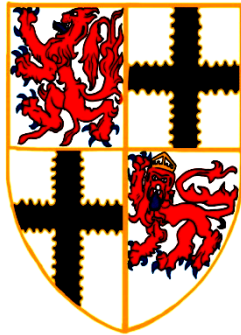


**St John Ogilvie Primary School  
and  
Woodlands ELC**



**PROGRESS REPORT  
FOR SESSION 2023/24**

(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 356 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 5 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 2023-24 and 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.

## Raising Attainment in Literacy and Numeracy

PRIORITY	HOW DID WE DO?
<p>1. <b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our measurable outcomes for session 2023/24 were to ensure children's learning experiences are improved through the consistency of learning and teaching approaches.</p> <p><b>NIF Driver(s):</b> School/ELC Improvement School/ELC Leadership Teacher/Practitioner Professionalism Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Streamlined, updated and refreshed our SJO Literacy Toolkit to align with current resources. This work will continue into next session.</li> <li>• Continued to support PM writing methodology across all stages</li> <li>• Worked towards achievement of silver level Reading School award.</li> <li>• Participated in a Literacy focussed transition programme across cluster schools linking critical reading &amp; writing skills approach led by St Margaret's.</li> <li>• Further developed specific support for learning within numeracy for targeted learners.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Refreshed Literacy Toolkit is beginning to support greater consistency in the delivery of literacy across the school.</li> <li>• Attainment in writing has increased by 10% across the school for Q1 learners with an overall increase of 12% for all learners.</li> <li>• Attainment in numeracy has increased by 6% for Q1 learners with an overall increase of 9% for all learners.</li> </ul>
<p><b>ELC</b></p> <p>Children's learning experiences are improved through the consistency of learning approaches across the ELC.</p>	<p>We have made good progress. What did we do?</p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Introduced digital home links for Word Boost through use of Seesaw</li> <li>• Updated resources and areas within the garden and beyond to promote a literacy rich environment in the outdoors.</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Introduced digital home links for Numberblocks through use of Seesaw.</li> <li>• Updated resources and areas within the garden and beyond to promote a numeracy rich environment in the outdoors.</li> </ul> <p>Evidence indicates that the impact is:</p> <ul style="list-style-type: none"> <li>• All pre-school vocabulary scores (Renfrew Word finding assessment) have increased from initial baseline</li> <li>• Almost all children report as green on ELC trackers for numeracy.</li> <li>• High level of family engagement in literacy and numeracy activities through Seesaw.</li> </ul>

## Closing the Attainment Gap

PRIORITY	HOW DID WE DO?
<p>2. <b>To close the attainment gap between the most and least disadvantaged children</b></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><b>NIF Driver(s):</b> School Improvement School Leadership Parental Engagement Assessment of Children’s Progress Performance Information</p>	<p>We have made very good progress. What did we do?</p> <p>The school was awarded £71,050 of Pupil Equity Funding (PEF)</p> <p>The 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.</p> <p>6 priorities were planned. 33% of these priorities were fully achieved and the remaining priorities made good progress.</p> <p>PEF was used effectively to support 0.1 SALT input, to recruit a 0.5 Class Teacher to support literacy and numeracy interventions for targeted learners and to fund two additional pupil support workers to help support the needs of identified learners and deliver nurture.</p> <p>Interventions this year have focused on improving attainment in reading, writing, 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"> <li>• Increased engagement in literacy for all targeted learners.</li> <li>• Vocabulary baseline scores increased by 45% for Quintile 1 learners.</li> <li>• Overall Literacy attainment has increased by 9% for Quintile 1 learners.</li> <li>• Attainment in reading for Quintile 1 learners across the school has increased by 6%</li> </ul>
<p><b>ELC</b></p>	<p><b>PEF Initiatives</b></p> <ul style="list-style-type: none"> <li>• 0.1 Speech and Language Therapist</li> <li>• Word Boost Programme across ELC and school</li> </ul> <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. Word Boost has been introduced digitally using Seesaw.</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"> <li>• Increased engagement from families utilising online and shared resources.</li> <li>• 30% increase in pre-school children on trackers (from red to green) in Understanding Language and Use of Vocabulary.</li> </ul>

## Improving Wellbeing for Children and Young People

PRIORITY	HOW DID WE DO?
<p>3. <b>To improve children and young people's health &amp; wellbeing</b></p> <p>Children's emotional well-being is improved through targeted interventions to support mental health and to build confidence and resilience</p> <p><b>NIF Driver(s):</b> 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"> <li>• Embedded a progressive health and wellbeing programme including planned delivery of Zones of Regulation, Treehouse, Inner Wings and Emotion Works.</li> <li>• Continued to employ One Trusted Adult approach to support wellbeing</li> <li>• Increased opportunities for Pupil Voice through vertical house group activities and Pupil Power initiative.</li> <li>• Achieved our Gold RRSA award in January 2024.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Almost all learners are reporting positively against all wellbeing indicators.</li> <li>• Consistency of approach and delivery of health and wellbeing programmes has increased due to an agreed, progressive overview for all stages.</li> <li>• Children's Rights are fully embedded and underpin our ethos and curriculum across the school and ELC. This was evident in our successful assessment visit for our Gold Award.</li> </ul>
<p><b>ELC</b></p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Refreshed resources and displays to support understanding of GIRFEC using Wellbeing characters.</li> <li>• Embedded RRSA focus linked to GIRFEC to support achievement of Gold Rights Respecting School Award.</li> <li>• Introduced Seesaw as new digital sharing platform between ELC and home</li> <li>• Promoted visibility of ELC wellbeing practices through Seesaw.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The majority of children are green on the tracker for health and wellbeing statements.</li> <li>• 100% of families are connected to Seesaw with high levels of engagement.</li> <li>• Children's Rights are fully embedded and underpin our ethos and curriculum across the ELC. This was evident in our successful assessment visit for our Gold Award.</li> </ul>

## Improving Employability Skills and Positive Destinations for Young People

PRIORITY	HOW DID WE DO?
<p>4.  <b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p>Children will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work.</p> <p><b>NIF Driver(s):</b>  School Improvement</p>	<p>We have made good progress.  What did we do?</p> <ul style="list-style-type: none"> <li>• Reviewed opportunities for the celebration and recording of the wider achievements of pupils</li> <li>• Created a format to record and share wider achievements.</li> <li>• Introduced celebration assemblies for wider achievement.</li> <li>• Continued to develop our strategy for play in P3.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• SJO strategy for recording of wider achievement has been well received by parents and staff.</li> <li>• Quality Improvement activities have evidenced consistent opportunities for play across learning in P3.</li> <li>• Pupil wellbeing questionnaires demonstrate an increase of 5% for active and included indicators.</li> </ul>
<p><b>ELC</b></p>	<p>We have made good progress.  What did we do?</p> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>• Introduced outdoor/forest learning sessions.</li> <li>• Continued to incorporate My World Outdoors to provide a breadth of experiences for learners.</li> </ul> <p><b>DYW</b></p> <ul style="list-style-type: none"> <li>• Promoted Early Level Career Education Standard statements.</li> <li>• Challenged gender and stereotyping within the workplace.</li> <li>• Worked towards RRSA Gold Award</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• All children have experienced woodland/outdoor sessions.</li> <li>• All risky play has involved children in the process of risk assessing.</li> <li>• Achieved Gold Award for RRSA</li> </ul>

## Developing in Faith

PRIORITY	HOW DID WE DO?
<p>1. <b>Developing in Faith theme:</b></p> <p>Promoting Gospel Values</p> <p>Our specific outcome for 2022/23 was Children's learning will be enhanced by developing their understanding of Gospel Values and how to apply them to life.</p>	<p>We have made very good progress What did we do?</p> <ul style="list-style-type: none"> <li>• Implemented new Diocesan planners including God's Loving Plan across the school.</li> <li>• Completed a review of our Vision, Values and Aims in partnership with all stakeholders.</li> <li>• Participated in the Child Consecration Journey for P5 learners</li> <li>• Planned school events to celebrate the multi-faith and diversity of our school community.</li> <li>• Developed strong working partnership with new Parish Priest.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• All staff now plan for RE using new planning formats</li> <li>• Refreshed VVA has been produced, led by our P7 Leadership Team and taking account of the views of all stakeholders.</li> <li>• All P5 learners have participated in planned prayer month.</li> <li>• Pupil knowledge of OWR has increased, supporting relationships and tolerance for all faiths (and none).</li> <li>• Supported by the Parish Priest, a full calendar of events, including attendance at Mass and celebration of the Sacraments has been developed to offer increased opportunities to celebrate our faith.</li> </ul>





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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very 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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)