

# Ogilvie School Campus



# PROGRESS REPORT FOR SESSION 2020/21

**(Standards & Quality Report)**

Ogilvie School Campus  
Ogilvie Way  
Knightsridge  
Livingston  
EH54 8HL



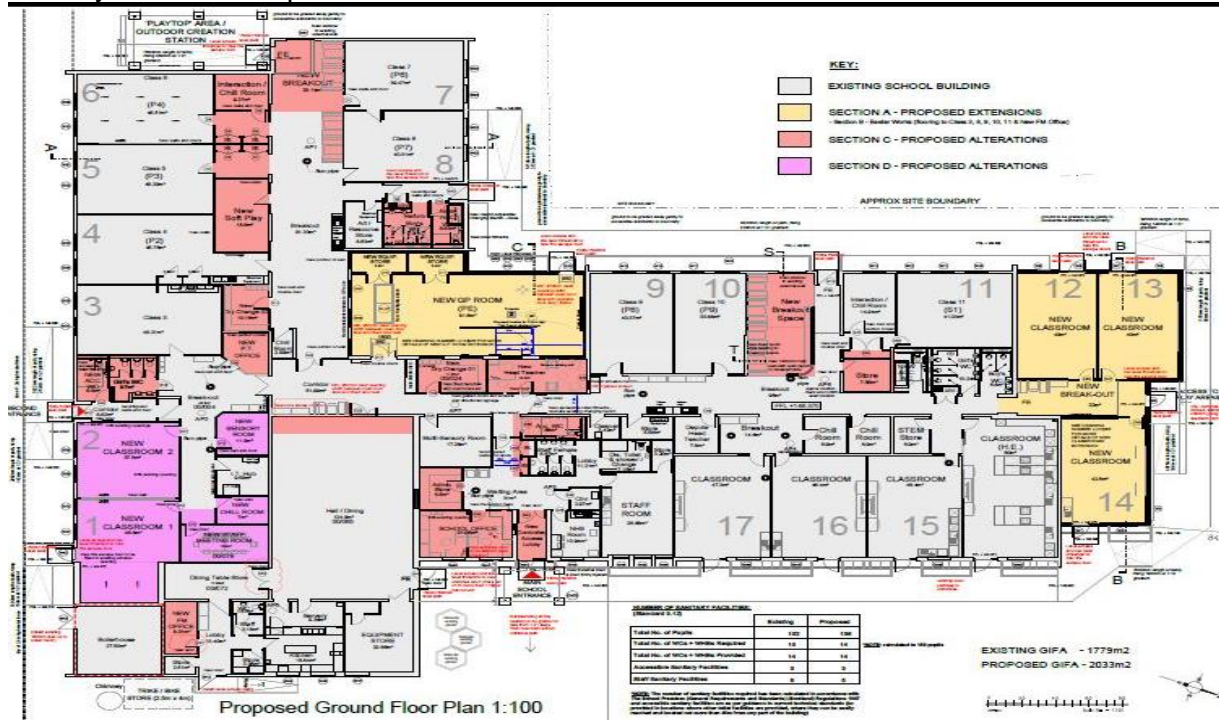
## ABOUT OUR SCHOOL

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 93 children from Primary 1 to Secondary 3. Next session we will have 98 children allocated to the school.

The Parent Council elected new office bearers 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. The parent council are proactive in fundraising efforts and have a supportive network across all parents.

The school has 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 has completed a recent refurbishment. All rooms have been refurbished and extension wings have increased the number of classes. In addition of a general purpose hall has been added to increase Physical Education provision and further rebound therapy facilities. (Map Below) This will allow the school to extend on to a senior phase curriculum in 2022-23. The first S3 pupils will begin at Ogilvie in August 2021. Appropriate recruitment has begun to enable an increase in subject specialisms for our new Secondary pupils and our Primary 7 classes as part of an 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 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have 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](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 2020/21 was to:</p> <ul style="list-style-type: none"> <li>• Build staff confidence in assessing and making accurate judgements using benchmarks to evaluate learners' progress.</li> <li>• Development of Learner Pathways for Learners working at Milestone Levels.</li> <li>• Quality assurance of tracking and monitoring, planning and reporting. developing a class team approach and empowering all staff.</li> </ul> <p>NIF Driver(s): Teacher Professionalism Parental Engagement Assess. of Children's Progress Performance Information</p>	<p>We have made good progress in curriculum development and staff confidence in assessment.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Improved staff confidence in assessing and making accurate judgements using benchmarks to evaluate learners' progress.</li> <li>• Continued to develop our Learner Pathways to improve confidence in delivery at Milestone Levels.</li> <li>• Introduced a new tracking and monitoring system across the school.</li> <li>• We shared targets set and provided home learning strategies to engage and improve learning in home setting to parents.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learners are assessed at the correct levels and able to engage in appropriate levelled work within class settings.</li> <li>• Learners' progress is tracked more effectively and a focus on level of involvement and pupil engagement has increased. 3 year consistent trend of increased attainment across levels.</li> <li>• Learners are increasing in confidence with parental support to help meet IEP targets and increase engagement in literacy and numeracy tasks. Such as home reading and development of counting and recognition of number in contextual environments.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2020/21 was to:</p> <ul style="list-style-type: none"> <li>• Develop greater understanding of barriers to learning and developing curriculum and differentiating techniques to allow for increased attainment.</li> <li>• Increase Pupil Voice and Parental Engagement.</li> </ul> <p>NIF Driver(s): School Leadership Parental Engagement Performance Information</p>	<p>We have made good progress in meeting the needs of our pupils through increased parental engagement, development of pupil voice and a communications strategy.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Continued the use of Development Officers with a remit for parental engagement and pupil voice.</li> <li>• Develop the use of Communication Officer to link home learning and school learning.</li> <li>• Completion of school refurbishment to provide a fit for purpose environment to increase pupil engagement.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Learners are engaging further in lessons due developments in communication strategy within curricular lessons.</li> <li>• Parental engagement has increased through use of home learning boxes, learning journals online communications and Skype meetings.</li> </ul>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2020/21 was to:</p> <ul style="list-style-type: none"> <li>To improve the health and wellbeing of children through increased support and a nurturing approach across the school and home.</li> <li>Key strategies for behaviour management and understanding of MAPA principles to allow staff to understand De-escalation techniques for implementation.</li> </ul> <p><b>NIF Driver(s):</b>  School Improvement  Teacher professionalism  Parental Engagement  Assess. of Children's Progress  Performance Information</p>	<p>We have made very good progress in developing pupils voice and ensuring a safe and nurturing environment is created.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>Continued to promote and encourage the development of pupil communication skills and pupil voice.</li> <li>We will develop staff knowledge and training through our positive relationships strategy encompassing MAPA principles.</li> <li>Jointly work with parents and partner agencies to identify barrier to learning and any regression to ensure progressive learning can continue.</li> <li>Developed partner agency input to create a total communication environment in school building and in our curriculum delivery</li> <li>Developed a SignAlong strategy in the school to support engagement in learning.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>Learners are feeling safe and nurtured within the school setting and parental confidence due to open communications and training increased dramatically over the course of the year.</li> <li>Learner voice is established through talking mats, SignAlong, 1:1 communication sessions through Emotion works.</li> <li>Learner's emotional wellbeing has been assessed to be improved for all learners since returning to school.</li> <li>Learner's emotional wellbeing is considered throughout all planning and intervention based work has targeted pupil need and levels of cognitive ability to engage and understand principles of being safe.</li> </ul>
<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 2020/21 was to:</p> <ul style="list-style-type: none"> <li>Skills framework to be introduced into classroom practice and ensuring target setting and reporting are skills based.</li> <li>Introduction of Lead Development officer for DYW in the school.</li> </ul> <p><b>NIF Driver(s):</b>  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Children's Progress  Performance Information</p>	<p>We have made good progress developing links with businesses in our local community.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>Develop role of dedicated DYW teacher to work with local community and businesses to increase disability awareness and support training of businesses to support employability of children with Additional Support Needs.</li> <li>Further develop Life skills across the school through dedicated timetabled lessons across the school to address barriers to learning and self-care skills.</li> </ul> <p>Evidence indicates the impact is:</p> <p>Learners' engagement in different environments has increased to allow them to broaden their future opportunities  Learners' are engaging in a range of life skills programmes developing skills for learning, life and work.</p>

### **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. During the pandemic 80% of our children returned to school this was a fantastic opportunity for the school to work hard on individualised approaches and building of routines. Parents/carers had a strong faith in the care and nurture the school was able to provide in challenging times so our attendance has been maintained as an area of strength.

### **School engagement with parents and stakeholders:**

Parental engagement has increased dramatically over the course of the last year. Barriers which had previously been a challenge for the school due to the vast area geographically of our parents was vastly improved. The growth of our technology usage for communications has helped parents to engage in a variety of ways. Learning journal usage increased to 96% of parents engaging with the platform. The option to have Child planning meetings online or by phone allowed for 100% uptake. Partner agencies are able to attend meeting more readily and parents are able to engage without travel time which received positive feedback. We will continue to offer a hybrid approach to all platforms moving forward to ensure all parents can engage successfully.

### **Our Wider Achievements this year including successes at the time of Remote Learning:**

- Five Sisters Zoo
- Mill farm
- Bikeability
- Sign Along
- Outdoor learning
- Active Schools Partnerships
- Home Learning Boxes – once a term themed and differentiated activities including cooking resources, symbolised resources and sensory activities.
- Dechmont Community Hall – Bespoke Packages
- Range of online platforms
- Fischy Music

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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