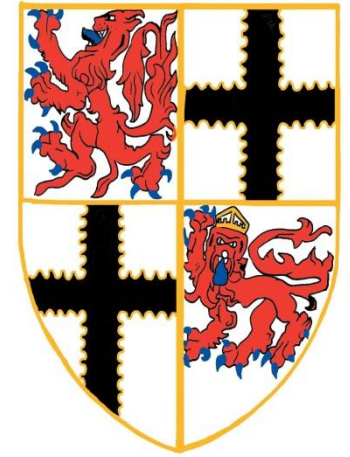




# **St John Ogilvie RC Primary School Improvement Plan**

## **2026-27**



**Courage**

**Relationships**

**Relevance**

**Values**

# Factors Influencing the Improvement Plan

## School Factors

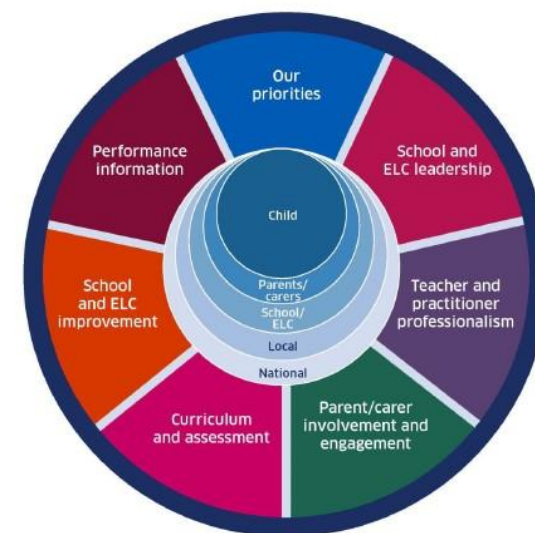
Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Priorities  
Equity and PEF Priorities from equity self-evaluation materials 2026

## Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs  
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)  
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)  
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)  
West Lothian Parental Involvement and Engagement Framework  
Equity and Pedagogy Teams; Additional allocation  
West Lothian Stretch Aims  
West Lothian Priorities - Literacy and Numeracy, HWB

## National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)  
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum  
Presumption to provide education in a mainstream setting 2019  
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)  
GTCS professional standards and professional update 2021  
[Pupil Equity Funding](#): National Operational Guidance 2026/7  
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'  
How Good is Our School? 4<sup>th</sup> Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)  
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)  
Realising the Ambition - [realisingtheambition.pdf](#)  
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures  
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)  
Moderation Cycle and Assessment  
Developing Scotland's Young Workforce



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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

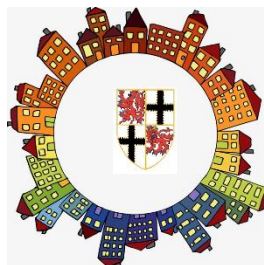
**'Born for Greater Things'**

### Learning, Teaching and Assessment

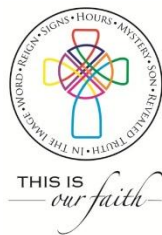
- A coherent curriculum
- Clear focus on Literacy, Numeracy, Health and Wellbeing and RE
- Focused smart planning of experiences and outcomes across the curriculum
- Enhanced Outdoor Learning with clear skills progression
- Flexible and adaptable planning to include opportunities for Pupil Led learning
- 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



## Our Curriculum Map



*Inclusion*



### Connection with the Wider Community

- Parish links – Fr Kevin, 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
- Destination Judo
- West Lothian Football Academy
- Community Police – PC McLean
- West Lothian Young Carers
- Kids Gone Wild



### Opportunities for Personal Achievement

- School Captains, House Captains/Vice Captains
- Pope Francis Faith Award
- Lead Learners
- Reader Leaders
- Hot Chocolate at Home/Pupil of the Week
- Star Writers
- School Buddies (to ELC)
- JRSO
- House Point System
- Recognition Walls
- P7 Buddies
- Reading Buddies
- Climate Smarter Award
- After School Clubs
- Seesaw and Teams Portfolios
- Sporting Festivals
- Young Writers
- My World of Work



### Decision Making

- House Captain/Vice Captain Meetings
- Pupil Voice
- Participatory Budget decisions
- House Group Friday Activities
- Reading Challenge
- Class Assemblies
- Class performances
- Enterprise Activities
- School Values Update
- Charity Fundraising
- RRSA Gold Award
- Children's Rights Campaign
- Trusted adults



Adapted from Curriculum Map 2025 – available in full on website



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## Contextual Data Analysis and Rationale for 2026-27 School Improvement Plan

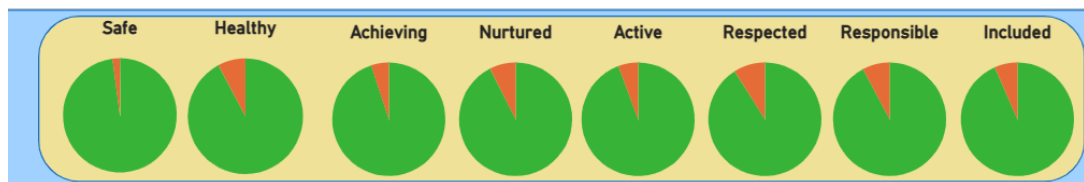
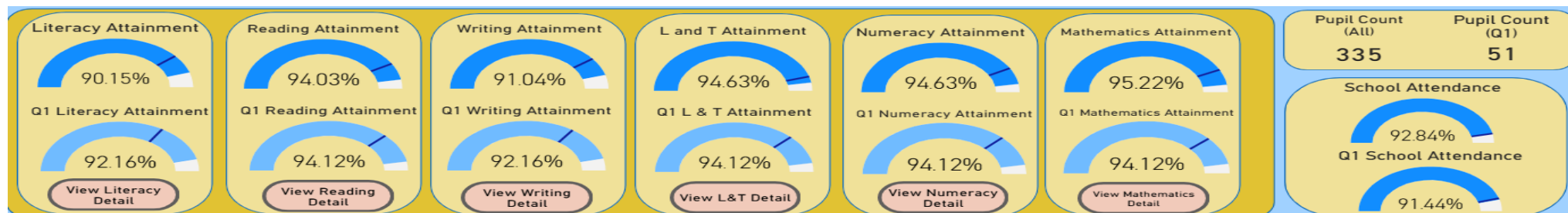
### Background

St John Ogilvie RC Primary School serves the communities of Livingston North (Elburn, Deans and Knightsridge). The school roll is currently 336 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



### 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 continuation of outdoor nurture and our Hi-5 Award group 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 intervention planned at 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 and embedding Building Thinking Classroom Approaches. 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 embed 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB</b><br><br>Children's emotional well-being is improved through targeted interventions to support mental health and to build confidence and resilience and through inclusive pedagogy practice.                                                                                                                     | <ul style="list-style-type: none"> <li>Continue with consistent weekly outdoor sessions for all classes, supported by input from Kids Gone Wild.</li> <li>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.</li> <li>Further develop approaches to inclusive pedagogy and inclusive classrooms supported by the work of CIC/LOL leads</li> <li>Continue to use HWB annual plan for delivery of HWB curriculum including Zones of Regulation, Inner Wings, Treehouse and God's Loving Plan.</li> </ul> | From August 26<br><br>                     | <ul style="list-style-type: none"> <li>All classes participate in weekly, planned outdoor sessions supported by the progressive skills planner.</li> <li>All P4-P7 pupils will have established their My World of Work profiles.</li> <li>Inclusive classroom/pedagogy approaches to be evident across QI activities.</li> <li>Percentage of learners reporting red or amber on wellbeing trackers to decrease.</li> </ul>                                                          |
| <b>Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy</b><br><br>Children's learning experiences are improved through the consistency of learning and teaching approaches within reading and writing.<br><br>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"> <li>Continue to use updated feedback and assessment toolkit across literacy extending to all areas of literacy.</li> <li>Continue to support PM writing methodology across all stages</li> <li>Engage further in cluster approach to embedding Building Thinking Classrooms extending across all CfE levels and embedding across the school.</li> <li>Further develop specific support for learning within numeracy for targeted learners.</li> <li>Continue Spatial Maths approach for learners in P5-P7 and introduce for P4 learners</li> </ul>                                    | From August 2026<br><br>Ongoing<br><br>Ongoing<br><br>By December 2026                                                        | <ul style="list-style-type: none"> <li>Feedback toolkit will be used consistently across the school in all areas of literacy.</li> <li>Attainment in writing to further increase across the school with a focus on P4 learners</li> <li>Attainment in numeracy across the school to increase.</li> <li>BLT to be rolled out across all classes supported by staff from second level.</li> <li>Baseline scores to increase for learners engaged in Spatial Maths approach</li> </ul> |
| <b>Tackling the attainment gap between the most and least advantaged children (targeted):</b><br><br>Children's attainment will improve as a result of planned interventions in literacy, numeracy and health and wellbeing (for targeted learners).                                                                                                                                                                                              | 'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> 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.'                                                                                                                                  | From August 26<br><br><br><br>To March 27 | Documented in PEF Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Developing in Faith Theme – Serving the Common Good</b>                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Continue to support the work of SCIAF, Missio and other local charitable causes.</li> <li>Achieve Missio 5-Star School Award through participation in social justice and inclusion events.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | From August 26<br><br>By June 2027                                                                                            | <ul style="list-style-type: none"> <li>School event calendar will detail opportunities for charity events.</li> <li>Mission 5-Star Award will be achieved (currently have 1 star)</li> </ul>                                                                                                                                                                                                                                                                                        |



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| Children's learning will be enhanced by developing their understanding of Catholic social teaching promoting social justice and inclusion for all.                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Establish P6 and P7 faith leaders to support delivery of Rosary groups and Stations of the Cross.</li> <li>Continue to engage in Pope Francis Faith Award for P6 and P7 learners (open to all faiths and none).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | From August 26<br>Ongoing | <ul style="list-style-type: none"> <li>Roles for faith leaders have been created.</li> <li>PFFA participants will continue to achieve the award by the end of P7.</li> </ul>                                                                                                                                                                                                                                                       |
| <p><b>Meeting the needs of all children and young people through inclusive &amp; impactful pedagogy, with a particular focus on curriculum making</b></p> <p>By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making</p> | <p>All staff will engage in opportunities for curriculum making, supported by CIC/LOL leads as detailed below:</p> <p><b>Phase 1</b><br/>Planning for sustainable professional learning to build confidence in <b>curriculum making</b> (teachers)<br/>Planning for sustainable professional learning to confidently lead the process of <b>curriculum making</b> (leaders)</p> <p><b>Phase 2</b><br/>Planning for sustainable professional learning on <b>curriculum making</b> at <b>school</b> level (teachers)<br/>Planning for sustainable professional learning on how to lead <b>curriculum making</b> at <b>school</b> level (leaders)</p> | From August 2026          | <ul style="list-style-type: none"> <li>Staff confidence will increase and show consistent understanding of curriculum making and CIC frameworks.</li> <li>All staff will actively participate in CLPL, with evidence of engagement in collaborative learning.</li> <li>CIC/LOL leaders will effectively facilitate and sustain curriculum development, with increasing evidence of distributed leadership across staff.</li> </ul> |

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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