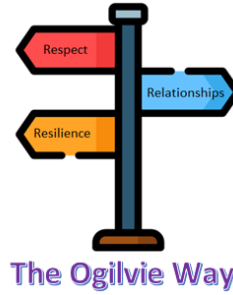


# Ogilvie School Campus



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Ogilvie School Campus  
Ogilvie Way  
Knightsridge  
Livingston  
EH54 8HL



## **About our School**

Ogilvie School Campus is a non- denominational 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 109 pupils from Primary 1 to S5 with classes of up to 8 children.

The management structure is made up of a Head Teacher, Depute Head and one Principal Teacher. We have strong partnership working with our health professional 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.

Relationships with families remain a key priority. Increased interaction with all families by phone and through Learning Journals allows for open, honest and positive relationships with teachers and the management team. This has been highly valued by families and practitioners alike. The school has a Parent Council and effective links with a growing range of partners.

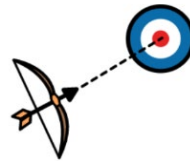
Facilities at Ogilvie School Campus include specialist classrooms, interactive sensory rooms, quiet rooms, creation station, soft play, music room, art room, two gym halls, rebound therapy, medical suite and our outdoor area has been significantly developed ensuring access to quality outdoor learning and play experiences for all pupils.

## Who we are and what is important to us:

Our Values	Our Vision	Our Aims
<div data-bbox="331 331 616 667" data-label="Image"> <p>The Ogilvie Way</p> </div> <div data-bbox="161 710 293 742" data-label="Section-Header"> <h3>Respect</h3> </div> <div data-bbox="161 746 555 890" data-label="Text"> <p>Showing mutual respect for the feelings, wishes and rights of all members of our school community.</p> </div> <div data-bbox="616 766 750 901" data-label="Image"> </div> <div data-bbox="161 930 376 962" data-label="Section-Header"> <h3>Relationships</h3> </div> <div data-bbox="161 967 582 1075" data-label="Text"> <p>Building caring, nurturing and positive relationships across our whole school community.</p> </div> <div data-bbox="616 970 757 1090" data-label="Image"> </div> <div data-bbox="161 1115 327 1147" data-label="Section-Header"> <h3>Resilience</h3> </div> <div data-bbox="161 1152 591 1260" data-label="Text"> <p>Developing our skills, which enable us to work through our challenges.</p> </div> <div data-bbox="631 1145 734 1273" data-label="Image"> </div>	<p>Our vision is to provide high quality education in a nurturing, inclusive environment where everyone is valued and respected.</p> <p>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.</p>	<p>In line with the values, purpose and principles of Curriculum for Excellence, we aspire to provide all learners with access to the highest quality learning and teaching to maximise their successes and encourage and celebrate their achievements in the broadest sense.</p> <p>To build a nurturing, inclusive environment (built on respect and relationships) where every unique success is celebrated.</p> <p>To deliver a relevant and stimulating curriculum through which all pupils can reach their full potential.</p> <p>To develop skills in resilience, independence and communication to prepare for learning, life and work by providing opportunities which nurture resilience and encourage independence and greater awareness of self and others.</p>

Learners:

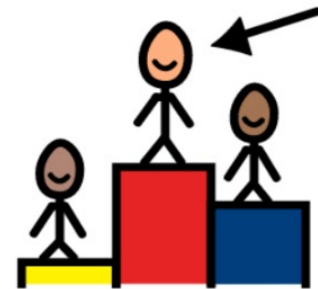
Aim of my school



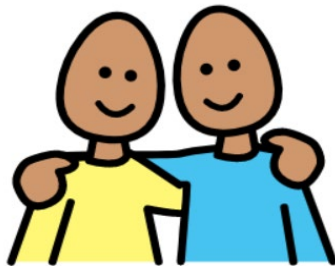
Grow and develop my skills



Support me



Be my best!



Ensure I am safe



Support my independence

## **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 have made with these priorities in session 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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. To raise attainment, especially in literacy and numeracy.</p> <p>To revisit our school curriculum design which will include outdoor learning, play and skills to close the experience gap and raise attainment for all.</p> <p>The school has a clear play policy which communicates our approach to learning through play to all members of the school community.</p> <p>Engage with partners to develop outdoor learning programmes.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Consultation and collective agreement on our curriculum rationale, purpose and curriculum framework to allow for a consistent approach to learning and teaching.</li> <li>• New curriculum framework which includes pathways from P1-S6. Curriculum refresh including vision, values and aims shared across the school learning community.</li> <li>• Introduced new IEP's which include Literacy, Numeracy, Health and Wellbeing and Skills for Learning, Life and Work targets for every pupil. This is shared with families and wider professionals and is assessed termly using adapted continuum of engagement and is tracked.</li> <li>• Introduced new tracking system focussed on literacy and numeracy using a range of assessments and evidence of progression. This ensures literacy and numeracy are tracked and monitored across the school to inform learning and teaching, evidence progression and identify gaps in pupil's learning.</li> <li>• New BGE topic planning system in place to ensure breadth and depth across all curricular areas.</li> <li>• Learning Through Play Policy developed and shared with school community.</li> <li>• What Outdoor Learning Looks Like at Ogilvie developed and shared with school community.</li> <li>• Increased partnerships regarding outdoor learning developed to increase experiences for pupils.</li> <li>• Outdoor resources developed in secondary playground and gardening spaces for whole school to increase learning environment.</li> <li>• Wider achievement around outdoor learning including RSPB Wild Challenge Awards and JASS Award.</li> <li>• Collaboration with Speech and Language professionals to implement communication strategies for targeted pupils.</li> <li>• Monthly family café organised and delivered by Senior Phase pupils aimed at supporting and providing training to families around inclusive communication strategies. Focus on IEP targets and Skills for Learning, Life and Work. Accreditation through SQA and the Saltire Award, raising attainment and achievement.</li> <li>• Family Signalong sessions delivered by school to support inclusive communication strategies.</li> <li>• Signalong training sessions for 20 staff to further support inclusive communication across the school.</li> <li>• Emotion Works training and creation of resource bank. Emotion Works sessions for targeted pupils to support emotional literacy and engagement in learning across the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular training and professional dialogue at CAT sessions to quality assure staff confidence in tracking and monitoring, planning and reporting. SLT available for on-going support.</li> <li>• Regular staff meetings to facilitate for effective information sharing and staff professional dialogue.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Curriculum pathways are in place to ensure coverage and progression.</li> <li>• Through our literacy and numeracy rationale, education staff have a clearer understanding and focus. This has improved the quality of the IEPs for pupils in literacy and numeracy.</li> <li>• IEP targets are closely monitored by SLT and professional learning on the setting of SMART targets was organised for education staff which has also resulted in raising attainment.</li> <li>• Most teachers have a shared understanding of assessment methods appropriate to pupil developmental levels.</li> <li>• Data from termly assessments are used to inform next steps for each individual learner to ensure appropriate challenge and pace. Rigorous monitoring from SLT and quality feedback given.</li> <li>• All learners are making progress in literacy and numeracy using benchmarks and milestones.</li> <li>• Increased accreditation and Wider Achievement across the whole school.</li> <li>• Pupil’s achievements with in and out with school are recognised and celebrated – on-line Learning Journals, weekly assemblies, family events and social media.</li> <li>• Observations and planning show an improvement in the use of outdoor spaces to enhance learning opportunities.</li> <li>• Staff guidance on the importance of learning through play will support consistent practice across the whole school.</li> <li>• Feedback shows that all parents/carers (who participated) know what their child is learning at school and almost all feel that Ogilvie is ensuring that their child is making progress.</li> <li>• Almost all parents/carers who participated in feedback feel that staff know their child as individuals and support them well.</li> <li>• Almost all parents/carers who participated in feedback feel that they receive regular communication about the progress their child is making.</li> </ul>
2. To close the attainment gap	We have made good progress. What did we do:

between the most and least disadvantaged children and young people.

Cost of the school day - maximise learning opportunities for all pupils through more effective use of outdoor spaces and the local community.

Improve literacy, numeracy and skills development through our bespoke curriculum which includes outdoor learning and play opportunities.

To continue to support targeted children through a range of interventions.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

The school was awarded £115,000 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.

Three priorities were planned and Ogilvie School Campus has made good progress. PEF was used effectively to target interventions to maximise learning and opportunities for all.

Interventions this year have focused on increasing engagement, addressing gaps in emotional literacy and supporting Skills for Learning, Life and Work. Examples include targeted Emotions Works interventions, increased wider achievement experiences for all and additional roles and responsibilities across the school to support targeted approaches and increase pupil voice.

The school community works extremely hard to minimise any barriers to participation and learning, ensuring that pupils are supported to fulfil their potential and have opportunities to participate in activities within school and their local community.

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

- The cost of the school day is zero. All pupils have access to free school meals, transport, excursions and wider achievement opportunities (6-week swimming block, P7 camp, theatre experience, music workshops, Therapy Ponies and community activities). This ensures there is no financial impact to families or pupil's learning opportunities.
- Increased accreditation and Wider Achievement across the whole school.
- Observations and planning show an improvement in the use of outdoor spaces to enhance learning opportunities.
- Staff guidance on the importance of learning through play will support consistent practice across the whole school.
- Emotion Works intervention for targeted pupils which has helped to improve self-regulation and increase understanding of their emotions to increase engagement and learning across the curriculum. Additional staff training will see Emotion Works approach across all classes next session.
- All learners are making progress in literacy and numeracy using benchmarks and milestones.
- Professional dialogue indicates that children are happy and increased engagement through reducing the experiential gap – increase in playground resources and increased wider achievement experiences across the school.
- Staff know the strengths and needs of our children and their families very well. This knowledge is essential in understanding the vision of the school, leading to positive outcomes for pupils.



- We ensure inclusion and equality leads to improved outcomes for all pupils. We work hard to ensure all pupils are included, engaged and involved in the life of the school.

<p>3. To improve children and young people's health &amp; wellbeing.</p> <p>We have planned opportunities across the whole school for wider achievements which are tracked and celebrated.</p> <p>Embed key strategies for behaviour management and understanding of CPI principles to allow staff to understand de-escalation techniques for implementation.</p> <p>Working towards embedding Emotion Works strategies across all classes.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• The needs of each pupil are met through individualised planning (IEP's) and targeted interventions.</li> <li>• All children and young people are supported and encouraged to participate in a wide range of activities which aim to engage and prepare them for life-long learning.</li> <li>• Wider achievement at Ogilvie statement created in collaboration with staff and shared with parents/carers.</li> <li>• Wider achievement pathways from P1-S6 created to inform planning and opportunities for all.</li> <li>• All pupils have opportunities to take part in a range of wider achievement experiences, including swimming, music, theatre, P7 camp, volunteering, sports and community activities.</li> <li>• Wider Achievement and experiences tracker in place for all pupils to capture success.</li> <li>• Introduced more opportunities for wider achievement accreditation through RSPB Wild Challenge, JASS, Saltire, John Muir and Blue Peter Badges.</li> <li>• Achievements are celebrated through weekly school assemblies, social media, family events and on-line Learning Journals/family contact.</li> <li>• All staff participated in CPI refresher throughout the year to support de-escalation strategies and the use of safe interventions.</li> <li>• Increased number of CPI trainers within the school to support practise across the school.</li> <li>• Trauma informed training for all staff completed.</li> <li>• Emotion Works to be embedded throughout the school and continue with targeted approaches for identified pupils from primary and secondary.</li> <li>• Weekly team meetings to discuss pupil's needs and safeguarding.</li> <li>• Weekly SLT meetings which include discussions around learning and teaching and safeguarding.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Increased wider achievement experiences for all pupils as captured in wider achievement trackers.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Increased wider achievement accreditation.</li> <li>• Pupil's achievements within and out with school are recognised and celebrated. Increased sharing of wider achievements and successes from parents/carers out with school.</li> <li>• Improved staff confidence in using de-escalation strategies within CPI. New staff correctly trained.</li> <li>• Whole staff consistency shown in behaviour management strategies used. Strategies shared effectively throughout class teams and across the school.</li> <li>• Staff engaged with trauma informed training and can use this within their practice.</li> <li>• Learner progress is tracked within Emotion Works and learners are showing an increased engagement within this.</li> <li>• As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</li> <li>• Relationships across the school community have improved and are generally supportive, founded on a climate of mutual respect within a sense of community, shared values and high expectations (evidence collated from staff HWB questionnaire). All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs and rights.</li> <li>• Almost all parents/carers who participated in feedback feel that Ogilvie School Campus is helping to reduce the cost of the school day.</li> <li>• All parents/carers who participated in feedback feel that their child is safe and treated fairly at school.</li> <li>• All parents/carers who participated feel that the school is approachable and welcoming when they have a question or a problem.</li> <li>• Very positive feedback from parents, staff and partners, acknowledges that children are included, engaged and involved in the life of the school where appropriate.</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>All pupils will have a skills tracker</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• New curriculum framework developed to include pathways from P1-S6. Senior Phase pathways created to ensure opportunities for understanding and developing Skills for Learning, Life and Work.</li> <li>• Curriculum refresh including vision, values and aims shared across the school learning community.</li> </ul>

<p>supporting Skills for Learning, Life and Work.</p> <p>All pupils will benefit from wider achievement opportunities.</p> <p>Our curriculum framework will include Senior Phase pathways.</p> <p>NIF Driver (s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum within the Senior Phase provides a breadth of experiences which helps to prepare pupils for a positive post-school destination.</li> <li>• Elective programme within Senior Phase introduced, taking into account pupil voice regarding options. All electives are accredited.</li> <li>• Introduced new IEP's which include Literacy, Numeracy, Health and Wellbeing and Skills for Learning, Life and Work targets for every pupil. This is shared with families and wider professionals and is assessed termly using adapted continuum of engagement and is tracked.</li> <li>• Developed wider achievement and awards pathways from P1 – S6. Increased wider achievement opportunities across Senior Phase.</li> <li>• All pupils have a wider achievement tracker to monitor and capture success.</li> <li>• Introduced new tracking system focussed on literacy and numeracy using a range of assessments and evidence of progression. This ensures literacy and numeracy are tracked and monitored across Senior Phase to inform transition planning.</li> <li>• Work experience opportunities within school which are accredited through SQA, raising attainment and achievement.</li> <li>• Monthly family café organised and delivered by Senior Phase pupils aimed at supporting and providing training to families around inclusive communication strategies. This work experience initiative has led to accreditation through SQA and the Saltire Award, raising attainment and achievement.</li> <li>• All Senior Phase pupils attended a 6-week swimming block at Inveralmond Community High School – certified through Active Schools.</li> <li>• Senior Phase pupils attended St Andrew's first aid workshop as part of Skills for Learning, Life and Work.</li> <li>• All S5 pupils attended Introduction to College course at West Lothian College to aid transition planning and post-school options.</li> <li>• Ongoing S5 post-school transition meetings in process to aid post-school planning and to inform curriculum design. Transition information packs shared with parents/carers and attendance at positive destinations event.</li> <li>• More collaborative working across ASN cluster to increase knowledge around post-school transition.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Individualised planning in Senior Phase takes account of active support, personalisation and choice and a skills led curriculum.</li> <li>• Curriculum pathways are in place to ensure breadth, personalisation and progression.</li> <li>• Partnership working and a skills led curriculum allows us to tailor learning to pupil's interests and needs.</li> </ul>
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	<ul style="list-style-type: none"><li>• All pupils have a Skills for Learning, Life and Work tracker to support planning and post-school positive destinations.</li><li>• There are an increased number of quality partners working with the school to support appropriate work experience opportunities.</li><li>• Raised attainment and achievement through SQA and wider achievement awards and experiences which are tracked.</li><li>• Parents/carers have increased knowledge and understanding around post-school planning and opportunities and feel supported by the school.</li></ul>
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Attendance at Ogilvie School Campus is very good for the majority of pupils, however, this can fluctuate due to the severe and complex needs of our pupils. During any absence we communicate with parents and carers to ensure we are supporting where possible. We have a zero exclusion rate.

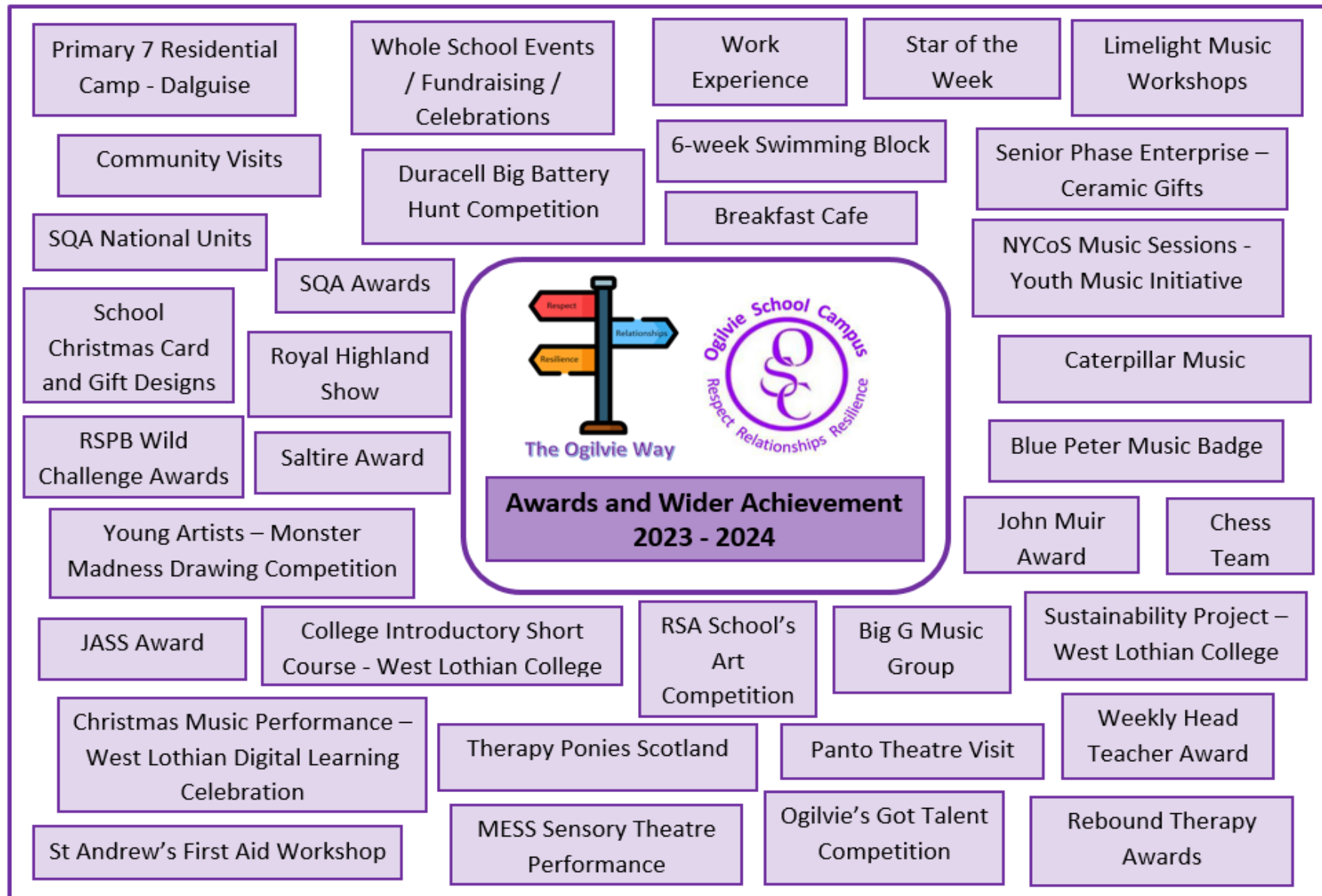
Ogilvie School Campus has an open door policy whereby we have excellent relationships with parents and carers. Communication is open and transparent and feedback shows that

all parents/carers feel valued and supported by the school in relation to communication. Parental engagement is primarily seen through CPM's, daily Learning Journals, phone calls and emails. Parents/carers are also invited to give feedback through our parent questionnaires which have been very positive and this helps us plan our school priorities. Parent/carers are keen to be involved in the life of the school and this was evidenced through parental attendance/volunteering at our P1 transition event, parent's information evening, Christmas Fayre, pantomime trip, Sports Day, monthly Senior Phase café, summer trips and our family Signalong training sessions.

From our parent questionnaires, almost all parents/carers who participated feel overall satisfaction with the school.

School performance and individual successes are celebrated through our weekly assemblies and school events where parents/carers are invited to join us.

## Wider Achievement Opportunities at Ogilvie School Campus



### Our Wider Achievements this year:

<b>Award / Experience</b>	<b>Age Group</b>	<b>Number of Pupils</b>
Big Battery Hunt Competition	S1 – S2	8
Big G Music Group	P6 – S2	10
Blue Peter Music Badge	S1/2	9
Caterpillar Music Block	P1 – S5	Most
Dalguise Overnight P7 Camp – JASS Award	P7	9
JASS Award	P3 – S3 Range of Levels	Most
John Muir Award – Discovery Level	S1 / S2	8
Limelight Music Block	P5 – S3	24
MESS Performance – Theatre for Young People with Complex Additional Support Needs	P1 – P7	24
NYCOS Music Workshop	P6 – P7	6
Ogilvie’s Got Talent Competition	P7 – S5	20
Pantomime Trip – Regal Theatre, Bathgate	P1 – S5	All
Rebound Therapy Awards – Grade 1 and 2	S1/S2	7
RSA Schools Art Award	S3	Second Prize
RSPB Wild Challenge Award - Bronze	P1 – P2	16
Saltire Award	S4 – S5	23
St Andrew’s First Aid Workshop	S1 – S5	25
Sustainability Project at West Lothian College	P5 – S3	17
Swimming 6 Week Block – Active Schools	P1 – S5	All
West Lothian College – Introduction to College 8 week Programme	S5	12 (All)
Young Artists – Monster Madness Drawing Competition - winners	S1 / S2	6

## How Good is Our School?

The Quality Indicators\* evidence that:

1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

\* (Quality Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015)