attainment in numeracy is good with most children from P.1- P.7 achieving their expected targets.</p>				

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the 4 capacities –

- Effective Contributor
- Successful Learners
- Responsible Citizens
- Confident Individuals

These have also been linked to the school's vales of **Honesty, Responsibility and Respect**.

These have been shared throughout the session through newsletters and social media and celebrated through assemblies and being made Star of the Week.

P.1	P.2	P.3
<p>P.1 pupils created items for the Christmas Fayre.</p> <p>P.1 classes undertook a Sharing Our Learning assembly</p>	<p>P.2/3 learned to play the Ocarina and played to their parents at a shared start.</p> <p>P.2/3 created a sensory garden.</p>	<p>P.3a and P.3b learned about the importance of citizenship and how their actions can benefit the community.</p>
P.4	P.5	P.6
<p>P.4a had a series of workshops from the Money Trust.</p> <p>P.4a and P.4b helped to plan and execute a business enterprise topic and then sold items at the Christmas Fayre.</p> <p>P.4b created artefacts for their Victorian project.</p>	<p>P.4/5, P.5 and P.5/6 participated in the Beatbox musical workshops creating their own song and performing to parents.</p> <p>P.4/5 experienced a Victorian school day.</p> <p>P.4/5 learned about circuits and made a 'light up Rudolph' at Christmas.</p>	<p>P.5 and P.6 took part in the SERCC Climate Smarter project looking at renewable energy, STEM careers and created a model future eco school.</p> <p>All P.6 pupils completed their cycling proficiency level 1 and passed it.</p> <p>P.6 took part in a literacy and media workshop with DAFC.</p>
P.7	Across the whole school	
<p>P.6 and P.7 took part in the Music Festival playing their brass instruments.</p> <p>The P.7 Rotary Quiz team won the Carnegie Rotary Quiz.</p> <p>The P.6 and 7 school football team won both the St Margarets Football festival and the Fife Football Cup.</p>	<p>All pupils participated in Book Week Scotland.</p> <p>The House Captains organised a fundraising day for Children in Need raising £535 for the charity.</p> <p>All pupils participated in World Book Day.</p> <p>The School received its accreditation as a Reading School from the Scottish Book Trust. All pupils were part of this.</p> <p>All pupils took part in the Masterton Mile raising over £7 000 for school funds.</p>	

Feedback from External Scrutiny

Learning Partnership

A Learning Partnership visit took place in March 2024. The visit was attended by senior management from 3 other school as well as the Education Manager.

The focus of the Learning Partnership was on the standard of teaching across the school , QI 2.3 **Learning, Teaching and Assessment**. Whilst this was the main QI being investigated evidence surrounding other QIs also arose including 3.2 **Raising Attainment and Achievement**.

In total 11 classroom observations were carried out.

Strengths identified:

2.3 Learning, teaching and assessment

- In almost all lessons learning intentions and success criteria were shared.
- There was a good use of questioning in almost all lessons although there was scope for improvement in the use of higher order questioning.
- There were clear and detailed teacher explanations and instructions in most lessons which allowed most children to transition between teaching and learning effectively.
- The ethos and culture of the school was very positive with positive relationships being observed in all classes.
- Almost all pupils were motivated and interacted well during the activities.

3.2 Raising Attainment and Achievement

- All pupils were confident and able to talk about their learning.
- Pupils talked about being reading ambassadors and being on the eco committee. They were able to talk about some of the ways they contribute to the life of the school.

Areas for Improvement: 2.3 Learning, teaching and assessment

- Learning environments across the school were varied in quality. There were a number of classes with very good quality classroom displays but some not so good.
- Not all teachers used AifL techniques during lessons.
- Differentiation was variable. The majority of lessons showed differentiated learning but a few did not.
- Presentation in jotters was varied. The majority of the children took great pride in the work in their jotters ensuring that it was dated and their neatest work.

Next Steps

- The final grade for QI 2.3 Learning, Teaching and Assessment for the school remains at **Good**. With the standard of learning and teaching variable across the school our next steps must be to look at how to move from **Good to Very Good**. To continue this process all staff will be given time to review the 'Teaching Toolkit' which was created to support QI 2.3. Following this there will be a focus upon differentiation in lessons.
- Staff were given the opportunity to visit each other classes and provide feedback to each other.

The aim will be to work on this before the end of session 2023 2024 and potentially continue with this as part of our School Improvement Plan next session.

Consultation with Stakeholders

All parents / carers had the opportunity to feedback to the school through the Parentwise Survey. There were also other surveys sent out during the year. The Parent Council also provides a representative view of the Parent Forum and provides feedback from them at meetings.

All pupils had the opportunity to feedback to the school through the Pupilwise survey. There are also other forums such as the House Captains, the Eco Committee, the reading ambassadors and Circle Time where feedback is given.

All staff had the opportunity to feedback to the school on the Staffwise survey. There are also regular staff meetings where consultation takes place. The Head teacher operates an Open Door policy where staff are free at any time to speak with him.

How is SQR, IP and PEF Plan shared with stakeholders?

In September the School Improvement Plan and Standards and Quality Report are uploaded to the school website. All parents are made aware of this through normal channels. A summary report of the content is also sent to parents around the same time.

The Parent Council receive an update on progress at each meeting. The minutes of these meetings are then uploaded to the school website where they are available to all stakeholders to view.

Progress in the School Improvement Plan is also detailed in regular school newsletters twice a year.

PEF Evaluation/Impact

Targeted Interventions – Literacy (Writing)

Progress:

As part of the plan we had aimed to recruit an extra 10 hours PSA support from August '23. However due to there being no PSAs available we were only able to recruit a PSA for 5 hours a week for some of term 3. Although this helped, their impact was limited. It should also be noted that some of the pupils targeted for this extra support had poor attendance which meant that they often missed the additional support.

With regards to teaching staff we were able to employ the LS teacher an extra day a week on extra hours. We were also able to employ a part time teacher in term 3 for an extra day a week.

Funding was spent on additional days of literacy support (mainly focused upon writing) for the following targeted groups of children who met the identified criteria.

- P.3 in class support
- P.6-7 small group writing support

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

The main staff member undertaking the work 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.

Impact:

The teacher working with the P.3 pupils noticed an increase in confidence in their writing. There was an increase in their use of sentence openers, conjunctions, capital letters, full stops and more focus upon checking their work for errors. The group enjoyed their sessions and were very enthusiastic.

The P.6-7 pupils increased their use of paragraphs as well as returning to the use of basic punctuation. The pupils said that it was good to work in a quieter environment and it helped them to focus. They also said they felt more confident to ask questions in a small group. Their baseline writing demonstrated to the pupils that slowing down and regular checking helped them improve the quality of their work. It also showed evidence of progress in technical aspects of writing and that pupils were now including them in their targeted writing.

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.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2021 2022	2022 2023	2023 2024	Inspection Evaluation (since August 2022)
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