



St. John Ogilvie Primary School

School Improvement Plan

2024/25

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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Vision – A community of excellence and opportunity for all

Motto – Starting a Journey of Opportunity

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

- 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
- Questionnaires and surveys carried out throughout the year

Pupils

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

Parents/Carers

- Annual Report feedback
- Parent Evenings
- Parent Partnership
- Newsletters
- Questionnaires and surveys carried out throughout the year

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
- Collaborative meetings with the Family Wellbeing Worker and Educational Psychologist.
- Stakeholder questionnaires

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

How will we 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

- Self-evaluation activity using HGIOS4
- Staff Collegiate Meetings
- SMT Meetings
- Pupil Committee Groups
- Pupil Focus Groups – jotter monitoring and learning & teaching
- Pupil Assemblies
- Observations of Learning & Teaching
- Termly Forward Plan and Tracking Attainment Meetings
- Termly Moderation activities during collegiate sessions
- Termly review of Child's Plans.
- Parent, staff, learners & partners' questionnaires/surveys
- Professional Review and Development Process for all staff
- Practitioner Enquiry & Sharing Good Practice Sessions for teaching staff
- Observations/feedback from professional collaborators including Educational Psychology, Family Wellbeing and School Chaplains
- Review and update of policy and practices in school
- Parent Partnership Meetings
- Parents' Evenings – feedback
- Newsletter - feedback

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 – Raise attainment in Literacy

HGIOS/HGIOELC

QIs

1.1, 1.3, 2.1, 2.2, 3.2

NIF Priorities

- 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

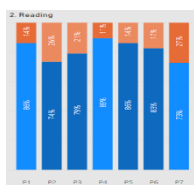
1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

Rationale for change

Reading

Curriculum for Excellence data demonstrates that, as a school, reading is an area for improvement, with the biggest dip being in First Level.

(Session 23-24)



Comparator data available shows that Reading is an area for improvement in Early and Second Levels.

Percentage Point Difference Between School & Comparator P1

Curricular Area	2017	2018	2019	2021	2022	2023
1. Listening and Talking	0%	-7%	-13%	-11%	-6%	7%
2. Reading	8%	-4%	-6%	-11%	-3%	-4%
3. Writing	12%	-7%	-5%	-7%	-4%	-3%
4. Numeracy	4%	-5%	-8%	0%	-0%	-5%

Percentage Point Difference Between School & LA P7

Curricular Area	2017	2018	2019	2021	2022	2023
1. Listening and Talking	-2%	7%	5%	9%	-7%	-8%
2. Reading	4%	-3%	-1%	-6%	-0%	-3%
3. Writing	8%	-2%	-3%	4%	4%	5%
4. Numeracy	-6%	6%	-8%	2%	7%	7%

Outcome and Expected Impact

Reading

By June 2025, the school aim to improve the attainment of reading for pupils in targeted groups (below) by:

Session (24-25)	Rise from - to (reading):
P3	69% - 77%
P4	77% - 82%
P6	86% - 89%
P7	83% - 91%

*based on current class sizes

By June 2025, attainment of pupils impacted by poverty within a targeted group:

- in First Level, reading will improve by 10%
- in Second Level, reading will improve by 33%

*based on current class sizes

Measures

Reading

- Pre/ post teacher judgement data
- Body of Evidence (teacher assessment folder)
- Assessment information
- Reading and Writing Engagement Surveys
- Miscue Analysis results
- Attainment /Tracking data
- Standardised assessment data (GL)
- Tracking meetings with class teachers
- Learning visit records
- Learner feedback – target groups (First/Second)
- Child's Plans
- Support Staff Timetables/ Teacher Timetables
- ADHT Pupil Support Calendar

Interventions

Reading

- 2 Additional Support Staff (PEF March-March) will support the class teachers in delivering targeted intervention to support learning in Literacy.
- Complete and share the Literacy Policy with all staff outlining changes to practice. (August In-Service Day)
- Introduce a progressive Reading Comprehension plan across all stages of the school. (PEF to support purchase of resource if required). (By June 2025)
- Release the Literacy Coordinator for approx. 5 -10 days to support the introduction and implementation of a progressive reading comprehension planner (PEF – supply cover). (By June 2025)
- Introduce stay and read sessions for Early and First Level. Parents/Carers invited to read with their child in the school library. Invite the Local Library staff to attend some sessions to share information about the benefits of visiting the Local Library. (By December 2024)
- Children in the upper school to work with the children in P2 and P3 to support blending activities during Buddy Work. (By October 2024)
- Additional support from an additional support needs assistant and additional teaching staff (PEF) will be used to support the targeted groups of

Parent/carer voice gathered during a recent survey suggested that Reading/writing should be a priority.

Reading and comprehension to train them for future exams? Perhaps focusing on the wording of questions and reading them carefully? Numeracy and Maths, whatever staff feel need addressed. Anything that staff feel should be a focus.

Further reading and encouraging ways to continue to read at home.

I still feel reading and writing are very important.

We can understand why reading & writing would remain a focus

Continued focus on literacy. I

Would suggest continuing with reading and writing

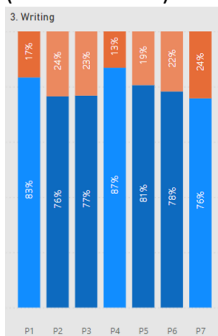
I think reading should always be priority

Reading and writing 👍

Writing

Curriculum for Excellence data demonstrates that, as a school, writing is an area for improvement, with the biggest dip being in First Level.

(Session 23-24)



Writing

By June 2025, the school aim to improve the attainment of writing for pupils in the targeted groups (below) by:

Session (24-25)	Rise from - to (writing):
P3	72% - 81%
P4	77% - 82%
P7	78% - 83%

*based on current class sizes

Writing

- Pre/ post teacher judgement data
- Body of Evidence
- Assessment information
- Reading and Writing Engagement Surveys
- Attainment data (spreadsheet)
- Jotter monitoring and sharing
- Standardised assessment data (GL)
- Class formative assessment (Cold and Hot Tasks)

children to become on track in reading. Timetables set in August. (By August 2024)

-Books and Biscuits lunchtime and after school clubs will be established across the school. (By March 2025)

-The Librarian Committee will continue to visit Williamsburgh ELCC on the first Friday of the month to read to younger pupils. (By September 2024)

The opportunity to read outdoors will be managed and promoted by the Librarian Committee. (August – June, weather dependant) (By November 2024)

-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.(From August 2024)

-Pupils from P4-7 will have the opportunity to take home at least 2 books per week. (From October 2024)

-During assembly there will be opportunities for pupils to share books they have enjoyed and pieces of writing that they are proud of. (By December 2024)

-Staff confidence survey to be carried out at beginning and end of academic year (October and May)

Writing

-2 Additional Support Staff (PEF) (March-March) will support the class teachers in delivering targeted intervention to support learning in Literacy.

-Ensure support staff have the opportunity to participate in Talk for Writing training provided by HQ. (June 2025)

-The Talk for Writing lead teacher will support all teachers in the planning of blocks of writing. The Collegiate calendar identifies 8hrs allocated to working with small groups of teachers to plan

<p>Through a staff survey (May 2024) teaching staff suggested that in house moderation of writing would be beneficial due to the sharing of teacher judgement across all stages of the school.</p>	<p>By June 2025, attainment of pupils impacted by poverty within the targeted group: - in First Level, writing will improve by 20% *based on current class sizes</p>	<ul style="list-style-type: none"> • Feedback from Moderation activities • Levels of staff engagement with CLPL • Pre/post evaluations on staff confidence in the teaching of writing • Tracking meetings with class teachers • Learning visit records • Learner feedback – target groups (First/Second) • Target group writing journals • Child’s Plans • Support Staff Timetables • Additional Staff Timetables • DHT Pupil Support Calendar 	<p>blocks. This will improve consistency across the school as well as provide valuable CPD to 2 teachers unfamiliar with Talk for Writing. (June 2025)</p> <p>-The Talk for Writing lead will be commissioned to set up and track support for targeted learners and those learners impacted by poverty. (PEF) (By October 2024)</p> <p>-New staff will observe the Talk for Writing lead delivering a block of Talk for writing lessons. (By August 2024)</p> <p>- An Early Years teacher will attend Talk for Writing training specific to P1 and share this information with the P1 and P2 staff. (by September 2024)</p> <p>- The introduction of a writing policy (started in 23/24) will ensure Grammar is taught through Talk for Writing lessons. (January 2025)</p> <p>- The Collegiate calendar identifies 8hrs allocated to moderation of writing (in house). This will support teacher judgement.</p> <p>- Next steps in Literacy will be shared with parents on a new profiling tool. A member of teaching staff will support the implementation of a digital strategy that ensures a consistent approach to the sharing of learning targets across the school. This member of staff will be released from class using staff additionality to cover. (December 2024)</p> <p>- Using a Sway, 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. (Carried over from 23/24). Complete by December 2024.</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>
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A pupil questionnaire demonstrated that some pupils still felt that writing should be a priority within the school.

Reading	10
Writing	13
Listening and Talking	31
Numeracy	18
Other area of the curriculum	23



A staff questionnaire demonstrated that all staff felt that writing should be a priority within the school.



Talk for Writing to improve attainment in writing further. |

-The Digital Lead will ensure that all support staff are able to support pupils when using the accessibility tools in Glow as an aid to reading/writing. (June 2025)

-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. (June 2024)

Improvement Priority 2 – Through developing Leadership at all levels, ensure positive learning experiences which lead to positive life outcomes.

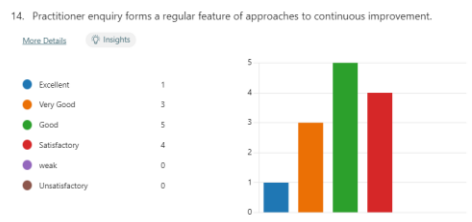
HGIOS/HGIOELC QIs
1.2, 1.3,1.4, 1.5
2.5,2.7, 3.1

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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NIF Drivers

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Practitioner Enquiry Through Self-Evaluation of QI 1.1, staff identified Practitioner Enquiry as an area for development.</p>  <p>14. Practitioner enquiry forms a regular feature of approaches to continuous improvement.</p> <p>Digital Parent/carer/Partner information gathered during a recent survey suggested that development of digital learning should be considered as a priority.</p> <p>Digital literacy Literacy ICT for digital learning More computers Individual chrome books, VR headsets Technology (including internet safety/ data protection etc) and Wellbeing (personal safety/ boundaries/ talking about emotions) IT equipment for the school \</p>	<p>All staff feel that practitioner enquiry is an integrated part of school improvement. All staff score practitioner enquiry as Good or above.</p> <p>All parents/carers will have an understanding and be able to access their child's latest and best work and learning targets.</p> <p>There is a clear and sustainable strategy in place whereby learning is shared with parents/carers in a meaningful, informative way.</p>	<p>-Evidence of practitioner enquiry through In-Service and Collegiate sessions (agendas/minutes)</p> <p>-Evaluation of impact of practitioner enquiry on staff delivering and listening.</p> <p>Gather feedback during the first parents evening to ensure all parents/carers are accessing .</p> <p>Digital champion to gather the views of learners who require technology to support their learning before and after intervention.</p>	<p>-Through the Working Time Agreement, 3 hours will be allocated to the process and delivery of practitioner enquiry. - Time during the in-service day will be allocated to look at examples of practitioner enquiry. -This session staff will choose their own area of enquiry based on their own interests. Next session this will develop into areas linked with the SIP. (June 2025)</p> <p>-The school will share an updated communication strategy with parents/carers detailing how information will be shared. (November Newsletter)</p> <p>-The school will develop a digital strategy/policy to ensure consistency across all stages of the school. (By June 2025)</p> <p>-The school will host drop-in sessions to support parents/carers accessing their child's targets and work. (Digital Champion out of class each Friday PM). (Ongoing throughout the session)</p>

Possibly more interaction on seesaw as children don't always tell you what they have got up to at school.

I would like to understand more about upcoming curricular. For example, on a quarterly basis share a brief update of what topics the children will be learning...allows parents to understand and question and get involved where possible.

Would like to see more on seesaw, its like pulling teeth trying to find out what my son is doing in class.

Based on feedback, the SMT and the School Digital Champion feel that technology could be used more efficiently to share children's latest and best work, targets and a monthly/termly update to parents/carers on what learning/events are taking place in each classroom.

All pupils are aware of the technology in school, they now need to be aware of the technology available to help them with their learning.

In a recent pupil survey, some pupils identified that technology could be used as a support for their learning.

When we are with the computer a

Cromebooks, iPads,

Chromebook

Young Leaders of Learning/RNRA/RE

We realise there is scope to involve learners further in evaluation processes using HGIOURS and that the YLL programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be

All pupils are able to talk about their strengths and next steps in learning.

Parents/carers have an understanding of the learning that is taking place in the classroom.

Within the targeted groups of learners, all pupils will be able to know and talk about the types of digital support available to them when learning.

Across the year, all pupils will be involved in 'digitally' sharing (podcasts) their learning with their class community. Learners will have an enhanced range of skills including:

- communication (Listening and Talking)
- team work
- and social skills

Staff will be more confident and aware of how to use technology to enhance the learning and teaching in their classroom.

By Aug 2025:
We have an improved structure for the inclusion of learner voice into our self-evaluation processes.

Young Leaders have improved leadership skills and are driving forward improvement in the school through an action plan developed by them.

Start and end of year staff survey to identify the impact of the digital strategy and the digital intervention taking place this session.

Digital/ Learning Tracker should demonstrate the impact of digital software to support learners in the targeted groups.

Local authority staff and learner pre & post YLL programme evaluation

- shows improvement in pupil leadership skills and use of evaluative language
- shows improvement in collaboration and sharing good practice with other schools

-Through staff collegiate sessions, Just 2 Easy will be introduced as the new profiling tool. (By November)

-The digital champion will develop a system where Podcasts are shared with parents/carers to communicate the learning taking place in each classroom. (By November)

-The Digital Champion will be commissioned to set up and track the impact of digital learning support for targeted learners and those learners impacted by poverty. (PEF). (ongoing)

-The SMT will approach the Parent Partnership to support the ongoing subscription of Just2Easy. (August 24)

-Through the Working Time Agreement, The Digital Champion will deliver sessions on technology and the impact it can have on learning and teaching. (ongoing)

-Our YLL Team (comprising 8 Pr 5 learners) will attend YLL training in August 2024 along with our partner school (Our Lady of Peace)

-Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:

- a focus for the reciprocal visits from the Relationships theme in HGIOURS.

- a set of questions to help them evaluate the focus during the visits.

- a programme of activity for the visit to each school (Sept – Nov 2024)

<p>involved in school improvement activities in their own school.</p> <p>The 'Relationships' theme from HGIOURS will be the focus of the above work following feedback from our recent pupil survey identified that in most children felt relationships between their peers were positive.</p> <p>The YLL programme also links to the UNCRC which is an area of development identified during a recent Quality Improvement visit carried out by the Education Manager and Peer Head Teacher.</p> <p>From a recent parent/carer survey, relationships is an area that was identified by a parent/carer.</p> <p><small>Please encourage more safe space and advice against bullying, hurtful words which troubles some kids and they wont want to report to their teachers, more inclusion especially within pupils to each other. The Head teacher is just as fantastic as the other staff in dealing with this. The teachers are doing a great deal of uncommon tasks in dealing with this also, and we are grateful and encourage them to please do more.</small></p> <p>A recent RNRA Survey carried out by staff identified 'Children's learning is understood developmentally' as a focus for our relationships work.</p> <p>Staff identified RE and the support from the school chaplains as an area of continued development.</p> <p><small>Continued input from Parish Priest throughout the calendar year.</small></p> <p><small>-Sacraments -More Father Ryan -Pope Francis Faith Award</small></p> <p><small>God's Loving Plan</small></p> <p><small>God's Loving Plan Sacraments Pope Francis Faith Award More inputs from Father Ryan</small></p>	<p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>Young Leaders will have an enhanced range of skills including:</p> <ul style="list-style-type: none"> - communication - team work - resilience - time keeping - organisation - and social skills <p>Our Young Leaders will be excellent role models and will train a further group of Young Leaders to take part in the programme in 2025-26</p> <p>An enhanced relationship with Our Lady of Peace school by August 2025 will allow:</p> <ul style="list-style-type: none"> - further sharing of good practice - more collaborative opportunities such as moderation and further YLL opportunities <p>All staff will be confident in the deliver of the identified areas for improvement,</p> <p>Strong links continue to be developed between Home, School and Parish.</p>	<p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit are addressed</p> <p>RNRA post survey carried out should show improved understanding of the identified Nurture Principle.</p> <p>Post Staff survey will show that all staff have benefitted from the input from our school chaplains.</p> <p>Developing in Faith will be used to support self-evaluation and provide evidence on improvement.</p>	<p>-YLS will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>-YLS will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p> <p>-All pupils from Primary 4 – 7 will be supported by a teacher (Miss MacNeil) to select a committee that they wish to be part of. (complete by August 24)</p> <p>-A timetable outlining a weekly slot will be available for all staff to select in order to meet their committee group at the most appropriate and relevant time of the year. This will be covered by the NQT additionality. (complete by August 24)</p> <p>-All teaching staff will have a Leadership Role outlined at the start of the school session (In-Service Day 1/2)</p> <p>-The ADHT alongside the Core Group will take the lead on the development of the RNRA principle. (ongoing)</p> <p>-The ADHT will set up a calendar and moderation activities to ensure consistency of the new Child's Plan. (by December)</p> <p>-Through the Working Time Agreement, Fr Ryan will deliver two sessions based on feedback from the staff survey. The school chaplains will deliver weekly support to classes taking into consideration themes identified from the pupil survey. (first term and last term)</p> <p>-A monthly podcast will continue to be created by the Mini-Vinnie committee, interviewing Fr Ryan, and shared with parents/carers via the monthly newsletter. (ongoing)</p> <p>-During Staff Collegiate, the ADHT will use Developing in Faith as a self-evaluation tool to evaluate the identified areas for improvement. (ongoing)</p>
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