

St John Ogilvie RC Primary School Improvement Plan

2025/2026



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Relationships

Relevance

Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance
Literacy and Numeracy West Lothian Priorities, HWB
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council

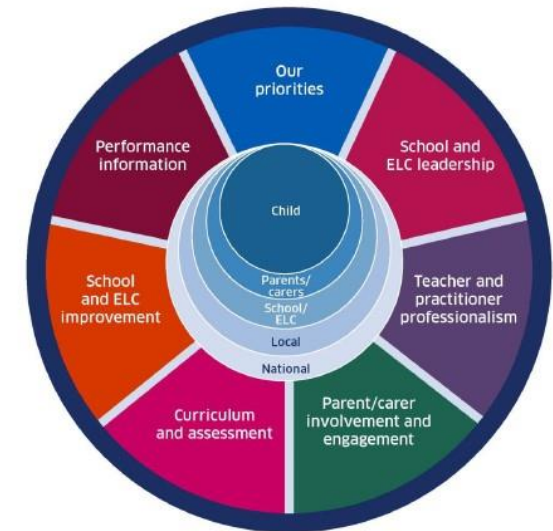
Corporate Plan

Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding/Equity Audit
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refresh
Realising the Ambition
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision Statement

Working together as a vibrant learning community of faith and friendship, where everyone is valued and included.

Aims

It is our aim that you will see and hear:

- Happy and healthy children who have the chance to thrive in a nurturing environment.
- Quality learning experiences which motivate and challenge us.
- Opportunities within our community for everyone to be leaders of learning.
- Strong, positive partnerships across our wider school community.
- Participation in prayer and worship, where we grow in faith by trying to live like Jesus every day.

Values



School Motto

Through our values and following the example of St John Ogilvie, we remember that we are all

'Born for Greater Things'

Learning, Teaching and Assessment

- A coherent curriculum
- Clear focus on Literacy, Numeracy, Health and Wellbeing and RE
- Focused smart planning of experiences and outcomes across the curriculum
- Enhanced Outdoor Learning with clear skills progression
- Flexible and adaptable planning to include opportunities for Pupil Led learning
- Openness to new approaches to improve outcomes for learners
- Bespoke SJO planners in core areas based on WLC Progression Planners
- Clear Rights of the Child focus across learning
- Developing skills for learning, life and work



Connection with the Wider Community

- Parish links – Fr Simon, SVDP, Knit and Natter, Legion of Mary
- Parent Council
- Parent and Friend Association (PFA)
- St Margaret's Academy Cluster Schools
- Educational Support Partners – Speech and Language Therapy, Children and Young People Team, Educational Psychology, Outreach Services
- Active Schools
- West Lothian Drug and Alcohol Service
- National Youth Choir of Scotland
- West Lothian Football Academy
- Community Police – PC McLean



Opportunities for Personal Achievement

- School Captains, House Captains/Vice Captains
- Pope Francis Faith Award
- Lead Learners
- Hot Chocolate Friday/Pupil of the Week
- Star Writers
- School Buddies (to ELC)
- JRSO
- House Point System
- Recognition Walls
- P7 Buddies
- Reading Buddies
- John Muir Award
- After School Clubs
- Seesaw and Teams Portfolios
- Sporting Festivals
- Young Writers
- Euro Quiz

Decision Making

- House Captain/Vice Captain Meetings
- Pupil Voice
- House Group Friday Activities
- Vertical committees – Rights Respecting Schools, Mini Vinnies, Sports and Health Champions, First Minister's Reading Challenge
- Class Assemblies
- Class performances
- Enterprise Activities
- Reading Champions
- Participatory Budgeting

Contextual Data Analysis and Rationale for 2025-26 School Improvement Plan

Background

St John Ogilvie RC Primary School serves the communities of Livingston North (Eliburn, Deans and Knightsridge). The school roll is currently 345 pupils over 13 classes.

The staff team is comprised of a Head Teacher, Depute Head Teacher, 1 Principal teacher, 20 teachers, 10 pupil support workers and 2 administrative assistants. In Woodlands ELC the staff team is comprised of an Early Years Officer, 5 EY practitioners (mix of full time and part-time), 1 full-time pupil support worker and 2 part-time pupil support workers.

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 partners. St John Ogilvie is part of the St Margaret's Academy cluster of schools. These partnerships are also evident in the school's strong and collaborative culture.

Data

Attainment Data – P1, P4 and P7

Overall attainment % P1/P4/P7 Combined		Quintile 1	Quintile 5	Boys	Girls	COS 1 % School and ELC	COS 2 % School and ELC	COS 3 % School and ELC
Literacy						87.0%	11.54%	1.46%
Overall	92.23	91.67	96.67	93.64	93.17			
Reading	94.48	91.67	96.67	96.89	94.44			
Writing	92.23	91.67	96.67	92.53	90.79			
L&T	95.30	100	96.67	95.63	95.63			
Numeracy	93.27	91.67	96.67	92.92	93.63			

Wellbeing – Self Reporting P1/P4/P7 - Combined

%	Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
Green	97.58	91.47	94.21	94.2	92.35	88.36	96.17	94.61
Amber	2.42	8.53	5.79	4.8	6.65	9.87	3.8	4.39
Red	0	0	0	1	1	1.77	0	1

What are our improvement priorities?

A key priority for this session will be a continued focus on improving the emotional and mental wellbeing of our learners. We will continue to offer nurture for our youngest learners through identified groups and the refocussing of outdoor nurture will provide support for learners in the upper school. We will use termly wellbeing check ins to support planning and identify areas of focus in Health and Wellbeing. We will work with cluster colleagues to further promote the Inner Wings, Zones of Regulation and Treehouse. This will be used across the school, in a structured way to support confidence and resilience building for all learners but with a focus on developing a sense of self-worth in girls and an understanding of self-belief in ability for boys.

Attainment in writing will remain a focus across all stages with particular intervention planned at P3 and P4. We will build on the work done to create opportunities for moderation in writing. This will be supported by our literacy SIP group and our cluster schools. In numeracy, we will support class teachers to ensure consistent approaches through embedding of our numeracy pedagogy toolkit. We will further develop our Cluster initiative in Numeracy by extending Building Thinking Classrooms to early and second level. We have allocated specific Support for Learning teaching time for attainment support, both for individuals and groups. This will be for universal and targeted learners.

We will further revisit our outdoor learning programme, ensuring a focus on the development progressive skills which are transferable across learning. This will include specific targeted input with Kids Gone Wild.





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St John Ogilvie RC Primary School School Improvement Planning for Ensuring Excellence and Equity			
School priorities	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Children's emotional well-being is improved through targeted interventions to support mental health and to build confidence and resilience	<ul style="list-style-type: none"> Develop consistent weekly outdoor sessions for all classes, supported by input from Kids Gone Wild. Further develop progressive outdoor learning planner supported by HWB development group. Continue to implement progressive HWB programme including planned delivery of Zones of Regulation, Treehouse, Inner Wings and Emotion Works. Continue to employ One Trusted Adult approach to support wellbeing Engage with Cluster Equity and diversity training to promote equitable classroom approaches. 	From August 25 	<ul style="list-style-type: none"> All classes participate in weekly, planned outdoor sessions supported by the progressive skills planner. Percentage of learners reporting red or amber on wellbeing trackers to decrease. Equitable classroom approaches to be evident across QI activities.
Raising attainment for all, particularly in literacy and numeracy(universal): Children's learning experiences are improved through the consistency of learning and teaching approaches within reading and writing. Children's learning experiences are improved through the consistency of learning and teaching approaches in numeracy across the school.	<ul style="list-style-type: none"> Continue to use updated feedback and assessment toolkit across literacy extending to all areas of literacy. Create SJO Grammar progression statements to supplement literacy pedagogy toolkit. Continue to support PM writing methodology across all stages Complete bespoke Numeracy and Maths pedagogy toolkit to support coherent and progressive teaching and learning across the school. Engage further cluster approach to introducing Building Thinking Classrooms extending across all CfE levels Further develop specific support for learning within numeracy for targeted learners. Introduce Spatial Maths approach for learners in P5-P7 Delivery of parental engagement workshops/resources by staff development groups across literacy and numeracy 	From August 2025 By December 2025 Ongoing By December 2025 Ongoing Ongoing Aug-Dec 2025 Across the year	<ul style="list-style-type: none"> Feedback toolkit will be used consistently across the school in all areas of literacy. Grammar progression statements will be added to pedagogy toolkit. Attainment in writing to further increase across the school with a focus on Q1 learners Attainment in numeracy across the school to increase with a focus on Q1 learners. BLT to be rolled out across all classes supported by staff from first level. Baseline scores to increase for learners engaged in Spatial Maths approach
Tackling the attainment gap between the most and least advantaged children (targeted): Children's attainment will improve as a result of planned interventions in literacy, numeracy and health and wellbeing (for targeted learners).	<i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this link SJO PEF Toolkit to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i>	From August 25  March 26	Documented in PEF Plan



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<p>Developing in Faith Theme - Honouring Jesus Christ as the Way, the Truth and the Life</p> <p>Children's learning will be enhanced by developing their understanding church teachings, faith traditions and the Sacraments.</p>	<ul style="list-style-type: none"> Engage with new school chaplain to establish faith calendar for 25-26. Continue engagement in Pilgrims of Faith monthly focus for all learners through House Groups, led by Pupil Leadership Team. Introduce opportunities for Pilgrimage and Retreat for Sacramental classes, particularly P7. Revise Parental workshops for all Sacraments in collaboration with the parish and school chaplain. 	<p>From August 25</p>	<ul style="list-style-type: none"> Annual Mass and celebration calendar created. Pilgrims of Faith focus evident across school displays/pupil work. All Sacramental P7 will participate in pilgrimage/retreat. Increased parental attendance at Sacramental meetings
<p>Improvement in 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>	<ul style="list-style-type: none"> Further embed use of our tracker to record and share wider achievements. Continue celebration assemblies for wider achievement with monthly SLT assemblies Embed consistent approach and opportunity for all classes to participate in outdoor learning through partnership with Kids Gone Wild. Introduce refreshed profiling approach including a refocus on the use of Seesaw for P1-P3 and introducing My World of Work profiles for P4-P7 to replace Glow Blogs. 	<p>Ongoing Ongoing</p> <p>From August 25</p> <p>From Sept 25</p>	<ul style="list-style-type: none"> Quality Improvement activities will evidence consistent opportunities for outdoor learning. All P4-P7 pupils will have established their My World of Work profiles.

Each improvement priority is underpinned by placing the human rights and needs of every child and young person at the centre of their education.



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