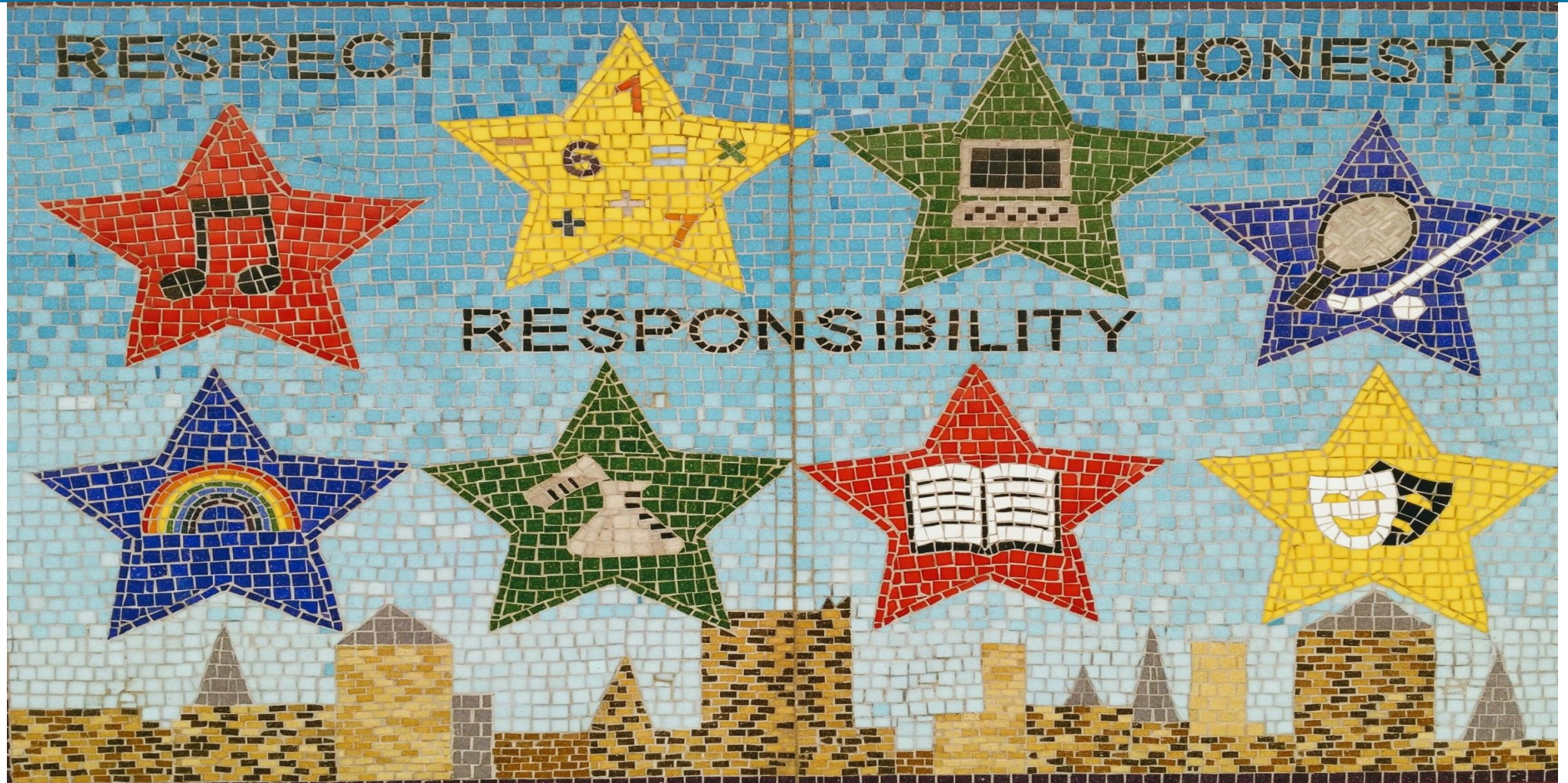


MASTERTON PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN 2024 2025





Education Directorate Improvement Plan: Achievement

Focused Priority: Increase attainment in numeracy for pupils at all stages. To achieve this we will focus upon improving mental arithmetic and developing automaticity. Aim to achieve the stretch targets at all stages.

HGIOS 4 Quality Indicators:

- QI 2.2 Curriculum
- QI 2.3 Learning, Teaching and Assessment
- QI 2.4 Personalised Support
- QI 2.7 Partnerships
- QI 3.2 Attainment and Achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales																																
<p>Primary 1 numeracy attainment will achieve target - (target tbc)</p> <p>P4 numeracy attainment will increase – target 90%</p> <p>P.7 numeracy attainment will increase – target 80%</p> <p>Overall numeracy attainment will meet stretch targets at all stages.</p> <p>Attainment in CfE levels will improve</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">Predicted</th> <th style="width: 10%;"></th> <th style="width: 10%;">Target</th> </tr> </thead> <tbody> <tr> <td>P.1</td> <td>tbc</td> <td></td> <td>tbc%</td> </tr> <tr> <td>P.2</td> <td>75%</td> <td></td> <td>80%</td> </tr> <tr> <td>P.3</td> <td>85%</td> <td></td> <td>87%</td> </tr> <tr> <td>P.4</td> <td>86%</td> <td></td> <td>90%</td> </tr> <tr> <td>P.5</td> <td>84%</td> <td></td> <td>87%</td> </tr> <tr> <td>P.6</td> <td>84%</td> <td></td> <td>87%</td> </tr> <tr> <td>P.7</td> <td>77%</td> <td></td> <td>80%</td> </tr> </tbody> </table>		Predicted		Target	P.1	tbc		tbc%	P.2	75%		80%	P.3	85%		87%	P.4	86%		90%	P.5	84%		87%	P.6	84%		87%	P.7	77%		80%	<p>Collegiate sessions will be focused on professional learning linked to numeracy based pedagogy that is age and stage appropriate.</p> <p>Data analysis with staff of school based and national assessments- BASE, NSA, other summative assessments.</p> <p>All classes will take a baseline measure of the attainment in mental arithmetic.</p> <p>Review current methods of teaching mental maths across the school.</p> <p>Review and improve any maths programme we have in place and any mental arithmetic progressions.</p> <p>All staff will share strategies/techniques for teaching mental arithmetic.</p> <p>All staff will ensure a regular mental arithmetic</p>	<p>HT to lead</p>	<p><u>Quantitative Data</u> Planning and tracking meetings (Termly) BASE data analysis (Sept 24, June 25) NSA analysis (P.7 November, P.4 February) cf. previous years.</p> <p>Baseline measure and end of session measure will show a significant improvement in mental arithmetic skills.</p> <p><u>People's Views</u> Pupil Focus Group Staff views of the changes made.</p> <p><u>Direct Observation</u> Jotter monitoring Classroom observations</p>	<p>Baseline will be completed by end of term 1.</p> <p>BASE entry – Sept '24</p> <p>BASE exit – May '25</p> <p>P.7 NSA – November '24</p> <p>P.4 NSA – January '25</p> <p>CfE declarations by May '25</p> <p>Classroom observations – Term 2 and Term 3 (LP)</p>
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<p>All learners will experience high quality numeracy pedagogy.</p> <p>All staff will plan appropriate experiences which will allow the children to apply their mental arithmetic skills throughout the curriculum.</p> <p>All staff will make appropriate use of data and assessment information to plan effective progression in learning which will allow children to make appropriate progress.</p> <p>Weekly learning for all children is maximised to ensure appropriate breadth and depth in learning.</p>	<p>session in each class focussed upon active learning and improving the mental manipulation of numbers.</p>		<p>Learning Partnership</p>	
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Ongoing Evaluation

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Education Directorate Improvement Plan: Achievement

Focused Priority: Improve planning for learning, teaching and assessment. Through this we will reduce unnecessary bureaucracy freeing up time for teachers to focus upon learning and teaching. Put in place a new tracking system.

HGIOS 4 Quality Indicators:

- QI 1.2 Leadership of learning
- QI 2.2 Curriculum
- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales
<p>All teachers will be aware of and implement the key principles of effective planning leading to improved outcomes for pupils.</p> <p>All teachers will use the progression pathways to support planning thus improving differentiation in learning.</p> <p>Bureaucracy and unnecessary paperwork will be eliminated freeing up more time for teachers to focus upon high quality learning and teaching.</p> <p>All areas of the curriculum will be effectively tracked and assessed leading to improved learning outcomes for pupils.</p>	<p>Carry out the Professional Learning modules on approaches to using Fife's Progression Pathways:</p> <p>Planning for Learning, Teaching and Assessment in Fife (sharepoint.com)</p> <p>Use the modules to make appropriate changes to our planning pathways thus achieving consistency across the school.</p> <p>Implement the Sequential Progress Tracking system (Didbook) for tracking and monitoring progress for all curricular areas.</p> <p>Use the Sequential Progress Tracking system to track pupil achievements.</p>	<p>DHT</p>	<p>Quantitative Data Planning and tracking meetings (Termly)</p> <p>Data input into Didbook in all curricular areas.</p> <p>People's Views</p> <p>Staff views on the planning and assessment pathways .</p> <p>Parental views on the sequential progress tracking system will be taken.</p>	<p>Professional Learning Modules undertaken in Term 1 (By October '24).</p> <p>Implement any new planning across Term 2 and 3.</p> <p>Review planning in Term 4.</p> <p>Didbook implementation Term 1</p>

Ongoing Evaluation



Education Directorate Improvement Plan: Health and Wellbeing

Focused Priority: Work towards the Bronze award in the Rights Respecting Schools programme

HGIOS 4 Quality Indicators:

QI 2.2 Curriculum

QI 3.1 Ensuring Wellbeing, Equality and Inclusion.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales
<p>The principles of the UNCRC will be embedded within learning and teaching in the school.</p> <p>All pupils will know and understand they have rights as a child and that they feel safe, valued and respected in school.</p> <p>All pupils and staff will be able to identify key rights and explain how these link to everyday tasks within and out with school.</p> <p>All pupils, staff and parents / carers will have an increased</p>	<p>All staff will undertake the following RRSA e-learning modules:</p> <p>An Introduction to children's rights An introduction to the Rights Respecting School Award Participation in a Rights Respecting School Global Citizenship in a RRS A Deeper Dive into Children's Rights</p> <p>Embed the UNCRC Rights across the curriculum and the school.</p> <p>A Pupil Council steering group will be created to provide pupil voice and work towards embedding the RRS agenda.</p>	<p>Miss English (DHT) to lead.</p>	<p>Quantitative Data Measure of the number of staff undertaking the training.</p> <p>Measure taken of the number of pupils able to identify a Right and which Rights they are able to identify.</p> <p>People's Views Pupil Council views taken. Staff views of the changes made.</p>	<p>E-learning modules undertaken during Term 1.</p> <p>RRS / Pupil Council group formed Term 1</p> <p>Ongoing RRS assemblies – minimum of one each term.</p> <p>Bronze Award achieved by June '24</p>

<p>awareness and understanding of children's rights.</p> <p>Gain the Bronze Award on the Rights Respecting Schools programme.</p>				
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<p>Ongoing Evaluation</p>

<p>Pupil Equity Fund allocation for session 2024/25</p>	<p>£ 17 150</p>
<p>School Context</p> <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 (June 2024) although this rose 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 request 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 7.2% 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 94.3%. 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 will receive £17 150 from the Government's Strategic Equity Fund (SEF) in 2024-25. This money is targeted at our young people across the school.</p>	
<p>Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)</p>	

An allocation of up to £2 000 has been made from the PEF to mitigate against the Cost of the School Day. We are also planning to work with the Parent Council to develop a Cost of the School Day policy which will be created by and shared with all parents.

Stakeholder engagement (in what ways have you engaged with your stakeholders – learners/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Parental engagement Parent Council Parentwise Survey Pupil engagement Pupilwise survey Pupil focus groups Staff engagement Regular staff meetings and feedback from them	N/A

Rationale: Improve attendance of targeted pupils leading to improved attainment.		Amount of Fund allocated £ 0	
We have a small group of pupils whose attendance is below 75%. Almost all these pupils are also behind in their levels of attainment. A focus upon improving their attendance should lead to an improvement in their attainment.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

<p>Pupils with attendance of less than 60% in session 2023 2024 will improve their attendance by 10-20%.</p> <p>Pupils with attendance of less than 70% in session 2023 2024 will improve their attendance by 10-15%.</p> <p>Pupils with attendance of less than 80% in session 2023 2024 will improve their attendance by at least 10%.</p> <p>Attendance stretch targets will be met or bettered.</p>	<p>Identify all pupils with attendance of 80%< last session (2023 2024).</p> <p>Daily attendance check (SLT)</p> <p>Use updated Fife Council attendance Policy 2024 to support improvement in attendance.</p> <p>Focus interventions upon the poorest attending pupils who can improve their attendance.</p> <p>Create an attendance policy which has a structured approach to improving attendance.</p>	<p>Quantitative Data</p> <p>Targeted pupils' attendance will improve.</p> <p>Overall attendance will improve.</p> <p>Almost all pupils will have an attendance of 90%+.</p> <p>Direct Observation</p> <p>Pupils will be more keen to come to school.</p>	
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<p>Rationale: Reduce the cost of the school day thus ensuring that all pupils are able to participate in all school-based activities.</p>		<p>Amount of Fund allocated £2 000</p>	
<p>A number of activities related to the school day are very expensive. For example Ardroy now costs over £300 per pupil. There are also associated expenses with this like the cost of baggage, clothing and other. We have decided to allocate an amount of money to help support our families who are most in need of support.</p>			
<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p> <p>If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>

<p>All pupils will be able to participate in all school-based activities (linked to School based priority of the UNCRC).</p>	<p>A small fund will be available to families to help support the cost of any school-based activities with a cost. The funding will be decided upon a case by case basis ensuring that equity is established.</p> <p>For families who are unable to afford the cost of Ardroy we will look towards the Carnegie Trust for help with funding for them.</p>	<p>Quantitative Data</p> <p>All pupils will be able to participate in all school activities.</p>	
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<p>Rationale: Improve attainment in numeracy.</p>		<p>Amount of Fund allocated (if appropriate) £17 742</p>	
<p>Improve the attainment of our Equity Pupils focussing upon the areas where curricular support is most needed.</p>			
<p>Expected Impact (What is the expected impact on outcomes for children and young people)</p> <p>If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p>

<p>Raise Attainment in Numeracy (Specifically mental arithmetic – linked to SIP priority)</p> <p>Target P.1, P.4 and P.7.</p> <p>P.1 target – tbc (This target will be moderated following BASE assessments)</p> <p>P.4 target – 90% (Current prediction is 86%)</p> <p>P.7 target – 80% (Current prediction is 77%)</p>	<p>Employ a teacher for one day a week to work with pupils (referred to as our Equity Pupils) providing extra support and resource in the area they most need it. Cost approx. £12926</p> <p>Extra PSA staff will be employed (7.5 hours August '24 – June '25 £5974)</p> <p>Total cost £20 892</p> <p>The staff will focus upon the raising of attainment in numeracy with a focus on our Equity Pupils.</p> <p>Pupils will be identified using the criteria as follows:</p> <p>FME LAAC</p> <p>Not on target to achieve expected levels. Pupils whose poor attendance through illness has impacted their attainment.</p> <p>Pupils at other stages within the school will be targeted on advice from teaching staff or LS.</p>	<p>Quantitative Data</p> <p>BASE (on entry data) will be used to baseline P.1. BASE on exit will be used to measure progress (QI 3.2) NSA will be used to compare locally and nationally P.4 and P.7 data (QI 3.2). Termly tracking meetings will be used to track data and pace of progress.</p> <p>People's Views</p> <p>Views of teachers on the progress their pupils are making will be gathered. (May '25)</p> <p>Direct Observation</p> <p>Sampling of pupils' work.</p>	
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