

Williamston Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(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, 7 early years practitioners, and 3 pupil support staff. The school roll P1-7 is currently 426 with a 15 class organisation with 74 children attending a variety of sessions in the ELC. Our FME is 4.84% with the majority of the children attending the school residing within SIMD 9/10. Our school context is very diverse, with a broad range of cultures, making this a key driver for our school. The staff complement includes visiting specialist in physical education. P5 to P7 are offered brass and wind tuition. A committed group of 6 pupil support workers are an asset to our staff team. 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 as recognised through achieving Gold Award status for UNCRC, 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.

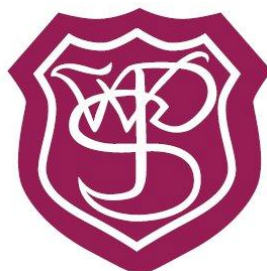
The school has a very supportive parent body. Both the Parent Council and the PSA are actively involved in the life of the school and continue to offer a very high level of commitment and support. Community links continue to thrive and the school is valued for its open-door culture. The school runs a very well attended Breakfast Club. Simply Play 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 2024/25 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 – 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</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • 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 P5 and a highly impactful practitioner enquiry around writing and outdoor learning. • Almost all staff engaged in moderation of numeracy and writing across all levels within the school. As a result, almost all 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. The impact has been a maintained high level of attainment from early to first level, with an increased number of pupils on track within learning with some achieving beyond national expectations. • All staff revisited approaches to Assessment is for Learning, with a specific focus on co-construction of success criteria in order for learners to have a clearer understanding of assessment approaches and to inform self and peer assessment. As a result, there has been more effective use of feedback in order to inform next steps in learning, including a progressive approach to peer and self-assessment as a tool for effective feedback, with learners having a clearer understanding their own next steps, targets and goals. • All staff engaged in training around what high quality questioning looks like as a tool for challenging learners further in their learning. As a result, in class observations there was increased opportunities for higher order thinking offered to learners with open ended learning experiences. • All learners are using pupil-friendly pathways effectively and as a result they are better able to talk about their learning within literacy. • We ensure a consistent approach towards describing skills, linked to Developing Young Workforce. Working with partner schools, all P6 pupils have piloted profiling using the My World of Work (MWOW) toolkit. As a result, most learners are increasingly confident in making links between skills and real-life learning across all stages. • Using equitable schools approaches all staff explored a data deep dive for their learners, making highly effective use of a range of assessment information to plan for intervention-based learning to close identified gaps. As a result, learners have experienced a more tailored inclusive curriculum offer that meets their individual needs. • 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"> • Almost all pupils are making expected progress within learning in literacy and numeracy, achieving national expectations, with planned

<p>curriculum ensuring equity for all</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>interventions to target identified gaps as well as appropriate challenge for those achieving beyond national expectations.</p> <ul style="list-style-type: none"> Almost all pupils will receive consistent, high-quality learning and teaching experiences that offer challenge, differentiation and pace within literacy and numeracy. This was observed and validated during QI visits and classroom observations. Most learners are experiencing more targeted, personalised interventions specific to their needs based on a range of robust and meaningful assessment information with all children making progress in their learning. In all stages, most learners are reporting they have a voice in what/how they are learning and they are experiencing a range of creative and engaging approaches to learning activities that offer more personalisation and choice.
<p>ELC</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to –</p> <p>All ELC staff will have increased confidence in the process of moderation and achievement of a level of the WLC ELC tracker statements.</p> <p>All staff will engage in Equity and Excellence meetings to moderate children's progress to ensure accuracy.</p> <p>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.</p> <p>All staff will have increased confidence in using Seesaw to evidence and profile</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Word boost has been embedded into the ELC and all staff take on the responsibility of leading wordboost sessions.</p> <p>Analysis of the tracker data in October 2024 revealed additional areas for development; tapping out syllables, properties of 2D and 3D shape, subitising and language of time. Interventions were planned and put in place to support improvement in these areas.</p> <p>All staff have engaged in self-evaluation activities to ensure continuous improvement in all areas of the curriculum.</p> <p>The Big Bedtime Read was relaunched to support engagement with families to promote literacy.</p> <p>Securing children's progress trackers were introduced to support staff understanding of children's progress and valuable assessment data is gathered. As a result, next steps in progress are better identified.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Our focus on mark making has led to an 8% increase in children showing as on track. (2024 62.5% compared to 70% in 2025). Our focus on listening and taking turns to talk has ensured that most children (78%) are showing on track. Our focus on tapping out syllables has meant an increase in children showing as on track from 15% to 74% from October 2024 to May 2025. Staff confidence and accuracy in planning next steps has improved.

<p>children's progress in learning.</p> <p>All learners are achieving national expectations through appropriately levelled, well-paced, progressive learning experiences with appropriate challenge</p>	
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 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. 19 priorities were planned and 58% of these priorities were fully achieved, with a further 21% making good or better progress. PEF was effectively used to fund mindfulness approaches that include training and resources to support mental health and wellbeing. 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"> • All (100%) of our CEYP were able to access the supports they needed. For example, drawing and talking therapy and mindfulness. • Attendance has improved overall. • Numeracy – 90% of identified learners at P2-4 are on track in numeracy as a result of interventions. There is an increasing confidence in numeracy overall. 100% of learners working at Early level are on track for numeracy, and report increased confidence. • Literacy - 100% of learners working at Early level are on track for literacy and report increased confidence. 100% of learners across P2-4 are making steady progress and have increased attainment over time. Of those supported from P5-7 in literacy, progress is being made with further assessment for identification of needs continuing. 86% of learners have increased their knowledge of Fry's word by at least 100%. In writing 100% of learners have increased the number of core targets used in writing. In reading, 100% of learners are tracking beyond national expectations as a result of interventions. • 100% of identified pupils who wished to attend residential and extra curricular 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 First level literacy and numeracy by the end of P4.

	There are no quintile 1 learners identified at P1 and P7.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was to -</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> <p>NI 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"> • Our school community worked together towards our UNCRC action plan linked to Gold award. As a result, we were awarded Gold. • 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. This was acknowledged as a key strength in the feedback from our Gold RRS Award. • 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. • All staff engaged in Trauma Informed Practice 2 training. 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; QR codes to support access to 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. • All staff across levels including ELC engaged in mindfulness training and have developed approaches to mindfulness in all classes. • 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 are using online tools to support profiling, with Seesaw and Glow profiling being used. A pilot of using My World of Work profile has been successfully undertaken at P6. As a result, profiles reflect pupil voice, personalisation and choice of latest and best progress and are beginning to reflect achievement as well as attainment. • Through revisiting our anti-bullying visual, all learners have an increased awareness of supports in place to report bullying behaviours in line with our Anti-Bullying statement. Peer mediator training was undertaken and peer mediators have been successfully introduced. As a result, children are beginning to use peer mediators for support around peer to peer relationships in the playground. • Our Health and Wellbeing curriculum ensures our approaches take account of relevant research, current pedagogy, UNCRC, our school values, inclusion and diversity. Programmes further embedded include – Building resilience Year 2 to develop self-esteem, confidence and resilience; peer mediators introduced to support positive relationships,
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	<p>peer to peer; consistent use of Emotionworks to embed practices; introduction of Do Be Mindful programme to support mental wellbeing. As a result, all learners are supported by a suite of tools to identify and explore emotions and strategies to support regulation.</p> <ul style="list-style-type: none"> • All staff collaborated on developing the Building Racial Literacy (BRL) action plan with our school community, to challenge discrimination, promote equality and equity by developing our Equity and Equalities policy in line with the diverse needs of our school. As a result, our IDL framework will be reviewed in line with BRL. • A family learning event around mindfulness, wellbeing and outdoor learning approaches was offered across all stages to support parents as partners in their child's wellbeing. As a result, parents and carers felt better supported in understanding how to support their child and the universal approaches we use across the school. • 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 • We have further embedded the West Lothian attendance policy to further support learners and families at risk of poor attendance, using Power BI as a tool for gathering robust data. <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. P4 and P7 self-report positively across all the wellbeing indicators. • All learners have participated in Year 2 programme of Building Resilience. • 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 using 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 feedback showed that all parents and carers who attended the wellbeing sharing event found seeing the learning in action useful.
<p>ELC</p> <p>To improve children and young people's health & wellbeing</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Each Early Years Practitioner undertook a distributive leadership role to embed key priorities in the ELC.</p> <p>Mindfulness approaches were introduced to support wellbeing. All ELC staff undertook CLPL to be able to deliver this.</p>

<p>Our measurable outcome for session 2024/25 was to -</p> <p>All learners will benefit from a Health and Wellbeing curriculum that ensure 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 of the Wellbeing Indicators.</p>	<p>Staff have engaged in professional reading on Slow Pedagogy and have begun to introduce initiatives that support the four key themes; being with, going off track, diving deep with children and the long view. To support building racial literacy, resources were purchased to ensure all learners feel represented.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Emotionworks is used more consistently across the ELC floor, both indoors and outdoors and is closely linked to the Colour Monster. The transition story this year is "The Colour Monster goes to school" which embeds this across Early level through the transition process. • Most children (80%) can confidently express their needs and ask for help when needed and 79% can share and cooperate with others. • Staff regularly talk about the Wellbeing Indicators through the use of child friendly character e.g. Safe Sonic and children can be observed discussing these in their play. • Activities such as sewing and growing fruit and vegetables have been introduced to support children with appreciating the 'long view' and enabling staff to be present with children. • Resources are being used daily to ensure all children feel represented.
<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 2024/25 was to -</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</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Working in partnership with LA working group, P6 learners and staff developed assessment and a tracking system that supports skills progression linked to DYW, wider achievements, skills and profiling. As a result, this will be rolled out across P4-P7 next session. • All P7 pupils fully engaged with our Youth Achievement Award wider achievement programme that ensures learners successes and achievements within and beyond school are valued and celebrated. • All staff engaged in professional learning to support mindfulness with a focus on outdoor learning. Our partnership with West Lothian College and mindfulness approaches have led to increased staff confidence in outdoor learning. • Using a playful researcher approach and the playful framework to structure a small test of change, all staff and pupils collaborated to develop play across the school and in the playground. As a result, pupil voice has led change in these areas. • A review IDL programme in line with BRL action plan has taken place within improvement groups and is ready to be rolled out. Resources have been purchased to ensure all children are represented and that the programme is well resourced. • Consistent approaches to the use of the language of meta skills and DYW approaches is evident in almost all classes. • All learners have experience of 1+2 languages, with most learners experiencing further language and cultural experiences through our diverse school planning. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Through classroom observations and pupil feedback, almost all (90%) pupils will make links between skills and learning activities. Almost all

<p>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> <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>lessons have related skills identified and discussed. This was observed during QI activities and visits.</p> <ul style="list-style-type: none"> • Almost all pupils demonstrate increased engagement in a broad range of creative agile learning experiences with most reporting positively on the impact on their learning. • Most 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 almost all 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>ELC</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>We have made good progress.</p> <p>What did we do?</p> <p>We have made best use of staff skill by identifying a key worker to support outdoor learning and increase the skill and confidence of all other staff. All children have increased opportunities to experience wider community activities such as visiting the Care Home and Lanthorn library. All staff and children had a voice in the further development of the outdoor area in line with slow pedagogy. Learner voice was at the centre of all developments. All learners participate in skills sessions led by key worker to target identified areas of development. This is linked to distributive leadership roles.</p>

<p>Continue to make links with parents/carers and the community to share skills for learning, life and work to further enhance the curriculum.</p> <p>Continue to improve digital technologies to extend and enhance learning experiences.</p> <p>Meaningful learning opportunities to be planned for in collaboration with our families/communities.</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>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>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.</p> <p>Dispositions to learning.</p> <p>Community links</p> <p>Skills for life/ skills for work</p> <p>Developing aspirational families and children</p> <p>Working with schools and colleges to develop employability skills in</p>	<p>All parents were consulted and offered the opportunity to share their views relating to communication between home and ELC. As a result a clear communication strategy has been developed and is ready to roll out.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learner voice is at the centre of all developments and children can see their views represented across the nursery activities. • The outdoor area is used more frequently with valuable learning experiences being evidenced in children's observations and profiles. • Trackers show that 81% most of our children are staying engaged in activities with a 79% most able to persevere and complete tasks • All parents and carers were offered the opportunity to develop our ELC communication strategy. Initial feedback shows that this is beginning to impact positively on the communication parents have access to.
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Attendance and Exclusion Data

- The school's Attendance and Exclusion Data is very good.
- Our school's attendance is 95.25% 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 throughout the school session, with Parent Council effectively and enthusiastically supporting this process.
- All parents and carers/children at P5-7 have the opportunity to engage with the West Lothian Parent Ethos Survey and Pupil Ethos Surveys.
- 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, etc.
- 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 Right Respecting Schools Award
- Shared best practices around supporting inclusion at national conference level as invited speakers
- We have submitted evidence for Gold Award for Emotionworks – awaiting confirmation results.
- As part of our International School Award from the British Council 2022-2025, continued our partnership working
- Currently reviewing reaccreditation for Gold Sports Award, and International Schools Awards.
- Third place winners in large schools category for the Big Walk/Wheel challenge
- 9th Green Flag awarded for our Eco work across the school. This included participating in the Big Spring Clean campaign.
- Celebrated Fairtrade Fortnight and 30th birthday celebrations with the West Lothian Council Fairtrade competition. Currently reviewing reaccreditation for FairAchiever Award, related to our work towards Fair Trade across the school.
- A range of successful school events to share learning. Examples include – infant nativity; assembly performances for each stage; stay and play sessions in ELC; whole school mindfulness and outdoor learning event.
- A range of highly successful family learning events including literacy and numeracy for P1/2; literacy and numeracy for P3/4; whole school sharing event for mindfulness and outdoor learning.

- All classes have had opportunities to attend a wide range of extra-curricular school clubs throughout the year, with an increase in the number of free clubs on offer. Examples include – football, dance, basketball, netball, drama, art, Lego.
- Basketball league – both Williamston teams reaching the gold and silver playoffs.
- Success in P6 cluster athletics with qualification for the team in finals and pupils placed in top 5
- As part of their Youth Achievement Award, all P7 learners had opportunities to lead clubs for younger learners. Examples include – art; dance; Lego; fashion; baking; drama.
- P6 Euroquiz group performed well in the West Lothian annual event.
- P6 student attended the West Lothian Parasport Festival giving access to a variety of new sporting opportunities, as well as speaking to Members of Parliament about her experiences.
- 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
- Football team and netball team attended cluster festivals introduced this session for P6 and P7
- Interhouse dodgeball competition run for all P4-7 pupils
- Active Girls Netball Club funding has ensured the club has been sustained with 24 girls attending regularly.
- Taster sessions - Destination Judo, hockey, football, tennis, handball, BMT, one minds
- P5 and P6 Better Movers & Thinkers Session delivered by JYHS students
- All P3 involved in Tennis Festival led by JYHS students
- 13 P6 & 7 children entered into the SSA Cross Country Champs with all doing exceptionally well amongst 400+ children
- Ongoing partnership working to promote outdoor learning with West Lothian College for a range of classes across the school
- Highly successful Creative Connections project centred around building community across the cluster. All P5 pupils attended sessions at JYHS to explore creative learning and mix with P5 cohort at other cluster primaries.
- Health and wellbeing mini champs organised improvements to toilets with scent dispensers
- Most classes working with parents as partners giving class visits and talks about their jobs.
- Partnership with JYHS with teachers delivering Spanish to P7
- Successful whole school sharing event as part of improvement plan priorities around outdoor learning and mindfulness.
- 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, P4 neurodiversity assembly and LEANS project year 2 as part of Health and Wellbeing curriculum offer.
- Partnership working with neurodiversity squad and PTA for fundraising ideas such as disco.
- Charity events across the school including Christmas Foodbank Donations and cancer awareness.
- Continued success of Winted, a preloved clothing bank for recycling school uniform and supporting Cost of the School Day with significant rise in families accessing this

- 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 events such as Christmas music event and concerts.
- Music sessions for ELC, P1, P2 and P4 pupils with NYCOS; P1 and P2 with Dave Trouton; P6 drumming.
- Signalong from 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 in ELC.
- P1 and P7 Buddies partnership with a range of planned activities across the year, including reading, play, Christmas-related activities and wellbeing.
- Successful 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)