



**Equality Kindness Respect**



**Our Vision: In our safe, happy, fun school we all grow to be the best we can be.**



### **School Quality Improvement Plan 2023 – 2024**

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.

## Strategic Priority Year 2: 2023 - 2024

**Priority 1. 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.**

- Our Curriculum has been overhauled to better meet our learners needs with some aspects remaining in draft or for consultation and finalisation in the next and last year of our three year cycle. Curriculum Guidance has now been completed for the school and provides a cohesive starting point for teachers planning a more evidence and needs-based curriculum across the school. Documents that have been drawn up by Improvement Groups in consultation with whole staff include a Curriculum Rationale and a Learning and Teaching Policy.
- Teachers are using additional support plans (ASPs) to plan individual targets for pupils. Teachers worked closely with our DHT to create robust Behaviour additional support plans (BASPs) which are now incorporated into ASPs. Pupils have made progress as a result of consistent approaches outlined in the these plans.
- We achieved our Digital Schools Award this session with an impressive portfolio of evidence of how technology supports positive outcomes and learning for our pupils.
- 2 Teachers have completed Technology for ASN in Education delivered over 10 weeks by the University of Edinburgh. This has been impactful in terms of improved capacity building for the school and all of our digital initiatives to support pupils learning.
- All teachers have engaged with SLC newly launched Inclusion Hub and most have attended Inclusion Managers' "Supporting Learners with a Complex Profile SLC Network".

**Priority 2: 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.**

- Our newly appointed Parent Council worked tirelessly in preparing for our school's entry into the Carlisle Gala in June this year – with their efforts paying off and us winning Best School in Gala, a step up from Best Newcomers last session.
- Due to school promotion, 50% of Parents now signed up for Parents' Portal.
- 66% of our Parents took part in "Sing and Sign" sessions held in every class to share learning around the Christmas Story and to support parental skills in Makaton Signing. This was an excellent turnout and has led to closer and even more positive relationships with our families. Feedback included:  
*"I thoroughly enjoyed being back in the school and seeing B in his classroom environment and how good a relationship he has with all the staff"*
- 72% of our Parents joined their children at Santa's grotto an event in school managed by our Parent Council. The feedback from families was outstanding. Parents and Carers reported that they felt this event allowed their children to have an experience that was created around their needs. Feedback included:  
*"Fantastic experience in a peaceful setting...thank you"*
- 2 of our Parents joined a residential trip for P6/P7 pupils to Inverclyde in November . This was a great opportunity for families and staff to share and support our pupils in having the best experience of learning away from school.
- Our DHT became a Mellow Parenting Facilitator/Trainer this session and in collaboration with our specialist speech and language therapist, NHS ASN coordinator for South Lanarkshire she delivered the programme to our first group of parents . The outcomes of this development were far reaching and very positive. A full report and accreditation was provided by Mellow Parenting

**Priority 3: Further develop a culture of Professional Enquiry across the school. To improve teacher capacity in critically and effectively using teaching approaches and resources.**

- All Teachers undertook a “Teaching Sprint” (Simon Brakespear) to engage in research, peer collaboration and evaluation leading to improved quality in the completion of learners Additional Support Plans.
- SCERTS approach (Social Communication, Emotional Regulation, Transactional Support) has been successfully piloted by our teachers in our Intensive Support Class. Research and collaboration with our Speech and Language Therapist led to a greater understanding of the importance of the adult’s part in ensuring our learners can make progress. High quality SCERTS targets for this group of learners have been used to create ASP’s with a focus on – what the adult will do to support a learner.
- Almost all teachers have participated in and contributed to online networks led by the local authority “Supporting Learners with a Complex Profile” and the Education Scotland National Complex Needs Network for Senior Leaders.
- Class teachers have taken on independent Teaching Sprints linked to developing Play Pedagogy and Adult Responses to Behaviour. Both change for improvement initiatives have evidence of better outcomes for learners.
- Throughout the session teachers have enhanced their understanding of meeting the needs of learners with a complex profile by engaging with and trialling strategies from Equals, Children in Scotland and Education Scotland.

## **Strategic Priorities for Year 3 2024 - 2025**

**Priority 1. Consolidate all improvements and support these becoming embedded through quality assurance activity to support improvement planning for next three-year cycle.**

**Priority 2. Consolidate all improvements and complete audit of Parental Engagement to plan for next three-year cycle of improvement.**

**Priority 3. Consolidate all improvements and complete audit of Professional Learning to plan for next three-year cycle of improvement.**