

Williamston Standards and Quality Report for Session 2025-2026



ELC Self Evaluation	
How good is our school? The quality indicators evidence that:	
Leadership of continuous improvement	Very good
Learning, teaching and assessment	Good
Wellbeing, inclusion and equality	Very good
Children's progress	Good

ELC Context:

Williamston Primary ELC serves the area of Muireston in Livingston, our children attend from both within and outwith 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 ELC there is an Early Years Officer, 5 full time Early Years Practitioners, 2 part time Early Years practitioners, one full time Pupil Support worker and two part time Pupil Support Workers. The ELC roll is currently 74 children attending a variety of sessions. The ELC is overseen by the Early Learning and Childcare Area Support Manager and the school Depute Head Teacher. Our FME is 4% with the majority of our children attending the school residing within SIMD 9 and 10. The School Senior Leadership Team consists of HT, DHT and an Acting PT.

What has your Child's ELC been doing to improve this year?

We have successfully implemented the majority of our Action Plan for 2025 - 2026. EYP's have been very enthusiastic about their Leadership roles and have successfully implemented a variety of improvements. Our Outdoor learning has been enhanced by embedding Froebelian practices. Areas have been refreshed and clearly identified in our ELC Garden and beyond in the school grounds. Children have successfully engaged with a variety of outdoor activities in natural environments where they have learned about safety around fire, using natural objects and materials to enhance their learning experience and imagination. Staff have embraced the concept of slow pedagogy where slowing down and creating a calm and nurturing environment allows for meaningful interactions, contemplation and exploration. These spaces allow children time to ask questions, observe and deepen their learning through conversations, floorbooks and quiet spaces. Through consultation with children, parents/carers and partners the school and the ELC have refreshed their Vision, Values and Aims. 'Williamston CARES' Care (Care and Kindness and Resilience = Empathy = Success!) The ELC voted to introduce Value Bears to help them explore the values. (Candy Care, Kaiser Kindness, Rainbow Resilience, Eggcellent Empathy) Mealtime Experience; Staff have evaluated, adapted, quality assured and re-evaluated our meal time experience for our children. We aim to create a relaxed, nurturing and social experience for our young children in line with Slow Pedagogy approaches. Children experience social interaction with their peers and adults, feel safe and listened to when trying new foods and discuss their likes and dislikes. They have opportunities to reflect on their day and their experiences with their peers, learning independence, co-operation and real life skills.

Achievements we're proud of this year:

What have been the impact of our improvements? Staff are confident at planning, developing and implementing their plans from their distributive leadership roles. Evaluations provide evidence that children are experiencing high quality and responsive planned activities that are helping them learn, develop and grow as confident individuals. Through the introduction of the Value bears, children can confidently explaining the ELC Values. Increased Staff Confidence - Engaging in Equity and Excellence meetings with the DHT has allowed staff to increase their confidence at making professional judgements on children's progress. Attainment - Literacy & Communication and Health & Wellbeing have shown a significant increase in children's progress.	What our children say: 'Playing with my friends' 'Playing in the blocks and making a super slide' 'Going to group time' 'Learning about Space' 'Reading Stories' 'Kind friends' 'Counting'	What our families say: "Has lots of fun storied and aways leaves the Nursery smiling." "It has been good hearing * talk about all her friends and to look forward to coming to Nursery compared to lat year." "* loves playing outside with all her friends. She also loves the drawing."
What can your child look forward to next session? Our Action Plan will support staff knowledge of current pedagogy to ensure your children will experience high quality spaces, interactions and experiences throughout their sessions at Williamston ELC. Staff will continue their learning and development to focus on the improvements on Numeracy, Literacy and Health and Wellbeing priorities on the Action Plan. A new 'Leader in Me' programme across the whole school will include our ELC children, where they will have the opportunity to reflect on the skills they develop in Nursery, at home and other activities and make links on how that builds up their own leadership skills. A new Curriculum Rationale will be developed in consultation with children, staff, partners and parents/carers. This will ensure a clear focus on how we will aim to achieve high quality experiences for our children. Staff will begin to engage with the new Curriculum Improvement Cycle	How do we know we have made a difference? What does this mean for your child? The team have carried out a variety of Quality Assurance activities to moderate all areas of the ELC. Focussing on consultative planning, spaces, interactions with children, meal time experience, Seesaw observations and Personal Plans. This also included Health and Safety procedures e.g. medication audits and infection prevention. This allowed us to build a picture of the quality of experiences children received each day and the processes we have in place to keep them safe. Our Seesaw observations provide a plethora of evidence of the high quality learning opportunities the children have experienced this year. Through children's voice and planned learning opportunities, both indoors and outdoors the children have embraced these experiences. The warm, nurturing and caring atmosphere has created an environment where children have had room do play, learn and develop throughout this year. The teams commitment to their distributive leadership roles and improvement planning has allowed for improvements to positively impact children's experiences.	