

21 January 2025

Dear Parent/Carer

In September 2024, a team of inspectors from Education Scotland and the Care Inspectorate visited Simpson Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Across the school and nursery, children learn well in a climate of positive and respectful relationships with each other and staff. Children across the school are confident and eager to learn and as a result, they make good progress in their learning.
- School staff use digital technology effectively to enhance and deepen children's learning.
- Children achieve well through participation in a wide range of activities. They develop an important range of skills and attributes through their achievements.
- Practitioners' efforts to improve children's learning in the nursery class are beginning to impact positively on children's understanding of mathematical concepts. Children are beginning to use mathematical language appropriately during play.

The following areas for improvement were identified and discussed with the headteacher and a representative from West Lothian Council.

- Senior leaders should continue to develop the consistency of high-quality learning, teaching and assessment across all classes. They need to ensure staff provide all children with appropriate pace, challenge and support with their learning.
- Senior leaders should continue to refine approaches to monitoring the progress, skills development and attainment of all children. They need to ensure a clear focus on raising the attainment of individual children and cohorts across the school and nursery.
- Early years officers should support practitioners to review and develop spaces, experiences and interactions within the nursery. They should create an environment that meets the wellbeing and learning needs of all children.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Simpson Primary School and Nursery Class.

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children's progress</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

We gathered evidence to enable us to evaluate the early learning and childcare setting using the quality indicators from [A quality framework for daycare of children, childminding and school-aged childcare](#). The framework supports settings, providers and inspectors to assess what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers details of our evaluations to keep track of how well early learning and childcare settings are doing. The Care Inspectorate evaluations are also used by local authorities when considering how settings are meeting the national standard for funded early learning and childcare.

The Care Inspectorate's evaluations for the early learning and childcare setting are:

Detailed evaluations	Evaluation
<b>Key question 1: How good is our care, play and learning?</b>	<b>weak</b>
<b>1.1 Nurturing care and support</b>	<b>weak</b>
<b>1.3 Play and learning</b>	<b>adequate</b>
<b>Key question 3: How good is our leadership?</b>	<b>adequate</b>
<b>3.1 Quality assurance and improvement are led well</b>	<b>adequate</b>

During the previous Care Inspectorate inspection, the setting had two requirements and three areas for improvement. From these, two requirements and one area for improvement had been met. Two areas for improvement have not been met. Outstanding issues relating to improved observations and tracking of individuals along with robust self-evaluation and quality assurance are carried forward in this inspection. As a result of this inspection, there is one requirement and four areas for improvement.

### Requirements made by the Care Inspectorate for the early learning and childcare setting.

1. Requirement 1 - By 29 November 2024, the provider must ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum ensure: a) staff are competent, skilled and knowledgeable in relation to local and national child protection guidance relevant to their role b) staff apply their learning to maintenance of detailed chronologies and processes for reporting concerns into their practice.
2. This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users. This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and

exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

### Areas for improvement made by the Care Inspectorate for the early learning and childcare setting.

1. **AFI 1** - To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the provider should as a minimum ensure play spaces offer a range of resources and materials that are developmentally appropriate to effectively challenge and stimulate children.  
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).
2. **AFI 2** - For all children to make progress at a pace that is right for them, the provider should ensure observations and tracking of individuals are focused clearly on strengths, significant learning and specific next steps. This should then inform responsive planning. Observations should be regular so that there is ongoing understanding of the stage that each child is at in their play and learning.  
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)
3. **AFI 3** - To support children's wellbeing and learning and promote the continued development and improvement of the service, the manager should ensure robust self-evaluation and quality assurance is taking place. This is so that improvement is focused on the places that will have direct impact on improving outcomes for children.  
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).
4. **AFI 4** - To ensure children are safe and the service is effectively managed, the provider should ensure that required notifications are made to the Care Inspectorate in line with guidance as set out in the document 'Records that all registered care services (except childminding) must keep and guidance on notification reporting'.  
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## Previous requirements made by the Care Inspectorate for the early learning and childcare setting.

### Requirements:

#### Requirement 1.

By 30 November 2023, the provider must ensure that all children are effectively supported to make progress in their learning and wellbeing at an appropriate pace to reach their full potential.

To do this, the provider must, at a minimum:

- a) ensure children who require additional support have an effective GIRFEC plan in place which states clear strategies that are monitored, reviewed and adapted as required.
- b) ensure that when other professionals are working with individual children, strategies are documented effectively as part of the plan and consistently followed in practice.
- c) provide training opportunities for all staff to develop enhanced awareness of the potential impact of trauma, anxiety, and any missed opportunities to build confidence and wellbeing. The provider should monitor the impact of this training.

This is to comply with Regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19)

#### Action:

Children now had effective support plans in place which were kept under review. A strategy overview sheet ensured all staff were aware of individual needs and how to support these. Staff had completed training on trauma informed practice and had reflected on this.

Requirement is met.

#### Requirement 2.

By 30 September 2023, the provider must ensure that any fences around the outdoors area are secure and do not provide any opportunities for children to leave the nursery unattended.

To do this, the provider must, at a minimum:

- a) remove any potential footholds beside or in the fence
- b) update risk assessments to support staff vigilance without restricting access to any areas of play.

This is to comply with Regulation 10 (1)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.19).

**Action**

Appropriate action had been taken reducing children's opportunity to leave the outdoor area unnoticed and risk assessments have been reviewed and updated.  
Requirement is met.

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

[Simpson Primary School | Inspection Report | Education Scotland](#)

**What happens next?**

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. West Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

As a result of the Care Inspectorate's findings and evaluations, further scrutiny intervention will be considered to support improvements in the early learning and childcare setting.

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HM Inspector

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