MASTERTON PRIMARY SCHOOL

Education Directorate Improvement Plan: Achievement

Focused Priority: Transforming Learning

HGIOS 4 Quality Indicators:

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

2.6 Transition

3.2 Raising Attainment and achievement

3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales
All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all	**Professional Learning Activity** • As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. • All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and	Mrs Stirling (Chartered Teacher)	<u>**Quantative Data**</u> Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc	14.11.25 i-pads deployed to staff 14.1.26 1 hour 'Teaching with a i-pad' 29.1.26 Deployment of i-pads to pupils in P.6 and 7 18.2.26 1 hour 'Differentiation with an i-pad'

children. Children/young people In P6 and 7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work. All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels. Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.	further professional learning will support teachers to make effective use of the software library and develop their digital skills. **Enhancing learners' experiences** • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. • Enable all staff to use digital tools to make learning and teaching more engaging. • Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital platforms. **Learning, Teaching and Assessment** • Teachers will use their digital skills to plan appropriate learning. • Teachers will use a range of digital tools to create and share explanations and to model learning processes. • Planning for key learning to be shared via digital platforms to support P6 and 7 children/young people to access during and outside of lessons. • Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own		**People's Views** Staff views on use of digital technology to enhance learning. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. Feedback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. **Direct Observation** Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.	10.3.26 Visit from the 'Transforming Learning' team 18.3.26 1 hour 'Assessment and Feedback' 20.5.26 1 hour 'Creativity with an i-pad'

	pace. • Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria. **Assessment and Feedback** • All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. • Begin the development of Digital Portfolios to showcase learning over time using Showbie. • Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning.		

Ongoing Evaluation

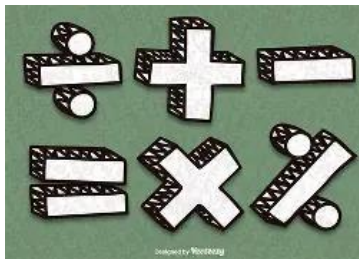| |
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Education Directorate Improvement Plan: Achievement

Focused Priority: Rights Respecting Schools

HGIOS 4 Quality Indicators:
1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
1.3 Leadership of change
2.2 Curriculum
2.3 Learning, Teaching and Assessment
3.1 Ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales
The principles of the UNCRC will be embedded within learning and teaching in the school. All pupils will know and understand they have rights as a child and that they feel safe, valued and respected in school. All pupils and staff will be able to identify key rights and explain how these link to everyday tasks within and out with school. All pupils, staff and parents / carers will have an increased awareness and understanding of children's rights.	**Professional Learning Activity** • All staff will undertake further online training to compliment the training they undertook last session. **Enhancing Learners Experiences** • The Pupil Council steering group will provide pupil voice and work towards embedding the RRS agenda. • Implement the plans which were put in place for the Bronze Award. • Embed the UNCRC into the policy, practice and culture of the school.	Miss English (DHT)	**Quantative Data** Feedback from UNICEF leading to the Silver Award. **People's Views** Feedback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the implementation of the UNCRC. **Direct Observation**	InService 2 – RRS training Ongoing across the session. Monthly 'Right of the Month'

Building on the work which we carried out to achieve our Bronze RRS award gain the Silver Award on the Rights Respecting Schools programme.	• Promote the knowledge across the school community of the Convention.		Observation of classroom environment.	

Ongoing Evaluation

Education Directorate Improvement Plan: Achievement

Focused Priority: Improve Attainment in Maths and Numeracy

HGIOS 4 Quality Indicators:

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

3.2 Raising Attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence / QI Methodology)	Timescales
Attainment in maths will increase with **most** pupils achieving the appropriate level for their age and stage. There will be an increase in the percentage of pupils scoring in the top 2 bands in the NSA with us scoring above the National Average. **P.4 NSA 2025 (Current)** Band 9 – 8% (11%) Band 8 – 20% (15%) (National Average- red)	**Professional Learning Activity** • All staff will upskill their knowledge through the awareness of resources and self-led professional learning available on the HMIe website focused upon Numeracy Professional Learning. Numeracy Professional Learning Resources	Resources	Education Scotland Number and number Processes Fractions, Decimal Fractions and Percentages, Time Data Analysis	HT	**Quantative Data** Raw collection of tables data and other agreed areas (September 25) Analysis of attainment data in Numeracy Analysis of CFE and BASE/NSA data. Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc **People's Views**	2.9.25 Staff agreement on Raw data to be collected and implementation of mental arithmetic programme. 9.9.25 Ed. Scotland 16.9.25 Ed. Scotland 30.9.25 Ed. Scotland

P.4 NSA 2026 (Target) Band 9 – 12% Band 8 – 24% **P.7 NSA 2024 (Current)** Band 11 – 15% (17%) Band 10 – 20% (20%) (National Average- red) **P.7 NSA 2025 (Target)** Band 11 – 18% Band 10 – 24% Attainment in maths will increase across the school. **Current** (June 2025) P.1 95% P.2 93.5% P.3 98.1% P.4 81.5% P.5 72.7% P.6 82.3% P.7 75.8% **Target** (June 2026) P.1 tbc P.2 90% P.3 95% P.4 85% P.5 78% P.6 86% P.7 80% All pupils will improve their knowledge of the language of maths.	**Learning, Teaching and Assessment** • All staff will deliver a differentiated daily mental arithmetic session. This will be based upon 'Mental Maths: Daily Workout' programme. **Assessment and Feedback** • Assessment processes will be reviewed and further online ways of recording progress will be made. • Data will be gathered from assessment evidence to plan for next steps in learning.		Staff views on improvement in numeracy. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. Parent/carer views on children's experiences. **<u>Direct Observation</u>** Forward planning documentation. Classroom observations linked to numeracy and mathematics (Focus of the LP – date tbc)	1.11.25 – 30.11.25 P.7 SNSA (Analysis undertaken in December) 1.1.26 – 14.2.26 P.4 SNSA (Analysis undertaken in February)

Ongoing Evaluation

Pupil Equity Fund allocation for session 2024/25	£ 17 150

School Context

Masterton Primary School is a non-denominational school which opened in 2006 and is situated in the South East of Dunfermline City. The school building is 19 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.

The school had a role of 428 pupils from P.1-7 (August 2024) which is expected to rise to over 430 in August 2025 which will be the highest it has ever been.

7% of the roll is recorded as EAL.

The Free School Meal Entitlement is 8% compared to a Fife average of 17.9%. Our Scottish Indices of Multiple Deprivations (SIMD) profile is 9.2. Our attendance figures for 2024 2025 were 94.6%. 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.

The school will receive £17 150 from the Government's Strategic Equity Fund (SEF) in 2025-26. This money is targeted at our young people across the school. We have received the same funding over the life of the Scottish Parliament which has seen its value eroded due to inflation and increasing wages. Our FME has also quadrupled so would expect a significant increase in funding should the SEF remain after 2026.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

No child will miss out on any activities which they wish to take part in. Any activity with associated costs will be reviewed and either free or subsidised places will be made available. The FME list will always be reviewed as well as information which we have about pupils and families.

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: Increase attainment in numeracy		**Amount of Fund allocated (if appropriate) £17 742**
Improve the attainment of our **Equity Pupils** focussing upon the areas where curricular support is most needed.		

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?)
Raise attainment in numeracy across the school (Linked to SIP 'Improve Attainment in Maths and Numeracy'.	Employ a teacher one day a week to focus upon **Equity Pupils.** This will be the current LS teacher. Pupils will be identified using the criteria as follows: • FME • SIMD – pupils' living in SIMD 1 or 2 • LAAC • Not on target to achieve expected levels. • Pupils whose poor attendance through illness has impacted their attainment. Pupils at other stages within the school will be targeted on advice from teaching staff or LS. Identified pupils will be assessed and a baseline measure taken.	<u>**Quantitative Data**</u> 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. <u>**People's Views**</u> Views of teachers on the progress their pupils are making will be gathered. (May '26) <u>**Direct Observation**</u> Sampling of pupils' work.	

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?)
Pupils with attendance of less than 60% in session 2024 2025 will improve their attendance by 10-20%. Pupils with attendance of less that 70% in session 2024 2025 will improve their attendance by 10-15%. Pupils with attendance of less than 80% in session 2024 2025 will improve their attendance by at least 10%. Attendance stretch targets will be met or bettered.	Identify all pupils with attendance of 80%< last session (2024 2025). Daily attendance check (SLT) Use updated Fife Council attendance Policy 2024 to support improvement in attendance. Focus interventions upon the poorest attending pupils who can improve their attendance. Create an attendance policy which has a structured approach to improving attendance.	**Quantitative Data** Targeted pupils' attendance will improve. Overall attendance will improve. Almost all pupils will have an attendance of 90%+. **Direct Observation** Pupils will be more keen to come to school.	