



## Victoria Park School School



### Standards and Quality Report 2022/23

#### Context of the school

**Our School:** Victoria Park School is situated in Carluke in the Clydesdale area of South Lanarkshire. Our location is within range of a number of small towns and villages and is primarily rural. We cater for pupils from across South Lanarkshire whose additional support needs present as a broad range of severe and profound learning, communication and health needs.



Our pupil role for this session is 62 primary aged pupils, P1 to P7. Our pupils are allocated a placement from the ASN Primary Allocations process. Our pupils benefit from smaller class sizes and higher staff ratios to support their learning. We work in partnership with multi-agency teams to ensure that we are getting it right for every child. To ensure that our learners have appropriately planned learning experiences we follow Curriculum for Excellence

(CfE) using Education Scotland's Milestones to Support Learners with Complex Needs and CfE Experiences and Outcomes. Our assessment includes the use of B Squared Steps to Excellence and Connecting Steps which link to CfE and Milestones. We adapt the curriculum to meet the needs of all pupils using learning through play, real life contexts and practical tasks and the community to make learning meaningful to our children. Our use of ICT and Augmentative and Assistive Communication strategies support our children in having their voices heard and sharing the understanding of their learning.





A soft play, a sensory room and hydrotherapy pool is on site to support wider learning and well-being. Pupils have access to an internal courtyard for breaks and play. We share a campus with High Mill Primary School and share a common goal of providing as many meaningful opportunities for inclusion for our respective schools as possible.

Our vision is that in our safe, happy, fun school we all grow to be the best we can be. We promote our values of equality, kindness and respect through our curriculum and through our nurturing

relationships throughout the school and beyond. Our transition programme for P1 and P7 and between primary stages aims to ensure best possible experiences for children and families.

Our parents play a vital role in pupils learning. We consult with our parents on a wide range of issues relating to their children's learning. We have very active parent group "Friends of Victoria Park" recently Victoria Park Parent Council, engage with children's learning and the life of the school as well as supporting additional activities for all pupils through fund raising. We continue to develop family learning through parent focus groups. We are active members of our wider community with pupils developing the four capacities through their community involvement including our relationships with other schools and agencies and businesses in the local area. Our Parent council completed fundraising on behalf of the school throughout the session and raised over £1000 to support school activities including attendance at Carluke Gala and sensory items for special events in the calendar.



Our pupils playtimes have been enhanced this session through the support of our Active Schools coordinator and all children have had access to the sessions delivered by a Drake Music therapist culminating in a wonderful performance by our P7 Leavers at their special leavers assembly



## Review of progress for session Aug 2022- June 2023

**School priority 1:** Redesign whole school curriculum to best meet the changing needs of our learners and improve pedagogy in ASN learning approaches across the school

NIF Priority (select from drop down menus)

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

NIF Driver

School and ELC leadership

Parental engagement

HGIOS?4 QIs (select from drop down menus)

1.2 Leadership of learning

1.1 Self-evaluation for self-improvement

1.3 3.1 Ensuring wellbeing, equality and inclusion

### Strategy

#### What did we set out to do?

- Curriculum to change to reflect reality of needs incorporating approaches including – Intensive Interaction, Sensory Integration, Attention Autism, individualised approaches to learning, daily independence, delivery of health care plans **In progress**
- Curriculum to change to reflect teachers use of Milestones and BSquared to deliver and assess achievement **Achieved**
- A cohesive curriculum document will be in place to support teachers in planning appropriately stimulating and engaging learning opportunities **In progress**
- Curriculum planning is supporting teachers in delivering appropriate learning and teaching to support communication and independence skills **In progress**

#### Progress and Impact:

**What difference did we see? What did we achieve? How did we do against our longer-term impact predictions:**

Principal Teachers and class teachers have worked collaboratively and have put into place

- a pupil tracking sheet recording topics covered in a school year to prevent repetition for learners
- thematic planners for Interdisciplinary Learning have been updated and reviewed to ensure relevance, breadth and balance
- a new curriculum planning guidance document to support teachers with forward planning is now in place
- timetables now reflect what learners will be experiencing to support their learning
- through professional learning taken on by all teachers – approaches including Intensive Interaction and Attention Autism are embedded in curriculum planning and are used to support learners progress across the school

This session teachers have effectively used new planning tools from Equals including a Pre-Formal Curriculum planner which supports setting learning intentions for learners working within the CfE Milestones. Learning plans better reflect children's learning needs.



Teachers' capacity in delivering sensory learning opportunities through play based learning has improved this session after members of the SLT modelled approaches to sensory learning for special event e.g. The Jubilee session – this session teacher colleagues and parents have taken on whole school sensory learning events e.g. The Coronation and Halloween.

Teachers are feeling more confident in recording pupil interactions and using these to inform planning for further interactions leading to improved individualised planning

Teachers are feeling more confident in play based approaches including Intensive Interaction.

**Next Step(s) to inform SIP for 2023/2024:**

- Use Teaching Sprint approach to staff development for improving our use of Additional Support Plans for supporting learning and mitigating barriers to learning
- Overhaul our Visual Supports to reflect changes to curriculum and timetables and create consistency across the school
- Further develop teacher confidence in assessment using BSquared and newly acquired "Autism Progress" bolt on assessment tool
- Continue to audit use of AAC throughout the school through Quality Assurance measures
- Teachers to work collaboratively through Teaching Sprint to raise confidence and capacity in writing appropriate Add
- Complete Clarify Canvas with teaching staff at the start of the session to inform areas for development to ensure opportunities for pupils to use AAC is embedded in curriculum planning including ASPs
- Complete Victoria Park Learning and Teaching Policy to support Curriculum Rationale and to encapsulate vision and developments

**School priority 2:** Re-establish high quality partnership working with parents to support children's learning

NIF Priority (select from drop down menus)  
Improvement in children and young people's health and wellbeing  
NIF Driver  
Parent/carer involvement and engagement  
School Improvement

HGIOS?4 QIs (select from drop down menus)  
2.5 Family learning  
2.7 Partnerships  
3.1 Ensuring wellbeing, equality and inclusion

## Strategy

### What did we set out to do?

- Build confidence and skills in parents and families to better support children's learning and development. **Achieved**
- Improve parental involvement in decision making. Achieved Restart parent forum. **Achieved**
- Parental workshops. **Achieved**
- Use Evisense BSquared as a means of reporting/communicating with parents. **Developing**

### Progress and Impact: What difference did we see? What did we achieve?

Parents responded positively to informal meetings at start of session and attendance ranged from parents across the stages including P1 parents new to the school, with numbers attending reaching 16%+ of parent body.

Decision made by FOVP (Friends of Victoria Park) this session to move to being a formal parent council. This reflects growing confidence in parent body, evidence of parent forum being robustly re-established. SLC Education Manager attended advice session for parents to raise awareness of Parental involvement at parent council level supporting confidence in role.



The parent council promotional stall staffed by parent volunteers at our Autumn parents attracted excellent support and new interest.

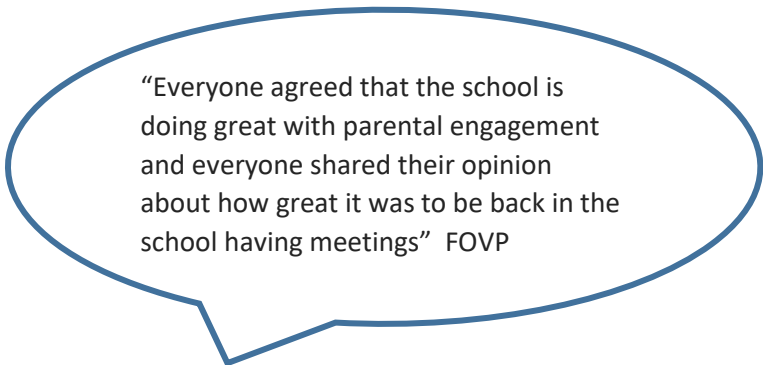
Parents surveyed were on what they would want from speakers. Those responding noted they would like more information on autism, life skills and more information about what is happening in school with agencies that work with us.

*On workshops from partners: "It helps give us an insight into the work they do with our kids."*  
FOVP

Speakers already supporting awareness raising for parents this session included:  
Playground Leader from Active Schools  
who gathered information about how SLC can better deliver services to children with

severe and profound needs; Link Speech and Language Therapist talked to parent about what his service does in school and answer any questions.

School supported Parent Council with it's Social Media Platform this session with Senior Leaders in the school now joint managing content for the parents after the move to a Parent Council from Friends of Victoria Park



"Everyone agreed that the school is doing great with parental engagement and everyone shared their opinion about how great it was to be back in the school having meetings" FOVP

Our DHT attended "Mellow Ability" parenting programme training this session with the aim of further developing parents' engagement with learning and teaching for their child and across the school. Interest from parents in taking part in this programme is good.

Speech and Language Therapist colleagues from health board have worked closely with the DHT and agreed to support the delivery of this programme as we roll it out among interested parents.

Impact of the school's DHT development work in this area has been a re-energised parent group with stronger ties and connections being re-established after a less active period post COVID. This has benefitted the school and families.

#### **Next Step(s) to inform SIP for 2023/2024:**

- Continue to include Parental Engagement as SIP priority. To continue to support capacity building among our parent body.
- Session 23/24 will focus on empowering the Parent group to become a Parent Council.
- Ann Love from "Love Autism" to offer the school workshops next session with a bespoke programme of topics.
- DHT to take forward Mellow Ability programme with pilot group of parents
- Continue to develop use of BSquared capabilities with emphasis of development targeted at teacher confidence in using Evisense to collate and share photographic evidence of children's learning to share with parents including reporting through the session.
- Deployment of an additional teacher through PEF will create greater certainty for delivering this Parental Engagement and Family Learning priority by freeing up DHT from wider school cover and crisis management needs:
- Family Learning to support pupil learning and mental wellbeing will be a sub focus.
- Focus group of parents to embark on 10 week "Mellow Parenting" training facilitated by DHT working in collaboration with Speech and Language Therapist.



**School priority 3: Further develop a culture of Professional Enquiry across the school**

NIF Priority (select from drop down menus)  
Improvement in children and young people's health and wellbeing

NIF Driver

Teacher and practitioner professionalism  
School Improvement

HGIOS?4 QIs (select from drop down menus)

1.2 Leadership of learning  
1.4 Leadership and management of staff  
2.3 Learning, teaching and assessment

**Strategy**

**What did we set out to do?**

- Increase level of practitioner inquiry for improvement embedded in school culture using Teaching Sprint structure **In progress**
- Teachers increasingly deliver learning opportunities that evidence deepened pedagogical knowledge **Partially achieved/ In progress**
- Teacher's pedagogical repertoire reflects diverse needs of learners **Achieved**

**Progress and Impact**

**What difference did we see? What did we achieve? How did we do against our longer-term impact predictions:**

82% of teachers ranked the following statement very highly "Provided us with a manageable process for intentionally practising evidence – informed strategies/techniques in the classroom"

91% of teachers ranked the following statement very low "Enabled us to make better use of collaboration time through structured professional dialogue"

"The Teaching Sprints allowed for high impact learning and professional dialogue relevant to our situation" Class Teacher

- Evidence of greater teacher confidence in delivering learning to meet wider range of complex needs
- Teachers are intentionally practising effective evidence-based practices
- We can evidence improved engagement with robust research evidence influencing our improvement work

- Teachers planning more effectively when considering next steps for learners
- Pupils interactions and engagement evidenced as improving through Reviews and End of Session Reports

"Through collaboration with colleagues and my class Team I believe that Intensive Interaction has enhanced communication and interactions with individual pupils in my class" Class Teacher

**Next Step(s) to inform SIP for 2023/2024:**

Additional teacher required for 1 session, to support the following:

Teaching Sprints to continue in SIP for session 23-24 (Teachers have been consulted on how best Teaching Sprints will work for us in the new session).

More time for collaboration on Teaching Sprints through Working Time Agreement

After Self Evaluation against Education Scotland's **"Rights Reviews and Promises"** the planning tool was used to evaluate work already underway and to plan for improvement. A project outline is available for our Intensive Support Group which encompasses children's rights and the recommendations from the ASL Implementation Review and The Promise.

As part of this development staff will train in the SCERTS model Primary Components of the SCERTS® MODEL (Prizant, Wetherby, Rubin, Laurent & Rydell, 2005) "Social Communication Emotional Regulation Transactional Support"

1. All staff working with the Intensive Support Group to have training in SCERTS approach to supporting learners with ASD. Additional Teacher will ensure we are able to facilitate high quality SCERTS CLPL in house
2. Senior teachers (PTs) to take on teaching responsibility for yearlong Intensive Support project class (Room 4). (3 pupils in this group are P7 next session) Additional Teacher will allow for PT's to be able to build their own capacity – leading SCERTS and middle leadership capacity in bringing on other teachers in this approach and among support staff
3. Close working with SLT and SALT to build capacity within team around this group and beyond – Additional Teacher would free up Depute to lead high quality CLPL – Teaching Sprints (skills development and capacity building across the school)
4. Impact will be measured at regular points through the duration of the project year, using Agile Leadership principles



## **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**

Of our 62 pupils, 61% live in a home within SIMD Quintile 1 or 2 and 84 % 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.

In terms of the attainment gap all our children are working within the Milestones to support learners with complex additional support needs, Early and First Levels across all areas of the Curriculum, from P1 to P7. Children within the school who are in receipt of Free School Meals present within all classes across the school. There is no direct correlation between this and how these children are achieving within planned outcomes compared to those pupils identified as living in the Quintiles 3,4 and 5 without receipt of FSM.

### **Progress and Impact**

**What difference did we see? What did we achieve?**

Through what has been a significantly challenging school year we have continued to try to use our PEF funds effectively to make a difference to children with regards to movement programmes and communication support. Our PEF funded support staff have frequently been deployed to ensure the health and safety of pupils across the school. Managing to keep these staff deployed towards PEF outcomes has been challenging throughout the year.

### **Agreed actions supported by PEF from SIP 2022-2023**

- Continue Play Pedagogy development – Resources purchased through PEF have supported improved pupil engagement
- Develop Partnership with Parents – PEF effectively directed towards DHT Mellow Ability Training (see above)
- Continue Curriculum Overhaul (Resources purchased through PEF have enhanced pupils experiences through development of play)
- Embed Attachment strategy for our setting (Ongoing)
- Develop Outdoor Learning (Ongoing)
- Complete Digital Schools Award (Ongoing)
- Embed Teaching Sprints (Partially achieved and ongoing)

### **Next Step(s) to inform SIP/PEF Plan for 2023/2024:**

Self-evaluation has led to a change of direction for using PEF to support improved outcomes for learners across the school. Our analysis of our “Attainment Gap” remains relevant however rather than funding 3 support staff as last session it is planned to employ an additional class teacher to enable teachers to be able to measure impact of spend more effectively. 1 School Support Assistant will be deployed through PEF, to support ongoing work around movement and sensory processing programmes and to support communication and all things AAC

The plan for the additional teacher is outline in School Priority 3