

Ogilvie School Campus



School Self-Evaluation Summary

Session 2016/2017

Introduction

**The West Lothian Context**

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

**The Corporate Plan** sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

**Priority 1:** Delivering positive outcomes and early interventions for early years

**Priority 2:** Improving the employment position in West Lothian

**Priority 3:** Improving attainment and positive destinations for school children

**Priority 4:** Improving the quality of life for older people

**Priority 5:** Minimising poverty, the cycle of deprivation and promoting equality

**Priority 6:** Reducing crime and improving community safety

**Priority 7:** Delivering positive outcomes on health

**Priority 8:** Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

**Education Services Management Plan**

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Through the Moving Forward in Learning strategy Education Services aims to improve opportunities for children and young people by:

* Raising standards of attainment and achievement taking account of the National Improvement Framework and Scottish Raising Attainment Challenge.
* Improving employability and positive destinations for all school leavers
* Improving Parental Engagement and Family learning
* Promoting equity of access to education through closing the gaps
* Improving Self-Evaluation for Self-Improvement taking account of How Good is Our School 4th Edition
* Promoting learning for life and encouraging creativity, enterprise and ambition

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Self Evaluation Summary. Our summary is in the pages that follow, along with our key areas for development for session 2016-2017. This summary is set within the context of CfE and GIRFEC, and is measured against quality indicators within *How Good is Our School – 4th Edition?* and *How Good is our Early Learning and Childcare.*

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| Context of the School Ogilvie School Campus is a school for children with a range of additional support needs arising from complex difficulties, sensory impairments, physical disabilities and Autism spectrum disorder.  The school roll is currently 60 primary children. The school is due to increase to 67 to take account of the new Primary class in August 2016.  There have been changes to the management structure since September 2016. The Head Teacher left on secondment to West Lothian Council. The current Head Teacher is seconded on an acting basis. The Depute Head Teacher left in December and was not replaced due to restructuring and job sizing of the school.  The school has 8 classes, 1 Acting Head Teacher (non teaching) an allocation of 1 Principal Teacher, that is made up from 1 part time principal teacher who works 0.88, the other Principal Teacher is 0.88 class committed and is 0.2 out of class to carry out management duties.  We have 8 fulltime Class teachers and 3 specialist part time teachers who deliver PE, Music and Swimming. The classes are supported by 5 Nursery Nurses (until August 2016 when they will be replaced with 5 Advanced Pupil Support Workers) and 21 Advanced Pupil Support workers.  We have two part time administrative staff and 3 Janitorial staff that are shared between Knightsridge primary and ourselves.  Our active Parent Council meets once per term and a new chairperson and office bearers were elected this term. We have worked hard this year to encourage more parents to engage, however due to the geography of our parents spread across West Lothian this makes it difficult for some parents to attend. To enable as many parents as possible to attend our Parent Council meetings we hold one during the day and one at night.  We also run a parent drop in session on a fortnightly basis; this is organised by the parents and supported by the school to provide any specific training support if required. The parents have worked hard this session and have raised a significant amount of money to help provide transport for trips for the children.  We are supported by a team of health professionals who regularly meet with staff, children and parents.  School nurse (2 days a week), Community pediatrician, Speech and language therapists, Physiotherapist, Occupational therapist and Children and Mental health team  There is a very positive ethos across the school, staff, parents and partners are working very well together to create a whole community to provide the best possible care for our children. |
| **Leadership and Management**  **How good is our leadership and approach to improvement? (1.1 – 1.5)**   * 1. **Self- Evaluation for Self-Improvement**   **1.3 Leadership of Change**  The newly formed management team work very well to support and lead the school. Together with the staff team, partners and parents they are enthusiastic and committed to provide a caring and nurturing environment. We have made good progress to embed a culture of self-evaluation with all stakeholders.  **Strengths**  All staff are engaging with HGIOS 4th edition through In service training and CAT sessions. Our professional learning activities clearly identify school priorities and link to relevant HGIOS indicators and appropriate challenge questions are used to inform improvement.  Pupil involvement in self-evaluation is limited due to their special needs, however it is our aim next session to increase opportunities for children to make choices and have a voice.  All parents have had the opportunity to take part in regular collaborative evaluation on different aspects of school life, some parents have responded and this information has been shared and used to make appropriate improvements  We had positive feedback from our partners when they were asked to evaluate our partnership working. They stated they have access to the information they need to carry out their work and feel staff and pupils in Ogilvie respect each other and leadership at all levels is effective.  Teaching staff understand the need to be outward and forward-looking in their evaluation and improvement activities. We have evidence of an ethos of professional engagement and collegiate working. All staff work effectively as a team and there is a very good ethos of sharing practice, Most teaching staff have actively sought out good practice beyond the school and have implemented these practices to have a positive impact on children’s literacy through the development of Colourful constantans and vowel house.  Further work on moderation across the school to ensure effective quality improvement has been identified.  We are gathering data and information to track progress for all. We have begun to see clear evidence of our children’s progress through the use of our improved tracking and monitoring process (Learning Tracks). During CAT sessions, staff have had the opportunity to discuss and evaluate this process to ensure increased attainment, achievement and wellbeing of all our learners, staff have analysed and used this data to identify clear priorities for next session.  There is strong evidence our school is developing a collegiate learning culture through leadership of learning by teaching staff at all levels and in a variety of contexts. All staff have the opportunity to lead different roles to motivate, support and inspire others. Recent examples are PECS, Colourful consternates, ECO, fund raising, rights respecting schools, literacy and numeracy and pupil council.  A newly developed professional dialogue club and APP club initiatives, have allowed staff to engage in career-long learning (CLPL) and to improve learning and teaching for children. All staff have an annual review in line with National guidelines. Action plans for improvement are identified which has improved outcomes for learners. Through professional learning activities staff are clearer of our strengths and areas for development. This evidence is then used to produce and share a clear rationale for future improvements.  During recent collaborative discussion, all staff, partners and parents (that responded to survey) agreed our vision and values that will underpin our continuous improvement.  More parents are taking an active interest and role in the school, they share and support our ambition. When consulted (the parents that responded) felt their views were taken into consideration and were acted on. These parents felt the school was well led and all staff are approachable and helpful.  Management motivates stakeholders by demonstrating a shared vision through daily actions. Management has guided the strategic direction at an appropriate pace to ensure the pace and challenge is sustainable throughout the session. Staff are very clear about the context of the school and their role to improve the lives of our children. Management encourages and support innovation, creativity and practitioner enquiry which has led to positive change and improvement.  The school management structure has changed this session. The management team roles and responsibilities reflect their particular strengths. These roles are shared with all staff. The management team and school community are supported by highly efficient office staff that provide excellent administrative support, ensure the smooth running of daily and long term systems and processes and keep up-to-date with current legislation and training.  Our recruitment and appointment procedures give due regard to the skills, aptitudes and experience required for the post. The majority of staff are aware of the policies and procedures in place to ensure pastoral support and their wellbeing.  We have a very strong culture and ethos in our school that focuses on the needs of all staff, partners, parents and Children. Staff feel motivated and empowered to take decisions and lead aspects of school improvement. There are a variety of opportunities for staff to consult, share information and raise concerns, through consultation, the staff stated they feel they are listened to and their concerns and issues are acted on. They feel the management is approachable and operates an open door policy.  We have a clear policy and timely procedure to manage attendance and absence.  We have made innovative use of our finances and new resources will be used to effectively meet the needs of our learners. Management is transparent in the use of our financial resources. We have applied for innovation funding to create, sustain and enhance a motivating environment for effective learning through the use of IPads that will be used to further links between home and school and increase pupil progress.  We have made very good progress in the use of digital resources to create, sustain and enhance a motivating environment for effective learning. We have built up a range of appropriate resources to support and challenge our learners at all levels. All resources are being managed efficiently to ensure we meet planned learning and development priorities  Development within the building means it is secure and health and safety issues are identified and addressed as they arise. We are about to create a new classroom as the school capacity grows to accommodate another class.  **Areas for Development**   * **Develop our quality assurance programme on monitoring and evaluating learning and teaching and children’s achievements.** * **Provide collegiate opportunities for staff to share and implement good practice within and out with the school and develop opportunities for joint CPD with similar sector school. Encourage staff to make more use of up-to-date research data for Scotland to inform learning and developments** * **Provide opportunities for teachers to moderate standards across learning communities. Ensure teachers are using a range of different assessments to measure children’s progress. Develop way to measure improvement in learning on outcomes for learners.** |
| **Learning Provision**  **How good is the quality of care and education we offer? (2.1 - 2.7)**  **2.2 Curriculum**  **2.3 Learning ,teaching and Assessment**  **The staff and partners in Ogilvie are fully committed to our children, progress has been made to ensure all our children have well planned progressive learning opportunities, feel safe are well cared for and enabled to flourish**  **Strengths**  We have clear, appropriate and up-to-date policies and procedures in place that ensure safeguarding of our children, we have taken account of new GIRFEC legislation and appropriate paperwork, a flow chart of our procedures has been provided to ensure all staff are clear. Training has been provided for all staff on child protection procedures and the implementation of the ‘Named Person in August. All senior leaders have been trained in Safeguarding matters to a high level from the council. They act as models of best practice for all staff.  Our record keeping process has recently been improved with the use of SEEMIS and pastoral notes. Staff keep a log of low level concerns and have engaged with ‘wellbeing concern’ and ‘assessment of wellbeing’ paperwork when appropriate. Our records are stored securely ensuring any sensitive and confidential information is only accessed by appropriate staff. Through evaluation all staff stated they have a sound knowledge about the schools procedures for child protection.  There is a very strong ethos and vision in the school that promotes equality. Through a variety of communication tools children have told us they are ‘happy’, ‘staff help them to do their best’ and they feel ‘staff are kind and respectful’. They know ‘who to talk to if they feel sad’.  Children are becoming aware of the four capacities, staff celebrates children’s success in these four areas and they are visible in the school. Most of the children that are able to communicate have said they ‘feel safe in school’. Staff are very proactive in informing senior management if they have any concerns regarding the children’s wellbeing.  Our curriculum takes account of our learner’s entitlements and the four capacities and reflects the uniqueness of our setting. There has been a strategic overview of our IDL program which has been discussed and agreed with all teaching staff. The staff demonstrate creative and innovative approaches to curriculum design which supports positive outcomes for all of our learners.  Work has begun to link Learning Tracks and IEP targets with our planning process; this is being developed in consultation with our Health Professionals, Educational Psychologist and Parents.  We work very well with our partners to ensure the children’s physical needs are met in an innovative approach.  Professional learning activities in literacy and numeracy have involved highly skilled trainers that have delivered training and the supported staff in classes to ensure practice in embedded in curriculum, This work is taken forward by identified lead teachers who are then supporting their colleagues to embed good practice across the school. Teaching staff ensure the children have access to relevant learning in most curricular areas. All staff have responsibility for developing literacy, numeracy and health and wellbeing across the curriculum in a variety of contexts.  As indicated in the pupil questionnaire children feel they ‘like to learn at school’ and do ‘good work’. Learner’s experiences are well matched to their needs and interests. Children have the opportunity to exercise choice which can include appropriate use of digital technology. Children are encouraged to be more independent. We are working on ways to increase pupil voice to gain their views and act on them. Talking mats are used to support pupil’s choice and evaluation who have limited communication skills.  The staff use a wide range of learning environments and creative teaching approaches. Learning is enriched by the appropriate use digital technologies. Staff give clear explanations and instructions to children using tools to communicate effectively. The learners are observed frequently to inform relevant interventions and future learning needs.  The staff are very good at recognising learners achievements both in and out of school. Some parents contribute and share successes from home. Our more able children take an active part in our newly formed pupil council and they all ‘like being part of the pupil council’ and feel they are ‘helping to improve the school’.  We are using a new tracking and monitoring process (learning tracks) Staff strongly agree, this is a very effective process for breaking down targets for children to an achievable level and a very visual way of demonstrating progress. We have discussed learning tracks with our partners and they are keen to support this process and engage with it next session.  All children are benefitting from high-quality universal support. Our children are at the center of all planning, they all have identified learning targets and these are built on prior learning and are reviewed and evaluated by staff, parents and partners. Next steps are identified within a given timescale. Learning activities are appropriately differentiated to ensure appropriate pace and challenge.  We recognise the important role that our parents and partners have to play in supporting our children. The class teams work very effectively to support individual needs to ensure children are working in groups as well as individually; they are involved in planning and reviewing the support each child needs. There is a strong focus on identifying and reducing the barriers to learning. Staff work very well with our health partners to remove barriers to learning and provide an inclusive environment. Most staff are more reflective in their own practice and work collaboratively with others, including our parents and partners to ensure the children’s needs are met.  All our Families within Ogilvie receive high quality and universal support. All Parents benefit from the opportunity for targeted support when required and have regular opportunities to discuss their child’s learning and are involved with target setting and evaluation. We are using creative approaches to engage our families.  Most parents actively support their children, they are invited into the school for a variety of events, meet the team, share the learning, IEP reviews, Parents evening, parent council, social events and termly newsletters. We have started a drop in session for our parents and this is continuing to grow. Family learning is responsive to their needs.  They are encouraged to communicate with the school through our home/school diary. Parents are very positive about these diaries and have stated in recent evaluation that they find the information very useful, the increased use of visuals are more beneficial and the diary has increased communication between themselves and their children. The diaries are also improving outcomes for the children by enhancing the communication between home and school. We have recently developed a school blog, staff are able to share photographs of pupils at work with the parents. All families that completed our evaluation stated they are positive about their child’s progress.  We work with parents and our partners to support issues that arise with the children. Through a recent evaluation our partners acknowledged an increased involvement with our parents in the last year. Our parents feel that the staff know their children well and the school asks for their views and acts on them. Improved family links is leading to improved outcomes for children.  We have effective arrangements in place to involve families and appropriate agencies in transition process. The children’s needs at transition stage are identified and well thought out transition support and timetables are put in place. We have a strong focus on ensuring the right level of social and emotional support is in place. Parents and relevant agencies are consulted about the transition support and timetable. Children are demonstrating success in their transition and this has led to some pupils fully transitioning into main stream provision. Staff use appropriate assessment tools to identify how ready a child is for transition. Good communication between transition schools are evident. New West Lothian Transition paperwork is used that acknowledge pupil’s individual wellbeing indicators and ensure the needs of these indicators are shared and acted on.  We have excellent partnership working, Our partners understand and appreciate the different contexts in which we work, our partners communicate effectively and enthusiastically and this has strengthened the skills of the staff and led to improved outcomes for the children. We have monthly meeting with our health professionals and share a clear strategy for improvement. Through evaluation our partners strongly agree they have good opportunities to be involved in decision making within Ogilvie. All our partners demonstrate very high levels of commitment to improving outcomes for all learners. Through planned opportunities to collaborate with the staff, our partners have worked effectively this session to plan, deliver, monitor and evaluate joint work and training. Our partnerships have increased the parental engagement in their children’s learning and involvement with the school. The work of our partners has had a positive impact on raising the attainment and achievement especially in literacy and numeracy.  **Areas for Development**   * **Develop a curriculum to ensure we have a clear vision and rational. Identifying what makes us unique. Ensure this curriculum reflects safeguarding and wellbeing across all stages. Develop clear learning pathways for all individuals and have a long term plan for ongoing development of the curriculum.** * **Promotion of outdoor learning and learning through play to be a regular, progressive curriculum led experience for all learners.** * **Assessment approaches are matched to the learning needs of learners. Plan opportunities for staff to come together to develop shared understanding of progress across levels. Develop ways of finding views of the children** * **Work with parents and partners to engage with learning tracks. Partners and parents to engage with HGIOS 4. Demonstrate the impact of partnerships through improved outcomes for learners. Program of support sessions for parents, Ensure families are aware of where to find support.** |

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| **Successes and Achievements**  **How good are we at ensuring the best possible outcomes for all our learners? (3.1 – 3.3)**  **3.2 Raising Attainment and Achievement**  **The school is making good progress in our approach to improve our children’s ability to achieve their own personal milestones. This has been achieved through implementation of current legislation, a shared understanding of the value of all individuals and a clear focus on ensuring wellbeing entitlements.**  **Strengths**  Very good work has been done to ensure the wellbeing of all children; we are improving outcomes for our children and some of their families. Feedback from our parental and partnership evaluations confirm we have a shared understanding of wellbeing and the appropriate indicators.  We have excellent supportive and positive relationships across the school community. An ethos of mutual respect and trust has been developed and our staff and partners are proactive in promoting positive relationships in the classroom, playground and wider community.  Our learners are benefiting from a quality education provision, each child in Ogilvie is treated an individual. All pupils that took part in the pupil evaluation felt ‘staff are kind and respectful to them’. Staff engage with planned professional learning activities to keep up-to-date with current legislation that affects the wellbeing of our children. Our learners are included, engaged and involved in the life of the school, children stated, they’ like to do good work’ and feel ‘the staff help them to do their best’.  Most learners are making good progress from their prior levels of literacy and numeracy. We have benefitted from the advice and support of external trainers in these areas, Lead staff provide support to other colleagues across the school to ensure the literacy and numeracy training is embedded and leading to improved outcomes.  We are developing a tracking system that will ensure continued appropriate progress for learners across literacy, numeracy and wellbeing. Teachers are becoming more confident in their judgement of children achievement which is leading to improvements. The attainment of all individuals has improved within their own personal milestones. We recognise our learners increasing achievement in the four capacities. Our children are increasing their range of skills and attributes through a wide variety of activities and interdisciplinary topics.  We have effective systems in place to promote success and achievement for all our children. (wonderful work certificates, star of the week, Home award certificates and fab Friday diaries) Staff have discussed and agreed a consistent approach to encourage positive behaviour. Achievement of children’s personal milestones has risen. Attendance levels are high across the school.  Our staff demonstrates creativity and innovation across learning. Partnerships are used effectively to deliver highly engaging creative learning. Children are working with digital resources individually and in groups Staff have a strong focus on supporting our children to be resilient, adaptable and improve their life skills.  **Areas for Development**   * **Ensure all staff are engaging and embedding the use of wellbeing indicators for each child.** * **Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.** * **Develop range of opportunities for pupil voice, children have a say in the quality of their learning experience and how to improve.** |

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

**Our school:**

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| **Quality Indicators** | |
| **1.1 Self-evaluation for Self Improvement** | **Good** |
| **1.3 Leadership of change** | **Good** |
| **2.2 Curriculum** | **Satisfactory** |
| **2.3 Learning, teaching and assessment** | **Satisfactory** |
| **3.2 Raising attainment and achievement** | **Good** |
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