



Renfrewshire Council Children's Services

St John Ogilvie Primary School

Improvement Plan

2023-2024

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**ppportunity

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

Parents/Carers

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

Pupils

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

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 – Ensure that children will experience an inclusive learning environment & supportive relationships which lead to positive outcomes.			
HGIOS QIs QI 1.3 QI 2.4 QI 3.1	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 	NIF Drivers <div> School Leadership Teacher Professionalism Parental Engagement </div> <div> Assessment of Children's Progress School Improvement Performance Information </div>	
Rationale	Outcome and Expected Impact	Measures	Intervention
<p>Last school session, Renfrewshire Council's approach to GIRFEC was reviewed and refreshed. Both the HT and DHT attended CLPL to gain an insight and understanding into the new approach.</p> <p>In order to develop consistency across the school all staff are keen to update their knowledge and understanding of the new approach to ensure they are supporting all pupils in the best way possible and when completing support plans.</p>	<p>By June 2024, all pupils requiring a support plan will have documentation in place compliant with Renfrewshire Council's new Staged Intervention model.</p> <p>Termly tracking and monitoring meetings will show that the targeted interventions outlined in the new plans demonstrate that pupils are making expected progress.</p> <p>By December 2023, all staff will have knowledge and understanding of the new Staged Intervention Model and be able to complete action plans where appropriate.</p>	<ul style="list-style-type: none"> Termly monitoring and tracking data School overview of needs. Pupil Voice 'Have your say'. Pupil Wellbeing Webs TAC Meeting Minutes Pupil Plans and Actions Staff Confidence Survey (pre and post evaluations) 	<p>Cluster CLPL for all staff on the GIRFEC Refresh and Staged Intervention Processes and Procedures provided by Renfrewshire Council ASN Manager. (In-service day 1).</p> <p>In-house support, delivered by the ADHT, to support practitioners with the new GIRFEC planning paperwork.</p> <p>The ADHT will create an overview of needs for the school. All Pupil Plans will be shared with relevant staff via the shared drive.</p> <p>All Pupil Plans will be updated and evaluated prior to termly monitoring and tracking meetings.</p> <p>Throughout the school session, SMT will share all Pupil Plans with Parents/Carers during Parents' Evenings and TAC (Team Around the Child) meetings.</p> <p>St. Andrew's Cluster DHTs will continue to be active participants in Locality Inclusion Support Network sharing best practice and</p>

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<p>The DHT and RNRA Core Group consulted with staff to identify the next nurture principle. Staff identified 'Transitions' as an area of development for session 23-24.</p> <p>At the end of session 22/23, Educational Psychology delivered an introductory session on the importance of Transitions. All school staff participated in the session, reflecting on current practice and areas for development. This information will inform an action plan for session 23/24.</p> <p>The Independent Care Review (2020) identified the need for Scottish schools to follow new guidelines to improve outcomes for care experienced children.</p>	<p>By the end of session 23/24, all staff will be aware of the Core Group Action Plan in turn supporting all pupils to experience positive transitions throughout the school day.</p> <p>The school will have its own Promise Keeper who will cascade training and information to all staff as well as promote and endorse the rights of Care-Experienced children.</p>	<ul style="list-style-type: none"> • Pupil survey • Staff evaluation of the Action points within the plan. • Data from the summary of Circle Inclusive Classroom Scale. • Reduction in referrals for SMT to support transitions. <p>At least one member of staff will be approved as the Promise Keeper for St. John Ogilvie.</p>	<p>developments with Educational Psychologists and partner establishments.</p> <p>A member of the school staff will attend RICE (Renfrewshire's Inclusive Communication Environment) training and use this approach to support targeted pupils. (Mrs McMahon)</p> <p>A new RNRA Core Group will be established and 4 Core Group meetings will take place across the school year. These meetings will be supported by the School Educational Psychologist.</p> <p>Through the Working Time Agreement hours, staff from the RNRA Core Group will work within the school to support all staff in implementing the action plan created to improve positive transitions for pupils within the school day. (PEF)</p> <p>Through the Working Time Agreement, staff will be given the opportunity to volunteer to train as a Promise Keeper.</p> <p>Two members of teaching staff will attend training on how to become a Promise Keeper.</p>
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<p>In session 2022-2023 Who Cares? Scotland delivered training to staff on how to create a more supportive, understanding, care-aware whole school community through the delivery of age-appropriate lessons.</p> <p>Through Self-Evaluation, teaching staff recognised the need to provide an inclusive environment supporting the increasing roll of the school where all children are given the opportunity to thrive and achieve successful outcomes. Through this process, staff identified the need to develop the breakout areas and space around the school to support transitions and in turn learning and teaching.</p> <p>During session 22/23, the DHT attended Circle training and has spoken to some staff about the benefits to children of all staff being trained in this approach. Staff are keen to learn more about The Circle approach.</p>	<p>All pupils from P1-P7 will participate in lessons developed by Who Cares? Scotland.</p> <p>The school environment is adapted and used appropriately for targeted pupils to remove barriers to learning and increase time on task.</p> <p>All teaching staff will be confident in using the Circle Framework.</p> <p>As a result of the data collected from the Circle Inclusive Classroom Scale, the environment will support learners participation by providing appropriate opportunities, resources, requirements and structures.</p>	<p>Forward Plans will contain lesson plans from Who Cares? Scotland.</p> <p>Professional dialogue with teaching staff during monitoring and tracking meetings.</p> <p>Number or referrals to SMT for support at points of transitions.</p> <p>Wellbeing conversations between pupils and staff.</p> <p>GIRFEC paperwork detailing actions on barriers to learning.</p> <p>Staff Confidence Survey.</p>	<p>With support from Who Cares Scotland, all teaching staff will deliver lessons raising awareness of Care Experience.</p> <p>SMT will consult with Who Cares? Scotland to ensure that all new staff have the appropriate training to deliver lessons.</p> <p>The SMT will carry out a review of the learning spaces and work with Soft FM to enhance the school environment, creating more effective break-out areas and cloakrooms to meet the needs of pupils.</p> <p>Cluster CLPL for all staff on Inclusive Learning and Collaborative Working (Circle Resource) provided by the Local Authority Lead. (In-Service Day 1).</p> <p>Through the Working Time Agreement, the Circle Framework will be used to identify and support changes to the school and classrooms environments to promote effective inclusive practice.</p>
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<p>Through consultation with the Parent Partnership and the school community, celebrating achievements was recognised as a strength of the school. A monitoring system is now required to promote equity of success and achievement for all our children, especially for the most disadvantaged learners.</p> <p>A consultation with parents/carers during the school session of 21/22 outlined that the community felt our school vision and values were still appropriate and relevant to our school community. Through assemblies and discussion and professional dialogue with staff the School Aims will be revisited in order to make them more meaningful to the school community.</p>	<p>All pupils will be offered the opportunity to participate in a club.</p> <p>Pupils from Primary 4-7 will be offered the opportunity to lead a school club.</p> <p>School Aims are known and understood by the school community.</p> <p>The school aims promote an inclusive ethos which aspires to honour the life, dignity and voice of each person.</p> <p>The school aims will be refreshed and published on the school website.</p>	<p>Wider Achievement tracker.</p> <p>Active Schools Survey Data.</p> <p>Staff Leadership Remits</p> <p>Pupil Survey (June 23)</p> <p>Committee and Club Pupil List.</p> <p>Seesaw App – Learning Conversations.</p> <p>Self-Evaluation of How Good is Our School (Q1 1.3 Leadership of Change) will be carried out by the school community.</p> <p>Self- Evaluation of Developing in Faith (Theme Developing as a Community of Faith and Learning).</p>	<p>As part of pupil Learning Conversations, staff will gather information on the wider achievement and participation in clubs outwith school. This information will be shared with parents/carers on Seesaw.</p> <p>Information gathered regarding the wider achievement of pupils will be tracked to ensure equity of opportunities for all pupils.</p> <p>In school clubs will be offered to targeted groups of pupils.</p> <p>Self-Evaluation activity with cluster partners using Developing In Faith (In-service day 4).</p> <p>The Pupil Council will gather the pupil voice to support the creation of the school aims.</p> <p>Parents’ Evenings will be used to gather the thoughts and ideas of the parent body.</p> <p>The Working Time Agreement will support time given to staff to create school aims.</p> <p>Consultation with partners will support the creation of schools aims.</p>
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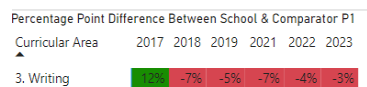
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Improvement Priority 2 – To raise attainment in Literacy

HGIOS/HGIOELC QIs		NIF Priorities		NIF Drivers																															
Q.I 2.3 Q.I 2.4 Q.I. 3.2		<ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations		<div>School Leadership Teacher Professionalism Parental Engagement</div> <div>Assessment of Children's Progress School Improvement Performance Information</div>																															
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 Second Level.</p> <table><tr><th>Stage</th><th>% attained expected levels 22-23 (writing)</th></tr><tr><td>P1</td><td>76%</td></tr><tr><td>P2</td><td>76%</td></tr><tr><td>P3</td><td>69%</td></tr><tr><td>P4</td><td>77%</td></tr><tr><td>P5</td><td>76%</td></tr><tr><td>P6</td><td>69%</td></tr><tr><td>P7</td><td>66%</td></tr></table> <p>Analysis of tracking and assessment information of SIMD 1-3 across all stages shows the biggest poverty related attainment gap for writing is within Second Level (2023/24)</p>		Stage	% attained expected levels 22-23 (writing)	P1	76%	P2	76%	P3	69%	P4	77%	P5	76%	P6	69%	P7	66%	<p>By June 2024, the school aim to improve the attainment of writing for pupils in targeted groups (below) by:</p> <table><tr><th>Stage</th><th>Rise by (writing):</th></tr><tr><td>P2</td><td>9%</td></tr><tr><td>P3</td><td>14%</td></tr><tr><td>P4</td><td>21%</td></tr><tr><td>P5</td><td>6%</td></tr><tr><td>P6</td><td>12%</td></tr></table> <p>*based on current class sizes</p> <p>By June 2024, attainment of pupils impacted by poverty within a targeted group (Second Level) in writing will improve by 23%.</p> <p>By June 2024, almost all teachers will feel supported and 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>		Stage	Rise by (writing):	P2	9%	P3	14%	P4	21%	P5	6%	P6	12%	<ul style="list-style-type: none">Pre/ post teacher judgement dataBody of EvidenceAssessment informationReading and Writing Engagement SurveysMiscue Analysis resultsAttainment data (spreadsheet)Jotter monitoring and sharingStandardised assessment data (GL)Class formative assessment (Cold and Hot Tasks)Levels of staff engagement with CLPLPre/post evaluations on staff confidence in the teaching of writingModeration feedback between St Peter’s and SJOTracking meetings with class teachersLearning visit recordsLearner feedback – target groups (First/Second)Target group writing journalsThe Seesaw journal of all pupilsChild’s PlansSupport Staff TimetablesDHT Pupil Support Calendar		<p>The appointment of 2 Additional Support Staff (PEF funded- £30,560 (March-March)) will support the class teachers in delivering targeted intervention to support learning in Literacy.</p> <p>Ensure support staff have the opportunity to participate in Talk for Writing training provided by HQ.</p> <p>The Talk for Writing lead teacher will support all teachers in the planning of blocks of writing. The Collegiate calendar identifies 12hrs allocated to working with small groups of teachers to plan blocks. This will improve consistency across the school as well as provide valuable CPD to 5 teachers unfamiliar with Talk for Writing.</p> <p>The Talk for Writing lead will be timetabled across the year to support writing in all stages beginning with those teachers unfamiliar with Talk for Writing and where writing is a focus. The timetable will show the school lead focused on 3 classes per 4 week block. The</p>	
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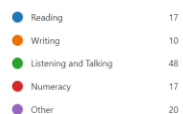
Quartile comparison data appears to show, that whilst there has been progress made in Early Level, St. John Ogilvie is 4% below comparator schools in Early Level.



A recent pupil survey showed that 9% of pupils in P4-7 feel that writing should be an improvement priority and 15% feeling that Reading should be a priority, 48% felt that Listening and Talking should be a priority.

30. I think our school improvement priorities should be...

More Details Insights



A recent staff consultation exercise highlighted that all staff felt there was a need to review the approach taken to the teaching of Grammar, whilst work has taken place in this area, a change in staffing for session 23/24 means that this will remain a priority.

Through discussion with their class teacher, all pupils will be able to identify their next steps in Literacy.

Through Seesaw, all parents/carers will be able to read about their child's next steps in Literacy.

Through the creation of a writing policy all teaching staff will feel like there is a more consistent approach to the teaching of Literacy.

The adaptations made to the Grammar Programme will enhance the teaching of writing.

All staff will be familiar with the new Reading Scheme to support all learners across the school.

All staff will feel confident in the teaching of Big Book.

All pupils will have equal opportunity to read for enjoyment during the school day.

lead will plan, model and support the delivery of Talk for Writing lessons.

Through professional dialogue, two members of teaching staff will continue to support the Talk for Writing lead on the implementation of Talk for Writing across all stages of the school. With a particular focus on ensuring Grammar is taught through Talk for Writing lessons.

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 Literacy will be shared with parents on Seesaw, profiling tool, demonstrating their child's latest and best work. The Digital Leader will create a help video showing Parents/Carers how to access their child's targets and Parents' Evening in October will be used to support parents/carers accessing the app.

The Talk for Writing lead will share information with Parents/Carers about the Talk for Writing approach and ways in which parents/carers can support their children at home.

The project leads will ensure that all staff are delivering the teaching of Grammar through the Talk for Writing programme. A Literacy 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.

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<p>In May 2023 a consultation exercise with parents/carers highlighted that there was a need for the school to relaunch Seesaw as a tool for sharing individual targets and successes. Periods of home learning in the past resulted in Seesaw being used more as a means of communication regarding tasks.</p> <p>Curriculum for Excellence Data demonstrates that Reading is an area for improvement.</p> <table><tr><th>Stage</th><th>% attained expected levels 22-23 (reading)</th></tr><tr><td>P1</td><td>76%</td></tr><tr><td>P2</td><td>76%</td></tr><tr><td>P3</td><td>77%</td></tr><tr><td>P4</td><td>86%</td></tr><tr><td>P5</td><td>76%</td></tr><tr><td>P6</td><td>78%</td></tr><tr><td>P7</td><td>81%</td></tr></table> <p>Analysis of tracking and assessment information of SIMD 1-3 across all stages shows the biggest poverty related attainment gap in reading is within Second Level (2023/24)</p>	Stage	% attained expected levels 22-23 (reading)	P1	76%	P2	76%	P3	77%	P4	86%	P5	76%	P6	78%	P7	81%	<p>By June 2024, the school aim to improve the attainment of writing for pupils in targeted groups (below) from:</p> <table><tr><th>Stage</th><th>Rise by (reading):</th></tr><tr><td>P2</td><td>12%</td></tr><tr><td>P3</td><td>4%</td></tr><tr><td>P4</td><td>10%</td></tr><tr><td>P5</td><td>5%</td></tr><tr><td>P6</td><td>6%</td></tr></table> <p>*based on current class sizes</p> <p>By June 2024, the school aims to reduce the poverty related attainment gap across all stages of the school.</p>	Stage	Rise by (reading):	P2	12%	P3	4%	P4	10%	P5	5%	P6	6%	<p>In Term 1 a review of what reading looks like in every classroom will be undertaken. This information will inform the whole school policy.</p> <p>Where appropriate, the ADHT will ensure the new Staged Intervention Process is used to support learners and inform parents/carers of Literacy targets.</p> <p>The project lead will ensure that all support staff are able to support pupils when using the accessibility tools in Glow as an aid to writing.</p> <p>Along with the Early Years staff, the ADHT will review the Early Level writing assessment tracker to ensure consistency in approach to the assessment of writing.</p> <p>The Literacy Champion will model Big Book Lessons to support new members of staff.</p> <p>The Librarian Committee will continue to visit Williamsburgh ELCC to read to younger pupils.</p> <p>The Primary 7 pupils will work with Primary 1 as part of the Buddy Programme to promote and support reading for enjoyment.</p> <p>Books and Biscuits lunchtime and after school clubs will be established across the school.</p> <p>The opportunity to read outdoors will be managed and promoted by the Librarian Committee.</p> <p>A small library for parents/carers/ visitors will be available at the front entrance.</p>
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			<p>The newly purchased reading scheme will be catalogued and banded to enhance the quality of reading books available to all pupils. (PEF)</p> <p>Pupils from P1-3 will all take home at least 3 books per week. The pack of 3 books will include, one from the reading scheme, non-banded from the classroom and a non-fiction book.</p> <p>All classes will visit the local library at least once per term. All pupils will have the opportunity to have a library card. (PEF)</p> <p>The Assessment Calendar for the school will be updated to include Reading and Writing Engagement Survey's carried out twice per annum with the results being shared and acted upon by the Literacy leads.</p> <p>During assembly there will be opportunities for pupils to share books they have enjoyed and pieces of writing that they are proud of.</p> <p>Staff confidence survey to be carried out at beginning and end of academic year.</p>
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