



Victoria Park School

Standards and Quality Report 21/22

Context of the school:

Our School: Victoria Park School caters for pupils with a broad range of additional support needs including complex learning, severe and profound support needs and autistic spectrum disorder. There is a nursery provision for pupils aged 3-5 years and a primary department from P1 to P7. We have a modern, bright and stimulating purpose built school and enjoy the benefits of sharing a campus with High Mill Primary School



All learners across the school can expect to experience a nurturing, attachment informed, stimulating and challenging learning environment where they will be supported to be the best they can be. We seek to embody equality of opportunity and inclusion within our school, campus and wider community. Staff embody and practice our vision: "In our Safe, happy, fun,

school we all grow to be the best we can be" Our pupils benefit from smaller class sizes and higher staff ratios to support their learning. In line with Scottish educational policy we follow, and our pupils' learn through Curriculum for Excellence. Within Victoria Park School we adapt the curriculum to meet the needs of all pupils and use active learning, practical tasks and community links to enable relevant and meaningful learning to take place.

Of our 61 pupils this session, 60.5% live in a home within SIMD Quintile 1 or 2 and 43 % of the total pupil population are registered to receive Free School Meals. We know that a larger group than this may be entitled to free school meals but do not claim them.

Pupils enjoy enriched curriculum activities across the school, including learning through horse care at Equitots and input from qualified music therapists. All pupils have access to outdoor learning, soft play and a light room within Victoria Park. The pupils have access to a courtyard, for breaks and play and the area is specifically designed to meet the needs of all the pupils within Victoria Park School.



Through self-evaluation, we set ourselves goals to improve outcomes for our learners, for example - using technology to enhance learning, developing outdoor learning opportunities and further developing partnerships with outside agencies. We have a management structure made up of Head Teacher, Depute Head Teacher and two substantive Principal Teachers. We have also been able to appoint an Acting Principal Teacher for Equity this session. We have 8 classes. Our staff are committed to ongoing professional learning for continued improvement in meeting our learners' needs.



Review of progress for session Aug 2021- June 2022

School priority 1:	
<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children <u>NIF Driver</u> School leadership</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 1.3 Leadership of change</p>
<p>Strategy: What did we set out to do?</p> <ul style="list-style-type: none"> • Develop Play Based Learning Pedagogy across the school, intensifying targeted support for pupils identified through GAP Analysis to improve overall mental wellbeing <p>Progress and Impact: What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • Teachers led in house CLPL to support the development of Play Based Learning across the school to build confidence in play strategies • Teacher colleague completed SLC Deidre Grogan Play Pedagogy training – taking colleagues through her learning • Most teachers undertook training in the form of videos and reading information from our NHS Occupational Therapists. Targets were set within pupils ASPs on self-regulation relating to recommendations from OTs after their observations. • Play Based Learning developed in forward planning, in classes and at playtimes • Parent workshops held to share changes in approach • Resources sourced and bought to support change in pedagogical approach have been well received by learners • Staff attended play training from ‘The Yard’ during the May in-service day. This stimulated discussion within the wider staff team using some of the ideas presented. <p>Impact</p> <ul style="list-style-type: none"> • Teaching staff are more focussed planning for play opportunities for their pupils. • Teaching staff are focussed on the changing needs of the school and our learners. • 50% of sample group of pupils had significant reduction in distressed behaviour through changes in approach and individualised planning <p>“There has been a decrease in pupils distressed behaviours at times and some pupils are choosing resources to help them self-regulate”. (Room 2 Class Teacher). “More pupils are engaged in child led exploratory play when their play is scaffolded and planned for” (Room 5 Class Teacher). “Children are spending more time within each other’s space, increasing their tolerance of each other”. (Room 6 Class Teacher)</p>	
<p>Next Step(s) to inform SIP for 2022/2023:</p> <ul style="list-style-type: none"> • Imbed achievements from this session and further support the development of teacher confidence in Play Based Learning approaches through high quality CLPL • Further develop into the new session through Teacher Sprints focussing on “Discovery and investigating” • Overhaul Curriculum Design to reflect changing needs and appropriate approaches • Draft Play Strategy “Play Our Way” 	



School priority 2:	
<p><u>NIF Priority (select from drop down menus)</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.2 Curriculum</p>
<p>Strategy What did we set out to do?</p> <ul style="list-style-type: none"> • Improve educational outcomes for learners through further developing their skills in the use of digital technologies/AAC • Improve teacher capacity in delivering appropriate learning outcomes through digital technologies/AAC <p>Progress and Impact What difference did we see? What did we achieve?</p> <ul style="list-style-type: none"> • Digital Learning and Teaching Improvement Group (DiLTIG) created a digital Staff Confidence in ICT survey which was completed by all staff. Began process to self-evaluate how well digital education is embedded into the learning and teaching using SLC's Digital Strategy Appendix 2 and/or Digital Schools Award Self -Evaluation. • DiLTIG group identified training needs from the results of the survey and training was provided. In house INSET day training delivered by staff from VP on Eye Gaze, Beebots, Choose it Maker and Choose it Maker Ready Mades, Clicker 7 software, Magic Carpet and AAC. • Digital Champions pupil group created and met regularly with PT. Group involved in trialling apps to be installed onto iPads across the school, voting for what they thought was best. A trial of Marty the Robot was carried out by the group also and they voted for Marty to stay at school to help them learning basic coding screen free and block based coding through the Marty App. One pupil was involved in Mission Zero Challenge to write a simple program to display a message on a computer for astronauts to read. • Staff who led training on Inset day have been identified as Digital Champions. • PEF used to purchase Ipads for pupils and teaching staff across school – supported improved differentiation and teacher assessment through BSquared. <p>Impact /Example comments from teaching staff on impact of training: "Pupils will be more engaged with learning," "....confident to use different technologies," "The magic carpet and choose it maker will enhance my learning and teaching approaches"</p> <p>Some teachers embraced QR codes as a resource for greater independence in pupil led learning</p>	
<p>Next Step(s) to inform SIP for 2022/2023:</p> <ul style="list-style-type: none"> • DILTIG to continue to support new staff in adopting AAC strategies for learners • PEF SSA to continue to be deployed to ensure maximum opportunity for creation of resources to support AAC and digital communication 	



School priority 3:

NIF Priority (select from drop down menus)
 Improvements in attainment, particularly in literacy and numeracy
NIF Driver
 Assessment of children's progress
 Teacher professionalism

HGIOS?4 QIs (select from drop down menus)
 3.2 Raising attainment and achievement
 2.3 Learning, teaching and assessment
 2.2 Curriculum

Strategy

What did we set out to do?

- **Improve the validity and reliability of our Assessment using BSquared**

Progress and Impact

What difference did we see? What did we achieve?

- PT Equity led whole staff in becoming familiar with new system for assessing our pupils learning
- Baseline for all learners in Steps to Excellence; Literacy, Numeracy Technologies and Digital Literacy achieved
- Added baseline HWB (Outcomes to measure progress in Self-Regulation from HWB E's and O's) after consultation with teaching staff
- All children have been baselined in Milestones – Communication, Making Connections and Self Emotions - Regulation
- Began using BSquared for tracking to support the quality of teaching across the school and to inform next steps planning for progression



Next Step(s) to inform SIP for 2022/2023:

Continue to use BSquared to assess pupil progress towards Milestones and Curriculum For Excellence Experiences and Outcomes.

Investigate further how BSquared can be woven into our curriculum planning though our Curriculum Overhaul



National priority: How we are ensuring Excellence and Equity?

Strategy

Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken

Our Equity and attainment gap context is that all of our children are working either within the Milestones to support learners with complex additional support needs, towards Early Level or within Early Level across all areas of the Curriculum, from P1 to P7. Children with an entitlement to Free School Meals (FSM) present within all classes across the school. There is no direct correlation between this and how children are achieving within planned outcomes compared to those pupils identified as living in the Quintiles 3, 4 and 5 without entitlement to FSM.

A poverty related gap can be evidenced and identified in the number of our children struggling the most with the return to in school learning, and ongoing, after the lifting of COVID restrictions for schools but continued in wider society. Of this group, which represents 23% of the overall school population, 71% are entitled to Free School Meals, a much larger percentage than the percentage for the whole school. This is analogous with the “COVID Slide” in learning (Kuhfield and Torasawa 2020). Being able to develop life skills including executive function skills and self – regulatory skills to cope with adversity is a priority for all, but especially our 23% of learners.

This session we aimed to introduce key targeted interventions as well as universal approaches using PEF by intensifying our approaches using



- Outdoor learning
- Sensory Integration programmes
- Play Pedagogy based approaches
- “Fun Fridays” Enriched Learning Experiences PEF and PB
- Rebound Therapy

29.5% of our learners have significant mobility issues including wheelchair use and gross motor difficulties. This group of learners had access to individualized programmes supported by Allied Health Professionals. This group represents 29.5% of the whole school pupil population, with 44% of this group being in receipt of FSM. This percentage is more reflective of the whole school percentage. We will address the needs of the 29.5% group by intensifying our programmes for all pupils utilizing PEF staff and our Movement Hub.

Progress and Impact. What difference did we see? What did we achieve?

- Accessible Outdoor classroom completed and used by pupils for outdoor learning. Pupils
- All staff are using the playground activity bags. Modelled play with these resources has led to improvement in pupil engagement.
- By providing suitable resources and modelling play children are becoming more engaged in play.
- Children who previously would not have tolerated another child engaging with the same resource are now playing together with the one resource at the same time.

- Children were independently going to the resources and creating their own play.
- There were also some indications that rebound therapy might have also improved ease of movement gradually over the weeks and not just immediately after rebound sessions.
- Feedback stories were powerful and demonstrated that rebound therapy provided the pupils with a meaningful wellbeing experience. The stories also surprisingly showed how meaningful this experience was for staff, it nurtured a sense of teamwork and was enjoyable.

All teachers reported on the impact that Fun Fridays had in helping reduce distressed behaviour in their class.

Question: Has Fun Friday helped reduce distressed behaviour in your class?

	All	Some
Room 1		x
Room 2		X
Room 3		X
Room 4		X
Room 5		X
Room 6	X	
Room 7	X	
Room 8	X	



- There were clear improvements in health questionnaire scores taken immediately after rebound therapy sessions. Pupils showed improved ease of positioning, improved ease of transferring and improved comfort levels. It was easier for support staff to help children access essential postural care equipment comfortably. This was recorded for every relevant pupil.



Next Step(s) to inform SIP for 2022/2023:

- Continue to develop Play Based Learning and use of AAC across all classes
- Continue teacher led Curriculum Overhaul
- Train staff in Rebound Therapy delivery
- Focus on Parents as Partners to close parental engagement gap that has occurred since COVID
- Embed Attachment Informed practice and develop Mentally Healthy School Strategy
- Pupil Equity Fund to be used universally and in targeted support
- Work with all partners to enhance skills in meeting learners' needs: (Parents as Partners/Speech and Language – Attention Autism/Intensive Interaction AHP Sensory
- Integration/Rebound Therapy)
- Embed "Teaching Sprints" as a tool to support teacher professional enquiry for improvement