

Ogilvie School Campus

Working together to celebrate every unique success



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Ogilvie School Campus

Ogilvie Way

Knightsridge

Livingston

EH54 8HL

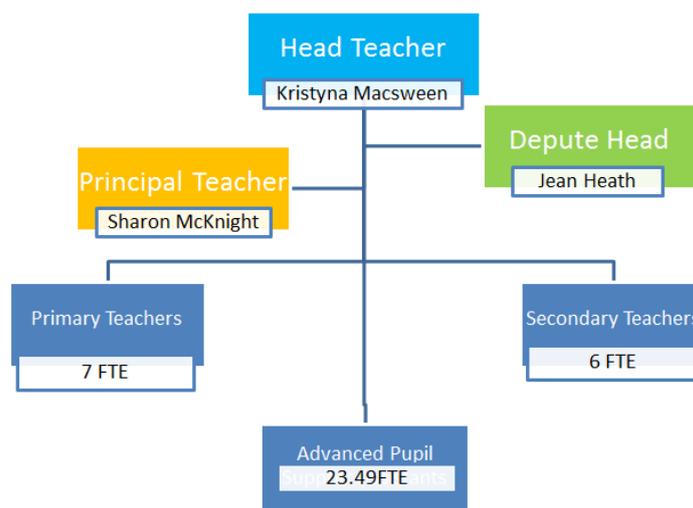
ABOUT OUR SCHOOL

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. An Acting Head Teacher took up post from the beginning of June 2018. An acting Principal Teacher was appointed in December 2018. 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
- 2 specialist teachers delivering Music and PE.
- We have 3 part-time administrative staff
- 3 Janitorial staff, (shared across locality with Knightsridge Primary and Early Years Centre)

Moving forward into 2019-20 the below teaching compliment 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 the refurbishment works. This will allow the school to extend and the first S1 pupils will being 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.

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 made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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.</p> <p>To raise attainment, especially in literacy and numeracy.</p> <p>Our measurable outcome for session 2018/19 was to:</p> <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. • Develop consistency across the school to promote literacy through the use of colourful consonants, PES, signalong and Intensive Interaction. • A consistent and confident use of SEAL strategies to support numeracy across the whole school. • <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Assess. of Children's Progress Performance Information</p>	<p>We have made progress in the understanding of the importance to raise attainment in literacy and numeracy.</p> <p>Staff are working towards having a greater understanding of benchmarks and linking how to evidence and assess pupils appropriately. Some staff have completed training in colourful consonants and SEAL training. All staff have undertaken Intensive interaction training.</p> <p>Evidence indicates the impact is:</p> <p>Some learners are being more challenged in classes. Staff are differentiating SEAL and Colourful Consonants training techniques, to allow our more experiential learners to be able to access work at appropriate levels.</p> <p>Most learners are receiving a more consistent use of intensive interaction to allow pupils to access curriculum.</p> <p>Some learners who require PECS and Sign-a-long are receiving support from OT and staff to allow them to access curriculum more effectively. Understanding of each individual's communication strategy is being recognised in some instances.</p> <p>Our priority for next session will be:</p> <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 Home Economics, Physical Education, Music and Art. • IDL projects to allow more application of knowledge opportunities to be given to pupils. • New planning and tracking documents for Literacy and Numeracy
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2017/18 was to:</p> <ul style="list-style-type: none"> • Parent workshop to promote developing 	<p>We have made progress in the bridging the gap between the most and least disadvantaged pupils by using our PEF funding to allow us to draw upon essential training for parents and staff to allow us to support pupils access curriculum.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Learners are all working towards individual communication targets through ongoing work with SALT.</p> <p>All Staff trained in CAMHs strategies permitting impact on some learners</p>

<p>and supporting early literacy skills based on CC/PEC's.</p> <ul style="list-style-type: none"> • Consultation with parents on SALT assessments for individual targets • Staff training in CAMHS strategies when dealing with challenging situations involving distressed children. • Targeted intervention and support and promote learning across the curriculum. <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Parental Engagement Assess. of Children's Progress Performance Information</p>	<p>through consistent approaches being applied.</p> <p>Some learners are improving in engagement in classes due to intervention based work being completed in a reactive manner to pupil need.</p> <p>Some parents are engaging in pupils learning through meet the teacher events and planned workshops with partner agencies.</p> <p>Our priority for next session will be:</p> <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. • 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.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to</p> <ul style="list-style-type: none"> • Develop pupil voice and the rights of the child throughout the school in a meaningful and relevant way. • Tracking and monitoring to reflect ABAS assessments and inform planning for individual pupils. • Promote and develop an understanding of mental health wellbeing, emotional literacy, ACEs and Trauma informed practices across school community. <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Parental Engagement Assess. of Children's Progress Performance Information</p>	<p>We have made progress in ensuring consistency in staffing across the school. Further work has been completed on creating a shared responsibility with partner agencies in completing ABAS assessments for all pupils. ACEs workshops have been completed by few staff working alongside pupils with the most significant ACEs across the school. Pupil council has been created to allow pupils to feel they have impact on their own learning environment.</p> <p>Evidence indicates the impact is:</p> <p>Learners are feeling ownership over own learning through pupil council. Meaningful work being completed with pupil council including inputs into recruitment of staff and HWB resources purchase. Learners are able to access lessons more readily due to increased understanding of pupil's individual mental development.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Introduction of Lego therapy • Embedding of rebound therapy into school timetables • PSE programme to be introduced including Sex Education. • Inclusive Communication Award • Residential Trips • Further training for staff in ACEs, Behaviour Management of pupils with Learning Disabilities. • 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. • IDL 7 year cycle planner to be created for primary, Secondary cross curricular calendar of events to be planned and implemented.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to:</p> <ul style="list-style-type: none"> • Review curriculum rationale to ensure opportunities for understanding and demonstrating skills for learning, life and work. • Develop tracking and monitoring systems to 	<p>We have made progress in the preparations for pupils in transitioning into Secondary education. Pupils are showing a resilience in understanding the importance of education in progressing in the upper primary school by ethos instilled by staff.</p> <p>Evidence indicates the impact is:</p> <p>Learners are managing transitions more effectively and staff have more confidence in the understanding of the role of skills based learning to allow pupils progression to a positive destination.</p> <p>Our priority for next session will be:</p> <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

<p>celebrate pupils' achievements and successes.</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism Parental Engagement Assess. of Children's Progress Performance Information</p>	<p>together to provide the best support for families and pupils.</p>
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Attendance and Exclusion:

Ogilvie continues to have a zero exclusion rate and works towards a solution focussed plan around the each child to allow them to access their education in the most appropriate and creative way.

Attendance fluctuates due the severe and complex nature of the pupils. Communication with home is rapid and prolonged attendance is addressed creatively to allow pupils to reintegrate as quickly as possible.

Parental Engagement:

Parental engagement continues to be a challenge for the school due to the vast area geographically of our parents. Parents have recognised that attendance at meetings during the school day is a challenge due to work commitments and evening commitments to caring for children don't allow for easy access. Ongoing commitment to the school continues but conventional methods for engagement need to rethought and more creative methods to be used. The school will investigate the possibility of parent podcasts to communicate more effectively. Dissemination of information to be more accessible and will allow real time parental feedback.

Our Wider Achievements this year have included:

- Visit to Mill Farm to understand Life Cycle.
- Increased Integration for 6 pupils across the school at different stages.
- First Ministers Reading Challenge.
- Swimming Lessons
- Dance Lessons
- Gymnastics Sessions
- Judo Sessions
- Football Skills Workshops
- Sports Days Beattlie Campus Cross ASN links

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

Can add statement of validation from HMI or authority supported VSE.

How good is our school? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
	3.2 Raising attainment and achievement	Satisfactory