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Twitter account:-@williamstonps

**How Good is Our School?
Summary
of
Standards & Quality Report
2015 2016**



**Williamston Primary School
Bankton Lane
Livingston
EH54 9DQ**

The report focuses on the progress made in the priorities identified in the School Improvement Plan Session 15 16 and identifies future improvements for Session 16 17.

1. Learning and Teaching - How well do children learn and achieve?

Staff plan well for learning focusing on the four contexts for learning which are;

- the ethos and life of the school as a community
- curriculum areas and subjects
- interdisciplinary learning
- opportunities for personal achievement.

.Children are offered many opportunities to engage in a wide variety of learning opportunities and visitors are always welcomed in order to enhance our curriculum. Children are developing in confidence through these many opportunities to express their thoughts and opinions. A variety of attainment data is used to determine the attainment and achievement of individuals and groups of learners. Attainment meetings with staff use the data to focus on the strengths and areas of improvement for individual learners and strategies for improvement in learning are identified.

A strong culture of pupil voice continues within the school enabling learners to actively be involved in decision making processes and shaping the future direction of the school. The senior pupil leadership team of Head Boy, Head Girl and Deputy Head Boy and Deputy Head Girl contribute well to the development of the school and are given regular opportunities to share the work of the school with parents through attendance at Parent council meetings and whole school events.

House captain roles and greater connections with school houses and links with rewards for behaviour has been established this session. This will continue to develop in Session 16 17.

In P1-P7 Pupil leadership groups were established to provide a vertical learning experience for all children and allow them to contribute to the wider life of the school , an opportunity learn skills for work and life and to apply skills of literacy and numeracy in a wider context.

A 'Growth mind-set' approach to learning has been introduced across the school allowing learners to begin to engage with the principles of this and talk more about its impact on their learning.

2. People - How well are staff and children actively involved in improving the school?

All teaching staff are engaging in collaborative professional learning to further progress understanding of updated expectations in relation to curriculum.

Revised programmes are in place for all curricular areas with every teacher being a member of one or more curriculum improvement team.

Improving the process of self-evaluation is ongoing. Throughout the year, we consult and gather evidence to support evaluation and help identify next steps. All members of staff contribute to the Standards & Quality Report and School Improvement Plan.

3-Culture and Ethos - Does the school have high expectations of all children?

Wider achievement continues to be strength a of the school and a broad range of opportunities are currently offered in school through the wide range of after school clubs. Wider achievement is celebrated in school and beyond.

The school blog has been developed and now allows us to share learning as it happens and enables the school community to comment and offer opinions and thoughts. Twitter accounts have also been established for the school and nursery as a tool for reaching a wider audience. These have been welcomed by staff, parents and learners.

iJournALs continue to be used effectively with learners using them as a tool to discuss and assess progress. Further improvements have been made to enable them to understand their strengths and development needs and to be involved in setting more appropriate individual targets. Online Journals were trialled in Nursery in Session 15 16 and will be extended into Primary 1 for Session 16 17.

Pupils have enjoyed success in a range of local and national sports events and competitions.

4. Partnership - How well do staff work with others to support children's learning?

The school is continuing to build on existing partnerships and has created some new partnerships this session to further enhance learning opportunities offered. Examples of new partnerships this session included LUSH as a Fairtrade partner and Bespokeatlier Children have been inspired, engaged and motivated by their experiences, with the quality of learning enhanced.

A staged intervention approach identifies learners with Additional support needs and GIRFEC principles and procedures are implemented to ensure that individual needs are met. Progress is closely monitored and evaluated in partnership with parents and other agencies, to ensure appropriate and timely intervention.

We have utilised the expertise of parents and the wider community to enhance learning experiences for pupils.

This session a very successful enterprise venture between school staff, learners and parent staff association (PSA) included a successful Art exhibition which involved all the children in the school.

Williamston Primary school is a rights respecting school (RRS) and has been awarded level 2 accreditation with our lead learner for our RRS programme now an assessor for the authority.

5. Vision and Leadership - Does the school have a clear sense of direction?

Leadership at all levels supports continuous whole school improvement, ensuring appropriate pace, quality and ownership of new initiatives.

Distributive leadership has continued to develop within the school with staff undertaking a range of professional learning courses including staff members undertaking counselling and mentoring course, Child bereavement training, PSW staff undertaking Give us a break training and Nurture group training. We have had three members of staff completed Learning for sustainability qualification with University of Edinburgh who continue to lead International education, Global citizenship and Fairtrade curricular experiences across the school. The HT has worked collegiately with other colleagues as part of the profiling and reporting working group to develop and create more meaningful reporting mechanisms to parents. Other members of the SLT contribute to other WL working groups on Curriculum.

Staff have a clear focus on the school improvement plan and readily participate in activities to address priorities

The parent staff association (PSA) have continued to support the school with fund raising to enhance our resources and with the Parent Council have been involved in the improvement developments of the school.

The school thanks all parents, carers and partners from the wider community for their help and continued support during the session 15 16.

Other Highlights of Session 15 16 include:

Introduction of Play on Pedals early cycle training in the Nursery.

This session P4-P7 took part in National BIG PEDAL event and P6 pupils completed Bikeability Level 1 and P7 Completed bike ability Level 2

In January, Education Scotland came to the school with visiting directors of education from Mumbai/India and British council representatives. Our schools links with the Ghatkopar school(India) and development of International education/Global Citizenship at WPS was recognised as being embedded and a strong part of our curriculum.

We celebrated our annual Scottish Evening where stage winners performed along with contributions from the brass band, P6 and P7 pupils participated in the WL Burns competition for Choir and poetry .

P5a concluded work with Hidden Giants (creative company) on work with imaginative writing . Showcased their story creations for other P5 class. This writing project was written up and published in paper for Creative learning Network entitled 'Tasting the storm'.

Pollination project - This is a Cluster initiative with Grounds for Learning to promote natural environments for pollinating insects and awareness raising sessions were undertaken with this project continues into Session 16 17.

This year P4 nurtured and cared for trout fry in school and released them before the Easter holidays to a local natural habitat.

Throughout the year different year groups participate in Cluster festivals e.g P3 Muilts sports, P4 Handball P5 Basketball, P6 Cross country, P7 Sports hall athletics

Throughout the year we offer many opportunities for After school clubs (Sport) including basketball, netball, handball ,dance, gymnastics and football who participate in West Lothian tournaments, festivals and leagues.

The school raised awareness of global issues during Fairtrade Fortnight - Successful interesting experiences organised by the Fairtrade pupil leadership team . This included Fairtrade breakfast activities, tuck shop, presentations from LUSH on ethical trading.

Our Nursery, P1 , P4 and P7 had the opportunity to participate in a full production and performance event for family and friends. Nursery and P1 shared Christmas performances of ????. P7 performed Shakespeare Rocks in March and P4 performed 'Porridge' in June.

We held a well-attended summer concert showcasing the brass and woodwind bands and soloists and this year also included performances from P5 Tjembe drumming and P6/7 Rock band.

Throughout the school year we have promoted and celebrated reading for enjoyment in a variety of ways including;

- Scottish Book trust /World Book day activities organised for all classes
- A group of P1 - P3 children attended the Scottish Book awards
- P3 had a visit from the author Christiane Dourion- 'How Animals Live"
- P5-P7 had a visit from author David Groucher - Spy Quest
- P6 pupils worked together to write a Growth Mindset book with co-author Mary Turner Thompson We celebrated this the book launch of 'Zero to Hero' in June.
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As part of enterprise education P7 organised and led our Children in Need fundraiser, P4 organised Sports Relief as part of Enterprise education. 18th March and the Health pupil leadership team organised a fund raiser for Down Syndrome Scotland on 21st March called 'You're your Odd socks'.

P5 classes took part/experienced drumming sessions as part of involvement with Children's classic concerts in March.

P5a and P5b - World Record breakers after participating in World's largest Tjembe drumming event at Livingston Football stadium (one of 22 schools)

There were successful residential visits to PGL Dalguise for our P7 pupils in October and to Lowport for our P3 pupils in May/June

We participated in the West Lothian Euro quiz- Our P6 team were the West Lothian winners and took part in the national Euro quiz at Heriot Watt University. Our team did very well and were watched and supported by upper classes through live video link.

The school also held successful Eco and Health weeks to promote our values to develop positive attitudes to health and well-being and learning for sustainability.

Next Steps for Session 2016 2017

- Embed approaches to teaching numeracy to raise attainment across the school.
- Develop robust moderation processes to allow staff to make confident judgements on achievement of a level in line with the National Improvement Framework.
- Continue shaping our shared vision, values and aims in consultation with staff, learners, parents and the wider community. This will include continued development of Pupil Leadership groups.
- Encourage Nursery staff to take on further leadership roles in preparation for the reduction of the Nursery teacher role next session.
- Outdoor learning and play resources are improved and establish a more regular and progressive curriculum led experience for learners.
- Further develop the emotional well-being of our pupils through introduction of 'Knowing me Knowing you' resource.
- Fully implement consultative planning in the Nursery in line with council expectations.
- Further improve the quality and quantity of observations made in the Nursery.
- Continue use of Online Learning Journals across the school with an initial focus on sharing home learning, news and personal achievements.
- Use profiling and reporting processes to further involve all stakeholders in decisions about how learning needs will be met.
- Extend use of digital technologies to enhance learning across all of second level.
- Further develop and explore opportunities and enhance creativity skills across the school including the nursery.
- assessment judgements and decisions about next steps
- Nurture principles will be shared and used throughout the school
- Improve shared understanding of CfE levels through effective and collaborative moderation of standards

- Intelligent analysis of data available and other information about learners informs planning for learning and identifies appropriate universal and targeted interventions
- The broad general education will be further developed and staff will be more confident in delivering aspects of the curriculum
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Improvement Priority 2016-2017:

Our key areas for development to take this priority forward are:

- **Area for development 1: - Excellence through raising attainment and achieving equity -Learning Provision**
- Staff have a clear understanding of high quality learning and teaching for numeracy. Effective learning environments are consistent throughout the school.
- All teachers demonstrate improved understanding of curricular principles, practices and significant aspects of learning for numeracy.
- Children's attainment in maths increased and pupils demonstrate an increased positive approach to learning in Maths.
- Use of national expectations, progression pathways and national resources ensure that the curriculum reflects the key principles.
- Parental engagement and family learning opportunities are planned for to increase involvement of parents with school life and impact positively on children's learning.

Area for development 2: Excellence through raising attainment and achieving equity - Raise attainment through further embedding and developing learning, teaching and assessment processes and practices across the school

- Learners will be increasingly supported through using a variety of learning and teaching strategies.
- Improved approaches to universal and targeted support for our learners.
- Create inclusive and nurturing learning environments across the school and stages including consistent use of positive behaviour policy.