



SCHOOL STANDARDS AND QUALITY REPORT
Aspiration, Achievement, Attainment

September 2021

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1. Introduction

This report is intended to inform all relevant interested partners of the work of and progress made by the school during the 2020/2021 school session.

2. The current context of the School

The ongoing impact of the COVID 19 pandemic on the smooth running of the school was evident throughout the school session. There was dislocation of the learning for children and young people who essentially need routine and predictability in their daily lives. Whilst technologies gave opportunities for learning and meeting with parents/carers, LA personnel and the children and young people themselves, this is clearly not the same experience as being able to meet and learn in person. Versatility has been evident in the response the school team made to these very particular set of circumstances. Staff, children/young people and their parents/carers took on board new routines, for example wearing face coverings and maintaining social distancing. This backdrop to the school year continued with vaccinations and Lateral Flow Testing.

In response to these unprecedented circumstances, the school's senior managers and staff continued to:

- Ensured the wellbeing of the children and young people was at the heart of everything that was planned, delivered and reviewed,
- Enabled children and young people to attend school and facilitated this in a number of ways,
- Provided a range of learning opportunities - both online and in person - to ensure that children and young people could continue to develop their skills, knowledge and achievement within the 4 capacities,
- Developed and expanded their own skills to ensure children and young people attained qualifications and celebrated their successes,
- Reconfigured learning spaces - inside and outside - in order that children and young people maximised the unique setting of the school, thus encouraging wellbeing and physically active experiences which helped deal with the wider context of the pandemic,
- Utilised digital technologies to maintain the enthusiasm and interests for learning of the children and young people. This was often a new routine and experience for them,
- Enabled the staff team to undertake collegiate learning and build and develop the positive ethos and culture of Butterstone Academy,
- Grew and developed close and collaborative working practices with the Care Team,

- Continued to transform the ethos, culture and expectations of the school in enabling aspiration by providing bespoke learning pathways and developing robust systems and processes,
- Took forward the 2020/21 School Improvement Plan in innovative and creative ways,
- Build a positive ethos and culture and sense of team across the school,
- Maintained close communication with parents/carers on a regular and frequent basis. The senior managers went to considerable lengths to allay anxieties, concerns and resolve issues. The continued development of an ethos and culture of open and respectful communication with parents/carers, LA personnel, on site Care and Education teams remained a key focus for senior managers. They worked hard over the session to maintain this and in almost all instances were successful. The dislocation of COVID 19 came in a number of forms. Key personnel not available, timescales slipping, meetings needing to be rescheduled due to last minute changes.

3. Review of Progress 2020/21

During the 2020/21 Session there were some changes to the teaching team as some staff left to further opportunities elsewhere and new staff joined the Butterstone Academy team. One significant change to the predicted school roll was the enrolment of younger aged children between S1 and S3 that informed the development of appropriate curriculum experiences.

Developing the Young Workforce curriculum experiences was very successfully developed for the Senior Phase. Transition planning for school leavers was also taken forward in a systematic manner and all young people leaving the school by the end of the session had moved on to positive destinations. Given the exigencies of the session, all staff should be congratulated on this.

Over the course of the session (mostly in school holiday times) and in consultation with the Student Council, significant redesign of the school's indoor and outdoor learning environments was undertaken. Teaching areas were relocated and a more cohesive layout has now been achieved. The creation of a new staffroom had an important impact on the morale of staff and enabled collegiate discussions to be facilitated much more easily. This included the creation of a daily mile route for children, young people and staff.

The 2020/21 School Improvement Plan (SIP) ensured the recommendations made in the March 2020 HMIe Post Registration Report were addressed.

Over the course of the session, progress and actions taken forward from the SIP were regularly discussed with staff and Senior Leaders. In March 2021 a more formal review /evaluation was undertaken of the SIP which focused specifically on the recommendations of the HMIe Report.

Evidence Grids:

Post Registration QI's - Where are we now?

This review led to discussion and rethink of the way information is gathered and recorded for each child/young person and the creation of bespoke learning pathways - both for education and care. This is now evidenced in each child's/young person's 'My Profile'.

Exemplar My Profile

Link to exemplar [AY 2021 - 2022](#)



My Profile

(inc. My Learning Journey and My Wellbeing Plan)

ADD photo

Another Butterstone

Academic Year: 2021 - 2022

My Profile

Young Person: Another Butterstone

Senior Phase: S5

Date of Birth: 00/00/0000

Assessment/Diagnosis:

- ASD,
- Dyspraxia,

Another has challenges with:

- Sleep pattern
- staying on task
- Processing information

Another's Strengths	Another's Needs
Another has a great sense of humour,	Quiet space to work - use of Learning Space and/or Study Room
Another loves to sketch outside	To know purpose and relevance of what she is learning
Another loves everything to do with wildlife,	Further support with her sleep routines in order to make the most of her opportunities to learn (Sleep Scotland)
Another enjoys doing word searches	To use technology for written tasks
	Extended time to process information
	More visual learning materials

My Learning Journey

Introduction

Purpose

So that all Stakeholders Know what curriculum level the child or young person is working on and what their current goals are. To provide an insight into how learning is going for the young person. To help enable learning conversations with their children/young person and/or the teacher about their learning.

My Key Teacher is Chic Murray

Aspiration - What I would like to do when I leave school:

- A job working outdoors with wildlife

My interests are:

- Animals, especially wildlife

Key Needs - (Eg strategies and developments)

I learn best if:

- The subject is related to my special interests
- I know the purpose and relevance of what I am learning
- My choices are limited.
- I have time to process information
- When I have had a good night's sleep.
- The materials are visual

What people say about me:

- I have a good sense of humour
- I am a visual learner
- I am friendly

My supports for learning are:

- Quiet space to work,
- Predictability of routines

My Senior Phase level is/ My Attainment levels are
(Outline Curriculum areas/Qualifications working for)
Attainment to date as relevant

- Nat 3 Maths
- Nat 3 English

My Choices and Activities:

Term 1

Choices: Table Tennis on a Tuesday, Music on a Wednesday, Radio Station on a Thursday

Activities: Community - Befriending at the Care home.

Term 2

Choices:

Activities:

Term 3

Choices:

Activities:

My curriculum targets are:

Link to my IEP

Literacy

National 4 English - Work towards reading assessment by completing formative tasks in understanding purpose & audience; RUAE Skills (Imagery analysis, word choice, openings/conclusions and IYOW)

Numeracy

National 4 Depending on attendance and engagement.

Digital Learning/Technologies

Web Design level 5.

- Learn and implement the basic html tags to enter text, images and hyperlinks into a web page.

- To link web pages together.

Transitions

Solitaire Award / SQA Work Placement Unit SCQF Level 4

[LINK to My Transition Plan](#)

PSE

SQA Wellbeing Award Level 4 - Exploring Wellbeing Unit (Alex is looking at connections between mental, emotional, and physical health will investigate factors that can influence our wellbeing)

DYW

Identification of Personal Skills and Transferable skills

Digital Literacies

Another will learn to use a survey application to implement within his PDA project.

Social Science

Another is studying Level 5 Environmental Science. This includes the Living Environment, Earth's resources and Sustainability.

Personal Development Award

Another will identify his practical project and develop project plan to achieve his Practical Abilities L4 Unit

Work Placement or Volunteering aims

- [Local Wildlife Centre every Thursday](#)

My progress is evidenced in My Evidence Portfolio/Google classroom:

My most important successes to date are:

- I am proud of have my work placement every Thursday
- Learner of the week

My personal statement - how I feel I am doing:

August 2021- I feel that I am doing ok just now.

My Wellbeing Plan

Introduction

Purpose

At Moore House Academy Butterstone wellbeing is at the heart of everything we do. The aim of this plan is to give all partners have a better understanding of the successes and challenges this young person encounters on a daily basis and the scaffolding which is in place to support them. Where possible the words of the young person have been used although some essential input has been gathered from the young person's historical documentation and other professionals.

My Key Teacher is Chic Murray

My friendship circle is:

- My friends in my class

Things I do to help myself

- Ask staff for help when I need it,
- Use word searches to help me relax

Support Wheel - discussed and agreed c/yp:

**Things that help me manage my emotions are:
(Strategies and support)**

- Having Key Time with my Key Teachers
- Word searches
- Reassurance

What I find difficult to do, say, express:

- Stay on task in class
- Committing information to paper

I don't like it when:

- I am given too many choices
- My teachers are off and my timetable changes

I like it when:

- I am praised and doing well
- I am watching wildlife

My HWB targets are:

(Physical Activities, Eating and Drinking, Relationships, Sensory)

Which aspect of managing emotions is Another Butterstone working on - chosen from Support Wheel

- regulated sleep pattern
- undertaking the daily 10

I am most proud of:

- My work placement
- Attending school full time

4. Evaluation

A further review was undertaken prior to the end of the session which enabled senior managers and school staff to evaluate the progress and identify the priorities for the 2021/22 session.

A key priority was to build staff knowledge, confidence and use of *GTCS Standards, How Good is Our School 4, Curriculum for Excellence frameworks and Learning and Teaching approaches*. INSET Days' programmes reflected that process with additional CLPL times put in place throughout the session. Substantial progress has been made in developing a culture of reflection and self-evaluation now evident in the level of professional dialogue and discussion. There was also a focus on identifying the strengths and skills of the team with regard to supporting children/young people - for example scaffolding strategies for learning and health and wellbeing. This led to the development of a Promoting Positive Behaviour Protocol accompanied by a Restorative Practice Protocol. As a result the FRESH Values have been discussed with all staff, the Student Council and parents/carers and put in place this session.

May 2021 INSET Evaluations:

<https://docs.google.com/forms/d/1ph2ozebOCB5tggUwqssp2N5OstC3yFQSyFA98NiIgmw/edit#responses>

June 2021 INSET Evaluations:

https://docs.google.com/forms/d/1ijCdsBpWmkkWMx_t4dpsXdb0CP2G0TkEt-GkPbmTWIk/edit#responses

August 2021 INSET Evaluations:

https://docs.google.com/forms/d/1DLUQLLam5WXb-jZrCTKun76Npxk8_M3IwioZKs7I_QM/edit#responses

5. Attainment, Aspiration & Achievement

The continued development of bespoke learning pathways has led to focus on attainment as well as aspiration and achievement.

Attainment table:

Achievements	2019/20	2020/21
Level	Qty	Qty
National 2 (equiv)	23	13
National 3 (equiv)	3	25
National 4	14	10
National 5	6	4
Higher	2	2
Total	52	54

Refer to APPENDIX 1 for additional data

There was a concerted focus on attendance and engagement of children/young people. All teachers undertook *GOOGLE* classroom training which facilitated virtual learning to be delivered in a consistent manner. There were *GOOGLE* Ambassadors identified to support staff online and in class. Teachers' planning took account of this approach. As far as possible, the school remained open to allow attendance.

A sophisticated tracking tool was developed to record attendance and engagement in both realms.

Exemplar of Attendance & Engagement Tracker - [AttendanceTracker](#)

6. Key Priorities for Improvement Planning 2021/22

As a result of our ongoing self-evaluation activity, we have identified our key areas of focus will be:

1. Learning & Teaching,
2. Health & Wellbeing,
3. Curriculum, and
4. Ethos & Culture

7. What is our capacity for continuous improvement?

MHA, Butterstone is building a strong culture of self-evaluation for self-improvement, the basis for progress towards excellence in provision.

Our capacity is strengthened by *looking inwards, looking outwards and looking forwards*.

Looking inwards: Evaluating performance at all levels.

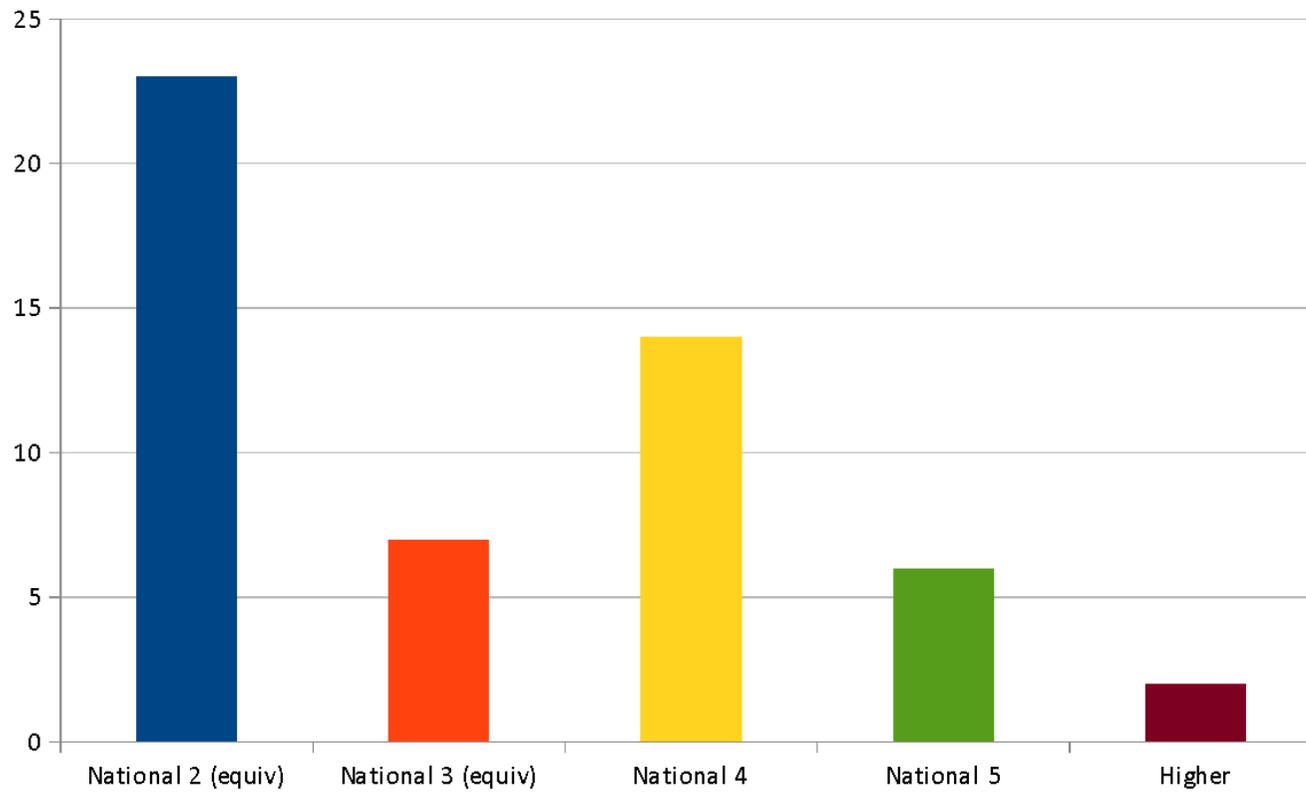
Looking outwards: Learning from the latest in educational thinking at all levels

Looking forwards: Process of transformational change being driven through the consultation on our vision for MHA, Butterstone.
Working towards Autism Accreditation with the National Autism Society

Aspiration, Achievement, Attainment

APPENDIX 1

Attainment 2019-20



Attainment 2020-21

