



Renfrewshire
Council



Renfrewshire Council Children's Services

St John Ogilvie Primary School

Improvement Plan

2022-2023

Planning framework

As part of Children's Services, St John Ogilvie Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Our Vision, Values and Aims

Vision – A community of excellence and opportunity for all

Motto – **S**tarting a **J**ourney of **O**pportunity

Values – Kindness, Honesty and Respect

Our Aims:

1. To promote wellbeing and respect within a culture of ambition and achievement, reflecting Gospel Values within a community of faith and learning.
2. To share a common vision with our pupils, parents and staff and to foster high quality leadership at all levels.
3. To engage all our pupils in the highest quality learning activities which focus on outcomes and maximise success for all learners
4. To value and empower our staff and pupils, to reflect on our work, welcome challenge and to experience personal and collegiate responsibility.
5. To work in partnership with parents, other agencies and our community to improve and support learning.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents/carers and partners. We used a variety of methods of gathering the views of those who are involved in the life and work of St John Ogilvie Primary, such as

Staff

- Staff meetings
- In-Service Days
- Curriculum Development Sessions
- Regular Self-evaluation linked to Quality indicators (HGIOS)
- Individual Forward Plan feedback with SMT
- Personal Review and Development meetings
- Regular review of School Improvement Plan priorities
- Consultation of SIP priorities

Pupils

- Pupil Council meetings
- Pupil questionnaires and feedback
- Weekly Hot Chocolate Friday Sessions
- Assemblies

Parents/Carers

- Annual Report feedback
- Parent Evenings
- Parent Partnership
- Newsletters

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

- Informal feedback through discussions
- St. Andrew's Cluster Schools
- Meetings with School Chaplain
- Transition Meetings with Early Years Centres and Secondary Schools
- Termly meetings with Active Schools Co-ordinator
- Regular collaborative meetings with Home Link Worker and Educational Psychologist.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Creation of, and regular reflecting against the school monitoring calendar
- Regular staff meetings and curriculum meetings
- In-Service day self -evaluation activities reflecting against HGIOS4, GTCS standards and Developing in Faith
- Monitoring of attainment through termly tracking meetings
- Monitoring of pupil wellbeing through termly tracking meetings to assess the need for early intervention
- Termly evaluation of IEPs to monitor the impact of interventions
- Regular interrogation of school data including tracking information, the data dashboard, and standardised assessments
- TAC meetings
- Moderation of teaching and learning through inhouse and cluster moderation activities
- Moderation of teaching and learning through Peer and SMT learning visits
- Staff and pupil learning conversations
- Regular meetings with the Pupil Council, Pupil Citizenship Groups and the Parent Partnership

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – To raise attainment in Numeracy

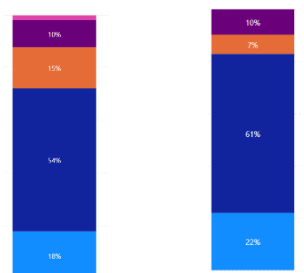
HGIOS/HGIOELC QIs Q.I. 2.3 Q.I. 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 	NIF Drivers School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention								
<p>Curriculum for Excellence Data demonstrates that numeracy is a key area for improvement. The most significant gap appears in First Level.</p> <table border="1" data-bbox="91 746 434 895"> <tr> <th colspan="2">Numeracy - June 2022</th> </tr> <tr> <td>Early</td> <td>90%</td> </tr> <tr> <td>First</td> <td>81%</td> </tr> <tr> <td>Second</td> <td>84%</td> </tr> </table> <p>Tracking information for the targeted group (First Level) shows a clear poverty related attainment gap. (77% of those off track are impacted by poverty).</p> <p>Tracking information demonstrates that within the targeted group (First Level) 66% are boys.</p>	Numeracy - June 2022		Early	90%	First	81%	Second	84%	<p>By June 2023, attainment of pupils within the targeted group (First Level) in numeracy improves by 8%.</p> <p>By December 2023, attainment of pupils in the targeted group (Second Level) will improve by 4%.</p> <p>Pupils who are identified as being at risk of becoming off track will remain on track.</p> <p>A Numeracy Policy will be created by staff, pupils and parents resulting in a consistent approach to the learning, teaching and assessment of Numeracy across all stages.</p> <p>By June 2023, all teachers within First Level will be more confident in the use of SEAL and Number Talks. Almost all support staff will be more confident and skilled in providing in-class support to the targeted groups.</p>	<p>Pre/ post teacher judgement data</p> <ul style="list-style-type: none"> SEAL Assessment Score Pre/ post pupil surveys/learning conversations Standardised assessment data including GL and SNSA In school curriculum development meetings will have a focus on upskilling all teaching staff in the delivery of mental maths and number talks. Pre/post evaluations on staff confidence and understanding 4 Tracking meetings spread across the year with class teacher and PEF Teacher Tracking Paperwork including PEF intervention updates Learner feedback – target group Parent/ Carer Information Sessions Parent/ Carer Feedback Staff Learning Visits Staff survey results Primary 1 Parent/ Carer curriculum afternoon and evaluation 	<p>The appointment of 0.2 FTE teacher (PEF funded- £7,690.38) to provide targeted interventions to the identified groups.</p> <p>The teacher providing targeted intervention will:</p> <ul style="list-style-type: none"> Assess pupils using the SEAL planners to support next steps in learning. Work with support staff to upskill and support ongoing interventions put in place with the targeted groups Model good practice in all classes (Number Talks/ SEAL) Organise and deliver an input to parents/carers on how to support their pupils with Numeracy. (P1 Info afternoon) Monitor, track and feedback to staff on improvements in attainment
Numeracy - June 2022											
Early	90%										
First	81%										
Second	84%										

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Data from a recent pupil survey (P4-P7) indicated that 11% of pupils feel that there should be a focus on improving numeracy within the school.

The PIE (Parent Involvement and Engagement Census) carried out in session 2021-2022 shows that 12.82% of parents/carers (5/41) stated that they disagreed or strongly disagreed that the school provided them with the information required to help them support their child at home. With 15% (6/41) stating that they neither disagreed or agreed with the statement.



Q11. The school provides me with useful information about how I can help my child learn at home.

Q6. The school keeps me well informed about my child's progress in a way I can understand.

Parents/carers will have an understanding of how they can support their child in the Early Stages of Numeracy.

PIE Census data will show a higher percentage of parents/carers strongly agree or agree that the school share ways they can support their child in their learning.

PIE Census data will show a higher (90%)percentage of parents/carers strongly agree or agree that the school keeps them informed about their child's progress in a way they can understand

- Deliver Numeracy as part of NCCT with a particular focus on mental maths and problem solving. This will be reviewed at each tracking meeting.

The school will purchase Sumdog and CLPL will be offered by a class teacher to demonstrate and improve staff confidence in using the app to support pupils (PEF £780)

During Staff Meetings the PEF teacher (Numeracy Coordinator) will have the opportunity to update all teaching staff on the latest developments in Numeracy from Local Authority and Education Scotland

The Collegiate Calendar will include 3 hours for Numeracy Development. Information from these sessions will inform a Numeracy Policy.

Numeracy Drop-in sessions will be available during Parents' Evenings

A lunchtime Numeracy Support Homework Club will be available.

A targeted Numeracy Games Club will be established to increase numeracy engagement in boys

(PEF) denotes interventions/activities funded through Pupil Equity Funding

<p>10% of parents disagreed and 7% neither agreed nor disagreed that the school kept them informed about their child's progress in a way that they can understand.</p>			<p>HT applied for the Parental Engagement in Numeracy and Mathematics Programme</p> <p>The Seesaw app will continue to be purchased via PEF (£954.00). The app will revert to being used as a profiling tool demonstrating the child's latest and best work and sharing the child's most recent learning targets.</p> <p>As part of the school monitoring calendar pupils will work with staff, each term, to create and share their learning targets with the parents/carers via Seesaw.</p>
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Improvement Priority 2 – To raise attainment in Writing

HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I. 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all YP 	NIF Drivers School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention																
<p>Curriculum for Excellence data demonstrates that, as a school, writing is the main area for improvement, with the biggest dip in attainment being in First Level. The attainment figures identify a clear poverty related attainment gap.</p> <table border="1" data-bbox="91 783 468 967"> <thead> <tr> <th colspan="2">Writing Data 2021-2022</th> <th>18/19 Pre-Covid</th> <th>Impacted by poverty</th> </tr> </thead> <tbody> <tr> <td>Early Level</td> <td>79%</td> <td>83%</td> <td>44%</td> </tr> <tr> <td>First Level</td> <td>77%</td> <td>70%</td> <td>61%</td> </tr> <tr> <td>Second Level</td> <td>77%</td> <td>73%</td> <td>50%</td> </tr> </tbody> </table> <p>The impact of online learning and school closures could be in part attributing the decline in writing attainment.</p> <p>The data also shows a gender gap in writing attainment with 74% of those pupils off track being boys.</p>	Writing Data 2021-2022		18/19 Pre-Covid	Impacted by poverty	Early Level	79%	83%	44%	First Level	77%	70%	61%	Second Level	77%	73%	50%	<p>By June 2023, attainment of pupils impacted by poverty within a targeted group (First Level) in writing will improve by 10%.</p> <p>By June 2024, attainment of pupils in a targeted group (Second Level) will rise by 8%.</p> <p>By June 2023, almost all teachers will be more confident and skilled in the teaching of writing.</p> <p>Almost all support staff will be more confident and skilled in providing in-class support to the identified groups.</p> <p>Through discussion with their class teacher, all pupils will identify their next steps in writing.</p> <p>Through Seesaw, all parents/carers will be able to read about their child's next steps in writing.</p> <p>Through the creation of a writing policy all teaching staff will feel like there is a more consistent approach to the teaching of writing.</p> <p>The adaptations made to the Grammar Programme will enhance the teaching of writing.</p>	<ul style="list-style-type: none"> Pre/ post teacher judgement data Body of Evidence Assessment information Attainment data (spreadsheet) Pre/ post pupil surveys/learning conversations with all stages Standardised assessment data (GL) Class formative assessment Levels of staff engagement with CLPL Pre/post evaluations on staff confidence in the teaching of writing Moderation feedback between St Peter's and SJO Tracking meetings with class teachers Learning visit records Learner feedback – target groups (First/Second) Target group writing journals The Seesaw journal of all pupils IEPs Support Staff Timetables DHT Pupil Support Calendar 	<p>The appointment of 2 Additional Support Staff (PEF funded- £16,969.72) will support the class teachers in delivering targeted intervention across First Level.</p> <p>The appointment of 2 additional support staff will allow the school to timetable support staff into all classes during writing to support targeted intervention.</p> <p>Three members of staff will take the lead (Project Leads) on the implementation of Talk for Writing across all stages of the school.</p> <p>A calendar of writing CLPL sessions will be finalised by Sep 2022 and delivered throughout the session.</p> <p>Talk for Writing training will be delivered to all teaching staff during the August and May In-Service Days.</p> <p>Talk for Writing training will be delivered to support staff. (24th and 25th August)</p>
Writing Data 2021-2022		18/19 Pre-Covid	Impacted by poverty																
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Quartile comparison data appears to show that SJO are 3% below the average in Early Level and 2% below the average in Second Level.

A recent pupil survey showed that 10% of pupils in P4-7 feel that writing should be an improvement priority.

A recent staff consultation exercise highlighted that all staff felt there was a need to review the approach taken to the teaching of Grammar. All staff feel that adaptations are needed to the teaching programmes to ensure more depth of understanding.

In April 2022 a consultation exercise with parents/carers showed that some parents did not feel that their child was aware of their next steps in learning.

14. My child is aware of their next steps in learning.

More Details Insights



HT will meet with Education Scotland to discuss and seek advice on the assessment of writing for P2, P3, P5 and P6.

In November and February, all teaching staff will participate in the moderation cycle alongside a comparator school (St Peter's Primary School)

Next steps in writing will be shared with parents on Seesaw, profiling tool, demonstrating their child's latest and best work. (PEF - £954.00)

Four staff will be commissioned through PEF (£2,466.80 (15hrs each)) to evaluate and improve the approach taken to the teaching of Grammar across all stages

A Writing Policy will be created in conjunction with staff, pupils and parents/carers to support consistency of the teaching and learning across all areas of the school.


The DHT will ensure IEPs are regularly reviewed and shared with pupils and their families.

The DHT will ensure that all support staff are able to support pupils when using the accessibility tools in Glow as an aid to writing.

Along with the Early Years staff, the DHT will review the Early Level writing assessment tracker to ensure consistency in approach to the assessment of writing.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 3 – The improvement in reading engagement and reading attainment

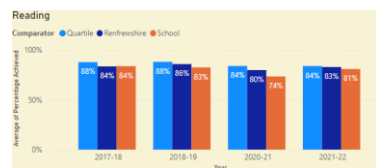
HGIOS/HGIOELC QIs 1.1 2.2, 3.2 2.3, 2.5	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>School Leadership</td> <td>Assessment of Children's progress</td> </tr> <tr> <td>Teacher Professionalism</td> <td>School Improvement</td> </tr> <tr> <td>Parental Engagement</td> <td>Performance Information</td> </tr> </table>		School Leadership	Assessment of Children's progress	Teacher Professionalism	School Improvement	Parental Engagement	Performance Information						
School Leadership	Assessment of Children's progress														
Teacher Professionalism	School Improvement														
Parental Engagement	Performance Information														
Rationale for change	Outcome and Expected Impact	Measures	Intervention												
<p>At a recent staff meeting the professional opinion of teachers was for a need to review our reading policy to ensure a more consistent approach to the teaching of reading.</p> <p>In April 2022, a P4-P7 survey showed that 20% of pupils (21 pupils) felt that Reading should be a priority for next session.</p> <p>37. I think our school improvement priorities should be...</p>  <table border="1"> <caption>37. I think our school improvement priorities should be...</caption> <thead> <tr> <th>Priority</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21</td> </tr> <tr> <td>Writing</td> <td>10</td> </tr> <tr> <td>Literacy and talking</td> <td>50</td> </tr> <tr> <td>Numeracy</td> <td>11</td> </tr> <tr> <td>Other</td> <td>13</td> </tr> </tbody> </table> <p>Curriculum for Excellence Data demonstrates Reading is a key area for improvement with a dip in attainment at First Level. The data also shows a link between</p>	Priority	Count	Reading	21	Writing	10	Literacy and talking	50	Numeracy	11	Other	13	<p>By June 2023 Attainment in First Level will increase by 12 %.</p> <p>By June 2023 attainment in Second Level will increase by 2%.</p> <p>Pupils from P4-7 with an identification of dyslexia will be able to access the Renfrewshire Library Website to listen to audio books.</p> <p>Pupils with a literacy difficulty or an identification of dyslexia will be provided with opportunities and supported to use the Glow Accessibility Tools and the E-Reader Pens.</p> <p>The school will achieve the Bronze Level Reading Schools Award.</p>	<ul style="list-style-type: none"> Pre/ post teacher judgement data Body of Evidence Assessment information Attainment data (spreadsheet) Pre/ post pupil surveys/learning conversations with all stages Standardised assessment data (GL) Class formative assessment Pre/post evaluations on staff confidence in the teaching of Reading Tracking meetings with class teachers Learning visit records Learner feedback – target groups (Early/First/Second) The Seesaw journal of all pupils IEPs Support Staff Timetables DHT Pupil Support Calendar Reader Engagement Survey Results PIE Census Information Staff evaluation feedback Reading Schools Award 	<p>In Term 1 a review of what reading looks like in every classroom will be undertaken. This information will inform a whole school policy.</p> <p>A reading policy will be established in consultation with parents/carers, pupils and staff.</p> <p>Following the school library being catalogued in an online app, all staff will be shown how to search for books to support learners find appropriate texts.</p> <p>The Pupil Librarian Committee will meet with the Parent Partnership to request support for the purchase of more books for the school library.</p> <p>The approach to Reading homework will be reviewed in line with Renfrewshire Council Literacy Approach.</p> <p>Teachers in P1-3 will organise for pupils to take home 3 books to read for pleasure each week.</p>
Priority	Count														
Reading	21														
Writing	10														
Literacy and talking	50														
Numeracy	11														
Other	13														

(PEF) denotes interventions/activities funded through Pupil Equity Funding

the dip in attainment and those pupils impacted by poverty.

Reading Attainment 2021-2022		Impacted by poverty
Early Level	81%	62%
First Level	82%	61%
Second Level	88%	53%

Comparator Data over the last 4 years shows that at Early Level we are performing below the Renfrewshire average.



The Reading Engagement Survey results show that 19% of pupils in P4-7 do not enjoy reading and 11% feel that they do not read as well as their peers.

5. Reading books is something I like to do



6. I read



The Reading Coordinator will demonstrate the teaching of Big Book across the Early and First Level Stages.

A reading cafe will be established either before or after school.

The Reading Engagement Survey will be carried out at the start and middle of the school year. Results will be displayed in the school and actions taken forward.

Monthly reading cafes will be introduced into every classroom to promote reading for enjoyment and relaxation.

All classes will visit the Local Library twice each term.

All pupils will be given the opportunity to have local library card.

All teaching staff will have a library card allowing them to access to a range of books and audio books to support teaching and learning.

A whole school consultation will begin to enhance/change the current reading scheme.

Class sets of novels will be purchased for P4-7.

Pupil focus groups will be set up to find out what types of books the pupils would like to

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40% of pupils who completed the Reading Engagement Survey would like their teacher to read to them most days.

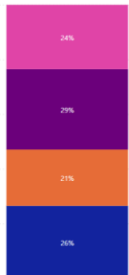
21. I would like my teacher to read books aloud to the class

[More details](#)

every day	17
almost every day	22
once in a while	44
never	1



53% of parents/carers disagreed or strongly disagreed that they had taken part in Family Learning Activities during session 2021-2022. This is due to Covid-19 restrictions.



Q35. I have taken part in Family Learning activities. This is where parents/carers and children learn together.

access in the school library. Particular focus on boys/girls/age and interests.

The DHT will ensure that all support staff are proficient in using Glow Accessibility Tools and the E-Pen to support reading.

Across the week all teachers will read to their class.

All pupils will experience ERIC time across the week.

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