



**Masterton Primary School**

**Standards and Quality Report 2024 2025**

**June 2025**

## Masterton Primary School

### Context of the School

<b>Demographic</b>	<p>The school roll at Masterton during session 2024 2025 ranged between 426 and 430 pupils. This constituted 15 classes in total. The classes ranged in size from 22 (Composite P.1/2) to 33 (Both P.4 classes). The average class size was 29 pupils. This resulted in a number of stages where there were few or no spaces. During session 2025 2026 we expect the school to be yet bigger with a projected roll of 430+.</p> <p>The number of pupils entitled to free school meals (FME) is 8%.</p> <p>The SIMD profile of the school is 9.2. However this is anomalous and likely to be due to the construction of new housing which has yet to be properly assessed.</p> <p>The proportion of pupils with EAL (English as an Additional Language) is 7%.</p> <p>The proportion of LAC (Looked After Children) is under 1%.</p> <p>Due to the construction of a number of new streets the demographic of the school has changed, although the character of the school remains the same.</p>					
<b>Vision, values and aims</b>	<p>The Vision, Value and Aims were reviewed this session with them being updated.</p> <p><b>Vision</b> We are a welcoming, inclusive and aspirational school where everyone's rights are valued and respected.</p> <p><b>Values</b> Honesty Responsibility Respect</p> <p><b>Aims</b> For everyone to feel welcome as part of our diverse community. To provide a relevant, rich and stimulating curriculum which engages and motivates our children to reach their full potential. To celebrate achievements both in and out of school, recognising the individuality and strengths of all our pupils.</p>					
<b>Attendance</b>	<b>Overall</b>	94.6%	<b>Authorised</b>	3.4 %	<b>Unauthorised</b>	2 %
<b>Exclusions</b>	0%					
<b>Summary of consultation with stakeholders</b>	<p>Parents were consulted formally and informally. Every Parent Council meeting consisted of a report on the progress of the Improvement Plan. The Parentwise Survey in 2024 was also used as a guide on progress. All parents had the opportunity to feedback on the Vision Values and Aims of the school.</p> <p>Pupils were consulted through the Pupil Council, House Captains and Eco Committee. Pupils were also given regular opportunities to provide feedback in their classes.</p> <p>Staff were consulted through regular staff meetings, end of term FORMS and an open-door policy from the Senior Leadership team.</p>					
<b>Attainment Scotland Fund Allocation (PEF)</b>	£17 150					
<b>Cost of the School Day statement</b>	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					

## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

**School Improvement Priority 1:** Increase attainment in numeracy for pupils at all stages with a focus upon improving mental arithmetic.

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

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	X
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### Progress

All classes are now undertaking a daily session of mental arithmetic a minimum of 4 times a week. This follows a progression appropriate to age and stage and suitably differentiated. As part of this an emphasis has been on understanding the language of mathematics. This was an area in which it became apparent that pupils found challenging when they were undertaking the SNSA.

Staff who had not been trained in conceptual numeracy underwent the training ensuring that almost all teaching staff have undertaken the training in conceptual numeracy.

### Impact:

Data from the SNSA showed a slight improvement in numeracy attainment from last session, 2023 2024. However analysis of the 3 previous years showed a flat profile with a majority of pupils scoring in the middle bands. There was little impact on the highest bands. Conversely there were also fewer pupils scoring in the lowest bands.

It is worth noting that although the daily mental arithmetic sessions were only put in place during term 4 staff reported improvement in pupils' ability to recall number facts and use them mentally. This will continue during next session.

### Next Steps:

Further work needs to be undertaken in the area of numeracy. Due to competing priorities other areas were prioritised at the start of the session so the focus upon numeracy took place later in the year leading to a lesser impact. One area where pupils showed difficulty than expected was in the use of mathematical language e.g. 'difference', 'sum', 'product' *et al*. This only became evident on analysis of data when fewer pupils scored positively with questions like this. Because of this we will continue our focus upon mathematical language.

A wider more holistic review of how we teach numeracy as well as the planning / tracking used will be undertaken in session 2025 2026. A review of assessment leading to better information and data will be undertaken.

Work on improving mental arithmetic as well as on the understanding of mathematical language will be the priorities. This is with a view to increase the percentage of pupils scoring in the higher bands for the SNSA.

**School Improvement Priority 2:** 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 2.2 Curriculum

QI 2.3 Learning, Teaching and Assessment

QI 3.2 Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	
<p><b>Progress:</b></p> <p>As we worked through this priority it became clear that it was too large to achieve it all and it would take far more time than we had. As part of our Collegiate Calendar we undertook a review of our priorities at the start of term 3 and then focused upon 2 parts of this priority. These were the IDL planning and the new PROGRESS tracking and reporting system.</p> <p>Following this all IDL planning was reviewed with Es and Os checked to ensure that they were the most up to date. The IDL plans were also developed to ensure an appropriate spread of topics over the life span of a pupil at school. This included future proofing with composite classes included. Meta Skills were added.</p> <p>All staff are now using the PROGRESS system to track all areas of the curriculum. Staff are becoming more confident with the system although this is taking longer than expected. All staff are also using the system for reporting.</p>						
<p><b>Impact:</b></p> <p>As the IDL planning was only finished in June 2025 there was little time to evaluate its impact upon pupils. What can be said is that pupils did appear more interested with the wider variety of topics on offer.</p> <p>The PROGRESS system has resulted in a more focused approach to tracking. Due to now tracking all areas, a significant increase in time has been spent on moderation, especially in literacy and numeracy. This has had a knock-on effect of more time being spent on the analysis of data and the comparison of teacher judgement. The collection of evidence to back up the levels has improved although where there is anomalous data this is still proving difficult.</p>						
<p><b>Next Steps:</b></p> <p>The new IDL planning will be put in place during session 2025 2026 and evaluated after one year.</p> <p>The PROGRESS tracking and reporting system will continue to be used next session to track pupils' progress in all areas of the curriculum. Further work on ensuring the accuracy of tracking / the declaration of levels will be undertaken.</p>						

School Improvement Priority 3: Work towards the Bronze award in the Rights Respecting Schools programme						
HGIOS 4 Quality Indicators: QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.4 Personalised Support QI 3.1 Ensuring Wellbeing, Equality and Inclusion						
Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	
<b>Progress:</b> A new Pupil Council was created as a steering group for the Rights Respecting Schools programme. Following this the whole school community was made aware of our engagement in the award through the school newsletter and at Parent Council meetings. A Rights Respecting Schools (RRS) noticeboard was set up in the entrance so that all visitors were aware of the work which was going on in the school. This was updated twice a term. There was a focus upon the 'Right of the Month' at assemblies. All staff undertook the e-learning training in the Rights Respecting Schools programme during the session. A member of the Senior Leadership team undertook leadership training so as to be able to lead the programme. The RRS checklist for the Bronze Award was completed in October 2024. This included the plan as to how we intended to move towards the Silver Award. This was submitted to the RRS team at this time. Following this we achieved our Rights Respecting Schools <b>Bronze</b> Award in November 2024. This demonstrated that we were 'Rights Committed'.						

**Impact:**

All staff and pupils are aware of the Rights of the Child. All pupils are aware of some of their Rights but know where to find out about all of their Rights. All parents are aware of our work in the Rights Respecting Schools field. We are now in a position to move forward in the RRS programme.

**Next Steps:**

Rights Respecting Schools will be part of the School Improvement Plan for session 2025 2026. With the **Bronze** Award being very much entry level we need to continue our journey and build upon the work we have carried out. We will aim to embed and work towards our Rights Respecting Schools **Silver** aware (Rights Aware) during session 2025 2026.

## Improving Outcomes

**Attainment**

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
<b>P1</b>	95%	89%	90%	94%
<b>P4</b>	92%	92%	77%	76%
<b>P7</b>	75%	77%	69%	73%

### Overall Attainment for 2024 - 2025

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
<b>P1</b>	87%	90%	95%	94%
<b>P4</b>	77%	77%	85%	76%
<b>P7</b>	84%	69%	88%	73%

In P.1 **almost all** pupils achieved the level appropriate for their age and stage in literacy and numeracy.

In P.4 **most** pupils achieved the level appropriate for their age and stage in both literacy and numeracy.

In P.7 the **majority** of pupils achieved the level appropriate in literacy and **most** in numeracy.

On further analysis it can be seen that **Reading** scores are consistently very high across the stages. This is reflected in the National Standardised Assessment (NSA) where at P.4 and P.7 pupils scored significantly higher than the national average in the top 2 bands. (P.7 = 52% Band 10 and 11 cf National Average 38%, P.4 = 56% Band 8 and 9 cf National Average 44%) This is clearly a reflection of the work which has been carried out in reading over the last 3 years leading to improvement.

**Writing** scores are where they were expected to be. A significant amount of work was undertaken on the analysis



of writing and moderation as well as an updated moderation sheet created to support this. Analysis of the writing NSA show, as with reading, pupils are scoring higher than national average in the top bands (P.7 = 47% Band 10 and 11 cf National Average 37%, P.4 =55% Band 8 and 9 cf National Average 39% )

Over time **Numeracy** scores have remained flat. The NSA shows that we are scoring national average in numeracy at all stages. Although numeracy and mental arithmetic were on the School Improvement Plan for this session less work was carried out than anticipated so consequently there was less impact. In session 2025 2026 there will be an early focus upon numeracy to give it more time and to try to replicate the improvement we have seen in Reading.

PEF money was used to support infant pupils with their literacy and phonics, specifically pupils who lived in SIMD 1 or 2 or were entitled to FME. Extra support was targeted in P.1 and P.2 to ensure that the foundations of their literacy were in place. The end of session BASE scores showed improvement in literacy and numeracy.

The cluster PT funded by the Scottish Attainment fund also worked with P.2 and P.4. During term 1 and 2 their focus was upon foundation literacy. Their work with the P.2s showed that overall attainment in P.2 reading improved (specific data is available).

### Achievements

We achieved our '**Reading Schools Silver Award**' accreditation from the Scottish Book Trust.

The **Pupil Council** (P.1-7), **Eco Committee** (P.1-7), **House Captains** (P.7), **JRSO** (P.5-7) and **Reading Ambassadors** (P.2-7) all met regularly representing their peers.

The school achieved its '**Rights Respecting Schools**' **Bronze Award**.

More pupils at a wider range of stages than ever before participated in sporting activities and had the opportunity to represent the school. Sports included badminton, tennis, hockey, basketball, football (incl a girls' team), Fun in Athletics and netball. All pupils represented the school with pride.

All P.6 pupils had the opportunity to take part in **Bikeability** to improve their bike riding abilities.

A school choir was re-established with over 50 pupils participating. As well as performing to parents they took part in the Gala Concert at the Alhambra.

P.6 and 7 Brass instrument players took part in the Fife Festival of Music, performed at Dunfermline High School.

All P.5 pupils took part in the '**Big Sing**' funded by the Youth Music Initiative.

### Evaluations (School)

	2022- 23	2023-24	2024 - 25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

