

WILLIAMSTON PS SCHOOL IMPROVEMENT PLAN 2024 / 2025

Be the Best You Can Be

WILLIAMSTON PRIMARY SCHOOL VALUES

RESPECT *for yourself, others and the environment*

RESPONSIBILITY *for all of your actions*

KINDNESS ALWAYS



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Summary of Inspection Findings post HMIe
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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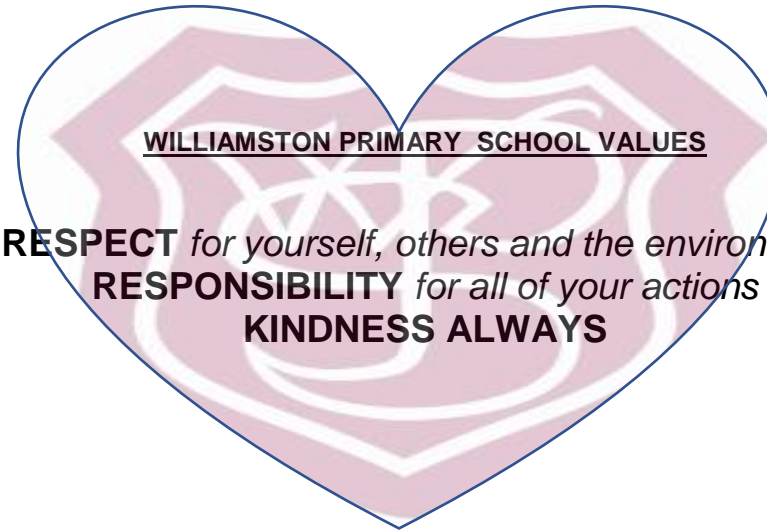
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Vision, Values and Aims

Be the Best You Can Be



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WILLIAMSTON PRIMARY SCHOOL AIMS



Leadership and Management

To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.



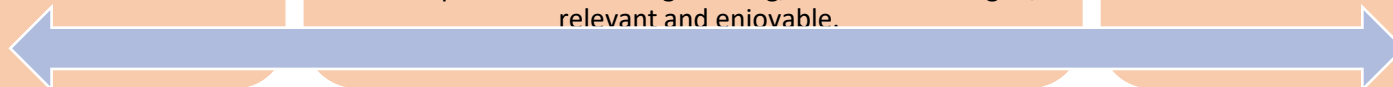
Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.



Successes and Achievements

To ensure the best possible outcomes for all our learners



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Curriculum Rationale - Refreshed Curriculum Rationale, developed by our stakeholders 2022

Williamston - The Rationale for our Curriculum
(based on pupil, parent and staff consultations)

The Four capacities of the Curriculum for Excellence
Successful Learner Confident Individuals Responsible Citizens Effective Contributors



Vision
As a Right's Respecting School, we work together to provide a happy, safe, nurturing and stimulating environment for all learners.
#BE THE BEST YOU CAN BE

Our Key Drivers
Our diverse school
Outdoor learning at WPS
Learning for sustainability

Ideal Learning in Williamston happens when:

- Children lead their own learning through responsive planning and in collaboration with others
- Opportunities are given to work and play independently and collaboratively
- Children are engaged and motivated in their learning
- Learning and play is experiential, active and purposeful
- We use the natural environment and outdoors whenever possible
- Learning provides challenge and is differentiated
- We nurture the whole child and create nurturing caring and supportive learning environment.
- There are opportunities for creativity.



Principles for Curriculum Design:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

Our School Values.
All of our curriculum activities, programmes and opportunities for learning aim to provide our learners, parents and staff to develop and exemplify our CORE values:
Respect ~ Responsibility ~ Kindness

- *Respect for yourself, others and the environment*
- *Responsibility for your actions*
- *Kindness always*



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Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan

a) Background - The context for the learners in your school

There has been a period of leadership team stability for Williamston Primary School over the last 4 years. The school had a very positive Education Scotland visit October 2023 where the significant improvements were recognised as well as validating next steps identified by the school and ELC for our improvement journey. Priorities were taken forward throughout the session, with a focus on reading, mathematics, assessment, raising attainment and achievement. We have a highly skilled and enthusiastic staff team who have undertaken a wide range of training to ensure we are able to meet the needs of learners. There is a clear commitment by all staff to collegiality, teamwork and towards change to improve outcomes for all learners. These, along with the views of all stakeholders, continue to inform improvement planning.

The school has a very supportive parent body. The Parent Council/ PSA are actively involved in the life of the school and continue to offer a very high level of commitment and support. The school has a good relationship with the cluster schools and local community, with effective partnerships continuing to be developed. The school works with pupils, parents, staff and wider community in the process of self-evaluation to assist in the identification of priorities for improvement. The reviewed opportunities to rebuild our wider community post-Covid have included a wide range of parental engagement and support for our families around curriculum approaches.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

Our FME is 4% with the majority of the children attending the school residing within SIMD 10. Our school community is very diverse, reflecting a broad range of different cultures and languages. Our Diversity and Inclusion data for our most vulnerable pupils is 9%, with the highest proportion being our care experienced learners. 14% of learners are CoS levels 2 or 3, with 15% identified with specific ASN. We have a need for challenge across all stages, with our data in this area as follows:-

| Pupils tracked as performing above national expectations | | | | |
|--|---------|---------|-----------------------|----------|
| Year Group | Reading | Writing | Listening and Talking | Numeracy |
| P1 | 41% | 26% | 21% | 31% |
| P4 | 29% | 21% | 38% | 23% |
| P7 | 31% | 29% | 43% | 35% |

Our track 4 data below shows the overall improvement made at P1, P4 and P7 as a %

| P1 | Roll | Reading | Writing | Listening & Talking | Overall Combined Literacy | Numeracy | Mathematics |
|---------|------|---------|---------|---------------------|---------------------------|----------|-------------|
| 2023/24 | 58 | 100 | 98 | 98 | 98 | 100 | 100 |
| P4 | Roll | Reading | Writing | Listening & Talking | Literacy | Numeracy | Mathematics |
| 2022/23 | 66 | 83 | 85 | 97 | 83 | 86 | 89 |
| 2023/24 | 66 | 88 | 89 | 100 | 88 | 92 | 94 |
| P7 | Roll | Reading | Writing | Listening & Talking | Literacy | Numeracy | Mathematics |
| 2022/23 | 65 | 94 | 91 | 98 | 89 | 95 | 95 |
| 2023/24 | 65 | 95 | 94 | 98 | 92 | 95 | 95 |



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Our Early Years Trackers have identified a need for improvement in listening and taking turns to talk and mark making. In numeracy our focus is language of time and language of measurement. As a result, we plan to have targeted interventions identified from a range of baseline data supported by Early Years Practitioners across P1 classes to support literacy, numeracy, wellbeing and transition.

Tracking of wellbeing indicators shows that most learners self-report as green, with some self-reporting at amber and a few reporting as red. Where learners self-report as red or amber, trusted adult approaches are used to identify a need for supporting individuals, resulting in targeted interventions in some cases. High levels of engagement are seen and reported at all stages across the school.

c) **What are our improvement priorities?** - Identified SIP priorities informed by the above data (detail in plan below)

We continue to have an identified need to ensure appropriate challenge in learning across the curriculum. There is a need for targeted Maths Recovery interventions at second level. We have also identified a continuing need to embed strategies to support wellbeing, including resilience, mental health and supporting respectful peer to peer relationships. As a cluster we have identified the need to support learner achievement, community building and wellbeing approaches linked to UNCRC. With a consistent focus on health and wellbeing, literacy, numeracy and through planned school improvement priorities, pupil learning, family learning and awareness of wellbeing will continue to be developed.



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School Improvement Planning for Ensuring Excellence and Equity

| School priorities linked to knowledge and data as identified on previous page | NIF Driver | Proposed actions | Timescale | Measures of Success |
|--|--|--|-----------|---|
| <p>Improvement in all children and young people's wellbeing:</p> <p>All learners will benefit from a Health and Wellbeing curriculum that ensures our approaches take account of relevant research, current pedagogy, UNCRC and our school values.</p> <p>All staff will continue to develop learning environments and ethos to ensure they promote equity and extend and enhance learning experiences.</p> <p>All learners have the knowledge and understanding to self-report on the wellbeing indicators and feel sure that their one trusted adult will act on their responses.</p> | <input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information | <p>All cluster schools to engage with HWB networks with champs, mini champs and family champs – see separate HWB plan.</p> | May 25 | <p><i>Almost all (90%) pupils will self-report positively using the wellbeing indicators. All pupils will have increased opportunities for learner participation and have a clearer, shared understanding of the wellbeing indicators mean and strategies to support them. This will be achieved by -</i></p> <ul style="list-style-type: none"> Tracking of wellbeing indicators as a baseline tool Feedback from pupils, parents and staff Audit of current HWB practices and resources, with shared understanding and guidance HGIOURS self-evaluation Themes 1 and 4 Learner participation audit toolkit <p><i>Almost all (90%) pupils will self-report positively using the wellbeing indicators, with a clearer understanding of self-esteem, resilience, discrimination, equality, equity and anti-bullying supports available. This will be achieved by –</i></p> <ul style="list-style-type: none"> Audit current curriculum offer and refresh with all stakeholders in line with responsibility of all and shared understanding of expectations Self-evaluation HGIOURS Themes 1 and 4 SE of Building Racial Literacy action plan Learning conversations Pupil evaluations Family learning evaluations |
| | | <p>Working with cluster colleagues to support Trauma Informed Practice Level 2</p> | Feb 2025 | |
| | | <p>Health and Wellbeing curriculum ensures our approaches take account of relevant research, current pedagogy, UNCRC and our school values. To include:-</p> <ul style="list-style-type: none"> Building self-esteem and confidence, resilience – building resilience Year 2 Supporting positive relationships, peer to peer Consistent use of Emotionworks embedding practices and working towards Gold award Introduce Do Be Mindful programme to support mental wellbeing | June 2025 | |
| | | <p>IMPROVEMENT GROUPS –</p> <ul style="list-style-type: none"> Through Building Racial Literacy action plan with our school community, challenge discrimination, equality and equity by developing our Equity and Equalities policy in line with the diverse needs of our school. | June 25 | |
| | | <ul style="list-style-type: none"> UNCRC action plan linked to Gold award | June 24 | |
| | | <p>Actively seek and to listen to the 'Pupil Voice' and further develop regular opportunities for pupils to be consulted on their experiences as learners, reflecting the rights of the child. Develop Youth Charter personal and specific to our school context</p> | Oct 23 | |
| | | <p>Further enhance learner awareness of supports in place to report bullying behaviours in line with our Anti-Bullying statement. Peer mediators introduced.</p> | Ongoing | |
| <p>Embedding West Lothian attendance policy to further support learners and families at risk of poor attendance.</p> | Ongoing | | | |
| <p><u>FAMILY LEARNING –</u> HEALTH AND WELLBEING P5-7 T2</p> | | | | |



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| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All staff will have increased confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement -</p> <ul style="list-style-type: none"> • Across cluster – writing Term 2 • Across school – expressive arts • Across comparative schools through Benchmark Improvement Group <p>All learners are achieving national expectations through appropriately levelled, well-paced, progressive learning experiences with appropriate challenge</p> <p>All staff will ensure assessment approaches are well matched to the needs of learners and accurately reflect where they are in their learning, enabling identification of next steps through effective feedback.</p> <p>Equitable classrooms informed by data evidence with a culture of collaboration, ethos, environment, with high quality learning, teaching and assessment approaches, an inclusive curriculum ensuring equity for all</p> | <ul style="list-style-type: none"> ☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information | <p>Cluster moderation of writing across all levels, and in school further develop moderation of expressive arts, linked to skills tracking</p> <p>Revisit AiFL approaches –</p> <ul style="list-style-type: none"> • Revisit SC, particularly co-construction of SC in order for learners to have a clear understanding of assessment approaches and to inform self and peer assessment. • High quality questioning as a tool for challenging learners further in their learning. • Training and audit of effective use of feedback in order to inform next steps in learning, including progressive approach to peer and self-assessment as a tool for effective feedback, understanding their own next steps, targets and goals. <p>Identified staff engage with equitable classroom approaches, ensuring high quality learning, teaching and assessment, an inclusive curriculum and equity for all</p> <p>FAMILY LEARNING – READING; NUMERACY; LEARNING THROUGH PLAY, PROFILING LEARNING AND NEXT STEPS (LINKED TO EFFECTIVE FEEDBACK CLPL) P1/2 T1</p> | <p>Nov 24</p> <p>March 25</p> <p>Dec 24</p> | <p><i>Almost all (90%) pupils will make expected progress within learning in literacy and numeracy, achieving national expectations, with planned interventions to target identified gaps as well as appropriate challenge for those achieving beyond national expectations. This will be achieved by -</i></p> <ul style="list-style-type: none"> • Data analysis discussed at Cluster level P7, P4, P1 • SNSA analysis at class level and resulting interventions for individual schools • Reliable teacher assessment and data based on effective moderation • Increased confidence in teacher professional judgement • Teacher baseline and follow-up evaluation • Self-evaluation • Learning conversations • Pupil evaluations • Observations • Moderation of literacy, numeracy, HWB, PE and expressive arts <p><i>Almost all (90%) pupils will receive consistent, high quality learning and teaching experiences that offer challenge, differentiation and pace within literacy and numeracy. This will be achieved by:-</i></p> <ul style="list-style-type: none"> • Audit current practices for assessment in line with policy guidance shared August 2021 • Self-evaluation • Learning conversations • Pupil evaluations • Observations • Feedback from pupils, parents and staff • Quality improvement activities to have an increased focus on pace, challenge and progression to influence attainment. |
| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>The rights of all children are respected, including the most vulnerable and those most in need of support. Targeted interventions to address the attainment gap between the most and least advantaged children are robustly planned for to support health and wellbeing,</p> | <ul style="list-style-type: none"> ☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information | <p><i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> | | <p>Documented in PEF Plan</p> |



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| <p>literacy and numeracy. This includes other learners, in recognition of the fact that poverty can be hidden and exist out with Q1. We use a range of contextual analysis measures to identify other learners requiring targeted interventions</p> | | <p>Please follow this link (PEF Summary.pdf) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</p> | | |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All learners will have increased opportunities to apply their learning across a range of contexts to increase agile approaches whilst embedding skills progression to allow pupils to demonstrate skills for life, learning and work.</p> <p>All learners will be able to apply skills to real life/ meaningful contexts that recognises the broad range of diversities and cultures, with all staff ensuring that there is a clear impact of skills progression in all aspects of planned experiences with learners</p> <p>By developing collaboration that supports enquiry approaches, embed a culture of self-evaluation at all levels and encourage staff to initiate change to their own practice through practitioner enquiry that offers a refresh of pedagogical practice.</p> <p>All learners will receive their full entitlements, including outdoor learning; expressive arts and !+2 languages and culture through 'our diverse school' key drivers, with embedded approaches towards these.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information | <p>Working in partnership with LA working group, develop assessment and a tracking system that supports skills progression linked to DYW, wider achievements, skills and profiling.</p> <p>DYW group to continue with termly meetings to work on baseline trends identified. Termly meeting dates</p> <p>Embed wider achievement scheme that ensures learners successes and achievements within and beyond school are valued and celebrated. Youth Achievement Award to be used in P7. John Muir Award with identified groups.</p> <p>Further develop increased staff confidence in outdoor learning supported by partnerships with WL College and DBM approaches, Peer observation programme with a focus on outdoor learning.</p> <p>Review IDL programme in line with BRL action plan</p> <p>Developing a playful researcher approach with all staff using the playful framework to structure a small test of change.</p> <p>FAMILY LEARNING – DO BE MINDFUL AND OUTDOOR LEARNING WHOLE SCHOOL EVENT</p> | <p>June 25</p> <p>May 25</p> <p>June 25</p> <p>June 25</p> <p>March 25</p> <p>March 25</p> | <p><i>Almost all (90%) pupils will make links between skills and learning activities. All lessons will have related skills identified and discussed. This will be achieved by -</i></p> <ul style="list-style-type: none"> • Audit current practices relating to WLC skills framework • Self-evaluation of impact • Pupil feedback on effective and enjoyment of transition experience • Staff feedback • Tracking of skills • Quality improvement activities to focus on skills progression <p><i>All pupils will have increased engagement in a broad range of creative agile learning experiences with almost all (90%) reporting positively on the impact on their learning. This will be achieved by -</i></p> <ul style="list-style-type: none"> • SLT Observations • Staff professional dialogue • Peer observations • Learning conversations • Pupil questionnaires about agile learning • Impact on attainment and enjoyment of learning • Parent feedback <p><i>All learners will have increased opportunities to learning outdoors, with a minimum of once a week. All learners will have increased opportunities for learning through play. All learners will have planned learning experiences of learning additional languages through effectively embedded 1+2 learning, with most learners having further increased opportunities such as additional pupil-led cultural learning and languages, such as Gaelic.</i></p> <ul style="list-style-type: none"> • Audit and self-evaluation of current practices • Learning conversations • Classroom observations • Pupil feedback on impact and enjoyment • Staff feedback |



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