



School Improvement Plan
2021 - 2022
Aspiration, Achievement, Attainment

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Introduction

In response to the revised requirements on improvement planning contained within the statutory guidance 'Standards in Scotland's Schools etc Act 2000' (as amended 2016), education authorities must prepare and publish annual plans describing the steps they intend to take to enhance equity and support school improvement, with a view to achieving the strategic priorities of the [National Performance Framework](#). It is a duty under the Education (Scotland) Act 2016 to submit this plan to Scottish Ministers by the end August each year. As a result of the pandemic this year's School Improvement Plans (SIPs) will be submitted by the end of September 2021. There is an expectation that independent schools will also prepare a School Improvement Plan.

National Context

The 2021 National Improvement Framework (NIF) and Improvement Plan replaces last year's NIF and Improvement Plan. Together with the National Improvement Framework Interactive Evidence Report, the NIF has improved the availability, quality and consistency of data, and extended understanding of what works to drive improvements for children and young people across all parts of the Scottish education system. It sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities. This complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child (GIRFEC), and Developing the Young Workforce (DYW), which are the three supporting pillars of the Scottish education system.

The vision for Education in Scotland

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;

- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

We need Scottish education to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs. In order to achieve this, we are working with our partners to develop an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything we do.

Key priorities of the National Improvement Framework:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Six drivers for improvement identified as making the difference. These are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Local Context

This is our second full, academic year. Over the last two years we have been on a journey of improvement to meet the needs of a unique neuro-diverse school age population (11-18) here at MHA Butterstone.

Over the course of the last two years we have achieved transformational change of the school's physical environment, including learning, social and administration. We have developed our Ethos and Culture, underpinning philosophy and developing a sense of Team and its skillset.

Literacy, Numeracy, Health and Wellbeing

All staff members have responsibilities to develop core skills of literacy, numeracy and health and wellbeing across learning. All teachers at MHA, Butterstone are working together to ensure a consistent approach to the development of literacy, numeracy and health and well-being.

These three areas are of key importance to our children and young peoples development and underpin all aspects of learning. In Curriculum for Excellence, it is the responsibility of all teachers to contribute to the development of these three areas in their teaching, irrespective of the subject they are delivering.

Health and Wellbeing at the heart everything we do at MHA, Butterstone

At MHA, Butterstone, our curriculum aims to provide opportunities to enable our children and young people to achieve their full potential, both as learners and individuals. Our overall objective is for our children and young people to become:

- confident individuals
- effective contributors
- successful learners
- responsible citizens

The 4 capacities were designed to produce a more rounded education with broader achievements being recognised alongside academic attainment.

Our Mission

To achieve the best personalised outcomes for children and young people through positive, nurturing relationships developed across our education, fostering, residential and psychological services.

Our Vision

Every child and young person enjoys positive health and wellbeing; and the best opportunities for learning, life and work.

Our Values

Acceptance, Innovation, Resilience, Empowerment, Responsiveness

Key Achievements and Performance 2020/21

LINK [MHA, Butterstone S & Q Report Final \(Sep 21\)](#)

Key Areas of Focus for Session 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

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

Detailed School Improvement Plan 2021/22

Priority 1

QI 2.3 - Learning, Teaching and Assessment - Themes: Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring

QI 1.2 - Leadership of Learning - Themes: Planning for continuous improvement; Implementing improvement and change

QI 1.3 - Leadership of Change - Theme: Strategic planning for continuous improvement

Intended Outcomes/Impact	Actions	Timescales	Resources	Responsibility
<p>Using GTCS Standards Teachers Plan effectively over different timescales, Support for Learning Assistants and Care Team members supporting learning understand the role and remit as directed by the teachers, Ensure assessment is an integral part of learning and teaching, Ensure learners understand the purpose of their learning, Provide suitably challenging and well matched learning experiences - interests and needs, Learners are enabled to lead their learning and contribute to their next steps in learning,</p>	<p>Review and revise as required Attendance and Engagement Tracker, Create, discuss and agree a Supporting Learning Protocol, Develop a Planning Meetings Protocol Proforma, Discuss and agree this proforma with staff, Implement this Protocol - dates in collegiate calendar, times agreed with teachers as required</p>	<p>August 2021 November 2021</p>	<p>GTCS Standards CfE documents SQA information HGIOS? 4 Planning Meetings Protocol Proforma, Collegiate calendar <i>My Profile/My Learning Journeys</i></p>	<p>SLT SLT and all staff SLT All Teachers</p>

<p>Teachers evaluate and track learners' progress to inform next steps in learning,</p> <p>There is a calendar of learning walks and classroom visits throughout the school academic year</p> <p>Senior leaders undertake: Planning discussions with teachers, Timetabled learning walks/visits to classes, Regular tracking of learners' progress as part of the Quality Assurance processes of the school,</p> <p>Learners' progress, achievement and attainment is detailed in <i>My Profile</i>, including <i>My Learning Journey</i></p>	<p>Timetable learning walks/visits to classes each term</p> <p>Implement the evidence portfolio to record and track learners' progress -BGE</p> <p>Create evidence portfolio for Senior Phase</p> <p>Senior Leaders will regularly discuss learners' progress with teachers and with each other</p> <p>Revise and implement <i>My Profile</i>, including <i>My Learning Journey</i></p>	<p>Daily, Weekly, Termly and end of Term</p> <p>Daily, Weekly, Termly and end of Term</p> <p>November 2021</p> <p>Weekly/ Termly</p> <p>August 2021</p>	<p>Collegiate calendar Curriculum Planners Evidence Portfolios</p> <p>QA Calendar/Cycle Learning Walk proforma</p> <p>Collegiate Calendar</p> <p>Staff professional dialogue,</p> <p>PPR, Individual Assessment Reports</p>	<p>SLT All Teachers</p> <p>SLT All Teachers</p> <p>SLT</p>
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Priority 2

Key focus - Developing partnerships with care, parents/carers

QI 3.1 - Ensuring Wellbeing, Equality and Inclusion

QI 2.7 - Partnerships: Theme - The development and promotion of partnerships.

QI 1.3 - Leadership of Change - Developing a shared vision, values and aims relevant to the school and its community

Intended Outcomes/ Impact	Actions	Timescales	Resources	Responsibility
There is a shared ethos and culture between Education and Care which ensures the wellbeing and rights of all children and young people,	Identify and agree dates and times for senior leaders (Education and Care) to undertake strategic planning,	Monthly throughout the calendar year	Collegiate Calendar	Senior Leaders
All staff comply and engage with statutory duties and codes of practice,	Share the processes for referral and Inward transition for Education/Care shared placements,	INSET day	Referral Protocol	All staff
All staff have undertaken and engaged in a range of professional training and learning opportunities to enable them to support Children and Young People develop their emotional regulation and reduce anxieties,	Organise opportunities for Education and Care staff to train and develop shared understanding and processes to support children and young people,	INSET Day Feb	Collegiate Calendar	All staff
All staff have a clear understanding of the principles underpinning whole school ethos and culture for health & wellbeing, equality and inclusion,	Ensure all school staff know, understand and implement the: <ul style="list-style-type: none"> • Positive Behaviour Protocol • Restorative Practice Protocol 	INSET days August	Collegiate Calendar	All staff
Specific support is given by PSI personnel,			Individual timetables	PSI

<p>Outdoor spaces promote wellbeing for all children and young people,</p> <p><i>My Wellbeing Plan</i> shows specific outcomes for children and young people, charting their needs, targets and success in developing emotional regulation, confidence and positive engagement/relationships with others,</p>	<p>Ensure all school staff understand the principles of Life Space Interviews,</p> <p>Ensure all staff understand and implement the specific strategies which reduce anxieties for each child and young person,</p> <p>Embed the underpinning ethos and culture of building resilience, confidence and emotional literacy to develop the 4 capacities as preparation for life after school,</p> <p>Review and revise <i>My Wellbeing Plan</i>,</p>	<p>CLPL workshops throughout the academic year</p> <p>August 2021</p>	<p>Collegiate Calendar</p> <p>Collegiate Calendar</p>	<p>All staff</p> <p>All staff</p> <p>SLT</p>
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Priority 3

QI 2.2 - Curriculum - Themes: Rationale and design; Development of the curriculum; Learning pathways; Skills for learning, life and work

QI 1.2 - Leadership for learning - Themes: Professional engagement and collegiate working

Intended Outcomes/ Impact	Actions	Timescales	Resources	Responsibility
School leaders provide clear direction through long term planning for ongoing development of the curriculum,	Organise staff development groups to take forward curriculum development,	CLPL Workshops throughout the academic year	Collegiate Calendar Planning proformas	SLT
Bespoke curriculum pathways are in place for children and young people, Children and young people have aspirations to achieve and attain,	Continue to design and deliver bespoke curriculum pathways for S1-S6,	August 2021 with mid term review in October then termly thereafter	<i>My Profile</i> , inc. My Learning Journey Planning proformas QA Cycle	All staff SLT
Children and Young People have opportunities to work together in different ways, taking on different leadership roles,	Create a design brief for termly IDL Implement and evaluate each IDL, Enable Senior Phase students to participate in and lead on aspects of whole school IDLs,	Termly and Mid term reviews	IDL Planning proformas QA Cycle	All staff
The unique setting of the school is optimised to provide well planned progressive, curriculum led experiences for all learners,	Further develop the Outdoor Education Curriculum to maximise development of skills and the 4			

<p>Children and Young People develop skills for learning, life within the context of the 4 capacities,</p> <p>Outdoor learning is a regular, progressive curriculum- led experience for all learners.</p> <p>There is a well constructed PSE programme augmented by PSI input which enables children and young people to develop skills for life - social, health and relationships, online safety,</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</p>	<p>capacities by implementing plans to reorganise various areas in the outdoor areas:</p> <ul style="list-style-type: none"> • Relocate the Poly Tunnel and raised beds closer to the school, • Implement the fork to fork programme, • Plant the wellbeing woodland, 	<p>August 2021 with mid term review in October then termly thereafter</p>	<p><i>My Profile, inc. My Learning Journey</i></p> <p>Planning proformas</p>	<p>SLT All staff</p>
	<p>Develop a whole school PSE programme S1 - S6,</p>	<p>August 2021 with mid term review in October then termly thereafter</p>	<p><i>My Profile, inc. My Wellbeing Plan</i></p> <p>Planning proformas</p>	<p>SLT All staff PSI</p>
	<p>Undertake an audit of Health and Wellbeing across the curriculum,</p>	<p>November 2021</p>	<p>Health and Wellbeing Audit Proforma</p>	<p>SLT</p>
	<p>Update the review of literacy and numeracy across the curriculum,</p>	<p>December 2021</p>	<p>Literacy and Numeracy Audit Proforma</p>	<p>SLT</p>
	<p>Undertake an audit and review of the digital literacy and the digital technologies curriculum.</p>	<p>January 2022</p>	<p>Digital literacy and the Digital technologies Audit Proforma</p>	<p>SLT</p>

Priority 4

2.7 Partnerships - Themes - The development and Promotion of Partnerships; Collaborative working Ethos and Culture

1.3 Leadership of change - Themes - Developing a shared vision, values and aims relevant to the school and care; Implementing improvement and change

Intended Outcomes/ Impact	Actions	Timescales	Resources	Responsibility
Partnerships with parents/carers, other schools and Local Authorities Are based on mutual respect and understanding.	Develop, discuss and share a joint Communication Protocol (Education and Care) which optimises partnership working with Parent and all Partners	October 2021	Communication Protocol	Senior Leaders (Care & Education)
The vision, values and aims of Education and Care have the needs of Children and Young People at the centre of collaborative working	Continue to develop collaborative working between Education and Care staff through regular strategy meetings, training and development opportunities	Monthly throughout the calendar year	Collegiate Calendar Minutes of Strategic Meetings	Senior Leaders (Care & Education) All staff
Assessments undertaken by OT and SLT consultants informs the work of Education and Care	Undertake evaluation of the impact of collaborative working on learners to inform next steps	January 2022	Assessment Reports Evaluation Report	Strategic group
Partnership agreements are in place which outline the collaborative ethos	Continue to develop collaborative working with other schools, including Queen Anne HS and Burrelton Primary School	March 2022	Collegiate Calendar Staff timetables	SLT Teachers

<p>and culture of the working relationship</p>	<p>Continue to develop reporting procedures to LA's as the number of children and young people increases</p> <p>Review and refine the Attendance and Engagement Tracking process at regular intervals,</p> <p>Develop a Recording Protocol, which outline roles and responsibilities for all the staff,</p>	<p>Weekly and termly throughout the academic year</p>	<p>Attendance & Engagement Tracker, <i>My Profiles</i>, Support Meeting Notes, ASN Review Minutes, individual Transition Plans Recording Protocol,</p>	<p>SLT, All staff</p>
<p>Statutory Duty Reviews for children and young people report progress and next steps</p>	<p>Develop a Recording Protocol, which outline roles and responsibilities for all the staff,</p> <p>Review and revise the ASN Review and Transition Meetings Procedures to ensure they are streamlined and efficient:</p> <ul style="list-style-type: none"> ● timelines, ● Reports ● Outcomes <p>Statutory Duty Reviews for children and young people report progress and next steps</p>	<p>October 2021</p> <p>September 2021</p>	<p>Collegiate Calendar Refreshed ASN Review and Transition Meetings Procedures</p>	<p>SLT</p> <p>SLT</p>



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