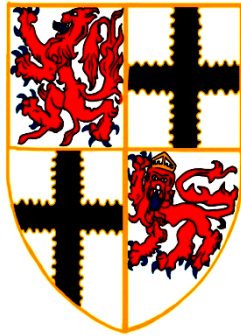


St John Ogilvie Primary School and Woodlands ELC



PROGRESS REPORT FOR SESSION 2024/25

(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 343 pupils over 13 classes with 59 Nursery children.

The staff team is comprised of a head teacher, depute head teacher, a principal teacher, 20 teachers, 10 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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcomes for session 2024/25 were to ensure children's learning experiences are improved through the consistency of learning and teaching approaches.</p> <p>NIF Driver(s): 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"> • Implemented our updated feedback and assessment toolkit across literacy with a specific focus on writing. • Created SJO Grammar progression statements to supplement literacy pedagogy toolkit. • Continued to support PM writing methodology across all stages • Worked towards achievement of silver level Reading School award. • Initiated work on the creation of a bespoke Numeracy and Maths pedagogy toolkit to support coherent and progressive teaching and learning across the school. • Engaged with cluster approach to introduce Building Thinking Classrooms (BTC) • Further developed specific support for learning within numeracy for targeted learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Refreshed Feedback toolkit is supporting greater consistency across the school. This is evident in all classes and is being utilised wider than just in writing feedback. • Evidence for the silver Reading School award has been submitted for review. • Engagement in numeracy lessons has increased as a result of BTC approaches. • Attainment in numeracy has increased by 25% for targeted learners and 7% across the school.
<p>ELC</p> <p>Children's learning experiences are improved through the consistency of learning approaches across the ELC.</p>	<p>We have made very good progress. What did we do?</p> <p>Literacy</p> <ul style="list-style-type: none"> • Further updated resources within the garden and beyond to promote a literacy rich environment in the outdoors, specifically the house and woodlands. • Created story baskets to promote opportunities for child-led story telling. • Introduced literacy targeted Stay and Play sessions for families. <p>Numeracy</p> <ul style="list-style-type: none"> • Further updated resources within the garden and beyond to promote a numeracy rich environment in the outdoors, specifically the house and woodlands. • Introduced numeracy targeted Stay and Play sessions for families. <p>Evidence indicates that the impact is:</p> <ul style="list-style-type: none"> • All pre-school vocabulary scores (Renfrew Word finding assessment) have increased from initial baseline • Almost all children report as green on ELC trackers for numeracy. • Attendance at Stay and Play sessions has increased by almost 25% with parental questionnaire feedback indicating a preference for curriculum specific sessions.

Closing the Attainment Gap

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 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. The school worked with the Equity team this session to support delivery of our PEF initiatives.</p> <p>12 priorities were planned. 83% of these priorities were fully achieved. Of the 2 remaining priorities, one made very good progress and the other was stopped due to a difficulty with the resource required to support it.</p> <p>PEF was used effectively 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"> • Increased engagement in literacy and numeracy for all targeted learners. • Vocabulary baseline scores increased by 55% for Quintile 1 learners. • Overall Literacy attainment has increased by 6% for Quintile 1 learners. • Attainment in reading for Quintile 1 learners across the school has increased by 6%
<p>ELC</p>	<p>PEF Initiatives</p> <ul style="list-style-type: none"> • Participatory budgeting to include representation from ELC • Resources to support Literacy and Nurture including new books for library <p>A focus group of pupils from the ELC were included in discussions around the use of participatory budgeting funding. They were supported by P6 buddies. Resources were also purchased to replenish the ELC library.</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"> • Staff confidence in delivering outdoor learning in the Woodlands has increased due to engagement with CLPL and supported sessions. • Learner use of the library/book area of the ELC has increased.

Improving Wellbeing for Children and Young People

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"> Engaged with Equity Team to create bespoke learning and support opportunities for all learners. Continued to implement progressive HWB programme including planned delivery of Zones of Regulation, Treehouse, Inner Wings and Emotion Works. Further revised outdoor learning progressive planners across school. Continued to employ One Trusted Adult approach to support wellbeing Delivered Parental Engagement sessions to support understanding of Outdoor Learning. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Almost all learners are reporting positively against all wellbeing indicators. Staff knowledge and understanding of equity priorities has increased leading to improved classroom opportunities for all Q1 learners. Consistency of approach and delivery of health and wellbeing programmes has increased due to an agreed, progressive overview for all stages. Almost all staff now plan and deliver progressive, regular outdoor learning opportunities, enhanced by support from Kids Gone Wild.
<p>ELC</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Created an annual celebration calendar of events which identifies cultural and religious festivals which are relevant to Woodlands families. Develop 'Mini Teams' (learner responsibility groups) to develop health and wellbeing within the ELC. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> The majority of children are green on the tracker for health and wellbeing statements. All learners have had the opportunity to share and celebrate an event of cultural or personal significance to them. Parental engagement in celebration events has increased by 35%

Improving Employability Skills and Positive Destinations for Young People

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>NIF Driver(s): School Improvement</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Continued to use newly developed format to record and share wider achievements. Incorporated celebration assemblies for wider achievement with monthly SLT assemblies Ensured consistent approach and opportunity for all classes to participate in outdoor learning. Supported career inspiration opportunities for all pupils in P7 by inviting parents/families to deliver informative talks around their career. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Continued high engagement of our SJO strategy for recording of wider achievement by parents and staff. Staff confidence in delivering outdoor learning increased through support from an external provider. All P7 pupils engaged in Career Fortnight Talks.
<p>ELC</p>	<p>We have made very good progress. What did we do?</p> <p>Outdoor Learning</p> <ul style="list-style-type: none"> Increased opportunity for regular outdoor/woodland sessions including parental/family sessions. DYW Further promoted Early Level Career Education Standard statements. Embedded woodworking initiative involving learners through consultative planning <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> All children have experienced woodland/outdoor sessions All children have experienced woodworking as a core activity.

Developing in Faith

PRIORITY	HOW DID WE DO?
<p>1. Developing in Faith theme:</p> <p>Promoting Gospel Values</p> <p>Our specific outcome for 2024/25 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"> • Refreshed House Groups linked to new Values statement. Reduced from 7 house groups to 3 (St Peter, St Francis and St Teresa) • Developed whole school planner to celebrate the Jubilee Year (Pilgrims of Hope). • Participated in the Child Consecration Journey (P5 +P6) • Delivered parental session to support delivery of God' Loving Plan and Sacramental preparation. • Developed whole school/whole year Mass celebration calendar in consultation with our Parish. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Increased pride in house groups, leading to improved behaviour and classroom engagement for almost all learners. • All children have participated in activities to support the jubilee year and all families had the opportunity to join our 'Prayer Pilgrimage'. • All P5 and P6 learners have participated in planned prayer month dedicated to Mary. • All P6 and P7 parents had the opportunity to attend a session supporting delivery of God's Loving Plan. • 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.

Parental engagement and stakeholder engagement in learning at St John Ogilvie Primary and Woodlands ELC is very good. We have active parent groups who contribute to improvement planning and also support the school through fundraising. We work closely with St Margaret's Cluster schools to ensure consistency of approach and moderation of learning takes place to support staff in making ever more robust judgements on achievements and attainment across learning.

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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	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very 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)