



Ogilvie School Campus IMPROVEMENT PLAN

2019 / 2020

Factors Influencing the Improvement Plan

School Factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Cluster Improvement Plan
- Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
- Flexible early learning and childcare implementation

Local Authority Factors

- *Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*
- Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#)) Raising Attainment Strategy 2018/19 – 2022/23
- *Transforming Your Council*
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Maths Action Plan 2018 – 2023
- Literacy Action Plan 2018 – 2023

National Factors

- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding
- How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence
- Developing Scotland's Young Workforce
- Building the Ambition
- Child Protection Issues / Guidance
- GTCS standards and professional update



Our Vision, our values and our aims

Vision Statement

We provide the highest quality education for all our children in partnership with parents, carers and Allied Health Professionals, meeting individual, educational, personal and social needs. We provide opportunities and support for our children to be successful learners, confident individuals, responsible citizens and to make an effective contribution to society in their present and future lives.

School Aims

In Ogilvie, we aim to create a nurturing environment that is built around trust and respect and supports all children to flourish, the wider school community working together to celebrate every unique success. We address all the specific physical, medical, sensory, social and educational needs of our children by their individualised education and health care plans.

Learning and Teaching

Quality learning and teaching is evidenced through careful planning and the use of a robust tracking and monitoring system's taking into account children's progression based on levels of involvement. This ensures we provide a stimulating, accessible and customised curriculum based on values and principles of the Curriculum for Excellence and incorporating local and national initiatives, e.g. moving forward in learning, West Lothian's Early Years Framework.

We are preparing our children for life by identifying and developing their communication and independence skills and provide opportunities to experience the world of work and people who help us.

Vision and Leadership

We work together with high expectations to provide our young people with high quality learning experiences within a caring and supportive environment.

Partnership

Our team work in partnership with our allied health professionals and parents to consult and identify Individual Education Programmes with specific targets that are regularly reviewed and monitored. All staff work closely and creatively with parents/carers in a supportive and collaborative way to ensure a positive relationship between home and school.

People

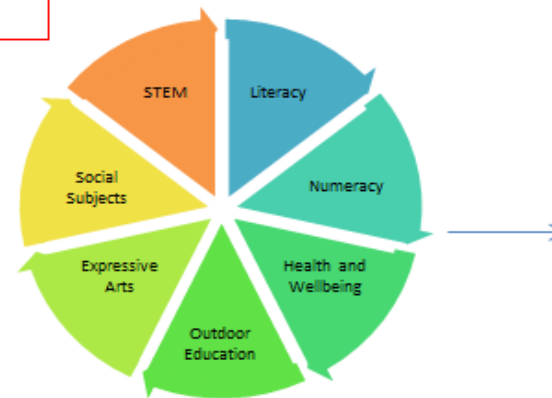
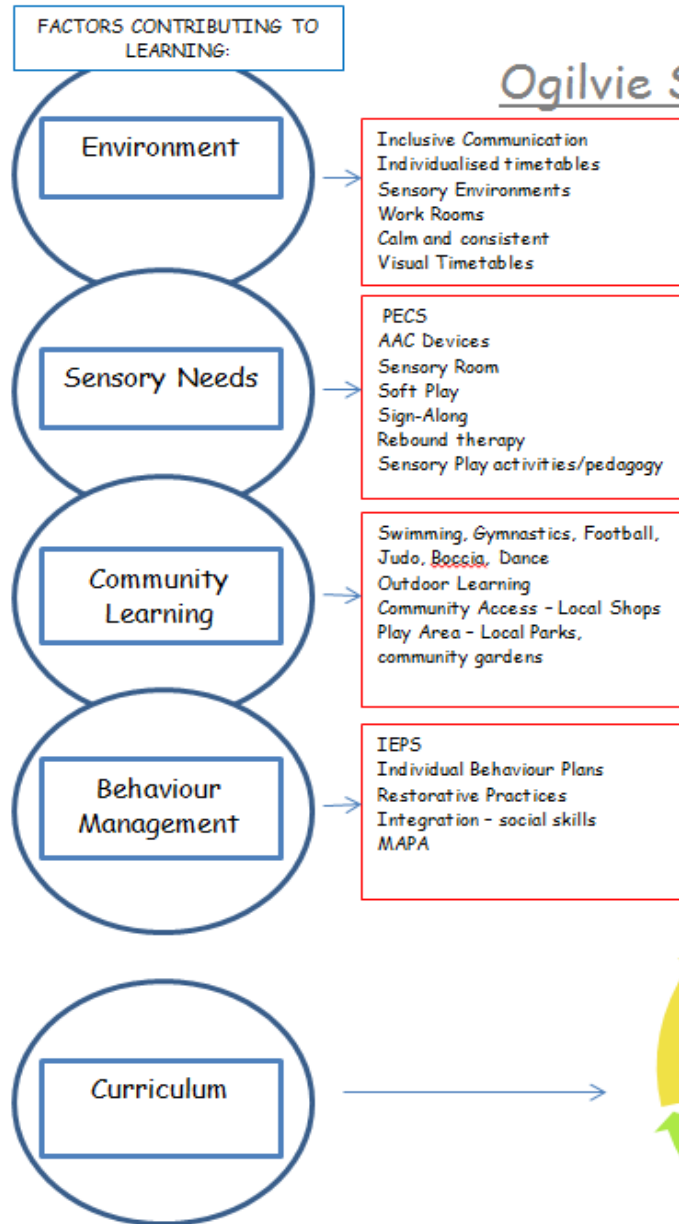
In Ogilvie, we are passionate about all staff engaging in continuous professional development activities. We have a standardised programme for all new staff that join the school to undertake. This allows each person to have base line training to support learning and teaching standards to be maintained. We have also developed a culture of ongoing self-evaluation to ensure all staff, parents and partners feel a shared ownership for the success of the school.

Culture and Ethos

We believe it is crucial to maintain an ethos and climate where everyone is treated with respect and where every child is enabled to reach their full potential, ensuring a culture of celebrating each child's unique success.



Ogilvie School Campus BGE Curriculum Map



- Individual Planning
- Interdisciplinary Learning
- Learner Pathways
- Tracking - Levels of Involvement
- Skills Tracking
- LIT/NUM/HWB Targets
- Topic Planners

- NURTURED:** We provide a nurturing environment working together with families, pupils and partner agencies to allow our pupils to feel safe in school.
- ACHIEVING:** We support and guide our pupils in their learning. We have high expectations for our pupils to achieve their individual potential through Skills development.
- HEALTHY:** We provide our pupils with opportunities to develop their knowledge and understanding of making healthy choices and living a healthy lifestyle.
- ACTIVE:** We provide a range of opportunities for pupils to be active at school daily.
- INCLUSION:** We allow our pupils to feel part of the whole school community in a variety of ways. We celebrate diversity and encourage pupils to be individuals.
- RESPECTED:** We strive to ensure our pupils feel listened to and pupil voice is taken in to consideration in whole school decision making.
- SAFE:** We ensure that we teach our pupils strategies to remain safe in challenging situations and in the community. Sex Education is delivered at appropriate age and stage.
- RESPONSIBLE:** We provide our pupils with regular opportunities to take responsibility for their own learning including self reporting and communication with others.

Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

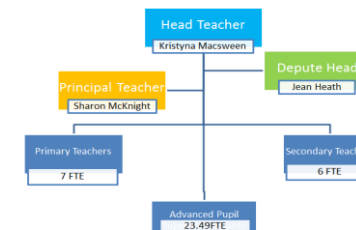
a) Background

Ogilvie School Campus is a school for children with severe and complex needs. These include complex difficulties, sensory impairments, physical disabilities and Autism Spectrum Disorder. The school roll has increased to 80 primary children from Primary 1 to Primary 7. There have been significant changes to the management structure from 2015. Various acting Head Teacher's and Principal Teachers had been in post. In February 2019 a permanent Head Teacher was appointed and subsequently a permanent Depute Head and Principal Teacher appointed. The Principal teacher up took post in May 2019 and the Depute Head will uptake the post in January 2020.

With the increase in children attending the school, there are currently 10 primary classes.

- 7 full time permanent class teachers, 2 part-time teachers, 1 full-time teacher on a fixed term contract and 2 specialist teachers delivering Music and PE.
- We have 3 part-time administrative staff and 3 Janitorial staff, (shared across locality with Knightsridge Primary and Early Years Centre)

Moving forward into 2019-20 the teaching compliment displayed in the diagram will be in place.



The Parent Council elected new office bearers in May 2017 and are in the process of reviewing their Constitution and trying to promote further parental engagement from our school community. However, the geographical spread of our pupils provides an additional challenge to allow effective and sustained engagement.

We have strong partnership working with a team of health professionals who regularly meet with staff, children and parents. This team consist of a school nurse, community paediatrician, speech and language therapists, physiotherapist, occupational therapists and children and mental health team. All stakeholders work together under a service level agreement to create the best outcomes for our pupils and their families. The school is currently undergoing Phase 1 of 3 in its refurbishment works. This will allow the school to extend and the first S1 pupils will be at Ogilvie in August 2019. Appropriate recruitment has begun to enable an increase in subject specialisms for our new Secondary pupils and our Primary 7 classes as part of enhanced transition.

b) Data

Data drawn Cfe levels has shown a considerable increase in attainment across the board. Staff confidence in understanding achievement of a level has helped to support clear understanding of progression pathways with the school. We hope to move pupils further forward in their attainment journey in 2019-20.

2018-19					2017-18				
	Reading	Writing	Listening & Talking	Numeracy		Reading	Writing	Listening & Talking	Numeracy
Not Achieved					Not Achieved	40.85	28.17	29.58	32.39
Early	0%	0%	0%	0%	Early	7.04	8.45	7.04	12.68
First	44%	44%	44%	39%	First	1.41	0	2.28	1.14
Second	8%	8%	8%	13%	Second	0	0	0	0
Third	0%	0%	0%	0%	Third	0	0	0	0
Fourth	0%	0%	0%	0%	Fourth	49.3	0	0	0
Following Own Individual Milestones					Following Own Individual Milestones	98.59	61.97	57.75	53.52
Total	100%	100%	100%	100%	Total	100%	100%	100%	100%

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

All children in Ogilvie have a learning disability and are on Level 4 of the Continuum of Support. Our children are working towards their own personal milestones. In addition to their learning disability, our children have a range of other disabilities including Autism, Downs Syndrome, Cerebral Palsy, Fragile X and associated global communication delay. Understanding of

pupil's individual needs is a challenge for staff. This is due to the complex nature of needs which have an impact on accessing curriculum. Strong differentiation techniques are required and continuous research on medical requirements must be undertaken. The majority of pupils have undertaken ABAS testing which has given clear indication that our pupils are functioning well below national average for age and stage.

d) Summary/overview of proposal & non-negotiable outcomes

Ogilvie will increase attainment further and allow there to be clear progression pathways for our young people in both literacy and numeracy. We will introduce a PSE programme to allow pupils to receive an ongoing and structured delivery of HWB outcomes and Sex Education. The secondary will be introduced at Ogilvie in August and we will develop all subject areas in line with national guidance to prepare our students for SQA exams in S3. The school ethos will encompass a total communication strategy plan and allow us to be more inclusive and prepared for all our learners needs.

Ogilvie School Campus - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all, particularly in literacy and numeracy: <ul style="list-style-type: none"> • Three year cyclical plan for monitoring HGIOS/HGIOELC quality indicators in place. • Improved staff confidence in assessing and making accurate judgements using benchmarks to evaluate learners' progress. • Development of Learner Pathways for Learners working at Pre-Early level. • Our curriculum rationale ensures all pupils experience high quality learning and teaching across a range of contexts, as evidenced in robust tracking and monitoring procedures. • Develop consistency across the school to promote literacy and Numeracy through the use of colourful consonants, PECS, signalong and SEAL Maths. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Develop a full in depth understanding of Literacy and Numeracy Benchmarking. • Staff will create learner pathways for pupils working at pre-early (milestone) levels. • Consistent training for staff in Sign-A-Long • SEAL Training to be provided to all primary staff and Maths Secondary teacher • Quality Assurance procedures to be embedded in classroom practice for teaching staff. • Benchmarking in subject areas for secondary staff Science, Home Economics, Physical Education, Music and Art. • IDL projects to allow more application of knowledge opportunities to be given to pupils. 7 year cycle planner to be created for primary, secondary cross curricular calendar of events to be planned and implemented. • New planning and tracking documents for Literacy and Numeracy 	Working Groups SALT All Staff KM/JH/SM KMe/JS/MR/GL/AS SM KM/ All Staff	Consult and agreed 3 year plan. Professional dialogue meetings. Working party action plan and agreed timescales. Attainment meetings. Quality assurance programme. Consultation and feedback from all stakeholders in regard to developing and reviewing curriculum rationale. Learner Walks data collation
Closing the attainment gap between the most and least advantaged children: <ul style="list-style-type: none"> • All children have relevant assessments to inform professionals of appropriate targeted support to raise attainment and meet individual needs. • Develop ASN Network for professionals to link and moderate work across the ASN Sector. • Develop greater understanding of barriers to learning and developing curriculum and differentiating techniques to allow for increased attainment. • Increase Pupil Voice to develop project based learning activities. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Develop strong ASN Network for staff through ASN Conference to allow staff to increase knowledge and understanding of additional support needs and allow quality assurance of assessment and tracking to be more meaningful. • Increase in teaching staffing in the school to allow pupils to work in smaller groupings and be provided with more 1:1 input from teaching staff. • Focus on Total communication in the school through consistent use of PSW to apply symbolisation cross the school. Aim to achieve Silver Award for Inclusive Communication Schools. Working alongside SALT professionals to create consistent communication passports for all pupils. • OT interventions to allow sensory profiles to be created for all pupils. Support for parent to implement 	All Staff KM All Staff Working Group OT KM/JH/SM	Feedback at ASN Conference Pupil Engagement Audit Total Communication Award achieved Feedback from parent workshops Professional Dialogue Meeting minutes Partner Agency Feedback

		<ul style="list-style-type: none"> • Increase appropriate resources for Literacy, Numeracy and HWB in the school. • Allow pupil voice to be increased in taking forward participatory budget project to be implemented alongside parent council and local community. • Increase in pupil independence skills for life during school residential project working alongside parent council. 	SM SM/JH SM/SB/KS	
Improvement in all children and young people's wellbeing: <ul style="list-style-type: none"> • Robust tracking and monitoring of HWB targets and skills to help engage dialogue across class teams to meet learner's needs. • To improve the health and wellbeing of children through increased support and a nurturing approach across the school and home. • Key strategies for behaviour management and understanding of MAPA principles to allow staff to understand De-escalation techniques for implementation. • Cluster Improvement Plan: VSE for 3.1 to establish key areas for development. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Introduction of Lego therapy • Embed Rebound therapy into school timetable. • PSE programme to be introduced including Sex Education. • Inclusive Communication Award • Residential Trips • Further training for staff in ACEs, and Behaviour Management of pupils with Learning Disabilities. MAPA – de-escalation techniques delivered to all staff • Profiling of pupils using placemats for easy access information. • New planning and tracking documents for HWB. • Development of tracking system for Skills based learning showing clear impact on pupils learning. • Introduction of dissection meetings to allow open honest and transparent feedback on challenges and removal of barriers. 	AN/LMu JH/KMe JH SM/KS/SB KM/AN/SM All Staff KM KM KM	<p>Teacher to teacher professional sharing of learning</p> <p>Dissection Meeting Feedback</p> <p>Planning and tracking moderation paperwork</p> <p>Parental Feedback – PSE Programme</p> <p>MAPA Feedback</p>
Improvement in employability skills and sustained, positive school leaver destinations for all young people: <ul style="list-style-type: none"> • Review curriculum rationale to ensure opportunities for understanding and demonstrating skills for learning, life and work. • Embed Skills based learning in planning documents. Develop tracking and monitoring systems to track skills which have been planned • Develop strong partnerships with partner agencies and develop a service level agreement for 14+ forum. 	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> • Introduction of skills based curriculum • Introduction of Secondary phase of Ogilvie School • Intervention trackers to be placed to ensure data can coincide with pupils pace and challenge assessments in classroom practice. • Transition Passports to allow pupils to transition effectively across the school and beyond school. • ASN conference to launch Ogilvie's 14+ forum to bring partner agencies together to provide the best support for families and pupils. 	JH KM KM/JH All Staff KM/JH/SM	

