

Williamston Primary School Standards and Quality Report for Session 2025-2026



School Self Evaluation

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

School Context:

Williamston Primary School is a large, two stream, non-denominational school that 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. The school roll P1-7 is currently 421 with a 15 class organisation, including composite classes, with 75 children attending a variety of sessions in the ELC. Our school leadership team comprises of a Head Teacher, Depute and Acting Principal Teacher, supported by our dedicated staff team across our school and early learning centre. We have a full time PE specialist, and P5 to P7 are offered brass and wind tuition. Staff demonstrate strong collegiality, team work and commitment to improving outcomes for learners, valuing positive relationships across our school community. Our school context is very diverse, with a broad range of cultures and languages, making this a key driver for our school. 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, TEAM W, who are actively involved in the life of the school and 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, with after school providers collecting from the school for after school provision off site.

View our website for more information - [Williamston Primary School - Williamston Primary School](#)

What has your Child's School being doing to improve this year?**Improvement in children and young people's health and wellbeing:**

We refreshed our vision, values and aims, technology in schools' guidance, anti-bullying and positive relationships policies, reflecting pupil voice and our school community views. A refreshed progression pathway celebrates diversity, promotes inclusion and supports the wellbeing and achievement of all learners.

Raising attainment for all, particularly in literacy and numeracy:

All staff have been supported through professional learning as well as coaching and modelling programmes to ensure pupils receive consistent high quality learning experiences that offer pace, challenge and leadership of learning. Building Thinking Classrooms and partnership working with the LLSS team have had a significant positive impact.

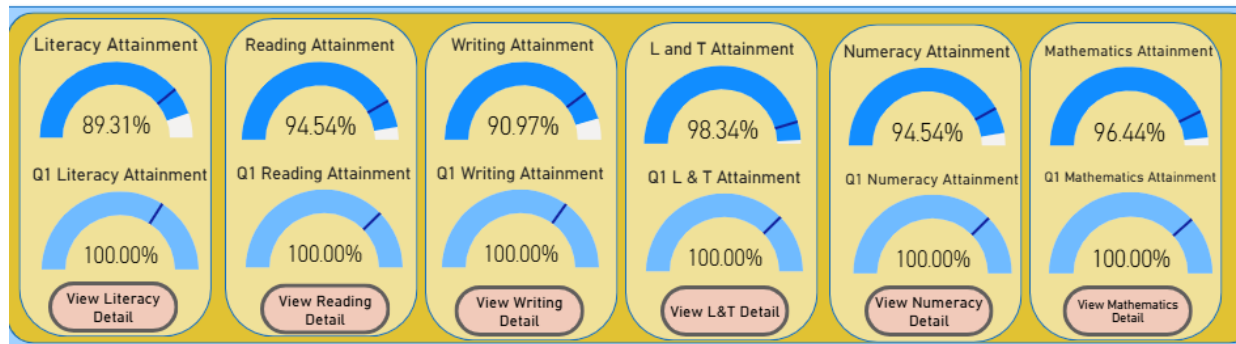
Tackling the attainment gap between the most and least advantaged children:

A robust, targeted plan ensures that interventions to meet the needs of identified pupils, with a focus on quintile 1 learners. Interventions have focused on increasing attendance, addressing gaps in literacy and numeracy, ensuring appropriate challenge for identified learners, supporting wellbeing including participation and engagement as well as targeting specific Health and Wellbeing needs.

Improvement in employability skills and sustained, positive school leaver destinations for all young people:

UNCRC, pupil voice, learning for sustainability, building racial literacy, skills progression and our diverse school remain key drivers through our IDL framework. Profiling of learning offers opportunities for personal reflection, wider achievement and target setting. Play/experiential learning, outdoor learning as well as creative connections across our cluster ensures that our learners enjoy a varied curriculum offer that values achievement as well as attainment, whilst building community across our school and cluster.

How do we know what has made a difference for your child?

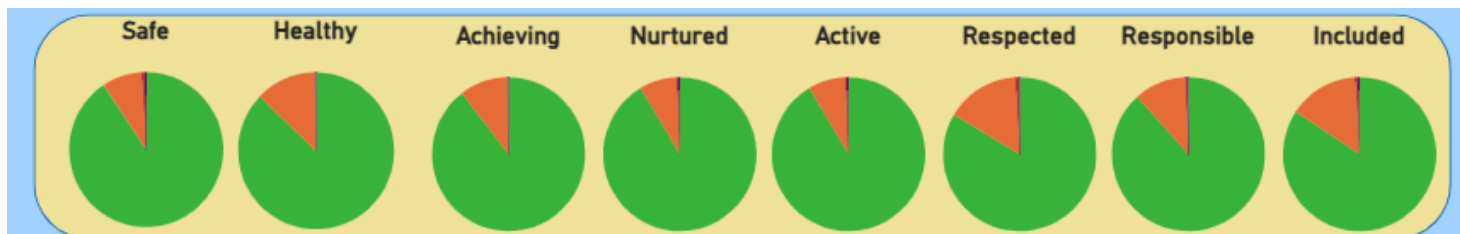


The information above shows an overview of our levels of attainment. We are driving forward all areas of literacy and numeracy, with all data sitting above or in line with the West Lothian average. Pace and challenge within learning continues to be a focus for our practice.

The impact of our Pupil Equity Funding has been that all Quintile 1 learners identified are either on or above track in literacy and numeracy.

The school's Attendance and Exclusion Data is very good. Our attendance is 95.28%, which is above the West Lothian average of 92.96%. Our quintile 1 pupil attendance is 92.98%, evidencing the impact of our attendance interventions for identified pupils.

Our exclusion data is 0%, reflecting our strong commitment to supporting the wellbeing of all children through a range of targeted interventions, trauma-informed approaches as well as inclusive and nurturing practices. The wellbeing information below reflects pupils are becoming increasingly confident in self-reporting against the wellbeing indicators and know their trusted adults will support them where required.



Achievements we're proud of this year:

Wider Achievements:

A range of awards and reaccreditations – Bikeability Award; Sports Gold re-awarded 2026-2028; Gold Award for Emotionworks embedded approaches; continued partnership working as part of International School Award; continued Green Flag award focus for our Eco work across the school, including participation in the Big Spring Clean campaign. A wide range of sporting opportunities and achievements - P7 football team 2nd in local tournament; both basketball teams reaching Gold playoffs coming 3rd and 5th overall in West Lothian; all P7 trained as Play Makers and Football Leaders, leading P1 festival; Friday Breakfast Fitness Club set up for P3-7; taster sessions delivered by a range of partners including judo, hockey, tennis, handball, multi sport and rugby; VIP access for PEF/Young Carers for extra-curricular clubs resulting in an increased opportunities; introduction of interhouse competitions for P3-7 pupils; Bikeability levels 1 and 2 for P6/7. Introduction of wider achievement assemblies to celebrate our children in the school and wider community; P7 Youth Achievement Awards; Creative Connections cluster programme extended; Euroquiz participation; social enterprise Dragon's Den awarded for COSD cluster plan. A range of successful school events to share learning - infant nativity; assembly performances; stay and play sessions in ELC; whole school technology in schools event; successful sports day. Highly successful community fundraising activities including sponsored walk for CHAS, Park Run takeover, supporting West Lothian foodbank.

What our pupils say:

I loved the Park Run. It was good fun. *P3 pupil*
The play maker training and planning and leading the festival for P1 was amazing. I love being a buddy too. *P7 pupil*
The school listens to what I have to say and I know my views make a difference. *P5 pupil*
As a peer mediator I can help others in the playground. *P6 pupil*
I loved the robotics work we did in class. It was amazing! I want to work with robotics when I leave school. *P7 pupil*
I know the staff will help me if I need it. I can talk to my trusted adults. *P4 pupil*
I loved school camp! It was amazing! The best part was the abseiling. *P7 pupil*
I love playing my instrument and singing in the choir. I get nervous for the concert but it is fun when I perform. *P6 pupil*

What our families say:

Positive feedback from a range of highly successful family learning/parental engagement events, including literacy and numeracy for P1/2; Trauma Informed Practice at Williamston PS; parents as partners in the development of policies and guidance including technology in schools approaches, refreshed positive relationships and anti-bullying guidance; the review of TEAM W (Parent Council and PTA)
"The school is very welcoming and I know I can reach out if I have any worried about my child."
"My child enjoys school and is well supported, especially with their dyslexia."
"The school listens to me and has helped with reducing the cost of the school day and helping my child go to camp."

What can your child look forward to next school session?

Through a range of Quality Improvement activities, attainment data analysis, feedback from pupils, parents and partners, ethos survey results, local authority action plans and Education Scotland development work, we have developed our School Improvement Plan for 2026/2027. Key highlights include –

- Working with Education Scotland and local authority towards a refreshed Curriculum Improvement Cycle
- Leaders of learning programme with a focus on high quality learning and teaching with differentiation and challenge as key areas of focus
- Greater understanding of next steps in learning through effective use of feedback, target setting and learning conversations
- A continued focus on health and wellbeing, with a universal offer through our refreshed progression pathways with tailored for individual needs where appropriate
- Creative Connections cluster project extended into year 3 for P5-7.
- Leader in me linking leadership and pupil voice opportunities across all stages
- Continued focus on literacy and numeracy with active learning, problem solving, discussion, interpersonal skills and robust, progressive used to extend and challenge learning.

How do we know we have made a difference? What does this mean for your child?

Learners:-

- Are being impacted by staff professional learning opportunities across the curriculum
- Experience inclusive, nurturing learning environments and ethos that promotes equity, values pupil voice and trauma informed practices that extends and enhances learning experiences.
- Have increased opportunities for learner participation, a clear understanding of the wellbeing indicators and strategies to support them, with a clear understanding of self-esteem, resilience, discrimination, equality, equity and anti-bullying supports available
- Have increased engagement in a broad range of creative, agile learning experiences with almost all (90%) reporting positively on the impact on their learning, confidence, engagement and enjoyment
- Make expected progress within learning in literacy and numeracy, achieving national expectations, through appropriately differentiated, well-paced, progressive learning experiences, with planned interventions to target identified gaps as well as appropriate challenge for those achieving beyond national expectations.
- Receive appropriate feedback on their learning, including next steps for development.

