WILLIAMSTON PS
SCHOOL IMPROVEMENT PLAN
2025 / 2026
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
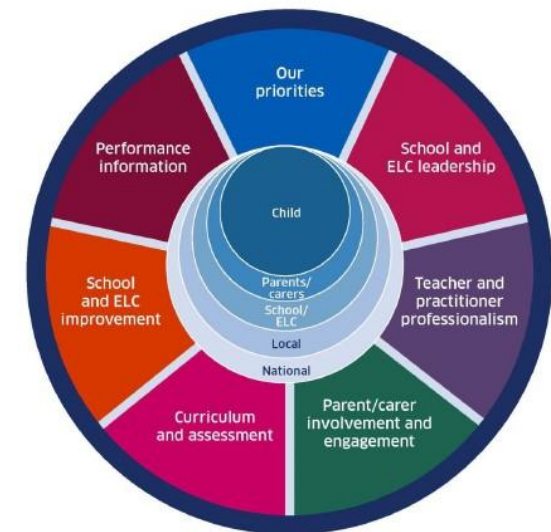
Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

<u>Be the Best You Can Be</u>

<u>**WILLIAMSTON PRIMARY SCHOOL VALUES**</u>

RESPECT *for yourself, others and the environment*
RESPONSIBILITY *for all of your actions*
KINDNESS ALWAYS

<u>**WILLIAMSTON PRIMARY SCHOOL AIMS**</u>

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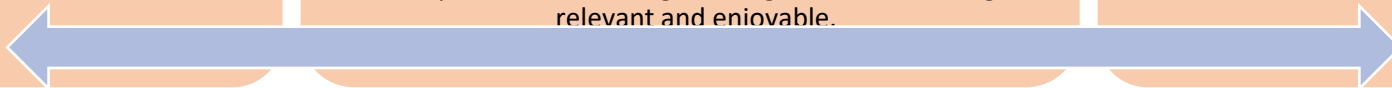
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Curriculum Rationale - Refreshed Curriculum Rationale, developed by our stakeholders 2022

Willliamston · 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

Principles for Curriculum Design:
- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

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.

agile relationships encouraging positive safe respect fun diversity play

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 2025/26 School Improvement Plan

a)   Background - The context for the learners in your school
Our 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 have a relentless focus on health and wellbeing, literacy and numeracy, in order to raise attainment and achievement with a focus on skills-based learning. Learner voice and children's rights are at the heart of our work, with our Gold UNCRC Award programme embedded across the ELC and school. 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.

b)   Data to identify the universal and targeted school Improvement Plan Priorities (SIP)
Our FME is 4.84% with the majority of the children attending the school residing within SIMD 9/10. Our school community is very diverse, with 36.55% of our families reflecting a broad range of different cultures and languages. 14.15% of learners are CoS levels 2/3, 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, 4, 7 = 185 pupils	20% against WLC average of 13.03%	19.46% against WLC average of 9.64%	21.08% against WLC average of 9.32%	27.03% against WLC average of 9.32%

Our track 4 data below shows the overall attainment at P1, P4 and P7 as a % against the West Lothian Council average -

Attainment at P1,4 and 7 overall attainment at Williamston PS against the WLC average					
Year Group	Overall literacy	Reading	Writing	Listening and Talking	Numeracy
P1, 4, 7 = 185 pupils	89.19% against WLC average of 78.86%	92.97% against WLC average of 83.75%	90.81% against WLC average of 80.40%	98.38% against WLC average of 90.74%	90.27% against WLC average of 84.42%

Our Early Years Trackers have identified a need for improvement in identifying rhyme, mark making and talking about the properties of 2D and 3D shape. Securing children's progress trackers and targeted interventions will be used to support improvement in these areas, as well as EYP distributive leadership roles.
Tracking of wellbeing indicators shows that almost all 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. We have 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, as well as consistent approaches to learning in numeracy. 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.

School Improvement Planning for Ensuring Excellence and Equity

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School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: 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. All learners will experience inclusive, nurturing learning environments and ethos that promotes equity, a culture of pupil voice and trauma informed practices that extends and enhances learning experiences. 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.	☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Review of positive relationship procedures and guidance in line with – • Revisit VVA • BRL development work • Anti-bullying guidance • Children's rights and pupil voice • Technology in schools • Supporting staff to support children with behaviours that challenge through effective high quality CLPL • Youth Charter launched All cluster schools to engage with HWB networks with champs, mini champs and family champs – see separate HWB plan. Working with parents and partners to support Trauma Informed Practice - what does this look like in classrooms. Review of Health and Wellbeing curriculum that ensures our approaches take account of relevant research, current pedagogy, UNCRC and our school values. To include:- • Building self-esteem and confidence, resilience – building resilience Year 3 • Supporting positive relationships, peer mediators to be embedded • Consistent use of Emotionworks embedding practices (Gold award) • Embed Do Be Mindful programme to support mental wellbeing 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. Young Leaders Training for P5 with a focus on 2.2 curriculum numeracy Further enhance learner awareness of supports in place to report bullying behaviours in line with our Anti-Bullying statement. Peer mediators embedded. Embedding West Lothian attendance policy to further support learners and families at risk of poor attendance. **FAMILY LEARNING –**	Dec 25 Dec 25 Dec 25 Ongoing Dec 25 Ongoing Dec 25 June 26 March 26 June 2026 June 26 June 26 Ongoing Term 3	*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 -* • 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 *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 –* • 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

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		HEALTH AND WELLBEING TIP AND DYSREGULATION SUPPORT TECHNOLOGY IN SCHOOLS	Term 2	
Raising attainment for all, particularly in literacy and numeracy(universal): All staff will have increased confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement - • Across cluster and school – writing Term 2 and numeracy x 3 across the year • Across comparative schools through Benchmark Improvement Group All learners are achieving national expectations through appropriately levelled, well-paced, progressive learning experiences with appropriate challenge All learners receive well-planned, high-quality learning in literacy, numeracy and mathematics through the provision of experiences well matched to the needs of learners through the consistent use of the WL Progression Pathways and practical approaches.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Cluster moderation of writing across all levels, and in school IS day October Cluster moderation of numeracy – - shared understanding of *123 - how do we assess numeracy - progression and what this looks like - attitudes to numeracy - what does effective feedback look like 3 x 2 hour sessions across the academic session 26/9/25, 30/1/26, 22/5/26 at JYHS Linked to Young Leaders training Introduce Building Thinking Classrooms pedagogy and approaches for numeracy Revisit practical numeracy/maths approaches across the school through CLPL - SEAL pedagogy and approaches; number talks; CPA, maths through stories Participation in the STEM Space Maths project P5-7 Review phonics programme from P1-3 and spelling/grammar P4-7 Using equitable classroom approaches, ensure high quality learning, teaching and assessment, an inclusive curriculum and equity for all with targeted interventions where identified need **FAMILY LEARNING** – READING; NUMERACY P1 Term 1 and new parents P1-3 PROFILING LEARNING AND NEXT STEPS whole school term 3 Seesaw and MWOW	Oct 25 May 26 June 26 March 26 March 26 March 26 Mar 26	*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 -* • 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 in school, cluster and BIG *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:-* • 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.
Tackling the attainment gap between the most and least advantaged children (targeted):	☒School and ELC Improvement ☒School and ELC Leadership	*'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*		Documented in PEF Plan

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	☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	*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.* *Please follow this link (*<mark>PEF Summary.pdf</mark>*) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'*		
Improvement in employability skills and sustained, positive school leaver destinations for all young people: 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. 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 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.	☒School and ELC Improvement ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	Creative Connections Year 2 Part of CIP long term improvement group - P5 cohort – Young leaders training (DPS and WPS Sept 2025) followed by focus on 2.2 curriculum numeracy with a cluster focus on this. - P6 cohort – health and wellbeing/creative learning day to further build on connections made across cluster community - P7 cohort – robust transition programme in place across a range of curricular areas Following work in partnership with LA, roll out profiling tool that supports skills progression linked to DYW, wider achievements, skills and profiling across P4-7 using MWOW Review IDL programme in line with BRL action plan and learning for sustainability framework – complete this task	Dec 25 March 26 June 26 June 26 Aug 25	*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 -* - Audit profiling across P4-7 - 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 *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 -* - SLT Observations - Staff professional dialogue - Peer observations - Learning conversations - Pupil questionnaires about agile learning - Impact on attainment and enjoyment of learning - Parent feedback *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.*

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