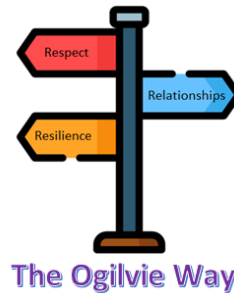


Ogilvie School Campus



PROGRESS REPORT FOR SESSION 2025/26

(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 127 pupils from Primary 1 to S6. Each class has a 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 and social policy professional colleagues (Nursing Team, Occupational Therapists, Speech and Language, Physiotherapists and CAMHS, Social Work and ASN Central Team) 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, 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%	35%	14%	17%	9%

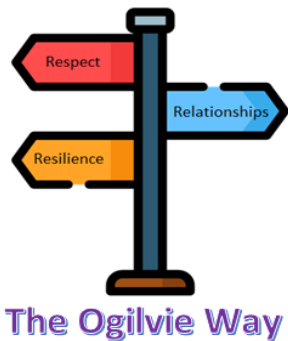
Free School Meal entitlement: 39%

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

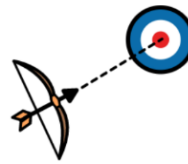
(Quality Indicators used in How Good is Our School? 4th Edition, Education Scotland 2015)

Who we are and what is important to us:

Our Values	Our Vision	Our Aims
 Respect Showing mutual respect for the feelings, wishes and rights of all members of our school community.  Relationships Building caring, nurturing and positive relationships across our whole school community.  Resilience Developing our skills, which enable us to work through our challenges. 	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.	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. To build a nurturing, inclusive environment (built on respect and relationships) where every unique success is celebrated. To deliver a relevant and stimulating curriculum through which all pupils can reach their full potential. 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.

Learners:

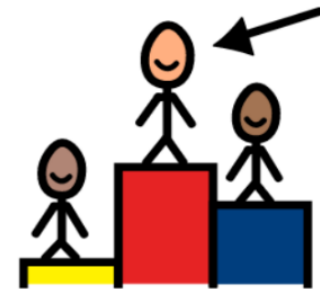
Aims of my school



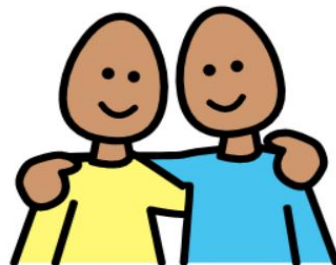
Grow and develop my skills



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 2025/26, what the impact has been and what our next steps will be to continue to address these priorities in session 2026/27.

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?
1. To raise attainment, especially in literacy and numeracy. <i>To meet learner needs through effective support in high quality learning and teaching and sensory experiences.</i> NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	To raise attainment, especially in literacy and numeracy. <i>To meet learner needs through effective support, high-quality learning and teaching, and sensory experiences.</i> Learners benefit from a highly individualised, skills-led curriculum supported through differentiated learning, total communication approaches, sensory regulation strategies and targeted interventions. Consistent use of visual supports, personalised planning and structured assessment approaches help ensure learners are engaged, included and able to make meaningful progress. Assessment data, observations and skills trackers demonstrate progress in engagement, communication, independence and Skills for Learning, Life and Work. Staff confidence in using appropriate assessment, sensory regulation approaches and digital technology has increased through professional learning and collaborative practice. Enhanced sensory provision, outdoor learning opportunities and investment in digital technologies, including Promethean Boards, iPads and AAC resources, have improved accessibility, participation and learner engagement across the school. Strong partnership working with families and multi-agency professionals ensures learner needs are well understood and appropriately supported. Parents report positive communication and feel supported in their child's learning and progress. Evidence indicates the impact is: Increased staff confidence and consistency in the delivery of sensory and emotional regulation strategies have improved learner participation and supported more inclusive learning environments. Learner needs are met through a highly individualised, skills-led curriculum supported by effective communication and regulation strategies, assessment practices, and a range of sensory and outdoor learning experiences. Strong collaboration with families and consistent tracking of progress ensures all learners are supported to achieve and succeed. Assessment data, including before-and-after measures and termly tracking, demonstrates that learners are making individual progress in line with their developmental stages. Skills tracker data and observations highlight improvements in engagement, independence and skill development. Learners benefit from enhanced sensory and outdoor learning opportunities, which are improving engagement and overall learning experiences. A

	nurturing ethos and consistent regulation strategies support emotional wellbeing. Partnerships with parents, carers and multi-agency professionals are strong. Feedback indicates that parents feel staff know their child well, communicate effectively, and support their progress. Learners' achievements are recognised and celebrated widely, contributing to a positive and inclusive school community. Learners across all classes now have increased and equitable access to digital technologies which support participation, communication and engagement in learning. Staff confidence in using assistive and digital technologies has increased, resulting in more creative and responsive learning experiences for pupils. Communication technology is increasingly embedded within classroom practice, supporting learner voice, independence and access to the curriculum.
2. To close the attainment gap between the most and least disadvantaged children and young people. Cost of the school day - maximise learning opportunities for all pupils through more effective use of outdoor spaces and the local community. Improve literacy, numeracy and skills development through our bespoke curriculum which includes outdoor learning and play opportunities. Continue to support children	To close the attainment gap between the most and least disadvantaged children and young people. <i>Cost of the school day - maximise learning opportunities for all pupils through more effective use of outdoor spaces and the local community.</i> <i>Improve literacy, numeracy and skills development through our bespoke curriculum which includes outdoor learning and play opportunities.</i> <i>Continue to support children and young people through a range of planned interventions.</i> We have made good progress. What did we do: Ogilvie School Campus has successfully maintained a Zero Cost of the School Day approach, ensuring all learners can access resources, transport, trips and wider achievement opportunities without financial barriers. Pupils benefit from a broad range of inclusive experiences including swimming, music, community activities, sports clubs and wider achievement programmes. Targeted interventions, including Emotion Works, nurture approaches, attendance support and sensory-based interventions, have improved learner engagement, emotional regulation and participation in learning. Case studies and tracking data demonstrate reduced dysregulation and improved wellbeing for identified pupils. The Pupil Support and Sensory Curriculum Lead role has strengthened consistency in behaviour support, multi-agency planning and sensory approaches across the school. Bespoke sensory curriculum development

and young people through a range of planned interventions. NIF Driver(s): ☒ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	and improved sensory environments have increased learner regulation and readiness to learn. Emotion Works approaches are increasingly embedded across the school, supporting pupils to identify emotions, recognise triggers and develop coping strategies. Staff confidence in responding to wellbeing needs has improved through targeted training and coaching. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: 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, gymnastics, sports and community activities etc). 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. 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. 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. All staff are aware of the work around the Cost of the School Day (COSD) and its impact on families, and all have completed COSD training. Ogilvie has successfully achieved its Zero Cost of the School Day commitment, in line with the COSD mission statement. Parents and carers who provided feedback feel that the school is helping to reduce the cost of the school day.
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3. To improve children and young people's health & wellbeing. We have planned opportunities across the whole school for wider achievements which are tracked and celebrated. Embed key strategies for behaviour management and understanding of de-escalation and regulation strategies. Working towards embedding Emotion Works strategies across all classes. NIF Driver(s): ☒ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement	To improve children and young people's health & wellbeing. <i>We have planned opportunities across the whole school for wider achievements which are tracked and celebrated.</i> <i>Embed key strategies for behaviour management and understanding of de-escalation and regulation strategies.</i> <i>Working towards embedding Emotion Works strategies across all classes.</i> We have made good progress. What did we do? All learners access individualised wellbeing support through targeted interventions, nurture approaches, Emotion Works and multi-agency planning. Consistent use of regulation strategies and trauma-informed approaches has improved participation, emotional wellbeing and engagement across the school. Wider achievement opportunities have increased across the school and are effectively tracked and celebrated. Pupils participate in a range of activities including sports clubs, music, swimming, community experiences and award programmes such as the Dynamic Youth Award. The school has strengthened rights-respecting and inclusive practice through pupil voice groups, leadership opportunities and continued development of Rights Respecting Schools approaches. Positive relationships across the school community are underpinned by a strong nurturing ethos and shared values. Staff confidence in de-escalation, behaviour support and wellbeing approaches has improved through ongoing professional learning, collaborative planning and regular safeguarding discussions. Parents, carers and partners report that learners are included, valued and well supported within the school community. Evidence indicates the impact is: Wider achievement experiences and accreditation have increased for all pupils and are clearly captured through wider achievement trackers. Pupils' successes both within and out with school are recognised and celebrated, with greater sharing of achievements from parents and carers beyond the school setting. There is a more consistent approach across the whole staff team in the use of behaviour management strategies, which are shared effectively within class teams and across the school. This is supported through joint working with Speech and Language Therapy (SaLT) and CAMHS. Staff are engaged in trauma-informed training and are able to apply this within their practice.
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☑Curriculum and Assessment ☑Performance Information	Learner progress is tracked through Emotion Works, with learners showing increased engagement. Through our focus on supporting the wellbeing of all children, young people and their families, we are improving outcomes and fostering a shared understanding of wellbeing across the school community. There is a strong emphasis on dignity and respect for every individual. We have achieved the Rights Respecting Schools Bronze Award and on schedule to achieve the Silver Award in November 2026. Relationships across the school community are positive and supportive, built on mutual respect, shared values and high expectations. This is evidenced through team meetings, ARDs and PRDs and a recent staff questionnaire (RRS Feb 2026) where 95% of staff reported that they strongly agree to the statement 'I enjoy working in this school'. Staff and partners are proactive in promoting nurturing relationships throughout the classroom, playground and wider learning environment, recognising each child and young person as an individual with their own needs and rights. Feedback from parents, staff and partners also highlights that children are included, engaged and involved in school life where appropriate.
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4. To improve employability skills, and sustained, positive school-leaver destinations for all young people All pupils have a skills tracker supporting Skills for Learning, Life and Work. All pupils will benefit from wider achievement opportunities to support post-school destinations. Our curriculum framework	To improve employability skills, and sustained, positive school-leaver destinations for all young people <i>All pupils have a skills tracker supporting Skills for Learning, Life and Work.</i> <i>All pupils will benefit from wider achievement opportunities to support post-school destinations.</i> <i>Our curriculum framework includes Senior Phase pathways.</i> We have made good progress. What did we do? Wider achievement opportunities were expanded through community partnerships including disability sports clubs, gymnastics and Play On activities to promote confidence, wellbeing and independence. Pupils developed social and communication skills through volunteering and participation in whole-school events such as the Christmas Fayre. Senior Phase learners benefit from personalised, skills-based pathways that promote independence, communication and Skills for Learning, Life and Work. Curriculum pathways provide breadth, choice, accreditation and progression aligned to learner interests and post-school aspirations. All pupils have Skills for Learning, Life and Work and wider achievement trackers to support assessment, transition planning and positive destinations. Increased opportunities for accreditation, volunteering, work
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includes Senior Phase pathways.	experience and community participation have raised attainment and achievement across the Senior Phase. Partnership working with colleges, community organisations and external providers has expanded opportunities for learners to develop social, employability and life skills through sports events, community projects, college link programmes and enterprise activities. Parents and carers report increased confidence and understanding in relation to post-school planning, transition processes and available supports Evidence indicates the impact is:
NIF Driver (s):	Individualised planning in Senior Phase takes account of active support, personalisation and choice and a skills-led curriculum.
☒ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	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 during transition meetings).

Attendance at Ogilvie School Campus is very good for most pupils (June 2026- 90.74%), 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 and 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 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

- Gymnastics
- Play on
- Fun football
- Disability activity club,
- Theraponies
- Star Point
- Swimming
- Fun Day (Rotary Club)
- ASN football festival held at WL College
- Litter picking group
- Ogilvie Illuminations
- Friday morning clubs
- Community visits
- Whole School fundraising/ celebration events
- Star of the Week
- Wee Story Big Sound
- Rebound therapy
- Nurture Group
- Pupil Council
- Eco Committee
- RSA Art competition
- Panto visit
- SQA National Units
- SQA Awards
- Dynamic Youth Award
- RSBP Wild Challenge
- Sports Ambassador

