



SCHOOL IMPROVEMENT PRIORITY



Ogilvie School Campus

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

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences. .

(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 YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2025-2026

COURAGE RELATIONSHIPS VALUES RELEVANCE



CONTEXT & FACTORS

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences.



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



VISION & VALUES

PRIORITY:

To meet learner needs through effective support in learning and teaching to ensure positive transitions.



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

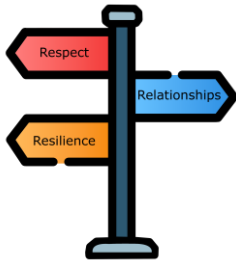


Resilience



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 21st century.



The Ogilvie Way

Though revisiting and updating our curriculum to meet the needs of all pupils at Ogilvie School Campus, we 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 and the local community. 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.



SUPPORTING
DATA

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences.



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

DATA ANALYSIS STATEMENT:

Our current curriculum is not fully 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- first S6 cohort in 2024-2025.

LA policy updates in line with legislation.

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- first S6 leavers in 2025.

School data linked to
transition

Staff, parents, local authority.

Local authority policy updates.

Local authority.

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



ACTIONS & INDICATORS

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences.



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:

Continue to revisit and review.

Continue to revisit and review.

Evaluation to measure impact and plan next steps.

Support post school destinations data.

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

PLANNED ACTIONS:

- | | | | |
|---|--|--|-------------------------------------|
| 1 | To review, develop and embed our policies across our whole learning community. | | All staff
Oct 2025 |
| 2 | Continue to develop our sensory curriculum to effectively meet the needs of all learners. | | All staff
Oct 2025 |
| 3 | Develop digital technology across the school to support all learner's needs. | | All staff
Oct 2025 |
| 4 | Continue to develop our Senior Phase transition pathways to include a transition timeline and information sessions for parents/carers. | | Senior Phase staff, ELT
Oct 2025 |
| 5 | | | |

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

SUCCESS/IMPACT INDICATOR:

Deeper understanding of school policies and embedded practice. RRS and Pupil Voice.

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. Increased parental engagement.

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

RAG:

REVIEW SUCCESS

A CURRICULUM for EXCELLENCE

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences. .



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

LEARNERS:

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

INDIVIDUALS:

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

CITIZENS:

2,4	Respect for others
4	Commitment to participate responsibly in political, economic, social and cultural life
2,4	Develop knowledge and understanding of the world and Scotland's place in it
2,4	Understand different beliefs and cultures
2,3,4	Make informed choices and decisions
3,4	Evaluate environmental, scientific and technological issues
4	Develop informed, ethical views of complex issues
2,3,4	Make reasoned evaluations

CONTRIBUTORS:

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



QUALITY INDICATORS

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences.



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

1.3 Leadership of change

1,2,3,4

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

1,2,3,4

Strategic planning for continuous improvement

1,2,3,4

Implementing improvement and change

2.2 Curriculum

1,2,3,4

Rationale and design

1,2,3,4

Development of the curriculum

1,2,3,4

Learning pathways

1,2,3,4

Skills for learning, life and work

2.3 Learning, teaching and assessment

1,2,3,4

Learning and engagement

1,2,3,4

Quality of teaching

1,2,3,4

Effective use of assessment

1,2,3,4

Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

1,2,4

Wellbeing

1,2,3,4

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

1,2,3,4

Attainment over time

1,2,3,4

Overall quality of learners' achievement

1,2,3,4

Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.5, 2.6, 2.7



SCHOOL SELF EVALUATION SUMMARY

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

NATIONAL IMPROVEMENT FRAMEWORK

PRIORITY:

To meet learner needs through effective support in high quality learning and teaching and sensory experiences.



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



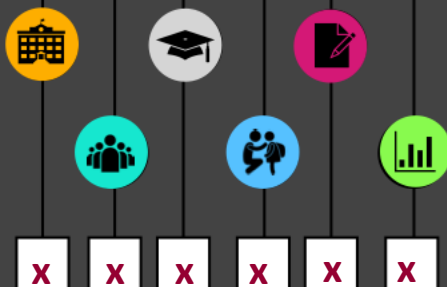
CURRICULUM AND
ASSESSMENT



PERFORMANCE
INFORMATION

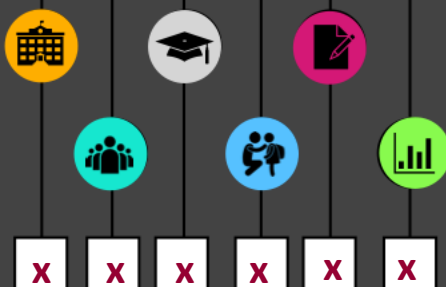
Placing the human rights and needs of every child and young person at the centre of education

THROUGH



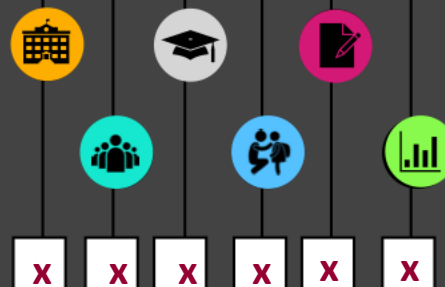
Improvement in all children and young people's health and wellbeing

THROUGH



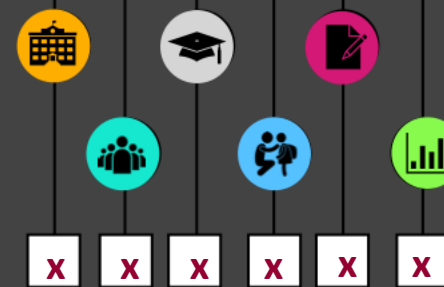
Improvement in skills and sustained, positive school leaver destinations for all young people

THROUGH



Improvement in attainment, particularly in numeracy and literacy

THROUGH



Closing the attainment gap between the most and least disadvantaged children and young people

THROUGH



(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)



BIGGER PICTURE

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



YEAR2

Embed digital technology across the school to effectively meet the needs of learners.

YEAR3

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

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.**



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.