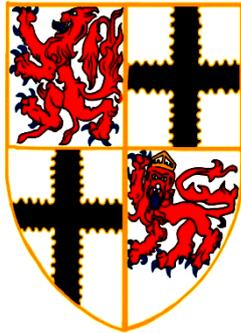


**St John Ogilvie Primary School
and
Woodlands ELC**



**PROGRESS REPORT
FOR SESSION 2022/23**

(Standards & Quality Report)

Harburn Avenue

Deans

Livingston

EH54 8NQ



ABOUT OUR SCHOOL

St John Ogilvie PS and Woodlands ELC serve the communities of Livingston North (Eliburn, Deans and Knightsridge). The school roll is currently 346 pupils over 13 classes with 46 Nursery children.

The staff team is comprised of a head teacher, depute head teacher, a principal teacher, 20 teachers, 11 pupil support workers, 2 administrative assistants, an early years officer and 6 early years practitioners.

The school population is marked by a diverse range of ethnic and social backgrounds. The school community enjoys strong links with the local parish of St Peter's in Carmondean and benefits from highly effective parental and community partnerships. These partnerships are also evident in the school's strong and collaborative culture. St John Ogilvie is part of the St Margaret's Academy cluster of schools.

St John Ogilvie Primary School is working hard to continue to improve the quality of education it provides for its pupils. The Head Teacher and staff are committed to improving outcomes for all learners. The Head Teacher has a clear vision of the way forward for the school and staff demonstrate strong collegiality, team work and commitment to ensuring excellence and equity for all.

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 2022-23, what the impact has been.

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>Our measurable outcomes for session 2022/23 were to ensure children's learning experiences are improved through the consistency of learning and teaching approaches.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School/ELC Improvement • School/ELC Leadership • Teacher/Practitioner Professionalism • Assessment of Children's Progress • Performance Information 	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Further embedded use of SJO Literacy Toolkit with a focus on consistency across the school. • Continued to support PM writing methodology across all stages • Introduced reciprocal reading practices across P5-7 supported by pedagogy DHT • Engaged with approaches to reading universally (improving pedagogy, developing pupil understanding, analysis and evaluation of texts). • Embedded annual cycle of moderation of writing across all levels, • Supported team-teaching approach with numeracy teacher to develop coherence in pedagogy, • Continued with Number Talks approach following refreshed training during session 2021-22 • Refreshed numeracy planning documents to reduce additional workload • Introduced specific Support for Learning within numeracy for targeted learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Attainment in writing across the school has increased by 4%. • A consistent approach to writing is evident across the school and has contributed to increased attainment. • Teacher Professional Judgement is more robust as a result of moderation cycle, including in-school and cross cluster activity. • Quality Improvement visits from SLT and during peer visits has demonstrated consistent approaches to learning, teaching and assessment in numeracy. • Attainment in numeracy across the school has increased by 5%.
<p>ELC</p> <p>Children's learning experiences are improved through the consistency of learning approaches across the ELC.</p>	<p>Word Boost</p> <ul style="list-style-type: none"> • Revisited training with PEF SALT lead ensuring confidence in delivery. • Embedded fully the Word Boost approach in the ELC including engaging with families on a weekly basis. • Updated resources and areas to promote a literacy rich environment leading to an improved writing area. • Re-launched The Big Bedtime Read with all families offered the opportunity to participate. <p>Numeracy</p> <ul style="list-style-type: none"> • Updated resources and areas to promote a numeracy rich environment based around children's interests.

PRIORITY	HOW DID WE DO?
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Children's attainment will improve as a result of planned interventions in literacy, numeracy and health and wellbeing (for targeted learners).</p> <p>NIF Driver(s): School Improvement School Leadership Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made good progress. What did we do?</p> <p>The school was awarded £71,050 of Pupil Equity Funding (PEF)</p> <p>The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 9 priorities were planned and 33% of these priorities were fully achieved and the remaining priorities making good progress. PEF was used effectively to recruit a 0.3 Class Teacher to support literacy interventions for targeted learners, to support a 0.5 DHT Pedagogy lead in literacy who supported training for staff in literacy approaches and interventions and to fund two additional pupil support workers to help support the needs of identified learners and deliver nurture. Interventions this year have focused on improving attainment in reading, addressing gaps in literacy and supporting nurture and wellbeing.</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"> • Increased engagement in literacy for all targeted learners. • Vocabulary baseline scores increased by over 50% for Quintile 1 learners. • Overall Literacy attainment has increased by 3% for Quintile 1 learners. • Attainment in reading for Quintile 1 learners in P5-7 has increased by 8.1%
<p>ELC</p>	<p>PEF Initiatives</p> <ul style="list-style-type: none"> • 0.1 Speech and Language Therapist • Word Boost Programme across ELC and school <p>ELC staff were supported by Speech and Language input including training and support with resourcing to embed Word Boost across the ELC setting with a specific focus on pre-school children.</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"> • Increased engagement from families utilising online and shared resources. • 13% increase in pre-school children on trackers (from red to green) in Understanding Language and Use of Vocabulary.

PRIORITY	HOW DID WE DO?
<p>3. To improve children and young people's health & wellbeing</p> <p>Children's emotional well-being is improved through targeted interventions to support mental health and to build confidence and resilience</p> <p>NIF Driver(s): School Improvement School Leadership Parental Engagement</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Continued engagement with our cluster HWB focus including OTA. • Developed coherent termly plan for use of Treehouse to support mental wellbeing. • Participated in Inner Wings training as part of cluster HWB development. • Refreshed training of our Positive Relationship Strategy with all staff and pupils. • Introduced Zones of Regulation strategies across the school, supported by HWB Champions and development group. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all learners reported positively against wellbeing indicators with an increase of 3% against Respected. • Staff confidence in supporting mental wellbeing has increased as a result of training opportunities and access to coherent resources and a structured plan for session 2023-24 has been developed.
<p>ELC</p>	<ul style="list-style-type: none"> • Promoted news and learning activities visibly to all stakeholders and shared with parents via ELC Glow blog and Twitter. • Further developed healthy which has led to more than 10% of children trying new healthy snacks and lunches. • Supported wellbeing across the setting resulting in almost all children recorded as green on trackers.

PRIORITY	HOW DID WE DO?
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Children will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work.</p> <p>Children will benefit from STEM opportunities offered as part of a cluster pilot.</p> <p>NIF Driver(s): School Improvement</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Reviewed opportunities for the celebration and recording of the wider achievements of pupils which will be further explored this session to allow parental and family input. • Engaged in opportunities to access STEAM subjects as part of work with West Lothian College for P6 pupils • Completed staff and pupil consultation of outdoor learning opportunities, programmes and spaces which will be further embedded this session to ensure progression of transferrable skills. • Continued to develop our strategy for play across P1-3. This is now fully embedded in P1-2 and will continue to be a focus for P3 this session. • Worked towards achievement of our Gold RRSA award with assessment planned by Christmas in 2023-24. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • An audit of outdoor spaces and resources was completed and a plan for progressive skills development produced. • Quality Improvement activities with SLT and QIO input have evidenced consistent opportunities for play across learning in P1 and P2 with a further focus required for P3. • Staff confidence in play opportunities in the classroom (and beyond) has increase for the majority of staff involved, including PSW staff. • Submission of paperwork to allow our assessment to take place to achieve the Gold Award for RRSA
<p>ELC</p>	<ul style="list-style-type: none"> • Further incorporated My World Outdoors to provide a breadth of experiences for learners within our enclosed garden space. • Promoted Early Level Career Education Standard statements. • Worked towards RRSA Gold Award further embedding rights across the ELC and presenting to colleagues across West Lothian on the approaches and impact.

PRIORITY	HOW DID WE DO?
<p>1. Developing in Faith theme:</p> <p>Honouring Jesus Christ as the Way, the Truth and the Life</p> <p>Our specific outcome for 2022/23 was Children's learning will be enhanced by participating in opportunities for spiritual formation of our school community</p>	<p>We have made very good progress What did we do?</p> <ul style="list-style-type: none"> • Continued excellent school parish links through our school chaplain which will be a further focus in 2023/24 as we have a new Parish Priest. • Reintroduced class masses for P4-7 with plans to further enhance this. • Continued to support Pope Francis Faith Award in P6 and P7 with 19 children achieving the award, 3 with additional commendation. • Participated in cluster retreat as part of HWB conference <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Classes from P4-7 participated in Mass with the wider parish community. • Pupil participation in PFFA increased by over 5% in P6 and achievement of the award in P7 increased by 25%. • Staff understanding of equalities with a catholic lens has increased,

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

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

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)