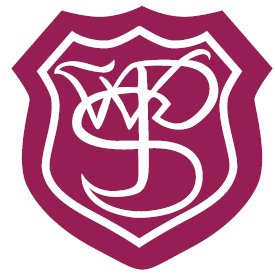
**Williamston Primary School and Williamston Nursery Class**



**PROGRESS REPORT FOR SESSION 2018/19**

**(Standards & Quality Report)**

**Williamston Primary School and Nursery Class**

Bankton Lane

Murieston

EH54 9DQ

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**ABOUT OUR SCHOOL**

Williamston Primary School is a large, two stream, non-demominational school serving the Murieston area of Livingston which is part of the James Young cluster. The school role for this sessions is currently 418 pupils, organised over 15 classes, including 64 children, within a variety of sessions, in the nursery. This session we offered a final year of wraparound provision within the nursery class for children aged 3 – 8 yrs.

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.

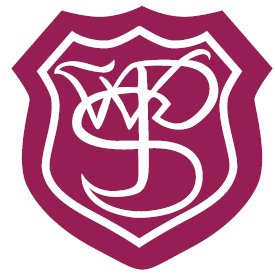
We actively encourage parents and carers to be part of their child’s learning at Williamston and hold regular morning starter events as well as class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share updates through our school twitter accounts/school blog 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.

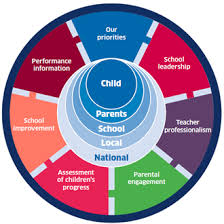
#bethebestyoucanbe



**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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.**

**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.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.**

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| **PRIORITY** | **HOW DID WE DO?** |
| **To raise attainment, especially in literacy and numeracy**  Our measurable outcome for session 2018/19 was to ….  *All staff have consistent high expectations for all learners and ensure all pupils experience high quality learning and teaching in literacy and numeracy.*  *Increase attainment in numeracy and literacy*  *Enable learners to become more independent and ensure activities for all learners are active, varied, differentiated and provide support and challenge.*  **NIF Drivers:**   * School Improvement * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children’s Progress * Performance Information   **HGIOS QIs:**  3.2 Raising attainment and achievement  2.2 Curriculum  2.3 Learning, teaching and assessment | We have made very good progress.  What did we do?  **Literacy and Numeracy**  All staff use Education Scotland benchmarks for all areas of the curriculum to plan assessments and to track pupils’ achievements Our nursery staff make good use of the West Lothian tracker.  Rigorous monitoring and tracking, recording and reporting systems are in place for primary and nursery. Throughout the nursery and school there is effective liaison to ensure progression in learning across all transitions.  We have robust support for Identified Children and Continuum of Support documents and systems which direct and track the support for learning and challenge that is needed for specific children in nursery and school. There is regular review and sharing of targets with parents and partners in place. Impact review information and evaluation demonstrates parents and staff confidence in our ASN strategy to support and ensure positive outcomes and progress for our most vulnerable young people is improving.  All staff participated in Cluster moderation sessions, to help staff develop more confident decisions about pupil achievement in numeracy and writing . Staff have engaged in these professional dialogue sessions with cluster colleagues to gain clearer understanding of numeracy and writing benchmarks which are now more confidently used at early, first and second levels.  Introduced research informed play-based pedagogy in our P1 stage with the creation of One-derland to support appropriate child led learning which meets the needs of all our learners.  **Literacy**  Big Bed Time Read is established in the Nursery and continues to allow the children to enjoy reading and they are more confidently accessing and discussing books within the nursery.  We developed Early years practitioner in Nursery understanding of Renfrew Vocabulary assessments to support learning in literacy.  We continued the development of PEEP to support our early years parents with practical ideas to develop literacy skills at home.  Targeted Reading Interventions: Read, Write, Inc. Book Bug, Reading Wise further equipped teachers with skills, knowledge and understanding around ‘skills’ of reading and ensure our children are equipped effectively and gain enough practise of key reading benchmarks.  Introduction of a new reading scheme Bug Club has had a positive effect on Early and First Level with evaluations showing greater and increased attainment ,motivation and engagement from learners in reading.  Opportunities to read increased through DEAR/Book Week/Celebration of reading at individual class level, Star readers, Raving Readers and introduction of Lunchtime reading club  Participation in national book events to promote reading for enjoyment including Scottish Book week, World Book day have had a positive impact on reading and development of reading skills.  Paired reading buddies established across the school have provided peer support and opportunities for challenge for learners.  Whole school author visit – Stuart Reid. Children participated in a reading assembly and all classes P3-P7 experienced an author’s writing workshop.  We ran the Stuart Reid writing challenge to engage and promote all of our children Nursery -P7 as authors as part of WL Stellar Award writing competition.  Writing guidance and expectations to ensure consistent approaches for all learners were created and implemented with all staff. This included building a culture that encourages regular writing across the curriculum and recognised achievement in writing at class and school level with the introduction of William Bear Star writer award. We also introduced ‘free writing’ opportunities for learners based on own interests.  Introduced IDL for Spelling as a targeted and universal support system to support children in spelling. Resource can be used at home and school and enhances our whole school use of SWST.  A small test of change was carried out using the new resource of Mighty Writer as a Targeted Intervention with P4 learners who were experiencing difficulties with structure and composition of writing . An impact review outlines the positive impact this has had on P4 ability and confidence in writing.  Parental engagement and Family learning event ‘I Love Literacy’ was held focussing on planning for writing , creative writing skills and celebrating achievement in writing with parents.  Continued with regular parental opportunities to engage with learning through Terrific Tuesday model, planned sharing learning events for each stage and other whole school sharing of learning events and performances.  **Improvements in Numeracy**  Teachers have worked collaboratively as a cluster to look at moderation and developing holistic and contextual numeracy and mathematics assessments to give the pupils the opportunity to apply these skills.  Cluster DHT post supported professional learning with class teachers to embed the use of SEAL ( Stages of Early Arithmetical Learning ) , holistic assessments and Number talks through team teaching, planning support sessions and continued Number talks CLPL sessions including Cluster CLPL on Fractions, Decimals and Percentages.  P4 Achievement of a Level parental session to inform and support parental engagement and family learning opportunities at home and increase awareness and understanding of learning at school for parents/carers.  **Evidence indicates the impact is:**  All learners in our P1 stage have experienced a nurturing, appropriately challenging , inclusive learning environment which has improved attainment in literacy, numeracy and HWB outcomes for our P1 learners.  Almost all learners are experiencing more consistency in what is being taught in literacy and numeracy across our school.  Most learners’ needs are met due to gaps being identified and appropriate support and challenge being put in place and appropriate differentiation is clear.  Almost all learners can identify the reason for learning what they are learning and give examples when they will need to apply those skills.  Learners are demonstrating growing confidence in identifying the strategies they are using and can talk about these in class and group discussions in both numeracy and literacy.  Most learners enjoy being challenged and feel more involved in their learning progress and they are able to recognise word problems and applying skills as a next step for themselves.  Almost all learners can self and peer evaluate effectively.  Learners show increased motivation and confidence in numeracy where they understand why they are learning something and where they can use it in their daily lives.  Learners have increased ability to talk about their next steps in learning due to improved teacher confidence in identifying strengths and areas for improvement in numeracy.  Almost all learners can identify skills for DYW using progressive language and can make links with learning across all areas of the curriculum.  Almost all learners in our nursery setting are making very good progress in literacy and numeracy skills at early level. This is reflected through attainment and achievement recorded in their progress trackers, and observations in their learners’ journals.  Our priority for next session will be:  **Literacy &** Numeracy  All pupils experience high quality numeracy teaching by engaging practitioners  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.  **Learning, Teaching and Assessment**  To embed progressive assessment practice in Literacy, Numeracy and HWB.  **Actions will include**   * To continue to develop moderation approaches for literacy and numeracy . To develop further use of holistic assessments for all stages/levels. * Continue to develop quality of feedback given in learning * To further develop the outdoor reading space, in school and nursery. * Introduce PM Writing – variety of genre across the curriculum and introduction of genre based targets for writing. * Continue to develop play-based learning approaches in P1 and P2. * Continue to run PEEP groups with parents of early years children. * Continue to develop a consistent approach to ensure all learners receive regular, well-planned learning 1+2 including planning for high quality learning experiences in new L3 Spanish. * Continue to identify learners from across first and second levels that require additional support with specific numeracy skills * Continue with PEF Pupil Support Worker to provide targeted support with groups of learners every week. Led by our Cluster Numeracy Team, support groups will increase pupil confidence and motivation related to numeracy * Further develop numeracy through outdoor learning experiences – using natural materials to support learning and to use the outdoor learning space for numeracy tasks. * Continue to use Numeracy ‘*How to*’ jotters- giving learners the opportunity to record their ideas and vocabulary in an informal way, draw pictures to support their thinking and record explanations. |
| To close the attainment gap between the most and least disadvantaged children  Our measurable outcome for session 2018 2019 was to ….  ***Data Analysis***   * *Build capacity in DHT data analysis leading to improvements and outcomes across the cluster and school in use of SNSA and other data.*   **PEF Plan**  *Targeted support for Literacy in Early years.*  *- Raising Attainment DHT to continue to develop high quality learning and teaching in numeracy.(0.1)*  *Targeted support for Numeracy –*  *Targeted support for Nurture*  *Continue to provide emotional support provided through increased nurture activities*  ***Raising for attainment for all***  *Raise attainment for learners through improved pedagogy across the school.*  *.*  NIF Driver(s):  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  **HGIOS4 QIs:**  2.4 Personalised support 3.2 Raising attainment and achievement | We have made very good progress.  What did we do?  We have continued to use data to identify areas of strength and areas for development to lead to improvements and ensure positive outcomes for our learners.  We continued to engage with the Tapestry programme to January 2019 and through this Teacher Learning Community teachers engaged in improving and increasing understanding of pedagogy which has proven benefits for learners’ experience and outcomes in learning.  This was achieved in the following ways:   * Cluster DHTs met regularly to discuss, analyse and identify common next steps for pupils * DHTs shared strategies in place for areas going well in their school * Numeracy DHT lead cluster session for staff on area that most pupils found most challenging to ensure staff were confident teaching in this area and to provide teaching * SLT and class teachers met regularly to discuss, analyse and identify next steps for individuals * Class teachers are now more aware of identifying the significant gap for pupils who are not on track and plan how to close the gap. * Performance Data team provided support for all teaching staff by leading a session   Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:  Improving teacher understanding of pedagogy and impacts on raising achievement and attainment in our learners.  Feedback and assessment for learning strategies adding value to learners’ progress  Learners becoming more aware when discussing learning and next steps in quality formative feedback.  Learner’s experiences improved across the cluster by sharing best practice and changing practice significantly.  Learners numeracy and literacy skills have improved, and clear progress has been made in outcomes with almost all learners who attend groups reporting that confidence and understanding has increased for them and that group support allows them to engage more positively with other learning in class.  Observations and evaluative discussion with our identified children indicate a positive impact on their emotional wellbeing and resilience and they have engaged more effectively with the classroom environment.  Most learners in evaluations feel safe, respected, and included  Pupil Equity funding has allowed the school to enhance the provision of support for learners in literacy, numeracy and health and wellbeing. Learners report that they are supported by the interventions.  Our priority for next session will be:  To provide interventions for equity so that all children have access to an equitable curriculum and achieve the best possible outcomes in achievement and attainment.  Through universal approaches and 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.  Actions will include   * Targeted support for Literacy, numeracy and HWB through 8 additional hours of PSW for each area. * Resources identified and implemented to support targeted interventions to raise attainment in literacy and numeracy. * Continued focus on teacher agency and teacher professional development including continuation of TLC model for SIP priorities. * Continue to further develop the Tapestry AiFL to enhance practitioner skill and learner’s experiences – improve learner feedback |

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| To improve children and young people’s health & wellbeing  Our measurable outcome for session 2018/2019 was to ….  Improve attainment and achievement for children facing challenges and barriers to learning such as   * Adverse Childhood Experiences (ACE) * Looked After Children * Children with Additional Support Needs (ASN) * *Increase awareness and shared understanding of Adverse Childhood Experiences* * *Development of trauma informed, and attachment led practice* * *Children and young people are more able to self-regulate through appropriate techniques and strategies.* * *transition.*   **NIF Drivers:**   * School Improvement * Assessment of Children’s progress * Teacher Professionalism   **HGIOS4 QIs:**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support | We have made **very good** progress.  **What did we do?**  Delivered Resilience training /sessions of shared CLPL with all staff including screening of Paper Tigers Resilience film, Chris Kilkenny personal talk and two members of staff attending National conference on ACE’s including presentations from Nadine Burke Harris and Nicky Murray HT.  Delivered positive behaviour training from Pivotal Education and When the Adults Change, Everything Changes book.  Delivered a sustainable model for the Daily Mile which provides the children with a high quality progressive experience with learners involved in recognising and celebrating and their personal achievements.  Reviewed and revised our Positive relationships school-based approaches agreed in line with research based practice: Paul Dix, Pivotal  Delivered Seasons for Growth programme with targeted pupils.  Our school values, vision and curriculum rationale were revisited and revised and relaunched in Session 18/19 with all stakeholders.  Staff made use of the well-being indicators and trackers to inform professional dialogue to respond to identified needs and to have positive outcomes for children.  Health and Well-being champions were identified collated and introduced a range of interventions, techniques and strategies from across the cluster and partnerships at whole school level or at pilot stages.  Small groups of children benefit from planned nurture activities and inclusion in Monday club.  We have promoted both physical and emotional wellbeing throughout the year through:   * High quality weekly PE sessions with a specialist teacher * Regular outdoor learning lessons provided by RCCT teacher until January 2019. * Health Fortnight focussed on both physical and mental wellbeing with all classes taking part in a variety of taster sessions in sporting, performance, outdoor and mindfulness activities. * A wide range of after school clubs to promote physical and emotional wellbeing. * Daily opportunities for outdoor play in all weathers and in our nursery garden. * Outdoor education opportunities – P6 skiing * Wild Wood days in the Nursery   **Evidence indicates the impact is:**  Learners in almost all classes have experienced a developed a shared understanding of well-being and the Getting it Right for Every Child (GIRFEC) agenda.  All children in our school are considered an individual with their own needs, beliefs and rights.  Most staff and partners have a developed awareness and shared understanding of Adverse Childhood Experiences and have introduced trauma informed and attachment led practice.  Most staff have developed nurturing, inclusive environments and use positive relationship behaviour strategies in line with school policy.  Almost all learners are experiencing a nurturing, supportive and inclusive classroom environment where they know a ‘safe place’ within their classroom /area where they can go if required.  Almost all learners are aware of and understand the 3 school values/rules and most learners can link and evidence specific personal examples of skills to values.  Learners who participated in targeted interventions such as Nurture and Seasons for Growth group and planned 1:1 time through gathered feedback identified positive outcomes for self and others.  Learners in our nursery class are continuing to make very good progress in health and wellbeing. This provides a strong foundation for our children’s learning. Relationships and friendships promote inclusion and support children’s learning very well.  **Our priority for next session will be:**  All young people experience an embedded nurturing environment and positive supportive relationships that support learning across all areas of the school.  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 engage  **Actions will include**;   * Continue to develop awareness and understanding of Adverse Childhood Experiences with staff to improve outcomes for learners * Embed a consistent approach to meeting the emotional needs of learners, through building resilience and introduction of resilience resource. * Introduce a robust planned programme for emotional and social wellbeing after considering appropriate resources. * Review Anti Bullying policy and practice in line with WL and National guidance * Embark on further professional learning on positive behaviour strategies and approaches – Pivotal. -further review and update positive relationship policy * Further develop outdoor learning and the outdoor environment to promote good mental health and reduce barriers to learning. |
| To improve employability skills, and sustained, positive school-leaver destinations for all young people  Our measurable outcome for session 2018/2019 was to ….   * Increasing pupil confidence in use of the Skills framework to identify skills in learning explicitly and make deeper links to the World of work.   **NIF Drivers:**   * School Improvement * Parental Engagement   **HGIOS4 QIs:**  3.3 Increasing creativity and employability  2.7 Partnerships | **We have made very good progress.**  What did we do?  Implemented the Cluster Skills Progression Framework across the school with all classes using agreed visuals and common language approach with all classes.  Continued to develop Pupil Leadership approaches and developed strategies to make explicit the skills of learning that are developed through these learning opportunities including roles of ambassadors for curriculum areas.  Further developed the curriculum to ensure that there is a focus on developing the skills of our children in the world of work.  Learners in P7 participated in the Virgin Money “Make £5 Grow” enterprise project which focussed on developing specific skills from our progression framework. They planned, organised and held in indoor market and made £1800 profit.  Partnership with parents and families as well as local industries to explore the world of work has increased across the school using IDL topics as opportunities for parent/visitor engagement.  For example, Learners in P2 have explored medical careers through a “My Medical World” topic where school parents in medical careers were invited in to talk about their role in the medical world.  Continued to develop digital literacy across the school including the nursery.  Adapted topics and lessons to include discussions around the world of work including job roles and skills for learning, life and work. Introduced topics that allowed for focused learning opportunities for STEM such as Bridges topic at P5.  Early level children explored the world of work through topics such as 'people who help us' and Nurs – P1 transition project “When I grow up”  Learners at Second level have investigated potential career options, including identifying key skills and responsibilities for their chosen profession, including salary expectations.  **Evidence indicates the impact is:**  Learners at Early Level can confidently talk about what their family do for work and can consider what they would like to do in the future.  Learners at First and Second Level can explain which skills they think particular roles in the work place would need.  Learners at Second Level could explain about their aspirations and ambitions regarding their future job/career  Learners across the school and nursery benefited from parent /visitors talks and presentations on careers and career journeys.  **Our priority for next session will be:**  All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work.  Continue to develop digital approaches to improve learning and teaching  **Actions will include;**   * Further implement the Skills Progression Framework across the school * To embed the Career Education Standard across learning and develop an effective approach to careers education and World of Work. * Further develop and explore opportunities and enhance creativity skills across the school including the nursery * Staff leadership and development of Digital Technologies, developing skills across early to second level including introduction of P7 profile. |

**Attendance and Exclusion Data**

* 90 % of children have an attendance of over 90%.
* There have been two occasions of exclusions this school session.

**Effectiveness of the school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance.**

* All our families were given the opportunity to contribute on reporting on school performance and new priorities through feedback opportunities throughout the school session, a questionnaire on literacy and numeracy improvements, and participation in West Lothian Parent Ethos survey.
* We used the Parental engagement audit with two focus groups to identify strengths and inform areas for improvement and a focused questionnaire to gather views on Terrific Tuesday model of parental engagement.
* Through our Pupil leadership groups - all pupils from P1-P7 have been involved in leading and influencing change in our community and we have explored some of the topics and themes of 'How Good Is OUR School 'to engage with our children on our school.
* All classes participated in ‘Kids Talk’ activities to gather pupil views.
* We regularly consult with our partners about our school improvement journey.

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

Williamston's achievements last session reflect the wide range of experiences and opportunities undertaken through our rich curriculum by our pupils and staff. Learning for Sustainability is at the heart of our curriculum and this session many of our achievements reflect this.

* Eco Flag reaccreditation
* Inspire Aspire 1914- 1918 Centenary winner, Highly commended Inspire aspire category
* Recognised best practice at authority level for approaches for Values /Religious Moral Education including partnership working.
* West Lothian Burns' competition winners in both poetry and singing sections. At P4/5 and P6/7. Represented West Lothian at the National competition and one pupil was overall winner in the Verse speaking P4/5 section.
* Securing Connecting Classroom funding for 2 members of staff to visit partner school in India in September 2019 to deepen links, professional learning and develop further joint projects.
* Participation in Social Bite 'Wee Sleep Out' with P5-P7 (Top 12 youth group in Scotland) P6 pupil chosen as Creative star to speak to adults at Glasgow Green – Sleep in the Park
* Successful visits from Norwegian colleagues to Williamston.
* Charity events organised and led by stages across the school including, Macmillan Cancer, Comic Relief, Down Syndrome awareness and Children in Need.
* Sky Academy visit -P4
* Skiing – P6
* Buddy programme P7-P1/Buddies in nursery – P6
* Partnership working with SCOTDEC to develop materials for PANTS TO POVERTY resource for teachers. Pants to Poverty launch held at Williamston PS.
* Presentation to Scottish Government at a Learning for Sustainability event from P6 pupils
* Participation in Clean Air Day 2019
* Level 1& 2 Bike-ability completed with 60 P7 pupils
* Achievement assemblies to celebrate achievements inside and outside of school.
* Learning for Sustainability curriculum evening to share with parents approaches to learning and impact of learning for learners.
* Development of pupil leadership roles and responsibilities
* Successful and challenging Sports day and Health fortnight
* Continued to provide a variety of after school clubs including introduction of Science club/Yoga and Lego clubs this session.
* NSPCC workshops for P6 and P7
* SSPCA workshops for all year groups.
* Successful and entertaining productions for Nursery and P1 –Christmas sharing learning events P4 – ‘ Pirates of the Curry Bean and P7 – ‘The X-Tra factor
* 30+ pupils playing woodwind or brass in school and performing three times a year at in school concerts

Building staff capacity:

* EYO embarking on Froebel Pedagogy course
* Achievement of a level – all teaching staff
* WLC Maths Strategy – Cluster DHT
* Cluster analysis of SNSA –DHT, Cluster DHT, P7 /P4 teacher
* EIH Leadership of Learning -HT
* Cluster moderation of numeracy – P1-7 staff
* Tapestry leaders leading a school-based teacher learning community. The focus for Tapestry is developing consistent formative feedback.

**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:

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| --- | --- | --- |
| How good is our leadership and approach to improvement? | 1.3 Leadership of Change | Good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Raising attainment and achievement | Good |

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

|  |  |  |
| --- | --- | --- |
| How good is our leadership and approach to improvement? | 1.3 Leadership of change | Good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 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)