

WILLIAMSTON PS SCHOOL IMPROVEMENT PLAN 2026 / 2027

Be the Best You Can Be



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

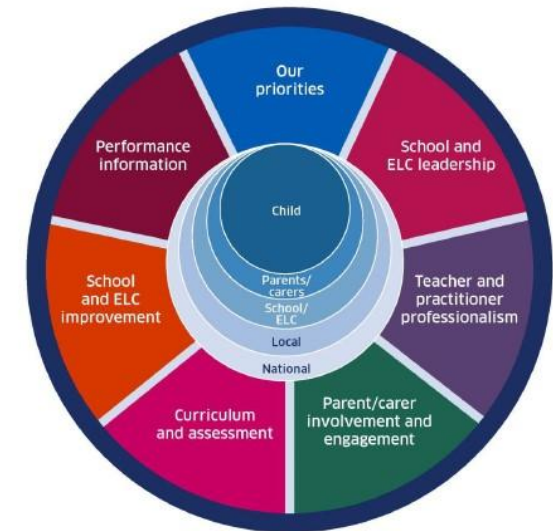
Summary of Inspection Findings post HMle
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland 'Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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Vision, Values and Aims

Be the Best You Can Be

WILLIAMSTON PRIMARY SCHOOL VALUES – REFRESHED 2026



WILLIAMSTON PRIMARY SCHOOL AIMS



Leadership and Management

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



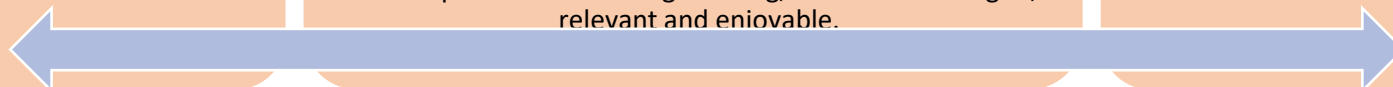
Learning Provision

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



Successes and Achievements

- To ensure the best possible outcomes for all our learners



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Curriculum Rationale - Refreshed Curriculum Rationale, developed by our stakeholders 2022 - reflecting the local authority commitment to Agile Learning /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)

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

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



Vision

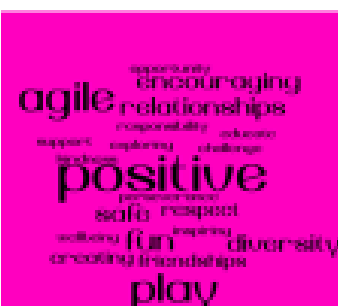
As a Right's Respecting School, we work together to provide a happy, safe, nurturing and stimulating environment for all learners.
#BE THE BEST YOU CAN BE

Our Key Drivers

Our diverse school
Outdoor learning at WPS
Learning for sustainability

Ideal Learning in Williamston happens when:

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



Principles for Curriculum Design:

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

Our School Values.

All of our curriculum activities, programmes and opportunities for learning aim to provide our learners, parents and staff to develop and exemplify our CORE values:

Respect ~ Responsibility ~ Kindness

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



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Contextual Data Analysis and Rationale for 2026/27 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. Since then, 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 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 and Clothing Grant data is 9.5% with the majority of the children attending the school residing within SIMD 9/10. Our Quintile 1 and 2 data is 5.46%. Our attendance is 95.28% against the West Lothian average of 90.44%. Our school community is very diverse, with our families reflecting a broad range of different cultures and languages. 20.53% of learners are Continuum of Support levels 2/3, with 22.33% identified with specific ASN, vulnerability, care experienced need, Quintile 1. We have a need for challenge across all stages, with our data in this area as follows:-

Pupils tracked as performing above national expectations					
Total number of pupils - 421	Reading	Writing	Listening and Talking	Numeracy	Mathematics
	27.6%	18.8%	28%	20.7%	18.3%

Our track 4 data below shows the overall attainment as a % against the West Lothian Council average

Overall Attainment at Williamston PS against the WLC average						
Total number of pupils - 421	Overall literacy	Reading	Writing	Listening and Talking	Numeracy	Mathematics
	89.31% against WLC average of 78%	94.54% against WLC average of 83.28%	90.97% against WLC average of 79.47%	97.86% against WLC average of 98.34%	94.54% against WLC average of 83.98%	96.44% against the WLC average of 85.55%
Male	83.02%	91.04%	85.85%	96.70%	94.34%	96.23%
Female	95.69%	98.09%	96.17%	100%	94.74%	96.65%
Quintile 1 pupils	100%	100%	100%	100%	100%	100%

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. Our ethos surveys show an overall improvement of pupils peer to peer relationships, impact of how we deal with bullying, feeling safe and enjoying school overall. This is replicated in the parent ethos surveys, as well as an increase in how parents feel that the school is reducing the cost of the school day.

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. Through ethos surveys, there is an identified need for effective feedback, target setting and next steps in learning. We have identified a continuing need to embed strategies to support wellbeing, including resilience, mental health and continuing to support 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 developing the Curriculum Improvement Cycle. With a consistent focus on health and wellbeing, literacy, numeracy and through planned school improvement priorities, pupil learning, family learning and awareness of wellbeing will continue to be developed.



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School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB All learners will benefit from a Health and Wellbeing curriculum that ensures our approaches take account of relevant research, current pedagogy, UNCRC, our school values and Curriculum Improvement Cycle 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. 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 <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	All cluster schools to engage with HWB networks with champs, mini champs and family champs – see separate HWB plan. 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 ongoing. Link to UNCRC as a cluster. WPS – Year 2 Creative Connections Year 3 Part of Cluster Improvement long term improvement plan - P5 cohort session 26/27 – decide plan of action following evaluation after May 26th date. Meeting in Aug 2026 to further plan for this based on data. - 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 that promote wider achievement and learner participation. Evaluate engagement of current robust transition programme for P7 cohort and review early 26/27. Curriculum Improvement Cycle (CIC) - review IDL programme in line with refreshed Education Scotland technical frameworks Leader in Me – links made through positive relationships, young leaders of learning, metaskills, building resilience at all levels, across the 4 capacities and taking cognisance of wider achievements. Embed profiling tool that supports skills progression linked to DYW, wider achievements, skills and profiling across P4-7 using MWOW COSD cluster project – See action plan relating to JY Cluster Clothing Embed positive relationship procedures and guidance in line with Curriculum Improvement Cycle with refreshed VVA, BRL, anti-bullying guidance, children's rights and pupil voice, supporting staff to support children with behaviours that challenge through effective high quality CLPL – MAYBO (in person)	Ongoing Ongoing Dec 2026 June 27 June 27 June 27 March 27 June 27 Dec 26 June 27 Oct 26	<i>Almost all (90%) pupils will self-report positively using the wellbeing indicators. All pupils will have increased opportunities for learner participation and have a clearer, shared understanding of the wellbeing indicators mean and strategies to support them, with a clearer understanding of self-esteem, resilience, discrimination, equality, equity and anti-bullying supports available. This will be achieved by -</i> • Tracking of wellbeing indicators as a baseline tool • Embedded curriculum offer ensures all stakeholders have shared understanding and clear expectations of responsibility of all • 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 • Ethos surveys • SE of Building Racial Literacy action plan • Learning conversations • Pupil evaluations <i>Almost all (90%) pupils will make links between skills and learning activities. All lessons will have related skills identified and discussed. This will be achieved by -</i> • 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 <i>All pupils will have increased engagement in a broad range of creative agile learning experiences with almost all (90%) reporting positively on the impact on their learning. This will be achieved by -</i> • SLT Observations • VSE • Staff professional dialogue • Peer observations



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		Working with parents and partners to support Trauma Informed Practice - what does this look like in classrooms. Embed Health and Wellbeing refreshed curriculum progression pathway that ensures our approaches take account of relevant research, current pedagogy, UNCRC, Curriculum Improvement Cycle and our refreshed school values. Embedding West Lothian attendance policy to further support learners and families at risk of poor attendance. <u>PARENTAL ENGAGEMENT/FAMILY LEARNING – HEALTH AND WELLBEING TIP AND DYSREGULATION SUPPORT</u>	June 27 June 27 June 27 Dec 26	• Learning conversations • Pupil questionnaires about agile learning • Impact on attainment and enjoyment of learning • Parent feedback
Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy All learners are achieving national expectations through appropriately differentiated, well-paced, progressive learning experiences with appropriate challenge, matched to the needs of learners through the consistent use of the WL Progression Pathways and practical approaches. All learners receive appropriate feedback on their learning, including next steps for development. All staff will have increased confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement (Placing the human rights and needs of every child and young person at the centre of education)	☑School and ELC Improvement ☑School and ELC Leadership ☑Teacher and Practitioner Professionalism ☑Parental Engagement ☑Curriculum and Assessment ☑Performance Information	Cluster development around numeracy based on data PTC Maths JYHS analysed from the cluster sessions with staff this session - • Possible numeracy thematic review • Peer observation of best practice and pedagogical approaches • Planning maths challenge event for P6/P7 This is to be flexible until clarity around CIC is provided. Links to be made to numeracy where possible and link to CIC hours that link to dates outwith IS day. No additional in WTA at the moment. Using Leaders of Learning/Pedagogical Pioneers programme alongside equitable schools approaches to ensure high quality differentiated learning, teaching and assessment, an inclusive curriculum and equity for all with targeted interventions where identified need. Embed Building Thinking Classrooms pedagogy and approaches for numeracy at all stages – FAMILY LEARNING Revisit practical numeracy/maths approaches across the school through CLPL - SEAL pedagogy and approaches; number talks; CPA, maths through stories, numeracy working walls, White Rose Maths for problem solving, Participation in the STEM Space Maths	March 27 June 27 Dec 26 June 27	<i>Almost all (90%) pupils will make expected progress within learning in literacy and numeracy, achieving national expectations, with planned interventions to target identified gaps as well as appropriate challenge for those achieving beyond national expectations. This will be achieved by -</i> • 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 - VSE • Learning conversations • Pupil evaluations • Observations • Moderation of literacy, numeracy, HWB, PE <i>Almost all (90%) pupils will receive consistent, high quality learning and teaching experiences that offer challenge, differentiation and pace within literacy and numeracy. This will be achieved by:-</i> • Self-evaluation - VSE • Learning conversations • Pupil evaluations • Observations • Feedback from pupils, parents and staff



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		project P5-7 Year 2. Lead practitioner working alongside university to further refine resources Revisit AiFL approaches to ensure effective feedback and next steps in learning is explicit with a focus on success criteria and high quality questioning are used as a tool for challenging learners further. Embed phonics/spelling programme across school with linked practices following LLSS coaching/modelling input <u>FAMILY LEARNING</u> – READING; NUMERACY Bitesize offer for ELC families BTC / Numeracy whole school term 1	March 27 June 27 June 27 Oct 26	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): 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 <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information	<i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i> <i>Please follow this link (PEF Summary.pdf) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>	Ongoing	Documented in PEF Plan
Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making <u>MFIL Strand 3 - The What</u> By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show	☑ School and ELC Improvement ☑ School and ELC Leadership ☑ Teacher and Practitioner Professionalism ☑ Parental Engagement ☑ Curriculum and Assessment ☑ Performance Information	<u>MFIL Strand 3 - The What</u> Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) Phase 2	March 27 June 27	<i>* Core measure</i> Pre- baseline evidence will be gathered using existing QA evidence of learning, teaching and assessment, learner engagement data, attendance data, and staff self-evaluation against inclusive pedagogy themes.



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increased confidence in their understanding of curriculum making <u>MFIL Strand 2 – The How Strategic Leadership of LOL Programme</u> By September 2026 the HT and LOL will have developed a clear strategy and plan for implementation and spread of the LOL programme to improve consistency and quality of inclusive & impactful pedagogy to meet learner needs. <u>I Do phase</u> By October 2026 the Leader/s of Learning will have developed their understanding and implementation of inclusive, impactful pedagogy with a focus on: • Inclusive and enabling environments, structures and routines • Responsive and intentional approaches (differentiation and adaptive pedagogy) • Inclusion equity and support • Learning through exploration and play • Learner voice and agency • Reflective practice Using reflection, self-evaluation and planning for improvement approaches to further develop their leadership of LTA. <u>We Do Phase</u> By December 2026 LOL will have supported pedagogy pioneer/s to further extend the PP's understanding of inclusive, impactful pedagogy to meet needs within their class. By December 2026, the Leader of Learning will use coaching, joint planning, and team teaching to further build the capacity of Pedagogy Pioneers, resulting		Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders) <u>MFIL Strand 2 – The How HT</u> • Strategically oversee the LOL programme and plan • Meet LOL(s) after each session (e.g. add to SLT agendas) to reflect on progress and plan next steps • Join LOL(s) online coaching meetings • Identify Pedagogy Pioneer(s) and ensure LOLs can meet with PP(s) (We do) • Plan to 'spread' i.e. how could LOL and PP support other staff (e.g. input at staff meetings, joint planning/modelling/team teaching...) (You do) • Decide on implementation model • Ensure all staff are aware of LOL programme and plans • Support LOL in preparation for sharing event in April '27 <u>Leader Of Learning (LOL)</u> • Attend 6 LOL sessions, 3 online coaching meets (30mins) and a sharing event • Enhance own skills in leading and evaluating improvement e.g. working with the HT and staff to analyse baseline QA evidence of learning, teaching and assessment and meeting needs, tracking and comparing improvements, supporting colleagues to review and further strengthen their practice (All phases) • Enhance own skills in inclusive pedagogy and in evaluating the impact of trialled approaches e.g. analysing needs within a class, planning and trialling inclusive and impactful approaches and tracking their impact, enquiring into practice (I do) • Establish a baseline of inclusive pedagogical practice within their own class and PP classes against inclusive pedagogy themes, trial agreed approaches, and evaluate impact using learner engagement data, observation evidence and learner voice. (I/We do) • Support Pedagogy Pioneer(s) to trial approaches through joint planning, team teaching and coaching (We do) • Work with HT and PPs to plan, implement and evaluate spread e.g. modelling, team teaching, tracking impact of	April 27 June 27	<i>*Post-QA evidence demonstrates that learning, teaching and assessment and classroom practice is more consistently inclusive and impactful with improved quality of inclusive practice as evidenced through observation findings, planning documentation and positive impact on learner engagement and progress.</i> All LOLs complete baseline and ongoing evaluation of personal skills in leadership of LTA and leadership of improvement evidenced through self-evaluation tools and coaching conversations. All LOLs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes All LOLs support PPs and identified staff to complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes LOL reports increased confidence in coaching others (PP and other staff) through self-evaluation tools can evidence actions taken from their own coaching sessions (with facilitator and HT). <i>*plus responsibility within core measure above</i> All PPs complete baseline and post self-evaluation of their classroom practice against the inclusive pedagogy themes. <u>Adapt for PP / class</u> <i>PP works with LOL to set specific target/measure tailored to the agreed area of focus in their class</i> E.g. 'Observation evidence shows increased use of scaffolding and more effective adaptive grouping resulting in improved engagement of identified learners.' (Personalise to needs/focus)
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