SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is underpinned with high quality questioning and a robust Quality Assurance process.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOIUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

CONTEXT & FACTORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

SCHOOL (LEARNERS)

‘Good’ Outcome – HMIe September 2024

Pupil Voice – focus group feedback

Classroom Observations – Quality Assurance process

STANDARDS AND QUALITY REPORT

LOCAL AUTHORITY & CLUSTER

Establishing L,T,A and Moderation cycle underpinned by practitioner enquiries.

Curriculum Design (LA Approach)

Curriculum Improvement Cycle (CIC – LA Approach)

Moving Forward in Your Learning Guidance (MFiL);

Literacy and Numeracy West Lothian Priorities,

HWB Priorities, WLC

Raising attainment, including closing the gap

West Lothian Raising Attainment Strategy 2023-28

NATIONAL

Teaching Learning and Assessment Moderation Cycle (Education Scotland)

National Improvement Framework

Scottish Attainment Challenge

Raising Attainment for All,

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare? Particular focus on 2.3 Learning Teaching and Assessment.

Getting it Right for Every child (GIRFEC)

Curriculum Improvement Cycle (CIC)

Realising the Ambition, 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, Support for Learning: All our Children and All their Potential (ASL Review) 2020, and All Learners in Scotland Matter - The National Discussion Report

YEAR: **2026-2027**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

VISION & VALUES

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

HOW DOES **THE SPECIFIC IMPROVEMENT PRIORITY** FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

Work together to develop lifelong learners who will aspire to be the best that they can be - Successful learners, confident individuals, effective contributors and responsible citizens.'

SCHOOL VALUES

Determination

Kindness

Respect

Responsibility

CURRICULUM RATIONALE

- To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences.
- To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence
- To provide the highest quality of learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.
- To provide a welcoming, safe and caring environment in which each learner is valued and supported.
- To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
- To provide effective support systems for all learners which promote personal and social development which underpin academic achievement.
- To provide pupils opportunities to develop knowledge and understanding, in relation to their duties and responsibilities of citizenship in a democratic society.
- To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.

In order to develop lifelong learners who can access opportunities to develop within the four capacities, its important our curriculum creates these opportunities. Our overhaul of planning teaching and assessment places the child at the centre and embraces contextualized learning linked to our local area, national interests and global events.

PROVIDE A BRIEF BLURB **CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE** TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

SUPPORTING DATA

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT **SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?**

DATA ANALYSIS STATEMENT:	TRIANGULATING SOURCES: PEOPLE'S VIEWS	DIRECT OBSERVATION	QUANTITATIVE DATA
Staff self evaluated 2.3 Learning Teaching and Assessment as Good	*HQIOS 4 feedback*	*QA 25/26*	
Learners will experience well planned learning experiences increasing their access and entitlement to a broad and general education underpinned by robust assessment.	*Staff Meeting Minutes*	*EE Meetings*	*Power BI*
Excellence and Equity meetings will include, a wide variety of formative and summative assessment information.	*EE Feedback*		
Attainment over time demonstrates and improving picture in most stages with exceeding Local and National comparators in most areas.			

HIGHLIGHT IMPORTANT **HEADLINE DATA ANALYSIS STATEMENTS** RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

ACTIONS & INDICATORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	1 *Develop an agreement on the use of assessment in each stage. Document this as an Assessment Policy.*	*staff* — *December 2026*	*A Draft Assessment Policy has been created and verified by all stakeholder ready to launch January 2027.*	A
	2 *Establish a consistent approach in the use of Formative Assessment Strategies to capture pupils understanding*	*Staff* — *October 2026*	*Revisit the toolkit, select 4 FA strategies and all staff utilize these on a daily basis .*	A
	3 *In line with Assessment Policy, develop a calendar of assessment ensuring a consistent approach across the school.*	*Staff* — *January 2027*	*A Draft Assessment Calendar has been created and verified by all stakeholder ready to launch January 2027*	A
	4 *Meeting Learners Needs – Further develop a central resource for sharing support information for pupils identified with an ASN.*	*Staff* — *November 2026*	*All teaching staff will be supported to plan for clear differentiated groups. They will have routine access to all necessary information.*	A
	5 *As a Cluster explore the Curriculum Improvement Cycle (CIC) inline with LA Approach*	*Staff* — *January 2027*	*Gather the views of all stakeholders on the CIC information shared. Ensure feedback is given to shape our future curriculum.*	A
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

ACTIONS & INDICATORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:		SUCCESS/IMPACT INDICATOR:	RAG:
	Develop an agreement on the use of assessment in each stage. Document this as an Assessment Policy. Ctd	*Staff* *January 2027*	*A Draft Assessment Policy has been created and verified by all stakeholder ready to launch January 2027.*	
	Establish a consistent approach in the use of Formative Assessment Strategies to capture pupils understanding	*Staff* *December 2026*	*Revisit the toolkit, select 4 FA strategies and all staff utilize these on a daily basis . Monitor during observed lessons November 2026*	
	In line with Assessment Policy, develop a calendar of assessment ensuring a consistent approach across the school.	*Staff* *February 2027*	*A Draft Assessment Calendar has been created, Next step is to verify by all stakeholder ready to launch January 2027*	
	Meeting Learners Needs – Further develop a central resource for sharing support information for pupils identified with an ASN.	*Staff* *April 2027*	*Work has begun, showcasing sharing of information across all members of staff. Further embedding work required.*	
	As a Cluster explore the Curriculum Improvement Cycle (CIC) inline with LA Approach	*Staff* *January 2027*	*Gather the views of all stakeholders on the CIC information shared. Ensure feedback is given to shape our future curriculum.*	
BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'	**DETAILED DESCRIPTION** OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**		CLEARLY DEFINED MEASURE OF SUCCESS. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.**	REVIEW SUCCESS

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

ACTIONS & INDICATORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:	SUCCESS/IMPACT INDICATOR:	RAG:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

ACTIONS & INDICATORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT **THE SPECIFIC IMPROVEMENT PRIORITY?**

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4.** THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. **TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR**

FUTURE ACTIONS ACTIONS:	PLANNED ACTIONS:	SUCCESS/IMPACT INDICATOR:	RAG:

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - **ORDERED BY IMPORTANCE.**

CLEARLY DEFINED MEASURE OF SUCCESS.
ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

A CURRICULUM for EXCELLENCE

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

1, 2, 3, 4, 5	Enthusiasm and motivation for learning
2,3, 5	Determination to reach high standards of achievement
3, 5	Openness to new thinking and ideas
2,, 5 3	Use literacy, communication and numeracy skills
4, 5	Use technology for learning
2, 3, 5	Think creatively and independently
1, 2, 3, 4, 5	Learn independently and as part of a group
2	Make reasoned evaluations
3, 5	Link and apply different kinds of learning in new situations

INDIVIDUALS:

2	Self-respect
2	A sense of physical, mental and emotional well-being
5	Secure values and beliefs
3, 5	Ambition
2, 4	Relate to others and manage themselves
5	Pursue a healthy and active lifestyle
1, 2, 4, 5	Be self-aware
3, 5	Develop and communicate their own beliefs and view of the world
3	Assess risk and make informed decisions
1, 4, 5	Achieve success in different areas of activity

CITIZENS:

5	Respect for others
5	Commitment to participate responsibly in political, economic, social and cultural life
1, 5	Develop knowledge and understanding of the world and Scotland's place in it
5	Understand different beliefs and cultures
2, 3, 5	Make informed choices and decisions
5	Evaluate environmental, scientific and technological issues
3, 5	Develop informed, ethical views of complex issues
2	Make reasoned evaluations

CONTRIBUTORS:

5	An enterprising attitude
2	Resilience
2, 5	Self-reliance
2, 3, 5	Communication in different ways and in different settings
2, 4, 5	Work in partnership and in teams
1, 4, 5	Take the initiative and lead
3, 5	Apply critical thinking in new contexts
3, 5	Create and develop
1, 4, 5	Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2025-2026

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

QUALITY INDICATORS

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH FOCUS **HGIOS QUALITY INDICATORS?**

1.3 Leadership of change

5	Developing a shared vision, values and aims relevant to the school and its community
1, 2, 3, 4, 5	Strategic planning for continuous improvement
1, 2, 3, 4, 5	Implementing improvement and change

2.2 Curriculum

5	Rationale and design
3, 5	Development of the curriculum
4	Learning pathways
5	Skills for learning, life and work

2.3 Learning, teaching and assessment

1, 2, 3, 4, 5	Learning and engagement
1, 2, 3, 4	Quality of teaching
2	Effective use of assessment
2, 4	Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

2	Wellbeing
1, 2, 4	Fulfilment of statutory duties
1, 2, 3, 4	Inclusion and equality

3.2 Raising attainment and achievement

1, 2, 3, 4	Attainment in literacy and numeracy
3, 4	Attainment over time
3, 4	Overall quality of learners' achievement
2, 3, 4	Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

SCHOOL SELF EVALUATION SUMMARY

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: 2025-2026

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

NATIONAL IMPROVEMENT **FRAMEWORK**

PRIORITY:

All learners experience engaging, high quality learning delivered through a meaningful and relevant context. Learning is inclusive and underpinned with a robust understanding and use of assessment

HOW DOES **THIS SPECIFIC IMPROVEMENT PRIORITY** CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?

SCHOOL AND ELC IMPROVEMENT | SCHOOL AND ELC LEADERSHIP | TEACHER AND PRACTITIONER PROFESSIONALISM | PARENTAL ENGAGEMENT | CURRICULUM AND ASSESSMENT | PERFORMANCE INFORMATION

Placing the human rights and needs of every child and young person at the centre of education	Improvement in all children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Improvement in attainment, particularly in numeracy and literacy	Closing the attainment gap between the most and least disadvantaged children and young people
THROUGH	THROUGH	THROUGH	THROUGH	THROUGH
x x x	x x x x x	x x x x x x	x x x x x x	x x x x x x

(SELECT X NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE **STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY**)

YEAR: **2025-2026**

COURAGE RELATIONSHIPS VALUES RELEVANCE

SCHOOL IMPROVEMENT **PRIORITY**

Simpson Primary School

BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**

YEAR2

- A quality body of evidence is used to support assessment judgements and decisions about next steps.

All children can demonstrate enjoyment and choice in their curriculum offerings under Scotland's new Curriculum.

YEAR3

All learners experience a curriculum which is underpinned by pupil voice and delivered in relevant context

Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.

YEAR4

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**

YEAR: **2025-2026**

ELC ACTION PLAN

ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link 🔗 to view our ELC Action Plan.

PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children

All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link 🔗 to view our PEF Summary and find out more about our use of funding.