



equality



kind



respect



**Equality Kindness Respect**



safe



fun

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



happy



school

### **School Quality Improvement Plan 2024 – 2025**

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 this session was 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 3: 2024 - 2025

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

- Teaching staff have worked collaboratively with the Senior Leadership Team to create new IDL planners that that integrates “play schemas” which builds upon the work they completed on play pedagogy in the first two years of this 3 year plan. IDL planners now incorporate Milestones and Steps to Excellence levels.
- All teaching staff have fully embedded “Bsquared” to track progress of all pupils. SMT have begun to look at this data in order to inform our future priorities.
- Nearly all staff have completed online training in “Playbox” style learning. This was piloted by some classes and we will continue to roll this out next session.
- A large investment was made to improve our “Movement Hub” facilities. Staff have reported that pupils enjoy accessing the “Movemement Hub” and are very engaged in the equipment. The sensory room improvement has went to tender and this should be completed next session.
- Rebound sessions were in place weekly for 4 pupils with mobility difficulties. We worked with SLT colleagues to incorporate communication targets in the sessions. We hope to increase the sessions we can offer next session.
- “Hear My Music” provided regular sessions to all classes over this session. This was received really positively by all classes.

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

- All staff were trained in the use of “Evisence” in order to share learning with parents. 16 parents were part of a pilot and we received very positive feedback about this way of sharing information. This will be rolled out to all parents next session.
- The Parent Council have organised a very successful Christmas trip for the school to a local garden centre and supported the school in creating a Santas Grotto. They have fundraised for the school through a ‘Sponsored Walk’ and raised just under £2000 this year for their funds. The Parent Council have been instrumental in having the school take part in the local Gala Day. Through the Parent Council we have been able to seek views and also share communication from the school.
- The DHT attended 3 days training for “Mellow Ability”. The DHT and Speech and Language Therapist Chris Curtis ran a successful “Mellow Ability” group for 4 parents. We will continue to run “Mellow Ability” for parents next session.
- The HT included an information session for new P1 parents to inform them about the all aspects of the school. This was attended by all 8 incoming families. We created individual welcome videos for each new pupil in order to familiarise the child with their new class team. The DHT created an updated Thinglink of our school which means new P1s can take a virtual tour of the school. The DHT and PTs attended transition visits with P7 pupils which has helped to build up relationships with our partner high schools. All ASN Kirkstyles nursery staff attended a walk round of our school led by the PT in order to improve their understanding of what our setting looks like and to see good practice in communication. The HT met with the new acting DHT of Kirkstyles nursery at the start of the session to plan out our transition programme to ensure there is a shared understanding of the transition process.

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

- Almost all teachers were given additional personal development time in order for them to access further CPD. All teachers are aware of and accessed the SLC ASN CPD hub this session. Most teachers have accessed the National Complex Needs Network and all teachers have joined at some point in the “SLC Supporting Learners with Complex Needs”. Almost all staff said they were fairly confident accessing relevant CPD.
- *The ‘attachment working party’ made a submission to the “Attachment Informed, Trauma Sensitive” accreditation programme around the theme of “All Behaviour is Communication” and received this award. Almost all staff have completed SLC online attachment training which has increased staff understanding and knowledge of the theory behind attachment practice. We have created a relationships policy which has been shared with all staff and is included in every classes “Promoting Positive Relationships and Understand Distressed Behaviour” (PPRUDB) folder which means staff will have a clear understanding of what the expectations are at our school around PPRUDB.*
- SLT colleagues provided a training session on general communication to almost all teachers and SSAs. This covered the basics of communication and they provided a progression of skills for communication. They focused on learning about matching appropriate communication aids to the learner and this has reduced inappropriate requests for equipment and technology for learners. SLT colleagues have been present in nearly all classes (as appropriate) to model the use of Makaton signing.

## **Strategic Priorities for Year 1 2025 - 2026**

**Priority 1. To refresh school vision, values and school badge in order to reflect the school's current direction and purpose.**

**Priority 2. To ensure that planning for teaching and learning reflects our refreshed curriculum and reflects the individuality of our pupils.**

**Priority 3. To establish consistent assessment practices which will allow teachers to have valid and reliable judgements of pupil progress. To establish consistent reporting practices which will give key information to all stakeholders about pupil progress, development needs and supports required.**

**Priority 4. To develop staff skills in providing a bespoke curriculum which meets the complex learning needs of our learners.**