



## Standards and Quality Report

2021 -2022

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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 2021/2022 school session.

## 2. The current context of the School

Since opening in May 2019, the Butterstone Campus has undertaken major changes and developments within the context of the Covid 19 Pandemic, Scottish Government Education Review as a result of the OECD Report, Care Inspectorate Inspection, HMIe visit and Report and a number of national documents, including 'Putting Learners at the Centre - Towards a Future Vision for Scottish Education; Achieving Excellence and Equity; UNCRC Article 29

The MHA, Butterstone Team - Education and Care - are now well placed to continue our collaborative journey of organisational and professional development. The Health and Wellbeing of children and young people at the heart of all we do.

We have:

- Implemented our post pandemic recovery strategy,
- We have further widened staff knowledge and expertise within the context of national documents including HGIOS4?, Curriculum for Excellence Experiences and Outcomes, SQA Unit and Course documentation, GTCS Standards and requirements
- Continued to provide staff development opportunities which has enabled coherent and consistent practice across the school
- Established a clearer definition of the school cohort - children and young people with neuro-diverse needs aged 11 - 18 years (in process on extending our age range to 9 - 19 years)
- Undertaken a staffing reorganisation including the management structure and curriculum responsibilities
- Continued to build strategic and operational liaison between education and care teams to further enhance collaborative working and the development of a 24 hour curriculum

- Ensured that the wellbeing of our children and young people are at the heart of everything that was planned, delivered and reviewed,
- Continued to develop and widen the workforce skillset to ensure children and young people attained appropriate qualifications and celebrated their successes,
- Continued to transform the ethos, culture and expectations of the school by building a sense of team which has enabled provision of bespoke learning pathways and development of robust systems and processes,
- Taken forward the 2021/22 School Improvement Plan in innovative and creative ways,



**Aspiration, Achievement, Attainment**

### **3. Review of Progress 2021/22**

During the 2021/22 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. Developing the Young Workforce curriculum experiences continued to be very successfully developed for our Senior Phase young people, with additional employer partners hosting work placement opportunities. Post school transition planning for school leavers continued to provide bespoke pathways for our young people, including school college partnership courses with college and university. All young people leaving the school by the end of the session had moved on to positive destinations.

We continued to consult the Student Council regarding significant redesign of the school's indoor and outdoor learning environments. Additional teaching areas were relocated and a more cohesive layout has now been achieved. The creation of a new Primary School Hub (in process of getting registration) was initiated as we responded to requests for a wider school age range.

### **4. Evaluation**

Continuous monitoring and reviewing throughout the session enabled the school senior leadership team, along with the school staff to evaluate the progress achieved and to identify the key themes for the 2022 - 2023 session.

**5. Attainment, Aspiration & Achievement****Achievement & Attainment at MHA, Butterstone****Senior Phase Attainment Data**

National level	2019- 2020	2020- 2021	2021 - 2022
National 2	22	13	4
National 3	3	25	11
National 4	14	16	54
National 5	6	4	1
Higher	2	2	2
Advanced Higher	0	0	1

### Other Whole School Achievements

Wider Achievements	No. of CYP
Participated in Work Placement/s	6
Participated in Volunteering	6
Attended School College Partnership (SCP) at local College	6
Saltaire Award	3
SFA Badges	1

### Positive Destination Data

Academic Year	Number of Leavers	Number in Positive Destinations (at point of leaving):
2019 - 2020	1	100%
2020- 2021	5	100%
2021 - 2022	4	100%

**Positive destinations:** SRUC, Elmwood; Perth UHI; Princes Trust; Individual Adult Services Programme; Abertay University



## Attendance Overview

Academic Year	Possible Attendance	Actual Attendance	Additional information
2021 - 2022	26523	19744	Based on 8 lessons per day

The school's sophisticated tracking tool records attendance and engagement in both realms. Exemplar of Attendance & Engagement Tracker - [AttendanceTracker](#)

## Aspiration at MHA, Butterstone

### We aspire:

- ★ To more SQA qualifications and university entry.
- ★ To provide a nurturing and inclusive environment for children and young people to develop, achieve and attain.
- ★ To provide an active learning environment that is fun, engaging and interactive
- ★ To actively involve children and young people to participate in their own learning to enable them to achieve.
- ★ To equip our children and young people with the skills for life beyond school



## 6. Key Priorities for Improvement Planning 2022/23

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

1. Health and Wellbeing
2. Curriculum and Learning for Sustainability
3. Use of Assessment & Monitoring Learners' Progress
4. Learning, Teaching and Professional development

The Moore House Group is committed to [Keeping The Promise](#) to our children and young people.

## 7. What is our capacity for continuous improvement?

MHA, Butterstone is continuing to build 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

At MHA, Butterstone we believe that we have a robust capacity for continuous improvement. We have an enthusiastic, highly skilled and committed staff and we have ambitious plans for our school in the years to come.

