



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

**CONTEXT & FACTORS**  
PAGE 2

**VISION & VALUES**  
PAGE 3

**SUPPORTING DATA**  
PAGE 4

**ACTIONS & IMPACT**  
PAGE 5-8

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

**PRIORITY:**

*Learning and Teaching will meet the needs of all learners.*

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

**ELC ACTION PLAN**  
PAGE 13

**PEF STATEMENT**  
PAGE 14

**CURRICULUM for EXCELLENCE**  
PAGE 9

**QUALITY INDICATORS**  
PAGE 10

**NATIONAL IMPROVEMENT FRAMEWORK**  
PAGE 11

**BIGGER PICTURE**  
PAGE 12

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

YEAR: **2024-2025**

COURAGE RELATIONSHIPS VALUES RELEVANCE



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

## CONTEXT & FACTORS

**PRIORITY:**  
*Learning and Teaching will meet the needs of all learners.*



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

#### SCHOOL (LEARNERS)

Ogilvie School Campus is a school for children and young people with severe and complex needs. The needs of our pupils are primarily associated with learning disability, significant physical, sensory, health and medical needs and Autism Spectrum Disorder. The school roll is 124 pupils from Primary 1 to S6. The management structure is made up of a Head Teacher, Depute Head and two Principal Teachers. We have strong partnership working with our health professionals colleagues (Nursing Team, Occupational Therapists, Speech and Language, Physiotherapists and CAMHS) and we work jointly with staff, parents and partners to create a whole school community to provide the best possible education and care for our children and young people

STANDARDS AND QUALITY REPORT

#### LOCAL AUTHORITY & CLUSTER

- Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
- 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
- ASN Central Services

#### NATIONAL

- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding
- How Good is Our School? 4th Edition (HGIOS? 4)
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence
- Developing Scotland’s Young Workforce
- Realising the Ambition
- Child Protection
- GTCS standards and professional update (updated August 2021)
- Inclusion Policy

YEAR: **2024-2025**



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

## VISION & VALUES

**PRIORITY:**  
*Learning and Teaching will meet the needs of all learners.*



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

#### SCHOOL VISION

Our vision is to provide high quality education in a nurturing, inclusive environment where everyone is valued and respected. We strive to foster a love of life-long learning through a stimulating curriculum which values communication, independence and skills for learning, life and work

#### SCHOOL VALUES

- Respect*
- Relationships*
- Resilience*

#### CURRICULUM RATIONALE

A relevant, challenging and skills led curriculum is offered where high priority is given to providing enjoyable and challenging learning in a range of relevant and motivating contexts, which develop the skills for the 21<sup>st</sup> century.

Though revisiting and updating our curriculum to meet the needs of all pupils at Ogilvie School Campus we will pride ourselves on providing high quality education. Our curriculum will be relevant, challenging and skills led which will provide opportunities in a range of contexts such as outdoors. Our core values will be at the heart of our curriculum.

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

YEAR: **2024-2025**



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

**SUPPORTING DATA**

**PRIORITY:**  
*Learning and Teaching will meet the needs of all learners.*



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

### DATA ANALYSIS STATEMENT:

*Our current curriculum is not consistent or embedded across the school for all learners.*

*Our sensory approaches are not consistent across the school for all learners*

*Lack of post school transition planning data due to stage- new S6*

### TRIANGULATING SOURCES:

#### PEOPLE'S VIEWS

#### DIRECT OBSERVATION

#### QUANTITATIVE DATA

*Ongoing professional dialogue. Data analysis information.*      *Shared classroom experiences/ observations in a range of contexts.*      *Attainment and wellbeing data.*

*Ongoing professional dialogue, parental consultations, learning minutes and team meetings.*      *Shared classroom experiences/ observations in a range of contexts.*      *Attainment and wellbeing data.*

*Ongoing professional dialogue, parental consultations, learning minutes and team meetings*      *Lack of transition data. Stage of school- no leavers until 2025.*      *School data linked to transition*

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

YEAR: **2024-25**



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

## ACTIONS & INDICATORS

PRIORITY:

*Learning and Teaching will meet the needs of all learners.*



### 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:

Continue to revisit and review.

Continue to revisit and review.

Support post school destinations Data.

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

#### PLANNED ACTIONS:

1 Embed our curriculum framework to include outdoor learning, play and skills development.



2 Develop our sensory curriculum.



3 Develop our transition pathways in the Senior Phase.



4



5



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

#### SUCCESS/IMPACT INDICATOR:

Improved learning and teaching across the whole school which will be evidenced through attainment, engagement and wider achievement data.

Improved learning and teaching across the whole school which will be evidenced through attainment, engagement and wider achievement data.

All school leavers will move on to positive destinations as shown through our post school data.

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

#### RAG:



REVIEW SUCCESS

YEAR: 2024-2025



# SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

A CURRICULUM  
for EXCELLENCE

PRIORITY:

*Learning and Teaching will meet the needs of all learners.*



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

## LEARNERS:

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

## INDIVIDUALS:

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

## CITIZENS:

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

## CONTRIBUTORS:

- 1,2,3 An enterprising attitude
- 1,2,3 Resilience
- 1,2,3 Self-reliance
- 1,2,3 Communication in different ways and in different settings
- 1,2,3 Work in partnership and in teams
- 1,2,3 Take the initiative and lead
- 1,2,3 Apply critical thinking in new contexts
- 1,2,3 Create and develop
- 1,2,3 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: 2024-2025

COURAGE RELATIONSHIPS VALUES RELEVANCE





### QUALITY INDICATORS

#### PRIORITY:

*Learning and Teaching will meet the needs of all learners.*



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

#### 1.3 Leadership of change

1,2,3

Developing a shared vision, values and aims relevant to the school and its community

1,2,3

Strategic planning for continuous improvement

1,2,3

Implementing improvement and change

#### 2.2 Curriculum

1,2,3

Rationale and design

1,2,3

Development of the curriculum

1,2,3

Learning pathways

1,2,3

Skills for learning, life and work

#### 2.3 Learning, teaching and assessment

1,2,3

Learning and engagement

1,2,3

Quality of teaching

1,2,3

Effective use of assessment

1,2,3

Planning, tracking and monitoring

#### 3.1 Ensuring wellbeing, equality and inclusion

1,2,3

Wellbeing

1,2,3

Fulfilment of statutory duties

1,2,3

Inclusion and equality

#### 3.2 Raising attainment and achievement

1,2

Attainment in literacy and numeracy

1,2

Attainment over time

1,2,3

Overall quality of learners' achievement

1,2,3

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.5, 2.6, 2.71



SCHOOL SELF EVALUATION SUMMARY

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



# SCHOOL IMPROVEMENT PRIORITY



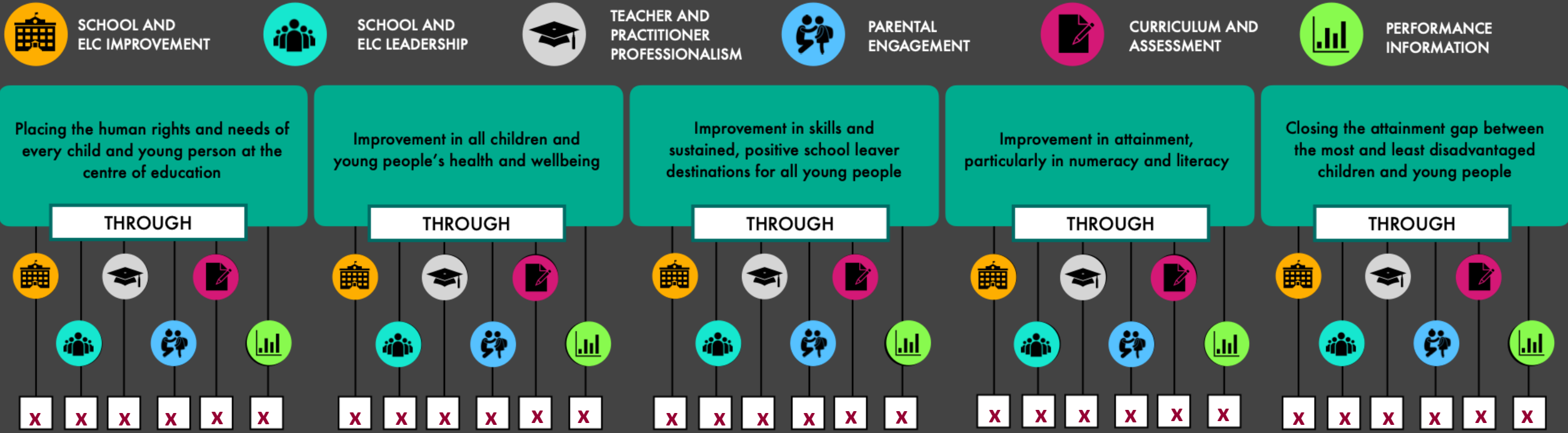
Ogilvie School Campus

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:  
*Learning and Teaching will meet the needs of all learners.*



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



(SELECT  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: 2024-2025





### BIGGER PICTURE

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



#### YEAR2

*Further increase pupil voice through our curriculum offer and post school transition planning.*

#### YEAR3

*Improve partnership working for opportunities in wider achievements.*

#### YEAR4

*Sharing best practice across the local authority.*

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: **2024-2025**



## 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 [!\[\]\(3211b5d1d968fc1665909b34f9f16010\_img.jpg\)](#)  to view our PEF Summary and find out more about our use of funding.