

# **Simpson Primary School and Nursery Class**



## **PROGRESS REPORT FOR SESSION 2021/22**

**(Standards & Quality Report)**

**Leyland Road  
Wester Inch Village  
Bathgate  
EH48 2TH**



## **ABOUT OUR SCHOOL**

Simpson Primary School and Nursery Class are pleased to share progress made in Session 2021/22 with parents/carers and the wider community. Simpson Primary School and Nursery Class is a non-denominational school that serves the Wester Inch community in Bathgate. The school currently has 653 primary pupils across P1-P7 and 136 children attending Nursery over 24 classes. The school is committed to continuous whole school improvement in line with our identified priorities and we are confident in our capacity to do so. Through effective self-evaluation, the school and nursery have selected important priorities for improving the quality of learning, teaching and assessment with appropriate focus in literacy, numeracy and wellbeing. Evidence indicates that staff have a very good understanding of national and local authority expectations, and that professional learning is focused on improving experiences and outcomes for learners.

The school benefits from a supportive and proactive Parent Council and a wide range of partners. A variety of events take place within the school and the community to enhance the experiences of the children and raise valuable funds for the school. A range of opportunities are planned to help develop parental involvement. These have included school shows, meet the teacher, PEEP sessions and planned staff/parent consultations. We continue to provide opportunities for parental engagement although this session events were impacted by government restrictions due to Covid-19. Where possible these events were delivered virtually.

This session the senior leadership team has experienced significant change. The team comprised of the Head Teacher (HT), two Depute Head Teachers (DHT) and three Principal Teachers (PT). One DHT commenced maternity leave in January. One PT was appointed to backfill this position as Acting DHT. One PT returned from maternity leave in April. Another PT left for a promoted post at another local authority school. Two new Acting Principal Teachers were appointed to backfill these positions. There is a building capacity within the team for continuous improvement. A key strength within Simpson Primary is the culture of collegiate working and we as a school will work together with the whole school team and wider community, to take forward our priorities.

## **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 2021/22, what the impact has been and what our next steps will be to continue to address these priorities in session 2022/23.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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 2021/22 was to:</p> <p>Ensure that learners will receive high quality learning experiences in Numeracy &amp; Literacy through curriculum improvement, professional learning and moderation.</p> <p>Ensure that learners will receive high quality assessment to identify next steps in learning through a consistent whole school approach to assessment and moderation.</p> <p>All nursery children will develop and improve literacy skills particularly linked to emergent writing and mark making. There will be increased opportunities to develop their numeracy and maths skills through interdisciplinary learning.</p> <p><b>NIF Driver(s):</b>  School Improvement  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress  Performance Information</p>	<p><b>We have made satisfactory progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Staff participated in both school and cluster level moderation, sessions which impacted positively on confidence and accuracy of teacher professional judgement.</li> <li>• Rigorous assessment was carried out to identify gaps in learning, with learners benefitting from targeted interventions planned and implemented for identified groups/individuals in literacy and numeracy.</li> <li>• Almost all teaching staff engaged in professional learning in numeracy and literacy with a focus on effective pedagogy to support delivery of quality experiences for pupils. Through learner conversations, pupils demonstrated an increased ability to share learning experiences and next steps.</li> <li>• School and nursery staff participated in professional enquiry into improving literacy attainment at early level, particularly writing, leading to an increase in those on track in line with national expectations and a more coherent transition from Nursery to Primary 1.</li> <li>• All classes participated in a range of events to inspire and engage pupils in reading and writing including Author's Live Sessions and the Puffin Story Makers Show.</li> <li>• Selected PSW staff completed professional learning in delivering SEAL activities to identified P4 pupils to support learning in numeracy.</li> <li>• Increased opportunities and experiences evident in staff planning for writing and mark making, indoors and outdoors, within the nursery setting.</li> <li>• Newly purchased books aid maths through stories approach supporting our nursery children to develop knowledge and understanding of numeracy and maths.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners are receiving timely, targeted support as a result of robust procedures for tracking and monitoring, assessment and moderation procedures. This is evidenced in regular learner conversations and team teaching opportunities with Support for Learning.</li> <li>• Data analysis of P4 and P7 SNSA results are in line with teacher professional judgement showing accurate moderation processes.</li> <li>• Staff have articulated increased confidence in the pedagogy of writing through CLPL.</li> <li>• P1 learners demonstrated increased attainment in literacy by 3%.</li> <li>• Learners in P4 demonstrated a 4% increase in literacy attainment and 1% increase in numeracy.</li> <li>• P7 learners demonstrated a 2% increase in both literacy and numeracy.</li> <li>• Majority of learners are able to identify their own strengths and areas for development, during learner conversations with staff, which has improved written work showing increased understanding of text types.</li> <li>• Almost all (82%) of our nursery children are able to mark make with increasing detail.</li> <li>• Most nursery children have shown a very good knowledge and understanding of numeracy and maths supported through quality experiences across the setting. This is evidenced through learner conversations and staff observations.</li> </ul>
<p>2.</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p>

<p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2021/22 was to:</p> <p>Raise attainment in Numeracy for identified P4-P6 pupils and raise attainment in Literacy for identified P3-P4 &amp; P6 pupils through targeted interventions.</p> <p>Increase participation and engagement levels of identified pupils.</p> <p>To ensure nursery children's learning needs are met to increase engagement in high quality experiences within a communication friendly learning environment.</p> <p><b>NIF Driver(s):</b> School Improvement School Leadership Teacher Professionalism Assessment of Children's Progress Performance information</p>	<ul style="list-style-type: none"> <li>• West Lothian continuum of support used well by staff to support the planning and reviewing of support plans for learners to minimise barriers to learning.</li> <li>• Reviewed and improved the internal school tracking system in place for tracking of staged intervention processes by Senior Leadership Team to support learners and minimise barriers to learning.</li> <li>• Additional numeracy and literacy support provided by SfL teacher and additional staff member appointed for identified learners across the school leading to an average increase in progress.</li> <li>• Targeted numeracy input delivered by PSW to groups of P4 pupils to increase confidence levels in First Level CfE.</li> <li>• PSW supported identified pupils in literacy and numeracy using 5 Minute Box intervention leading to an average of 37% increase in the number of words read and 72% increase in the number of words spelt correctly.</li> <li>• PSW supported class teachers delivering Colourful Consonants/Vowel House (CCVH) giving support to identified children in literacy.</li> <li>• Targeted learners trained in the use of IDL computer programme to support recovery in literacy and numeracy used daily.</li> <li>• Bespoke interventions have been implemented to support health and wellbeing needs for groups/individuals, e.g. Ponies for Children, Beachbrae Outdoor Resource, Literacy Services, Play Therapy.</li> <li>• Nursery staff are responsive to individual needs of our children and use a wide range of strategies to support engagement in learning.</li> <li>• Further developed sensory area within the nursery setting, which provides our children with a calm environment, and emotional regulation area.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Staff at all levels demonstrate a strong commitment across the school to minimise barriers to learners through tracking and monitoring meetings and classroom quality assurance visits.</li> <li>• Identified children in P4 made an average of 10 months progress in numeracy. Some of which made more than 1 years progress from baseline to post-intervention assessment.</li> <li>• Identified children, engaging in the 5 Minute Box literacy intervention, achieved an average of 37% increase in the number of words read and 72% increase in the number of words spelt correctly.</li> <li>• Effective working with partnership agencies such as Educational Psychologist and other health professionals led to positive impact for learners through identification and assessment of learner needs.</li> <li>• Learners display increased motivation and confidence in Writing and Numeracy through participation in small group setting sessions. This is evidenced in learner conversations and classroom quality assurance visits.</li> <li>• Learners continue to develop their coping skills when faced with challenge and have shown increased engagement in experiences back in the classroom through their participation in the above-mentioned bespoke interventions as evidenced through observations in classroom quality assurance visits.</li> <li>• Observations in nursery learning environment show increased evidence of visuals, signs and symbols used to support children.</li> </ul>
<p>3.</p>	<p><b>We have made good progress. What did we do?</b></p>

<p>To improve children and young people's health &amp; wellbeing.</p> <p>Our measurable outcome for session 2021/22 was to:</p> <p>Ensure staff and learners experience a consistent, nurturing culture to support recovery and positive health and wellbeing.</p> <p>Ensure our nursery values and the wellbeing indicators are an integral part of day-to-day nursery experiences to support our children's wellbeing and learning.</p> <p><b>NIF Driver(s):</b>  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children's Progress</p>	<ul style="list-style-type: none"> <li>• Staff use West Lothian Health and Wellbeing progression pathways effectively to plan learning experiences to ensure a range of experiences to suit all learning styles.</li> <li>• Data around wellbeing and nurturing approaches such as Boxalls, self-reporting and staff surveys are used well to inform targeted support and minimise barriers to learning.</li> <li>• Nurture opportunities for pupils throughout the school are provided to support pupils who benefit from a daily breakfast club and timetabled activities in the nurture room.</li> <li>• Mini and Family Champs have been established and are able to promote, with confidence across the school, their approach to self-reporting and knowledge of the wellbeing indicators.</li> <li>• Health and wellbeing mascots have been launched to further enhance the teaching of the wellbeing indicators.</li> <li>• The school has re-registered for Bronze Rights Respecting School Award status and learning experiences are linked to the UNCRC.</li> <li>• The Trusted Adult programme is fully embedded across the school ensuring all children have an identified adult they can talk to should they require additional emotional support or advice.</li> <li>• Children present as happy and settled within the nursery learning environment and demonstrate a very good awareness of the wellbeing indicators.</li> <li>• Children, families and parents took part in a review of our nursery vision, values and aims.</li> <li>• Nursery staff have developed an effective dining environment where our children enjoy eating together with their friends while developing important social skills.</li> <li>• Nursery parents/carers and children have been welcomed back to our PEEP sessions.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Observations indicated that within classrooms there are warm, strong positive relationships with learners.</li> <li>• The behaviour of learners is very good and children are present and ready to learn as evidenced through learner conversations and classroom quality assurance visits.</li> <li>• Almost all learners are familiar with and able to use the language of the Wellbeing indicators to articulate their emotions and express needs as evidenced through learner conversations and classroom quality assurance visits.</li> <li>• Learners benefit from a consistent nurturing approach across the school to ensure their needs are well met by staff and partnership agencies as evidenced through learner conversations and classroom quality assurance visits.</li> <li>• Children are able to talk about our newly established nursery values: friendship, confidence, kindness, and respect within the setting as evidenced through staff observations of children.</li> <li>• Revised nursery vision, values and aims launched in March 2022 and are evident within our day-to-day activities</li> <li>• Nursery parents shared positive feedback that they felt well supported with transition and ideas to support their child at home following attendance at PEEP sessions.</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver</p>	<p><b>We have made satisfactory progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Staff and pupils engaged in a validation visit following which we successfully achieved our Digital Schools Award ensuring that digital</li> </ul>

<p>destinations for all young people.</p> <p>Our measurable outcome for session 2021/22 was to:</p> <p>Develop our approaches to interdisciplinary learning (IDL) to integrate developing the young workforce, STEM and digital technologies.</p> <p>Ensure all nursery children have very good opportunities to develop skills for life and work through increased use of digital technology and links to STEM.</p> <p><b>NIF Driver(s):</b> School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress</p>	<p>technologies are used to enhance learning experiences consistently across the school.</p> <ul style="list-style-type: none"> <li>• Digital technologies are used for curriculum and assessment delivery across all year groups and all curricular areas allowing all pupils to access the curriculum and engaging learners in their experiences.</li> <li>• Pupils are actively encouraged to learn independently as well as collaboratively using digital technologies.</li> <li>• STEM leaders led whole school challenges such as a CSI experience including finger print analysis, decoding, specimen analysis and chromatography to raise profile of STEM across the school.</li> <li>• A STEM sway was created and shared with parents to encourage engagement in their child's learning, as part of British Science Week.</li> <li>• P6 pupils participated in the national Primary Engineering competition where they were required to seek engineered solutions to common problems.</li> <li>• Work is ongoing to review IDL programme to ensure relevance to learners and DYW skills are fully integrated.</li> <li>• Nursery staff participated in CLPL to develop technology experiences leading to an increase in the use of technology across the setting.</li> <li>• Newly purchased programmable toys have supported our nursery children to improve their knowledge and skills in using positional language.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners engage with digital technology to an extent that it is a normal part of their learning as evidenced through classroom quality assurance visits.</li> <li>• The majority of learners are able to demonstrate leadership skills for life, learning and work within STEM class lessons and in leadership roles as evidenced through whole school STEM challenges, learner conversations and classroom quality assurance visits.</li> <li>• Most nursery children successfully engaged in our newly developed woodwork area, to develop real life skills and participate in creative STEM play opportunities as evidenced through staff observations of children.</li> <li>• Most of our nursery children are making effective use of QR codes through the iPad to develop learning across the curriculum as evidenced through staff observations of children.</li> </ul>
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## Attendance and Exclusions

Attendance is good and has remained relatively stable over the past 4 years. Attendance for 2021/22 is 94.28%, a decrease from last year which was 97.38%. This percentage sits above the local authority average of 91.66%. The school has systems in place to regularly monitor attendance and works in collaboration with families and partnership agencies where issues arise. Exclusion rates in Simpson Primary School are low. There has been an increase with 3 exclusions this academic year.

## Engagement with parents/carers and other stakeholders

Engagement with parents/carers and other stakeholders is good. The school actively seeks feedback from parents/carers and other stakeholders. This session we received 111 responses to our recent parent/carer questionnaire. This alongside ongoing feedback has given us quality data to take into account their views in improvement planning and on reporting school performance.

## Our Wider Achievements this year:

- Fundraising for a variety of charities, e.g. Macmillan Virtual Coffee Morning, Red Nose Day and West Lothian Foodbank
- Achieved Digital Schools Award
- Digital P1 Nativities
- P6 Burns' Sway Celebration
- Live Author Events
- Performances; P2&P3 and P4&P5 Singalong and P7 School Show
- Numeracy 'Biscuits and Blether' session for nursery parents/carers
- Stay, Play and Learn/ PEEP sessions for Nursery parents/carers
- P6 Primary Engineering Competition Winner
- Modern Languages Sprachenwettbewerb Competition – 2<sup>nd</sup> Primary School in West Lothian
- Sporting Events including Sports Day
- Inter-School Swimming Gala at Bathgate Excite - 1st place
- P6 Cross Country Cluster Festival – Boys team came 1<sup>st</sup> overall, Girls team came 2<sup>nd</sup> overall
- Participation in the Bathgate Procession and Community Festival – Lockdown Heroes

**How good is our school? The quality indicators\* evidence that:**

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
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:**

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)