

**Williamston Primary School
and Early Learning and
Childcare Setting**



**PROGRESS
REPORT FOR
SESSION 2023/24**

(Standards & Quality Report)

Williamston Primary School

Bankton Lane

Murieston

EH54 9DQ



ABOUT OUR SCHOOL

Williamston Primary School is a large, two stream, non-denominational school and serves the area of Murieston in Livingston, with a number of children attending from out with the catchment area. The school is part of the James Young Cluster and has established strong working partnerships with the other cluster schools. Within the school, there is a nursery class staffed by an Early Years Officer, early years practitioners, and pupil support staff. The school roll P1-7 is currently 424 with a 15 class organisation with 71 children attending a variety of sessions in the ELC. Our FME is 4% with the majority of the children attending the school residing within SIMD 9. Our school context is very diverse, with a broad range of cultures, making this a key driver for our school. The school has significant change with a new senior leadership team taking up post January 2020, and 2 Principal teachers (PT- part time 1.06) one of whom has been away from the school for 5 years and is now seconded until June 2025. The staff complement includes visiting specialist in physical education. P5 to P7 are offered brass and wind tuition. A committed group of 8 pupil support workers are an asset to our staff team, with 2 EYPs supporting P1 for continuity across Early level. There is an administrative assistant and clerical assistant. Staff demonstrate strong collegiality, team work and commitment to improving outcomes for learners. The rights of the child (UNCRC) and learning for sustainability are at the heart of our curriculum at Williamston Primary and we provide rich learning opportunities to enable our pupils to develop holistically through our school values, literacy, numeracy and health and wellbeing. We celebrate our diverse school and make excellent use of our local outdoor areas.

The school has a very supportive parent body. Both the Parent Council and the PSA are actively involved in the life of the school and continue to offer a very high level of commitment and support. Community links are improving and the school is becoming increasingly valued for its open door culture. The school runs a very well attended Breakfast Club. Simply Play and ABC collect from the school for after school provision off site. The school has highly effective relationships with the Cluster Schools and local community.

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

#bethebestyoucanbe



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to -</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 – numeracy Term 2 and listening/talking term 3 • Across school – writing and expressive arts • Across comparative schools through Benchmark Improvement Group <p>Most learners are achieving national expectations through appropriately levelled, well-paced and progressive learning experiences.</p> <p>All learners receive consistently well-planned learning and teaching that provides appropriate challenge, differentiation and pace in literacy and numeracy.</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</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • In almost all classes, teachers share the purpose of lessons effectively with children and encourage them to identify what success would look like. As a result, most children can talk about their learning well. • We analysed SNSA data at school and cluster level to identify gaps in learning, planning interventions to address these gaps. All learners benefited from a targeted approach towards their learning, with almost all children making progress in learning. • Previous analysis of data across Benchmark Improvement Group (BIG) partners for moderation resulted in targeted analysis of writing at P3. • Our DHT used Education Scotland approaches for effective moderation to support cluster and school staff in gaining a better understanding of shared standards at national level. Almost all staff engaged in moderation of numeracy, writing and listening/talking across all levels within the school. As a result, most staff have increased confidence in achievement of a level in these curricular areas and are better able to make teacher professional judgements. • Additional teaching time was allocated to address gaps in learning, with a focus on challenge groups/targeted interventions as part of their remit. The impact has been a rise in attainment from first to second level, with an increased number of pupils on track within learning with some achieving beyond national expectations. • Almost all learners are using pupil-friendly pathways effectively and as a result they are better able to talk about their learning within literacy. • We analysed SNSA data in relation to reading to identify and target gaps. We revisited reciprocal reading approaches as well as active approaches to literacy to support reading and spelling. As a result, learners have increased ownership of their learning in these areas, have more consistent approaches to taught reading strategies and are leading our Reading Schools Accreditation action plan, evidencing our journey themselves. • We ensure a consistent approach towards describing skills, linked to Developing Young Workforce and making highly effective use of parents as partners. As a result, most learners are increasingly confident in making links between skills and real life learning across all stages. • Almost all staff make effective use of a range of assessment information to plan for intervention-based learning to close identified gaps. All staff explored approaches to assessment in numeracy, mathematics and problem solving in contexts. • Approaches to responsive planning that support interdisciplinary learning, building the four capacities are becoming increasingly embedded. As a result, most learners have increased empowerment, personalisation and choice within their learning. • A pupil leadership group promoting neurodiversity led change across our school community to promote awareness and to celebrate uniqueness. All pupils in the group planned and led a family learning event sharing strategies and supports available in school. As a result, there is increased confidence with our neurodiverse learners and their families and a greater awareness of supports available for all learners. Our work was recognised by Children In Scotland through the

<p>next steps through effective feedback.</p> <p>NIF Driver(s):</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>Inclusion Award. We worked in partnership to develop an Inclusion Ambassador pilot exploring primary age learner's views. LEANS programme was introduced at P4 and as a result, pupils have developed increased awareness and understanding of differences.</p> <ul style="list-style-type: none"> • A wide range of family learning events were offered across all stages to support parents as partners in their child's learning in literacy and numeracy. As a result, parents and carers felt better supported in understanding how to support their child and how they were learning in school. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most learners are experiencing more targeted, personalised interventions specific to their needs based on a range of robust and meaningful assessment information with almost all children making progress in their learning. • Most learners are experiencing increased differentiation within learning and are active participants in agreeing learning intentions, with the majority agreeing and co-constructing success criteria. • Almost all learners are experiencing more creative and engaging approaches to learning and teaching, with most pupils leading learning including at the planning stages; digital leaders; UNCRC; pupil council; areas of the curriculum such as languages. • All learners have visuals to refer to for progression of writing, numeracy, PE, art, across early to second levels, seeing exemplars of pupil work. There is increased confidence across staff in making professional judgements around attainment of a level. • In numeracy, all P1 are making expected progress, with almost all (over 90%) of learners in P2, P4, P5, P6 and P7 making expected progress within numeracy, with planned interventions to target identified gaps as well as appropriate challenge for those attaining beyond national expectations. In P3 most learners are making expected progress in numeracy. • In P1, P2, P5 and P7 almost all (over 90%) pupils are making expected progress within literacy, with planned interventions to target identified gaps as well as appropriate challenge for those attaining beyond national expectations. In all other stages most learners are making expected progress in literacy. • In all stages, through learning conversations most learners are reporting that they feel increasingly more empowered in their learning and have a voice in what/how they are learning.
<p>ELC</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to -</p> <p>All ELC staff will have increased confidence in the process of moderation and achievement of a level of</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • 2023-2024 Friday sessions were organised to ensure a spread of Quality Improvement opportunities for staff to engage in professional dialogue and self-evaluation around profiling of children's learning and accuracy of Literacy and Numeracy tracker statements. • Our Quality Improvement calendar ensured that moderation of observations ensured high quality progress of children's learning. Through professional dialogue, refreshing longstanding practitioners and new staff with Observation Networks allowed staff to discuss their understanding and existing knowledge and ensure a consistent understanding and expectations. All staff are now aware of the minimum requirements and high quality expectations, taking ownership for the overall spread of evidence for their key children and supporting each other with this evidence.

the WLC ELC tracker statements.

All staff will engage in Equity and Excellence meetings to moderate children's progress to ensure accuracy.

Through well considered play experiences in line with E's&O's and progression pathways, WLC ELC tracker statements children will experience high quality learning experiences and interactions to ensure good progress.

All staff will contribute and extend children's learning of literacy and numeracy through the use of responsive planning. Matching learning activities and ensuring assessment meets the purpose of the learning. '

All staff will have increased confidence in using Seesaw to evidence and profile children's progress in learning.

- Staff have engaged in professional dialogue around assessment of children's learning across all areas of the ELC, with a focus on gathering accurate data to track children's progress. This work continues and new staff are now involved and supported in this process.
- Staff have participated in a range of CLPL to broaden their knowledge and ideas on how to ensure our ELC is attractive, purposeful and includes a variety of provocations and learning experiences to enhance children's learning experiences.
- Staff have made a conscious effort to increase children's awareness and understanding of the 4 capacities. These are now regularly discussed and revisited.
- Wordboost has been implemented in the ELC. A change in staffing has seen a number of practitioners implementing this and upskilling other staff, this is an area of continued development.
- Staff have had an increased focus on 2D and 3D shapes during group skill time activities both indoors and outdoors in the ELC.
- Staff have also had an increased focus on 'copy and repeating complex patterns' during skill time activities both indoors and outdoors of the ELC.

Evidence indicates the impact is:

- Practitioners are now using Progression pathways more confidently to track children's progress and plan next steps in learning and assessment.
- Almost all children now have the variety of observations across Literacy, Numeracy and Health & Wellbeing.
- Our focus on rhyme across the ELC has shown an increase of 28% of children showing as on track. (2023 – 62% The majority of children were on track, 2024 – now 80% Most of our children are now recorded as on track)
- Our focus on raising children's awareness and knowledge of syllables across the ELC has shown an increase of 25% of children showing as on track. (2023 – 60% The majority of children were on track, 2024 – now 85% Most of our children are now recorded as on track)
- Moderation of children's observations on Seesaw show that there is more in-depth and accurate information about children's progress, with an increased breadth of observations over a variety of curricular areas.
- A display of the 4 capacities with examples of how the children are and have achieved these. Children actively ask about adding their achievements to this display, demonstrating their awareness of them and their relevance.
- Almost all children are on track for 'increasing vocabulary tracker statement', with this continuing to be an area of development and upskilling staff on Wordboost.
- Staff report that they are confident at navigating Seesaw. Their plethora of evidence and observations and parent contributions evidences this.
- Our focus on raising children's awareness and knowledge of 2D and 3D shapes across the ELC has shown an increase of 33% of children showing as on track. (2023 – 55% The majority of children were on track, 2024 – 88% Most of our children are now recorded as on track)
- Our focus on raising children's awareness and knowledge 'repeating complex patterns' across the ELC has shown an increase of 19% of children showing as on track. (2023 – 71% The majority of children

	were on track, 2024 – 90% Most of our children are now recorded as on track)
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to -</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, 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>NIF Driver(s):</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>We have made very good progress.</p> <p>What did we do?</p> <p>The school was awarded £15,925 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 14 priorities were planned and 43% of these priorities were fully achieved, with a further 43% making good or better progress. 14% of interventions started over the course of the session in response to identified needs and will continue.</p> <p>PEF was effectively used to fund an Early Years Practitioner to help support the needs of identified learners across Early Level in literacy and numeracy. A range of resources to support literacy and numeracy were also funded. Interventions this year have focused on increasing attendance, addressing gaps in literacy and numeracy, ensuring appropriate challenge for identified learners, supporting Health and Wellbeing including participation and engagement as well as targeting specific Health and Wellbeing needs.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Most (80%) identified learners have reported positively in eight or more Wellbeing Indicators when self-reporting on their Wellbeing. • Attendance – 100% of identified learners have increased and consistently maintained attendance above 90%. Partnerships with families are working effectively. • Numeracy - 100% of learners working at Early level are on track for numeracy, and report increased confidence. 90% of learners across P2-4 are making steady progress and are now on track. 75% of learners from P5-7 supported through Maths Recovery approaches are now on track. Of those who require challenge within numeracy, 75% of learners have tracked beyond national expectations as a result of interventions. • Literacy - 100% of learners working at Early level are on track for numeracy, and report increased confidence, with a further 33% tracking beyond national expectations. 100% of learners across P2-4 are making steady progress and are now on track. Of those supported from P5-7 in literacy, progress is being made with further assessment for identification of needs continuing. 75% of learners at these stages are tracking beyond national expectations as a result of interventions. • 100% of identified pupils who wished to attend residential and after school clubs were able to attend. Learners and their families reported that they felt supported over the year with the wide range of tailored supports that were offered to individual families making a difference. • Tracking and monitoring of learner progress shows that all our Quintile 1 pupils are achieving appropriate levels in literacy and numeracy, with overall percentages at P1, P4 and P7 as follows – Q1 100% of all identified learners are achieving Early level literacy and numeracy by the end of P1. There are no quintile 1 learners identified at P4 and P7.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to -</p> <p>All learners will benefit from a refreshed 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> <p>NIF Driver(s):</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>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff demonstrate a strong commitment to children's rights in their work. Across the school relationships are positive and interactions between staff and children are warm, caring and nurturing. Staff know children very well and use this knowledge to support children calmly and sensitively. As a result, almost all children feel safe and supported by trusted adults. • All learners experience a consistent whole school approach to UNCRC rights and learning linked to these. As a result, there is a clearer shared understanding of the rights of the child. Our position statements, planning, learning and teaching are centred around the rights of the child. • All cluster schools engaged with health and wellbeing (HWB) sessions with mini champs, family champs and HWB school champs working very effectively in partnership throughout the year, leading our school action plan. • Almost all learners have benefited from timely intervention based teaching approaches to support wellbeing and address barriers to learning. There is a consistent approach to supporting learners across all classes including wellbeing toolboxes; zones of regulation; trusted adults; Emotionworks approaches. As a result, almost all learners are able to self-report using the wellbeing indicators, and almost all are able to use a range of supports to self-regulate. • A range of tailored, specific supports have been put in place to support individuals during the course of the session in response to identified needs at the time. • All learners have opportunities for learner participation and most have opportunities to develop leadership skills through a range of pupil leadership groups and classroom practices. Examples include vertical learning groups; Youth Achievement Awards; responsive planning; digital leaders; global citizens; pupil council; leading learning through implementing our key driver 'our diverse school'. • All learners are using online tools to support profiling, with Seesaw and Glow profiling being used. Profiles reflect pupil voice, personalisation and choice of latest and best progress and are beginning to reflect achievement as well as attainment. • Family learning events to support health and wellbeing as well as meeting learner needs were offered across all stages to support parents as partners in their child's wellbeing. As a result, those parents and carers who attended felt better supported in understanding how to support their child. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All learners can confidently self-report using the wellbeing indicators and through learning conversations, all can identify trusted adults they can go to within the school. • Almost all learners in P1 self-report positively across 5 of the wellbeing indicators, with most learners reporting as green in the other 3 areas. Most P4 and P7 learners self-report as green in all wellbeing indicators. • All learners have participated in Year 1 programme of Building Resilience. • Through How Good Is Our School (HGIOURS) self-evaluation, most learners feel they are responsible; have strategies in place to support
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	<p>them mentally and emotionally to help them develop skills to meet challenges and they feel they are important in their school, increasing confidence and self-esteem.</p> <ul style="list-style-type: none"> • Almost all learners can confidently talk about their rights linked to the UNCRC and their responsibilities. There is a whole school approach to learning about UNCRC rights with pupil leadership groups taking ownership of this. • All learners experience consistent approaches to supporting their wellbeing with clear, firm and consistent processes to support distressed behaviours. Restorative conversations are impacting positively on our learners who most require nurturing approaches. • Almost all learners are confidently uses Zones of Regulation colours to reflect their emotions, with class toolkits and a range of supports available to choose from to meet their needs where required. • All learners use digital profiling tools and have ownership of profiling their own learning. Most have regular learning conversations with staff. Almost all reported they feel more actively engaged in their own learning with the majority able to talk about next steps. • Family learning evaluations showed that all parents and carers who attended the sessions had an increased awareness of the broad range of supports tailored to meet the needs of individual learners.
<p>ELC</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to -</p> <p>Continue to encourage parents to support learning at home and contribute to Seesaw.</p> <p>All learners will benefit from further embedding 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</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • There has been increased efforts from ELC staff working across the Early level and having increased understanding of progression pathways and progress across Early level from ante-pre-school year to the end of Primary 1. • Transition focussed heavily on collaborative working across Early Level, to ensure that children were confident at participating in activities within the body of the school, in turn supporting their social and emotional wellbeing during transition. • Emotionworks is embedded within the ELC. Practitioners have introduced the relative cogs and pre-school children are confident with these. This was introduced in collaboration with ‘The Colour Monster’, which is relevant and age appropriate story to explain our emotions and what they feel like and how we might behave as a result of them. This allows practitioners to engage in supportive and restorative conversations with children, helping them understand their emotions. • Staff include the relevant UNCRC articles within their play, learning and social interactions in a way that is relevant and age appropriate. Raising children’s awareness of what they are. • Staff have actively engaged with West Lothian’s Network offers on Health and Wellbeing. They ensure they are up to date and aware of supports, <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Parents/carers report that they are confident in using Seesaw and they are contributing to their children’s profiles. • Children are confident when discussing their ‘Fill A Bucket’ and how they can earn pebbles to fill it. They are excited when discussing their achievements. • Children engage with the colour monster and the display confidently. Most (80% of children) are able to express their needs confidently and

<p>understanding of the Wellbeing Indicators.</p>	<p>Most (88% of children) are able to share and cooperate with their peers.</p> <ul style="list-style-type: none"> • Observations of practitioner practise and ELC floor show that staff have increased the quality and consistency of the ELC environments to enhance children's learning, increase attainment and overall children's wellbeing.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was to -</p> <p>All learners will have increased opportunities to apply their learning across a range of contexts to increase agile approaches (Project Based Learning), whilst embedding skills progression to allow pupils to demonstrate skills for life, learning and work.</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 be able to apply skills to real life/ meaningful contexts, with all staff ensuring that there is a clear impact of skills progression in all aspects of planned experiences with learners</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Almost all teachers use a range of questions effectively to check for understanding, extend children's thinking, and support them to relate their learning to real life contexts. As a result, staff are beginning to support children to understand their skills and their connection to the world of work. • All P7 pupils participated in cluster Developing Young Workforce (DYW) event as part of transition. • All P6 and P7 pupils collaborated to plan a celebration of the development of skills across second level, involving parents as partners through careers fayre and sharing event. • Consistent approaches to the use of the language of meta skills and DYW approaches is evident in almost all classes. • All teachers engaged in professional reading and professional enquiry small test of change approaches in Project Based Learning (PBL) to enhance the experiences of learners in the classroom and linked to Interdisciplinary learning (IDL). As a result, almost all learners had increased opportunities to apply their learning across a range of contexts, linked to skills. • A wider achievement tracking tool was developed and used to support skills progression. As a result, all children have opportunities to celebrate wider achievements and successes within and beyond school. All P7 pupils have worked towards the Youth Achievement Award scheme, developing skills linked to DYW. • All staff were supported with training opportunities around outdoor learning supported by West Lothian College. Staff recognise the value of outdoor learning and use the school grounds and local community effectively to extend and deepen children's learning across the curriculum. As a result, almost all learners experience more consistent approaches to outdoor learning, with increased staff confidence. • All learners at all stages engaged in the multilingual arts project, culminating in a celebration of our diverse school with a focus on 1+2 languages and expressive arts. • STEM approaches have become increasingly embedded across the school with increased staff confidence in this area. In partnership with cluster colleagues, a progression for Maths Through Stories has been developed. As a result, learners at all stages across the school benefit from increased, high quality learning and consistent approaches. • Our DHT has fully engaged with Education Scotland's Building Racial Literacy course, working with focus groups to develop an action plan. Our HT has collaborated with Education Scotland Curriculum Innovation Team, developing an action plan for learner participation and engagement. As a result, action plans are prepared for SIP priorities identified by all stakeholders for implementation next session to develop our curriculum framework further in line with current theories and national priorities to reflect our unique context.

<p>All learners will receive their full entitlements, including outdoor learning; expressive arts and 1+2 languages and culture through 'our diverse school' key drivers, with embedded approaches towards these.</p> <p>NIF Driver(s):</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 	<ul style="list-style-type: none"> • All teachers make effective use of technology to enhance their teaching. Our Digital leads worked together with the neurodiversity squad taking an active lead role within CLPL and learning and teaching for staff and peers. For example, learners planned and delivered coding lessons for other classes. As a result, a focus group continues to work in partnership with the central Education IT team to explore equitable approaches to using technology to support learners. • All learners have experience of 1+2 languages, with most learners experiencing further language and cultural experiences through our diverse school planning. This was celebrated in a whole school celebration of 1+2 and expressive arts. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most pupils are making links between skills and learning activities. Most lessons have related skills identified and discussed. Most learners are increasingly confident in using skills terminology to describe their learning in a range of contexts. • Almost all pupils demonstrate increased engagement in a broad range of creative agile learning experiences with almost all reporting positively on the impact on their learning. • Almost all learners are experiencing a significant increase in digital technology being used more consistently across the curriculum to support and enhance learning for all. • Almost all learners engage in increased opportunities for outdoor learning across the school, with most experiencing this at least once a week. • Almost all learners in P1, P2 and P3 are fully immersed in play based learning approaches, with increased opportunities for meaningful, planned-for play based learning now featuring in the other classes. • All learners 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. This is informing a key driver for our unique context.
<p style="text-align: center;">ELC</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Continue to strengthen parental engagement and extend awareness of the knowledge and skills children are developing in the setting to enable parents to support their children's learning.</p> <p>Continue to make links with parents/carers and the community to share skills for learning, life and</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • With a refreshed focus on Outdoors which includes the ELC garden, school grounds and local woodland areas, one practitioner trained in forest schools has led the ELC through transformative change. Our garden has had a full makeover and our Outdoor Learning opportunities have focus and purpose at all times, using audit tools to ensure Literacy and Numeracy is embedded throughout. • Practitioners have continued to increase opportunities and platforms for children to experience learning through digital technology. • Feedback and views have been sought from parents/carers to drive forward improvements in transition, communication and children's H&WB. • Through our refresh of the 4 capacities, wider achievements are being celebrated and shared with the ELC through Seesaw profiling and ELC displays. Children and parents/carers are engaging with this more often. • All staff have been trained and are utilising the School Fire pit regularly to support children with developing life skills.

<p>work to further enhance the curriculum.</p> <p>Continue to improve digital technologies to extend and enhance learning experiences.</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>In the context of ELC refer to the benefits of quality learning opportunities indoors and out. Dispositions to learning. Community links Skills for life/ skills for work Developing aspirational families and children Working with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140.</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The Outdoor area is used more frequently with valuable learning experiences being evidenced in children’s observations and profiles. • Health and Wellbeing tracking shows that 93%, almost all of our children are staying engaged in activities with 85%, most able to persevere and complete more difficult tasks. • Parents/Carers are contributing their children’s wider achievements to our 4 capacities wall and sharing their wider achievements from home to evidence this. • Moderation of children’s observations and Seesaw profiling evidences that children are experiencing the Fire Pit regularly to develop their life skills and health and safety knowledge.
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Attendance and Exclusion Data

- The school’s Attendance and Exclusion Data is very good.
- Our school’s attendance is 94.74% across school and ELC. Our exclusion data is 0%

Effectiveness of the school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance.

The school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance is highly effective with all stakeholders being offered a range of opportunities to contribute at during the course of the school year. Examples include -

- All our families were given the opportunity to feedback through the Inspection process, with a number of our parents meeting with Inspectors to share their views around our school improvement journey.

- All our families were given the opportunity to feedback throughout the school session, with Parent Council effectively and enthusiastically supporting this process.
- Increased response rates in West Lothian Parent Ethos Survey and Pupil Ethos Survey and increased satisfaction with the school in almost all areas, with the school outperforming the West Lothian average in almost all areas. In pupil ethos surveys, almost all areas are also rated higher than the West Lothian average.
- Pupils from P1-P7 have been involved in leading and influencing change in our community with focus groups from working with the Senior Leadership Team to gather pupil views. This includes Global Citizenship groups, Neurodiversity Squad, budget group, P7 leadership groups, digital directors, etc. Vertical learning groups have successfully continued this session.
- We regularly consult with our partners about our school improvement journey via the newsletter, phone, during family learning/shared learning events and virtual means.

Our Wider Achievements this year have been:

- We have been awarded our Gold Sports Award
- We have been awarded the We Make Music Schools Gold Award by Music Education Partnership Group, a membership organisation which aims to tackle inequity, realise potential and challenge perceptions of music education.
- We have been awarded Success Looks Different award in primary category across Scotland.
- We have been awarded the Silver Award for Emotionworks
- As part of our International School Award from the British Council 2022-2025, continued our partnership work with school in India
- We have been awarded our Silver Reading Accreditation Award, led by our Reading Ambassadors.
- Currently reviewing self-evaluation for our work towards our Gold Rights Respecting Schools Award with year 3 robust action plan in place, with expected application next session
- Overall winner of Sustrans Leg It To Lapland competition, with silent disco prize for all classes
- Second place winners for the Big Walk/Wheel challenge
- Cycle Friendly School award. We were also awarded 4 bikes to support the provision of Bikeability at P6 and P7.
- 8th Green Flag awarded for our Eco work across the school.
- Awarded FairAchiever Award, related to our work towards Fair Trade across the school.
- School awarded Tesco grant of £1000 that supported improving our school grounds, garden and allotment. Successful partnership working with parents, pupils and staff in developing these areas.
- A range of successful school events to share learning. Examples include – infant nativity; assembly performances for each stage; P1, P3, P5 and P6 enterprise events; our diverse school event; P6 and P7 DYW event.
- Highly effective collaboration and consultation with Education Scotland, pupils, parents and staff to review our improvement journey.
- A range of highly successful family learning events including literacy and numeracy for P1/2; literacy and numeracy for P3/4; Health and Wellbeing for P5-7; Meeting learner needs for all.

- All classes have had opportunities to attend a wide range of after school clubs throughout the year, with an increase in the number of free after school clubs on offer. Examples include – football, dance, basketball, comic club, board games and netball.
- Basketball league – both Williamston teams reaching the gold and silver playoffs.
- Success in P6 cluster athletics, with girls placed first and fourth, boy placed second, third and fourth with the team winning overall first. This has meant qualification for the team in finals later this year.
- As part of their Youth Achievement Award, all P7 learners had opportunities to lead lunch time clubs for younger learners. Examples include – art; creative writing; yoga; Lego; bracelet making; drama.
- P6 Euroquiz group came third in the West Lothian annual event.
- P6 success in Five Sisters Zoo Design a Habitat competition
- P7 Primary Schools Track and Field Event; 1st in 600m girls, 2nd in 80m boys, 3rd in 600m boys and 5th in Shotput boys
- P5 student attended the West Lothian Parasport Festival giving access to a variety of new sporting opportunities
- 2 students supporting delivery of Wheelchair Basketball CLPL at the PEPAS Conference for all West Lothian Primary and Secondary Schools
- P7 trained as Play Makers and led a Festival for all P1 students
- P7 Indoor Athletics Competition attended coming 4th in the Cluster
- Active Girls Netball Club funding obtained so as to purchase equipment to introduce an additional afterschool club for girls in supporting their confidence and self-esteem in Sport.
- Taster sessions - Destination Judo, hockey, football, tennis, handball,
- All P4 involved in Handball Festival led by JYHS students
- P6 Better Movers & Thinkers Session delivered by JYHS students
- All P3 involved in Tennis Festival led by JYHS students
- 12 P6 & 7 children entered into the SSA Cross Country Champs with all doing exceptionally well amongst 400+ children
- Very successful Sportathon organised by Sports Leaders.
- Whole staff CLPL in outdoor learning supported by West Lothian College, with specific focus on using our new fire pit installed.
- Partnership working to promote outdoor learning with West Lothian College for P1 and health and wellbeing groups across the school.
- Very successful neurodiversity squad pupil leadership group ongoing work to promote raising awareness across all classes, leading a parental event to share examples of resources and supports offered tailored to individuals.
- Partnership work with Children In Scotland pilot around Inclusion Ambassadors for primary schools.
- Almost all classes working with parents as partners giving class visits and talks about their jobs.
- Very successful celebration event as part of our diverse school for all classes with a focus on expressive arts and 1+2, as a culmination of the Multilingual Approaches through Arts Project
- ELC partnership with local care home with children having the opportunity to visit with residents making intergenerational links.
- Community partnerships created and fostered, such as Chaplain and Coop.
- Neurodiversity squad leading activities for neurodiversity week, dyslexia week, range of further focuses.
- Partnership working with neurodiversity squad and PTA for fundraising ideas.

- Charity events across the school including Christmas Foodbank Donations.
- Launch of Winted, a used clothing bank for recycling school uniform and supporting Cost of the School Day.
- Regular POW awards, to recognise pupil of the week achievements and demonstrating our school values.
- Participation in Book Week Scotland and World Book Day activities
- School choir, brass and wind performing at a range of events such as Christmas music event, our diverse school event and concerts.
- Introduction of Rock Band culminating a performance at the end of the session.
- Music sessions for ELC, P4 pupils in partnership with Youth Music Initiative and P4 with NYCOS.
- P3 working with Limelight for Ceilidh music and dance workshops
- Firefly drama for P5 and P6.
- Whole school from ELC to P7 participated in the Just Finance Foundation in collaboration with Lifesavers helping children manage money wisely.
- Signalong introduced to P1-7 with sign of the week a feature in our POW assembly.
- Hugely successful Sport's Day organised by the Sports Leaders, attended by the majority of our school community.
- Very successful shared finish and stay and play events for all stages
- P1 and P7 Buddies partnership with a range of planned activities across the year, including reading, play, Christmas-related activities and wellbeing.
- Introduction of P6/P2 pals partnerships with a range of planned activities across the year.
- P7 participation in JYHS Science Fayre, with pupils winning a range of prizes including overall winner.
- P7 leadership skills opportunities, such as development of playground. This also involved our neurodiversity squad in having a voice in the playground provision.
- P7 and P1 successful transition, including enhanced visits
- Very successful P7 residential
- P7 Bikeability sessions for level 2
- P6 Bikeability sessions for level 1

Thank you to everyone in the school community for their support this year.

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)