

**Williamston Primary School**



**PROGRESS  
REPORT FOR  
SESSION 2019/20**

**(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 serving the Murieston area of Livingston which is part of the James Young cluster. The school role for this sessions is currently 395 pupils, organised over 14 classes, including 68 children within a variety of sessions in the nursery.



The school benefits from a supportive and proactive Parent Council group which is extremely enthusiastic and committed to improving the work and life of the school and who organise fundraising events throughout the school year.

Learning for Sustainability is at the heart of our curriculum at Williamston Primary and we provide rich learning opportunities to enable our pupils to develop holistically through our strong values programme, literacy, numeracy and health and wellbeing.

We actively encourage parents and carers to be part of their child's learning at Williamston and hold class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share updates through our school App and Twitter with photographs and information about what is going on within the school, nursery and individual classes. The school and nursery have an open door policy and welcome feedback from our parents.

**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 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school and Early Learning and Childcare recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 2019/20 was -</p> <p><u>Literacy &amp; Numeracy</u></p> <ul style="list-style-type: none"> <li>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning focusing on improvements in Learning , Teaching and Assessment 2.3.</li> </ul> <p><u>Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> <li>To embed progressive assessment practice in Literacy, Numeracy and HWB.</li> </ul> <p><u>NIF Drivers</u>  School Improvement  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  Performance information</p>	<p>We have made satisfactory progress.</p> <p><u>What did we do?</u>  <u>Learning, Teaching and Assessment</u>  A school led quality improvement week was held to capture the school's progress in providing high quality learning experiences. Individual strengths were recognised for teachers along with collective strengths amongst the team. Opportunities for sharing practice and developing consistency will lead to improved experiences and a shared understanding of expectations. All pupils, parents and staff contributed to the week's activities. Feedback was shared and discussed with all staff leading to action planning for further improvement.</p> <p>All teachers developed and agreed a one page learning, teaching and assessment approach for Williamston Primary School to ensure a consistent approach for all. There are high expectations and consistent approaches for each and every learning episode across the school.</p> <p>All stakeholders had a voice in reviewing our Vision Values and Aims alongside our developing positive relationship policy. All staff have begun to review the curriculum rationale.</p> <p><u>Numeracy and Literacy</u>  There is a positive shift of focus towards core learning, teaching and assessment approaches. Pupils are beginning to have opportunities to lead their learning.</p> <p>All teachers have identified key high quality learning resources they use to support learners and identified any gaps and training needs. Some resources with a proven impact to raise attainment have been purchased, with training for these provided during lockdown to all staff ready to be embedded on return. Reading in the early/ first level stages is having an impact with Read Write Inc used successfully for targeted approach and Book Bug becoming increasingly embedded.</p> <p>All staff, both teaching and non-teaching, engaged with ongoing professional learning to enhance their practice in numeracy and literacy and impact positively on learning. This included some investigating Number Talks; almost all teachers training in PM reading and writing approaches; P1-3 staff further embedding Book Bug; Vowel House and Colourful Consonants; 5 minute boxes; Numicon.</p> <p><u>ELC Literacy &amp; Numeracy</u>  Through effective self-evaluation our Early Learning and Childcare staff evaluated and planned for improvements to deliver an environment where pupils could access and develop curiosity, inquiry and creativity. With this and the use of appropriate audits tools; the team have developed an action plan and adapted the learning environment to ensure our pupils are engaged in a stimulating, supportive and challenging environment. Where literacy and numeracy are a focus of developing pupils skills and knowledge, both indoors and outdoors.</p> <p><u>Evidence indicates the impact is:</u>  Learners are experiencing more consistent approaches to learning, teaching and assessment across the school.</p>

	<p>Learners are increasingly aware of our vision, with our values beginning to permeate classroom experiences.</p> <p>Learners have increasing ownership and shared voice in their learning and learning environment as this is being developed. There are regular opportunities for pupil, parent and staff voice on an ongoing basis to review changes and discuss the impact of these on all.</p> <p><u>ELC Evidence is:</u> Children are engaging more with their learning. Both indoors and outdoors the learning environment is adapted daily to suit the interest of the learners. The use of self-evaluation tools and tracking and monitoring ensures that pupils are engaged, challenged and supported accordingly.</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was ....</p> <p>Through targeted interventions 90+ of our young are achieving Early Level by end of P1, First Level by end of P4, Second level by end of P7.</p> <p><u>NIF Drivers</u> School Improvement School leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p>We have made satisfactory progress.</p> <p><u>What did we do?</u> A PSW was employed to work with targeted identified groups supporting the development of numeracy. Identified children are making good progress with their learning as a direct result. Identified pupils were beginning to use an interactive resource to support both numeracy and literacy as well as Reading Wise for identified pupils in P6 and P7.</p> <p>We worked closely with Therapets and the Reading Dog intervention for identified pupils, which was very successfully received. The Seasons for Growth programme was highly effective in supporting some of our learners. Using Boxall profiles and assessment information, we identified learners for specific targeted nurture approaches with initial group sessions taking place.</p> <p>Support for Learning and nurture targeted approaches and robust assessment process introduced mid-year means all staff have a clearer understanding of individual strengths, gaps and targeted interventions. All teachers received training and support with the tracking and monitoring of children's attainment and the identification of any additional learning needs. All teachers received training input on the identification of dyslexia. Parents/carers have increased confidence that their child is well supported.</p> <p><u>Early Learning and Childcare</u> By scrutinising our tracking and monitoring data and auditing the ELC floor practise, we have identified a requirement for targeted Speech and Language input to support the development of vocabulary.</p> <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</u> The identified learners receiving targeted input based on SEAL assessment for numeracy are making good progress in their understanding of numerical concepts.</p> <p>Learners engaged in the reading dog sessions and Seasons for Growth felt valued, supported and fed back that sessions had helped them gain in confidence and strength overall. Those learners participating in the initial nurture group sessions shared they were excited about taking part in sessions and had begun to plan for what these might look like based on their needs.</p>

	<p>Identified pupils accessing the interactive learning resource and Reading Wise were reporting they felt increasingly confident in their learning. These resources were used to support these learners during lockdown and analysis shows they are continuing to make progress.</p>
--	---

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was to ....</p> <p>All young people experience a nurturing environment and positive supportive relationships that support learning.</p> <p>All Young people in P1-P7 are able to self-report on their wellbeing to provide a baseline for future improvement All children experience improved supports for HWB through One Trusted Adult steering group staff engaging professional enquiry and JYHS HWB policy progression engaged.</p> <p><u>NIF Drivers</u> School Improvement School leadership Teacher professionalism Parental engagement Assessment of children's progress Performance information</p>	<p>We have made satisfactory progress.</p> <p><u>What did we do?</u> All stakeholders were consulted and had a voice in the change process around the most effective structures and routines to maximise learning and support positive relationships at every level within the school community. Implementing more robust structures and routines fed into the review and implementation of the Positive Relationship Policy, with all stakeholders represented in this development. This partnership working has meant there has been a significant shift within the school community resulting in a clearer shared vision for the school; positive relationships visibly lived and realised; increased morale; the winning of hearts and minds across all stakeholders; a renewed sense of community; high aspirations for the school moving forwards. Pupil, parent and staff voice is encouraged, heard and valued. There are high expectations for the school moving forwards.</p> <p>We developed the playground and outdoor learning areas based on feedback from pupil, parent and staff voice and to support positive play, relationships, nurturing, safe and fun experiences for all.</p> <p>The school engaged with the cluster on the thematic review to share practice around Health and Wellbeing, developing leadership at all levels. Best practice was shared and taken forward. Staff learned about the One Trusted Adult approaches.</p> <p>Building Resilience strategies have been implemented at some stages with those learners participating in the programme experiencing success and positive impact. This is ready to be taken forward as a whole school approach.</p> <p><u>Evidence indicates the impact is:</u> All children have an increasingly positive experience of a calm, positive, nurturing, safe learning environment both in and outwith the classroom setting. There is significant change in playground with a more structured, calm, nurturing, supportive environment for staff and pupils. Children are more excited and engaged. Staff morale has significantly improved and they are more excited, taking the lead along with learners to develop this further.</p> <p>Ethos surveys, focus groups and feedback demonstrate there is increased confidence from learners, parents and staff in the direction the school is now taking.</p> <p>There are significant changes in the nurturing approaches across the school resulting in calmer, more positive learning environment allowing our learners to better focus on their learning.</p> <p><u>Early Learning and Childcare</u> The setting has adapted and embedded 'Children's Plans'. Engaging with this process, staff have ensured that every child's individual needs have been met accordingly. These have been regularly updated in cooperation with</p>
--	--

	parents/carers to ensure that each individual child's needs are met appropriately.
<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 2019/20 was ....</p> <p>All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work</p> <p>Develop an effective approach to careers education and World of Work</p> <p><u>NIF Drivers</u>  School Improvement  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  Performance information</p>	<p>We have made satisfactory progress.</p> <p><u>What did we do?</u>  Through virtual learning, our learners were supported to develop their technology skills in a wide range of ways, from using TEAMS, Sway, and other tools in P4-7 and to use Book Bug, Sumdog and Active Learn in P1-3 to enhance their learning. Where required, staff supported individuals and their families with skills, access and support.</p> <p>We are beginning to see the introduction of consistent approaches to leadership capacity of both pupils and staff through a reviewed leadership group focus led by the learners themselves; through PSW leadership, empowerment and ownership of developments in the outdoor areas; through more consistent approaches to distributive leadership opportunities with all staff. This has resulted in increased ownership of the school's improvement journey.</p> <p><u>Early Learning and Childcare</u>  All ELC staff have begun to increase their knowledge and understanding of how Developing the Young Workforce can be embedded within ELC curriculum. All practitioners have begun to undertake a 'distributive leadership' role. Within this they have started to increase their knowledge and understanding of appropriate learning experiences to develop children's knowledge across all areas of the curriculum, whilst linking with real life working experiences. Staff are beginning to further develop their knowledge to support the development of high levels of interactions for their learners.</p> <p><u>Evidence indicates the impact is:</u>  Learners report feeling more empowered by the leadership roles they have with their voice being heard and ideas being developed.</p> <p>Learners are clearly demonstrating a commitment to digital learning. Our home learning engagement is very high with 96% of P4-7 consistently/mostly engaging with online learning.</p>

## Attendance and Exclusion Data

- ***Our schools attendance is 95%. Our exclusion data is 0.2%***

## 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 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.
- Increased response rates in West Lothian Parent Ethos Survey and Pupil Ethos Survey and increased satisfaction with the school in all areas.
- All pupils from P1-P7 have been involved in leading and influencing change in our community with a range of focus groups from all classes working with the Senior Leadership Team to gather pupil views.

- We regularly consult with our partners about our school improvement journey.

**Our Wider Achievements this year have included:**

- Links with India – Connected Classrooms
- Participation in Social Bite 'Wee Sleep Out' with P5-P7
- Burns competition – in house this session
- Highly effective collaboration and consultation with pupils, parents and staff to review our positive relationship policy, review our structures and routines and refocus learning environments and resources. This culminated in a very successful session feeding back progress to Parent Council with lead learners leading this.
- Charity events organised and led by stages across the school including -  
P3 Children in Need fundraiser  
P7 Virgin Money
- Continued to provide a variety of after school clubs across a range of stages
- Buddy programme P7-P1/Buddies in nursery – P6 as part of the transition
- Development of pupil leadership roles and responsibilities across the school
- School camp
- Paired reading P2 – P5
- P6/7 Football team and P6/7 Basketball team compete in WL area leagues
- Skiing – P6
- Successful virtual Sports day
- P7 pupils having the opportunity to complete Level 1 Bike-ability during lockdown
- School choir performing at Scottish Event in school
- Regular celebrating success and sharing learning assemblies with families.
- Successful and entertaining productions for Nursery and P1 –Christmas sharing

**Thank you to everyone in the school community for their support this year.**

**Capacity for Continuous Improvement**

With a new leadership team, 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	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Securing children’s progress	Satisfactory

+Delete if not relevant

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)