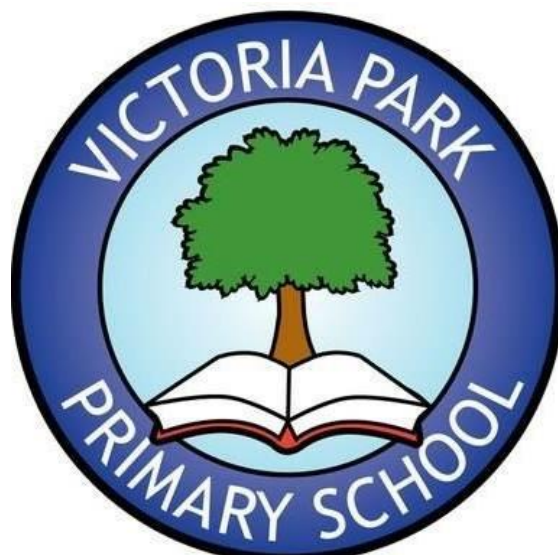


Victoria Park Primary School

School Improvement Report Session 2023-2024



Victoria Park Primary School

1 Glenagnes Road,

Dundee. DD2 2AB

Tel 01382 435307

Email: victoriaparkprimary@dundeeschools.scot

This document shares and celebrates the improvements in our School. It is based upon our School Improvement Plan for session 2023 – 2024.

School Vision:

Victoria Park is a welcoming, diverse, learning community. Through **kindness**, **respect** and **effort**, we nurture and grow successful **learners**, supporting everyone to reach their potential.

School Motto:

With **kindness**, **respect** and **effort** we will **learn** and grow.

School Values;

Kindness

Respect

Effort

Learning

School Aims;

We aim for everyone in our school community to be:

Safe

Healthy

Achieving

Nurtured

Active

Respected

Responsible

Included

Context of the School:

Victoria Park Primary School is a non-denominational Primary School situated within the Local Authority of Dundee City. Victoria Park PS opened in 2012, the school was previously Park Place Primary, situated in a different city centre location.

Victoria Park PS is situated within a shared campus comprising of St Joseph's RC Primary School and Balgay Hill Nursery School. Victoria Park has a city centre catchment with a roll of 201 spread over seven classes - P1, P2, P3, P4, P5, P6, P7. The school accommodation is over three levels with seven classrooms, two group rooms, a conference room, offices, a shared gym hall, shared assembly/dining hall and playground.

Our school roll has fluctuated since the pandemic. A large number of our families request school places in this area due to the close proximity to Dundee University and Ninewells Teaching Hospital. Our pupil body is diverse, with a wide range of first languages and different cultural and faith backgrounds. Victoria Park is a feeder primary school for Harris Academy.

The catchment area for our school changed from August 2022, which means more of our pupils will live within our catchment area.

The SIMD Information for the school is as follows;

1 and 2 – 28% 3 and 4 –28% 5 and 6 – 22% 7 and 8 –11% 9 and 10 –11%

25% of our P6 and P7 families are in receipt of Free School Meals. In 2023-2024 Victoria Park PS received £80,591 in Pupil Equity Funding.

Victoria Park has a full-time non-teaching Head Teacher supported by a Depute Head Teacher with a 0.5 teaching commitment. The teaching staff is made up of 8 full time teachers and 5 part time teachers and 1 NQT. Within the teaching staff there are 2 FTE delivering RCCT and interventions. The teaching staff are ably supported by a support team consisting of one Admin Assistant, two Learning and Care Assistants and three PEYSA support staff. There is a Janitorial team overseeing the campus. The school also benefits from a 0.5FTE School and Family Development Worker to support families in a range of areas. There are staff delivering instrumental tuition within the school week. The school also has an Active Schools Co-ordinator and an Active Schools Assistant.

Victoria Park is a unique school. It is a small urban school with a city centre catchment, and it sits on a shared campus with a RC school and a Nursery School.

Our school values are at the centre of all we do at Victoria Park. We focus on **kindness**, **respect**, **effort** and **learning**. Our school motto is "With **kindness**, **respect** and **effort**, we will **learn** and grow"

The school's aims focus on the holistic development of all in our school community. We aim for everyone in our school community to be: **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included**.

Our school focused on improvements in digital technologies, Literacy and curriculum development in session 2023-2024.

Victoria Park Primary School has very able, competent, and enthusiastic children who enjoy learning and being active. We have school staff who want the best for the children and are totally committed to the school and the families.

Attainment data

Session 2023/24

Class and total nos	P1 2023-2024 25 learners			
Curriculum Area	Reading	Writing	Listening & Talking	Numeracy
Pupil numbers	21 /25	21/25	25/25	22/25
Percentages	84%	84%	100%	88%
Class and total nos	P4 2023-2024 24 learners			
Curriculum Area	Reading	Writing	Listening & Talking	Numeracy
Pupil numbers	22/24	23/24	24/24	22/24
Percentages	92%	96%	100%	92%
Class and total nos	P7 2023-2024 32 learners			
Curriculum Area	Reading	Writing	Listening & Talking	Numeracy
Pupil numbers	31/32	30/32	31/32	30/32
Percentages	97%	94%	97%	94%

Review of Improvement Progress for Session 2023-2024

School Improvement Priority 1:

Develop our literacy curriculum, improving teaching and learning in writing, handwriting and creating a positive reading culture.

Progress and Impact:

- ✓ Teaching staff have led improvements.
- ✓ “Reading Champions” pupil voice group have made improvements in reading across the school led by staff lead.
- ✓ Scottish Book trust “Building a Reading Culture” evaluation and improvement tools used to evaluate progress. Accredited with a Reading Schools Award from Scottish Book Trust.
- ✓ Participated in National Literacy trust School Libraries Programme.
- ✓ Improved the physical environment for reading for pleasure in school.
- ✓ Investment made in high quality resources to support a positive reading culture.
- ✓ Curriculum Leads – Literacy continued in role this session.
- ✓ Building on test of change in writing pedagogy undertaken last session. Move towards improvements in assessment in writing.
- ✓ Pedagogy of teaching writing discussed termly at individual professional discussions.

Next Steps:

- Ensure school writing and handwriting implementation are consistent across the school. SLT to monitor this through learning rounds and learner conversations.
- Staff to moderate writing and lessons through peer visits over the course of next session. This will aid consistency in approach and pedagogy.
- Staff lead to also continue working with CHASE project to further develop reading culture within the school.

School Improvement Priority 2:

Become a “Digital School”, achieving our first Digital Schools Award - improving parental involvement and developing skills and knowledge of the Digital Technologies curriculum.

Progress and Impact:

- ✓ All classes using Seesaw this session, building on test of change last session.
- ✓ Pupil Digital Leaders group has been established. Supporting staff and pupils in classes with digital technologies.
- ✓ Investment in high quality resources supporting effective learning and teaching in Digital technologies.
- ✓ Curriculum lead supported pupils, staff and families with digital technologies. We were awarded Digital Schools Award following a validation and asked to be a mentor school.

Next Steps:

- Allow Curriculum lead to further support staff in digital technologies with protected time out of class.
- Continue to develop pupil leadership as digital leaders.
- Complete Digital School Award journey and achieve coding DSA.
- Ensure that ICT is embedded in enhancing learning and teaching to improve experiences and outcomes for learners.
- Ensure a consistent approach to using Seesaw across the school. Curriculum lead and ADHT to facilitate this.
- Apply for Digital Extra funding linked to STEM to enhance digital learning across the school.

School Improvement Priority 3:

Learning and Teaching – review our pedagogy and assessment approaches. Curriculum and Assessment review with HWB and our school's unique context at the centre.

Progress and Impact:

- ✓ Supported by the Pedagogy team, we have reviewed our curriculum and the opportunities we are offering our learners.
- ✓ Looked at the school's unique context, in particular to ASN and EAL data, and how this should inform our curriculum rationale.
- ✓ Reviewed assessment approaches in particular Listening and Talking and Numeracy.
- ✓ Supported by DEPS and educational psychologist reviewed trauma informed practice and relationship policy – led by curriculum lead. Reviewed impact of this on learning and teaching and supporting learners with barriers to learning. Achieved RRSA bronze award led by staff lead.

Next Steps:

- Create curriculum rationale, considering pupil, staff views, unique context and data.
- Embed assessment approaches in Listening and Talking and look to review approaches in Numeracy. Then extend this to other areas of the curriculum.
- Gain Silver RRSA building on work already achieved for bronze award supported by DEPS.

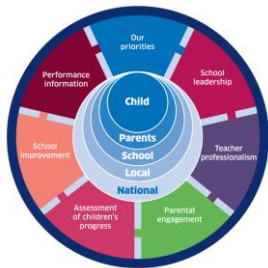
Improvement Priorities for Session 2024-2025

- 1. Ensure our curriculum has opportunities for learners to access more creative and independent experiences.**
- 2. Develop staff confidence delivering high quality learning and teaching focusing on Numeracy and Math.**
- 3. Continue to develop assessment approaches to Literacy and Numeracy.**

Please visit www.careinspectorate.com or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

Further Information can be found at:



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/FrameworksSelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf