

Simpson Primary School



SCHOOL IMPROVEMENT PLAN

2022 / 2023



Courage

Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

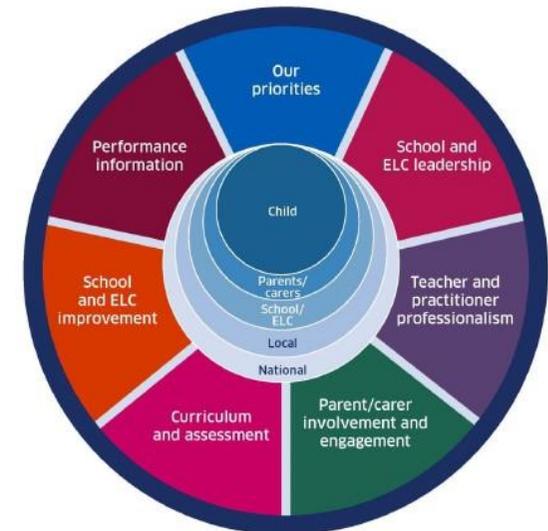
Addressing Action Points identified in school's Self Evaluation procedures
Bathgate Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020



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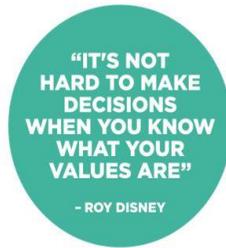
Our School Vision – ‘Strive to be the best you can be’



Our School Values



Our Values



Our School Aims

- To respect the Rights of the Child
- To ensure the health and wellbeing of each child
- To know our children well and to value the individual
- To nurture, support, encourage and challenge our children to fulfil their potential
- To celebrate diversity, ensure equity and remove barriers to learning
- To inspire, motivate, engage and empower the children, in and through their learning
- To ensure our curriculum is relevant and equips our children with the essential knowledge and skills for their future
- To relentlessly pursue excellence and celebrate success and wider achievement
- To value and promote partnership working
- To smile, laugh and have fun

Curriculum Rationale – Please use the link below to access our Curriculum Rationale Sway
<https://sway.com/bxENpybhPS7Nytv?ref=Link>



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Curriculum Rationale Overview



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Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

Background

Simpson Primary School serves the Wester Inch community in Bathgate and is a large primary school with an 80/80 nursery class. During the session, we continued to experience extremely challenging staffing levels due to the ongoing impact of the COVID-19 pandemic. There was significant staffing changes in the Senior Leadership Team with one Depute Head Teacher and one Principal Teacher on maternity leave. One Principal Teacher acted up internally to Acting Depute and another achieved a promoted post at another school within the authority. Three new Acting Principal Teachers were appointed. Despite the change, the school has continued to build capacity to continue in its relentless focus on improvement. Ongoing self-evaluation identified strengths and identified key priorities for this session. We will strive to raise attainment in Numeracy & Literacy through curriculum improvement, professional learning with a focus on pedagogy and moderation. Other priorities in IDL to include DYW and Digital Technologies will be further developed to ensure consistency across the school.

Data

Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. Data shows that overall, attainment in literacy and language is good. By the end of P1, almost all children attain early level of Curriculum for Excellence (CfE) in listening and talking and most children attain in reading and writing. By the end of P4 most children attain first level of CfE in reading and writing and almost all in listening and talking. By the end of P7, almost all learners attain second level of CfE in listening & talking and most attain in reading and writing. Self-evaluation has identified that there is scope to further improve the quality of children's writing, and in turn improve overall combined literacy attainment. Attainment in numeracy and mathematics is good. By the end of P1, almost all children attain early level of CfE in mathematics and most in numeracy. By the end of P4 most learners achieve first level in numeracy and mathematics. By the end of P7 most children attain second level CfE level in numeracy and almost all in mathematics. With a consistent focus on numeracy, particularly in first and second level, through planned school improvement priorities children's understanding of number and number processes will continue to be developed.

What are our universal and targeted priorities?

Through universal priorities and targeted interventions, we aim to improve attainment in numeracy, literacy and health & wellbeing. A range of data has been analysed which has helped us to identify the gaps in learning for our pupils. This includes data relating to; SIMD, Additional Needs, Attendance/ lateness, Achievement of a level, SNSA and Teacher professional judgement. Highly effective teaching staff will research what works, plan learning experiences in a variety of engaging contexts, identify additional resources and gather a range of evidence to monitor progress. Staff will work in partnership with parents to identify approaches to support learning. To further promote health and wellbeing, a nurturing approach will be used to support individuals and address barriers to learning. Analysis of teacher judgement data shows that there is a gap between the attainment in literacy and numeracy of pupils who are in Quintile 3 in comparison to those in Quintiles 4&5. Data has also shown a gender gap in writing attainment with girls performing on average higher than boys. We propose to provide targeted support from teachers/ pupil support workers (PSWs), to improve attainment in numeracy and literacy. Individuals will receive additional support with reading, spelling, writing, listening and talking and vocabulary development. Others will receive maths recovery. For ASD pupils we expect to see a calm, structured and predictable learning environment and a consistent approach to identifying, addressing and supporting their varied needs.

Our non-negotiable outcomes

All staff have high expectations of all children, staff have in depth knowledge of the children and the specific support they need, disadvantage is not used as an excuse for lack of progress and all children are ready for high school and able to access the secondary curriculum.



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Simpson Primary School & Nursery Class - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Create an environment where children and young people feel listened to and actively involved in decision making.</p> <p>Create an ethos and culture of inclusion and positive relationships across the whole school community, based on the school's vision, values and aims.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Relaunch of school's vision, values and aims to ensure that these are visible and impactful at all levels.</p> <p>Improve school-home communication through refreshed communication strategy to support parental engagement.</p> <p>Re-share and re-engage all stakeholders around Positive Relationships Policy.</p> <p>All staff to undertake CLPL to ensure they have in-depth knowledge and a shared understanding of legislation, with particular emphasis on UNCRC.</p> <p>Involve parents, carers and partners in developing a shared understanding of policy and practice in relation to UNCRC, ensuring opportunities for engagement and regular and effective communication.</p> <p>Develop consistent practice across all stages ensuring all learners have opportunities to be actively involved in planning and decision making at individual, class and whole school level.</p>	<p>By Oct 2022</p> <p>By Mar 2023</p> <p>By Jun 2023</p>	<p>Undertake baseline assessment and use measures to determine progress and impact.</p> <p>Quantitative data</p> <ul style="list-style-type: none"> Pupil Ethos Surveys Wellbeing Indicator self-reporting HGIOURS Surveys <p>Qualitative data</p> <ul style="list-style-type: none"> Observations Learner Conversations <p>Most learners comment positively about their learning within ethos surveys and learner conversations.</p> <p>Majority of parent/carers comment positively within surveys in relation to communication and demonstrate knowledge of our school values and UNCRC legislation..</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure high quality engaging, challenged and well-paced learning and teaching in all classes.</p> <p>Ensure a range of assessment procedures are used consistently across the school to support /challenge learners.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Implement creative look and review of learning environments to allow for a more dynamic approach to learner engagement, and creative learning and teaching.</p> <p>Develop a planning format that clearly identifies the planning process, identifies what is to be learned and assessed and how this is to be undertaken, with links to next steps in learning.</p> <p>Ensure learning and teaching is relevant and purposeful for the learners with regular opportunity for learners to lead their own learning.</p> <p>Provide opportunity through play and learning to be curious, enquire and problem solve through further developing play pedagogue across Early level and P2.</p> <p>Ensure staff engage in appropriate CLPL in relation to effective assessment strategies.</p> <p>Implement a wide range of assessment procedures, with a focus on high quality feedback, to identify strengths and development needs and ensure positive outcomes for all learners.</p>	<p>By Oct 2022</p>	<p>Surveys show increase in learner engagement in the classroom reported by CTs/ PSWs/ pupils.</p> <p>Almost all pupils comment positively on their learning during Learner Conversations.</p> <p>Most learning experiences observed evaluated as good or above.</p> <p>Target achieved in CfE levels supported by ongoing tracking.</p> <p>Children receive high quality feedback on their learning - Staff evaluation/ Learner conversations</p> <p>Majority of staff will report increased confidence levels within surveys – baseline/ follow up.</p>



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