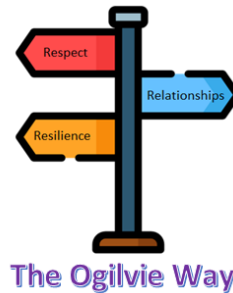


Ogilvie School Campus



PROGRESS REPORT FOR SESSION 2024/25

(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 122 pupils from Primary 1 to S6. Each class has a maximum capacity of 8 pupils, who are supported by their Class Teacher and Advanced Pupil Support Workers.

The management team consists of Head Teacher, Depute Head Teacher and 2 Principal Teachers. 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/carers 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, meetings 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 stations, soft play, art room, two gym halls, rebound therapy and medical suite. Our outdoor areas have been significantly developed to ensure access to quality outdoor learning and play experiences for all.

Student Quintile Distribution

1	2	3	4	5
25%	38%	13%	14%	10%

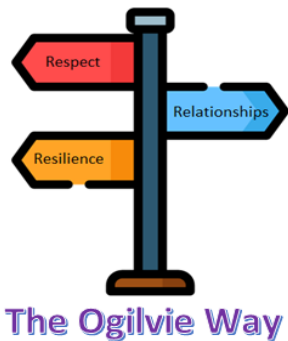



Free School Meal entitlement: 100%

Our Current Self Evaluation of HGIOS Quality Indicators

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

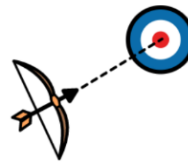
(Quality Indicators used in How Good is Our School? 4th Edition, Education Scotland 2015)

Who we are and what is important to us:

Our Values	Our Vision	Our Aims
<div data-bbox="327 325 613 667">  <p>Respect Showing mutual respect for the feelings, wishes and rights of all members of our school community.</p>  <p>Relationships Building caring, nurturing and positive relationships across our whole school community.</p>  <p>Resilience Developing our skills, which enable us to work through our challenges.</p>  </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:

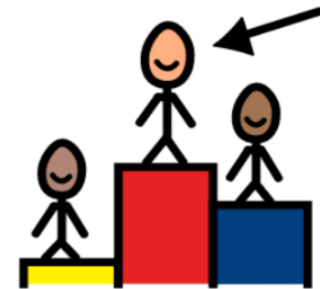
Aims of my school



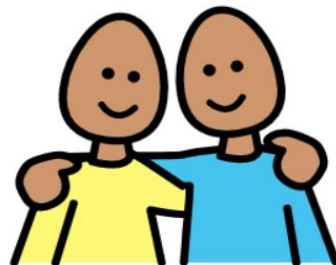
Grow and develop my skills



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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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>Review and embed our school curriculum, including outdoor learning, play and skills to close the experience gap and raise attainment for all.</p> <p>Continue to build sustainable partnerships to enhance learning and wider experiences for all.</p> <p>Identify and plan staff training needs to ensure effective support and learning for all to raise engagement, attainment and achievement.</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"> • School's vision, values and aims shared with school staff (during meetings, professional discussions, ARDs and PRDs) and with families and partners. School logo with values displayed on all paperwork and visually outside and inside the school. • Collective agreement on our curriculum framework which includes rationale, purpose and learning pathways to enable a consistent approach to learning and teaching. • BGE topic planning system in place to ensure breadth and depth across all curricular areas. • Teacher consultation on Curriculum Statements (literacy and numeracy) and CLPL session on SMART targets. This has improved the quality of My Planning Document (MPD) target setting and education planning. • All pupils have a MPD which include Literacy, Numeracy, Health and Wellbeing and Skills for Learning, Life and Work targets. This is shared with families and wider professionals and is assessed termly using our adapted continuum of engagement. • Literacy and numeracy tracking system 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 learning. • Skills Tracker and Wider Achievement Record which includes a range of assessments and evidence of progress. Plans are evaluated termly measuring progress and setting next steps. This ensures continuity, coherence and that planning is built on prior learning. • Learning Through Play Policy and 'What Outdoor Learning Looks Like at Ogilvie' developed and shared with school community. • 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. • Regular staff meetings to facilitate for effective information sharing and staff professional dialogue. • Outdoor equipment and resources purchased for primary and secondary playgrounds and gardening spaces to enhance our learning environment. • Continuing sustained partnerships and new partnerships developed to increase learning experiences for all pupils. Increased volunteering and work experience opportunities through local partnerships (The Vennie Youth and Community Project, Mosswood Community Centre and West Lothian College).

- Positive working partnership with SaLT to implement communication strategies for targeted pupils to support wellbeing and learning.
- Signalong training sessions for 20 staff to further support inclusive communication across the school.
- CAMHS joint working (PEF intervention) has been put in place to provide support to targeted learners and families. Also joint working between CAMHS and school team to share good practice and upskill staff to provide most appropriate support.
- ARD and PRD processes in place to identify training and upskilling priorities.
- Staff are provided with regular, high quality training including TIP 1 (TIP 2- August 25), medical training, positive behaviour management, child protection, Story Massage, GIRFEC, Tac Pac, rebound therapy, play-based learning, Talking Mats, capable environment and Emotion Works.
- Emotion Works CLPL session and creation of resource bank to increase approach across the school. Emotion Works sessions for targeted pupils to support emotional literacy and engagement in learning across the curriculum.
- Interventions tracker developed to allow for regular review to evidence impact and next steps.

Evidence indicates the impact is:

- A bespoke curriculum ensures Communication (Literacy), Responding to my Environment (Numeracy), Health and Wellbeing and Skills for Learning, Life and Work are integral to all that is planned for learners (MPD's). We have a skills led curriculum framework.
- Curriculum pathways are in place to ensure coverage and progression.
- Through our literacy and numeracy rationale, CLPL, professional dialogue and moderation, education staff have a clearer understanding and focus. This has improved the quality of targeting setting in literacy and numeracy.
- Most teachers have a shared understanding of assessment methods appropriate to pupil developmental levels.
- Data from termly assessments is used to inform next steps for each individual learner to ensure appropriate challenge and pace. Rigorous monitoring from SLT and quality feedback given.
- Our curriculum effectively supports Wider Achievement for all learners through the development of P1-S6 pathways – increased range of opportunities.
- All learners are achieving at OSC- this is reflected in MPD assessment, tracking and wider achievement data.
- Observations and planning show an improvement in the use of outdoor spaces to enhance learning opportunities.

	<ul style="list-style-type: none"> • Pupil's achievements with in and out with school are recognised and celebrated through Learning Journals, weekly assemblies, family events, newsletters and social media. • The needs of each pupil are met through individualised planning (MPD's) and targeted interventions – increased engagement in learning. • Our interventions tracker allows for regular review to evidence impact and next steps. • As a result of training based on identified areas, there is increased consistency in the use of regulation strategies and communication strategies across the school (visuals, song signifiers, Signalong, countdowns and intensive interaction) to support engagement in learning and success. • Feedback shows that most parents/carers (who participated) know what their child is learning at school and feel that Ogilvie is ensuring that their child is making progress. • Most parents/carers who participated in feedback feel that staff know their child as individuals and support them well. • Most parents/carers who participated in feedback feel that they receive regular communication about the progress their child is making.
<p>2. To close the attainment gap between the most and least disadvantaged children and young people.</p> <p>Cost of the school day - maximise learning opportunities for all pupils through more effective use of outdoor spaces and the local community.</p> <p>Improve literacy, numeracy and skills development through our bespoke curriculum which includes outdoor learning and play opportunities.</p> <p>Continue to support children and young people through a</p>	<p>We have made good progress. What did we do:</p> <p>The school was awarded £115,000 of Pupil Equity Funding (PEF). The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support regulation and learning, and to gather evidence of the impact on learning.</p> <p>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.</p> <p>Interventions this year have focused on increasing engagement, supporting pupil's regulation, addressing gaps in emotional literacy (Emotion Works) and supporting Skills for Learning, Life and Work.</p> <p>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. In addition, CAMHS joint working has been put into place to provide support to targeted learners and families. Also joint working between CAMHs and school team to share good practice and upskill staff to provide most appropriate support.</p> <p>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. The school has created a Zero Cost of the School Day policy and a Targeted Support mission statement.</p>

<p>range of planned interventions.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>All staff completed Cost of the School Day training to increase awareness and understanding.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • The cost of the school day is zero. All pupils have access to free snacks, learning resources, transport, excursions and wider achievement opportunities (swimming, music, theatre, volunteering, work experience, sports and community activities). This ensures there is no financial impact to learning experiences. • Increased accreditation and Wider Achievement across the whole school. • Planning and observations show an improvement in the use of outdoor spaces (new equipment/resources in primary and secondary playgrounds) to enhance regulation, play and learning opportunities. • Strong partnership working with CAMHS professionals supports high quality targeted interventions which help learners to progress. • Staff guidance on the importance of learning through play will support consistent practice across the whole school. • Emotion Works intervention for targeted pupils has helped to improve self-regulation - increased engagement and learning across the curriculum. • All learners are making progress in literacy and numeracy using benchmarks and milestones. • Professional dialogue and external professional judgement (through learning walks) indicates that children are happy and increased engagement through reducing the experiential gap – increase in playground resources, sensory resources and wider achievement experiences across the school. • Staff know the strengths and needs of our learners 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.
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<p>3. To improve children and young people's health & 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 de-escalation and regulation strategies.</p> <p>Working towards embedding Emotion Works strategies across all classes.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • The needs of each pupil are met through individualised planning (My Planning document- MPD) and a range of specific and targeted interventions. • Joint working with SaLT and CAMHs to provide targeted support to identified pupils and families. • All children and young people are supported and encouraged to participate in a wide range of targeted activities and experiences which aim to engage and prepare them for life-long learning. • Wider achievement at Ogilvie statement in place in collaboration with staff and shared with parents/carers. • Wider achievement pathways from P1-S6 created to inform planning and opportunities for all. • All pupils have opportunities to take part in a range of wider achievement experiences, including swimming, music, theatre, volunteering, work experience, sports and community activities. • Wider Achievement and experiences tracker in place for all pupils to capture success. • Increased range of wider achievement accreditation through RSPB Wild Challenge, JAS Award, Saltire Award and Blue Peter Badges. • Achievements are celebrated through weekly school assemblies, social media, family events and on-line Learning Journals/family contact. • Achieved Bronze Rights Respecting Schools Award. Right of the month is a focus during assemblies and is displayed visually around the school. Plan in place to achieve the Silver Award. • Pupil voice groups established: Pupil Council, Eco Committee and Social Committee. • Teacher leading nurture approach and set up Nurture Group as part of our targeted intervention strategies. • Ogilvie has achieved our zero cost of the school day mission. All staff have completed COSD training. COSD mission statement and targeted family support statement created and shared. • All staff completed mandatory training to support de-escalation strategies and the use of safe interventions. Continued support through joint working with CAMHs and SaLT. • Trauma informed training for all staff completed. TIP workshop 2 planned for 12th August for all staff. • Emotion Works training session for all teachers completed to build on approach across the school. Continuing targeted approaches for identified learners. • Weekly whole team meetings to discuss pupil's needs and safeguarding. • Weekly SLT meetings which include discussions around learning and teaching and safeguarding.
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	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Increased wider achievement experiences and accreditation for all pupils as captured in wider achievement trackers. • 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. • Improved staff confidence in using de-escalation strategies. New staff correctly trained. • COSD- all staff are aware of the work around this and the impact on our families. All staff have completed COSD training. Ogilvie has achieved our zero cost of the school day (as per our COSD mission statement). • Most parents/carers who participated in feedback feel that Ogilvie School Campus is helping to reduce the cost of the school day. • Whole staff consistency shown in behaviour management strategies used. Strategies shared effectively throughout class teams and across the school – supported through joint working with SaLT and CAMHs. • Staff engaged with trauma informed training and can use this within their practice. • Learner progress is tracked within Emotion Works and learners are showing increased engagement. • 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. • Achieved Rights Respecting Schools Bronze Award. Working towards our Silver Award. • Relationships across the school community are generally supportive, founded on a climate of mutual respect within a sense of community, shared values and high expectations (evidenced through team meetings, ARDs and PRDs). All staff and partners are proactive in promoting positive and nurturing 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. • Almost all parents/carers who participated in feedback feel that their child is safe and treated fairly at school. • Most parents/carers who participated feel that the school is approachable and welcoming when they have a question or a problem. • Positive feedback from parents, staff and partners, acknowledges that children are included, engaged and involved in the life of the school where appropriate.
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<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>All pupils have a skills tracker supporting Skills for Learning, Life and Work.</p> <p>All pupils will benefit from wider achievement opportunities to support post-school destinations.</p> <p>Our curriculum framework includes Senior Phase pathways.</p> <p>NIF Driver (s):</p> <p><input checked="" 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"> • Vision, values and aims of the school shared across the school learning community. • Curriculum framework in place which includes P1-S6 pathways. Senior Phase pathways reviewed to ensure development of Skills for Learning, Life and Work. • Senior Phase curriculum provides a breadth of experiences to prepare pupils for a positive post-school destination. • Senior Phase Elective programme maintained, taking into account pupil voice regarding options. All electives accredited. • MPD's 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 assessed termly using adapted continuum of engagement and is tracked. • Review and development of wider achievement and awards pathways from P1 – S6. • All pupils have a Skills for Learning, Life and Work and wider achievement tracker to monitor and capture success. • Tracking system focussed on literacy and numeracy using a range of assessments and evidence of progression. • Increased range of work experience opportunities within school which are accredited through SQA, raising attainment and achievement. • Weekly community café in partnership between Ogilvie School Campus and Mosswood Community Centre. Senior Phase pupils planned initiative and support at the café. Increased partnership, family engagement and external work experience opportunities. Increased attainment and achievement through SQA and Saltire Award. • Senior Phase pupils attended weekly sessions at The Vennie Youth and Community Project. Focus on providing a range of work experience, volunteering and sensory based experiences. Successes through this project communicated to parents/carers and discussed at transition meetings to highlight areas of pupil interest, skills and achievements to aid positive post-school destinations. Increased accreditation through SQA and Saltire Award. • Some Senior Phase pupils attended a 6-week swimming block at Inveralmond Community High School – certified through Active Schools. Increased development of life and social skills. • Collaboration between Ogilvie School Campus, The Vennie and West Lothian College to deliver first aid workshop to pupils as part of Skills for Learning, Life and Work. • Increased range of external sports experiences for pupils – Sports Fayre, No Limits Sports Club, West Lothian College Boccia and Curling event, McDonalds Fun Football sessions and Football Festival. • Pupils attended Star Point Music and Drama workshops – development of performance, social and confidence skills.
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	<ul style="list-style-type: none"> • Some S6 pupils attended College/School Link course at West Lothian College to aid transition planning and post-school options. • Ongoing S5 and S6 post-school transition meetings in process to aid planning and inform curriculum design. Transition information packs shared with parents/carers and attendance at positive destinations events. • Family sessions delivered by Carers of West Lothian, The Advice Shop and Caesar and Howie at Ogilvie School Campus to support post-school planning. • More collaborative working across ASN cluster to increase knowledge around post-school transition. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Individualised planning in Senior Phase takes account of active support, personalisation and choice and a skills-led curriculum. • Curriculum pathways are in place to ensure breadth, personalisation and progression. • Partnership working and a skills-led curriculum allows us to tailor learning to pupil's interests and needs. • All pupils have a Skills for Learning, Life and Work tracker to support planning and post-school positive destinations. • There are an increased number of quality partners working with the school to support appropriate work experience opportunities. • Raised attainment and achievement through SQA and wider achievement awards and experiences which are tracked. • Parents/carers have increased knowledge and understanding around post-school planning and opportunities and feel supported by the school (based on Senior Phase parent feedback).
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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 our families. Communication is open and transparent and feedback shows that most parents/carers feel valued and supported by the school in relation to communication. Parental engagement is primarily seen through CPM's, 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. Parents/carers are keen to be involved in the life of the school. This has been evidenced through increased Parent Council numbers, parents/carers attending and volunteering to support school events such the Christmas Fayre, Senior Phase community café, celebration events and summer trips, and sharing wider achievements and experiences from home which are celebrated at our weekly assemblies.

School performance and individual successes are celebrated through our weekly assemblies, newsletters, Learning Journals, social media and school events where parents/carers are invited to join us.

Wider Achievement Opportunities at Ogilvie School Campus

