

Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24

Victoria Park School
Carluke

Strategic Improvement Priorities over 3 year cycle Timescale: 2022 – 2025

Strategic Priority	Year 1: 2022 -2023	Year 2: 2023 - 2024	Year 3: 2024- 2025
1.	Redesign whole school curriculum to best meet the changing needs of our learners and improve pedagogy in ASN learning approaches across the school to improve quality of learners experience and engagement to improve learning and mental wellbeing	Continue whole school curriculum design to best meet the changing needs of our learners and improve pedagogy in ASN learning approaches across the school to improve quality of learners experience and engagement to improve learning and mental wellbeing	Consolidate all improvements and support these becoming embedded through quality assurance activity to support improvement planning for next three-year cycle
2.	Re-establish high quality partnership working with parents to support children's learning to re- establish collaborative approaches and provide support to improve family engagement in children's learning	Support Parent Body in the move from Friends of Victoria Park to the establishment of a Parent Council with aim of improving experiences for learners and families. Increase opportunities for improved Parental Engagement in school learning events	Consolidate all improvements and complete audit of Parental Engagement to plan for next three-year cycle of improvement
3.	Further develop a culture of Professional Enquiry across the school to improve teacher capacity in critically and effectively using teaching approaches and resources	Further develop a culture of Professional Enquiry across the school to improve teacher capacity in critically and effectively using teaching approaches and resources	Consolidate all improvements and complete audit of Professional to plan for next three-year cycle of improvement

Context of 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.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Placing the human rights and needs of every child and young person at the centre of education <u>NIF Driver</u> Curriculum and assessment School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 1.5 Management of resources to promote equity 2.4 Personalised support	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Curriculum content at the outset of work on this priority was written over 5 years ago Our curriculum content and current pedagogical approaches were not matched up to reflect what it is that we are currently teaching Our learning and teaching policy and curriculum planning did not yet reflect the whole school development of Play Pedagogy	Continue whole school curriculum design to best meet the changing needs of our learners and improve pedagogy in ASN learning approaches across the school to improve quality of learners experience and engagement and to improve learning and mental wellbeing Curriculum including movement programmes, communication development and sensory regulation diets will be delivered through additional SSA support from PEF	<ul style="list-style-type: none"> • 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 	All pupils have high quality ASPs in place. ASPs monitored three times over session this year Collaborative self-evaluation data collection Planned Classroom visits to measure impact of improved ASPs on pupils' classroom experiences Improved pupil engagement Monitor impact of PEF SSA through collegiate self-evaluation in partnership with AHPs	HT/ DHT PT with Remit for Curr Dev.

		<p>confidence and capacity in writing appropriate Add</p> <ul style="list-style-type: none"> • 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 • Teachers to undertake further CLPL in Play Theory and practice 		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 2 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement School and ELC leadership	<u>SLC Priority (select from drop down menus)</u> Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Cost of the School Day	<u>HGIOS?4 QIs (select from drop down menus)</u> 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>At the outset of this improvement activity evidence from consultation showed that there was a gap in parental involvement and engagement left over from Covid related school closures and risk management procedures.</p> <p>Families had experienced isolation in general but more significantly parents of children with complex additional support needs had experienced considerable isolation</p>	<p>Support Parent Body in the move from Friends of Victoria Park to the establishment of a Parent Council with aim of improving experiences for learners and families.</p> <p>Increase opportunities for improved Parental Engagement in school learning events to support family learning, improving experiences for learners.</p>	<ul style="list-style-type: none"> 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 	<p>Surveys of parents</p> <p>Collaborative Self Evaluation between SLT and AHP</p> <p>Video evidence</p>	<p>HT/DHT</p>

impacting on outcomes for children.		<p>children’s learning to share with parents including reporting through the session.</p> <ul style="list-style-type: none">• 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.• Ensure that parents continue to have a voice in our Cost of the School Day policy and activity		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism School and ELC improvement	<u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Ensure inclusion, equity and equality are at the heart of what we do	<u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	<u>HGIOS?4 QIs (select from drop down menus)</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.6 Transitions	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<p>Through PRD dialogue evidence showed instances of teachers working in isolation to solve problems</p> <p>Frequent changes in teaching staff and SSA over previous two years and more led to uneven levels of expertise in delivering appropriate curriculum in light of increased complexity of need among our learners</p> <p>Self-evaluation highlighted demands on teachers leading to</p>	<p>Further develop a culture of Professional Enquiry across the school</p> <p>To improve teacher capacity in critically and effectively using teaching approaches and resources</p>	<p>Additional teacher required for 1 session, to support the following:</p> <p>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).</p> <p>More time for collaboration on Teaching Sprints through Working Time Agreement</p> <p>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.</p>	<p>Impact will be measured at regular points through the duration of the project year, using Agile Leadership principles</p>	<p>HT/DHT</p>

<p>feelings of opportunities to see professional development through not materialising</p>		<p>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”</p> <ol style="list-style-type: none"> 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) 		
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		4. Impact will be measured at regular points through the duration of the project year, using Agile Leadership principles		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

<p style="text-align: center;"><u>SLC Stretch Aims</u></p> <p style="text-align: center;">ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day</p>						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
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	£42,475	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	<i>Deployment of 1 FTE Class Teacher for session 2-24</i>	<i>Collaborative Self Evaluation and monitoring using Agile Leadership tools</i> <i>Lowered rates of violent incident reporting</i> <i>Improved levels of positive mental wellbeing for learners measured through behaviour tracking</i>		
Continued need for additionality to ensure movement and communication interventions are delivered	£13,137	Improved access and outcomes for pupils requiring physical movement programmes including Rebound Therapy Improved access and positive outcomes for pupils requiring AAC across the school	<i>Deployment of 1 FTE SSA June to March 2024</i>	Monitoring through partnership evaluation with AHP		

As above	£23,516		FTE X 3 SSA to June 2023			
	£3,736	Improved parental engagement in children's learning Improved levels of parental capacity through family learning	Mellow Parenting Workshops	Measures withing Mellow Ability Programme Family responses through consultation		
	TOTAL SPEND (incl carry forward) £	£82,864				
Progress and Impact			Next Step(s) and rationale to inform PEF spend session 2024/2025.			

Maintenance Agenda

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