

Masterton Primary School

Standards and Quality Report for Families 2025-2026

Throughout session 25-26, we have continued to focus on three key improvement priorities. We are pleased to share some of the progress made and the positive impact this work is having on our children, while also highlighting our next steps for further improvement.

Priority 1: Transforming Learning Through Digital Technology

What We Did

This session, staff and pupils began using iPads to support learning and teaching. Staff took part in professional learning and were given opportunities to develop their digital skills. Pupils in the upper stages now use their devices regularly to access learning, complete tasks and receive feedback.

Impact on Learners

- Children are showing greater engagement and interest in their learning when using technology.
- Pupils are developing confidence and independence in using digital tools.
- Learners have more opportunities to demonstrate their understanding in creative and personalised ways.
- Teachers are able to provide feedback more efficiently and monitor progress more effectively.
- Pupils have responded very positively to the introduction of iPads and report that technology makes learning more motivating.

Next Steps

- Continue the phased rollout of digital devices across the school.
- Improve classroom technology and digital infrastructure.
- Ensure technology enhances high-quality learning and teaching rather than replacing it.

Priority 2: Rights Respecting Schools

What We Did

Children took part in regular rights-based learning activities throughout the year. Rights were promoted through classroom learning, assemblies, Class Charters, displays and pupil leadership groups. Children's rights remained visible across the school and linked closely to our values and ethos.

Impact on Learners

- Children have a stronger understanding of their rights and responsibilities.
- Awareness of global citizenship and fairness has increased through whole-school learning experiences.
- A shared values-based culture continues to develop across the school.
- Children have had opportunities to contribute their ideas through pupil groups and leadership opportunities.

Next Steps

- Strengthen understanding of how children's rights connect to wellbeing, learning and relationships.
- Increase consistency in rights-based practice across the school.
- Gather further views from pupils, families and staff to shape our next steps.
- Continue to embed rights-respecting approaches as part of everyday school life.

Priority 3: Improving Numeracy Through Mental Maths

What We Did

Teachers introduced a daily mental maths programme across the school. Lessons focused on developing number skills, mathematical thinking and confidence using mathematical language. Learning was regularly monitored and shared through professional dialogue and classroom observations.

Impact on Learners

- Learners are becoming more confident in mental maths and numeracy skills.
- Children show an improved understanding of mathematical vocabulary and language.

- Staff have observed positive improvements in pupils' confidence and attainment in numeracy.
- Learning observations highlighted consistently strong practice across classes.

Next Steps

- Continue to embed the mental maths programme across the school.
- Introduce updated Fife Numeracy Progression Pathways.
- Develop clearer curriculum pathways to support progression in numeracy from P1 to P7.
- Continue to monitor the impact of numeracy developments on learning and attainment.

Looking Ahead

We are proud of the progress made this session and grateful for the support of our pupils, families and staff. Our improvement work continues to focus on providing high-quality learning experiences, promoting children's rights and ensuring every learner has the knowledge, skills and confidence to achieve their potential. We look forward to building on these successes during the year ahead.