

Eden Park Academy – Muirkirk
Standards and Quality Report 2017-18

This report is intended to document the achievements made over the last session and how further improvements will be made in the next session in the provision of care and education at Eden Park Academy, Muirkirk. The assertions made are linked to the themes and Quality Indicators within 'How Good is our School?' 4th edition.

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1) School Context

Eden Park Academy is located on the outskirts of the village of Muirkirk, East Ayrshire. The school opened in 2014 and was inspected by Education Scotland in September 2017.

It has a small number of young people who are cared for within children's homes run by Pebbles Care, which owns the Eden Park Academies of which there are four nationwide. At present there are no day placements from local authorities but there is capacity to accept them in the future.

The young people attending the school are not from the local area and throughout the 2017-18 session are mostly from English local authorities. Our young people have experienced significant trauma and were considered at risk of harm in their previous situation. Most have experienced placement breakdown and significant periods of time out of education.

The school has a fully qualified Head Teacher and one of the existing teachers is close to obtaining Provisional (Conditional) registration (named school only). A newly appointed fully qualified teacher will start at the school in August 2018. There are three Teaching Assistants to complete the teaching staff. The Head of Education oversees the school along with the other three Eden Park Academies (in Dunfermline, Carlisle and Leeds).

Care Officers accompany young people to school and offer a high level of support, ensuring the quality of care remains high while young people are in education.

The Head of Education is in the process of implementing a Board of Governors to hold the four schools to account and strengthen the capacity for school improvement.

2) Our aims

Our aims are centred on providing excellent wraparound care and education in a structured environment to ensure every pupil achieves their potential. We aim to close the gaps and work to reverse the effects of trauma, abuse, neglect and placement breakdown.

Specifically, our aims are to:

- Ensure excellence for all through high quality care and a broad, holistic curriculum to meet the needs of all young people
- Close the gaps for young people through equity and interventions to meet each young person's needs
- Ensure participation and inclusion for all young people to secure continuous progress
- Build partnerships with other educational provisions, community organisations and employers to facilitate sustained positive destinations for our young people
- Build and maintain an ethos of pride and belonging in the school community for all
- Instil aspiration, ambition, and a feeling of 'striving for personal bests' in our young people
- Ensure that every pupil achieves and progresses from their start point

3) Priorities for the 2017-18 session

Our improvement priorities for the session have been based around the findings and recommendations of the Education Scotland inspection of September 2017.

Our action plan set out the following priorities:

- 1) Implement rigorous systematic self-evaluation to generate evidence to inform improvements in practice to impact on young peoples' experiences, outcomes and life chances**

- 2) Improve young peoples' attainment and achievement**

- 3) Develop the curriculum in line with national guidance**

- 4) Implement structural changes and strategies to improve the quality of learning and teaching**

This report will focus on the areas of priority identified in the Education Scotland inspection summary of inspection findings from December 2017. In future sessions, the number of QIs reported on will increase once capacity for improvement is established.

4) How good are we at ensuring the best possible outcomes for all learners?

Quality Indicators:

3.2 – Raising attainment and achievement

Raising attainment and achievement

Attainment in literacy and numeracy (3):

- We engage most of our learners quickly in their learning when they start at the school; many have disengaged from previous settings.
- We often do not have accurate prior attainment data and we are effective at benchmark assessment to accelerate progress at the start of the learning journey.
- Despite the challenges facing our learners we improve the literacy and numeracy of most of them, depending on the length of time they attend the school.
- We use data from SQA results over time, the assessment data of our young people, observation of learning experiences and pupil work to inform us of progress in this area.

Next steps:

- We have engaged in CPD in AifL strategies to improve learning experiences. This will impact on the engagement of young people and raise their attainment over time. Further CPD will enhance these developments.
- A new tracking and monitoring system has been implemented to record detailed progress data and plan interventions to support the raising of attainment.
- New appointments to the staff team to strengthen learning and teaching will further develop our capacity to raise attainment and achievement.

Attainment over time (2/3):

- Attainment is specific to individual learners and their needs and challenges. Some make good progress, particularly the least able. There is currently a ceiling in some subjects at Nat 2 or Nat 3 and this limits the attainment of some young people.
- Summative assessment informs periodic judgements about progress but with the full implementation of formative assessment strategies our young people will be more appropriately challenged and teachers will be able to make better judgements about learners' progress.
- Our current tracking system relies on tracking the progress of young people through individual Es and Os in the BGE and individual units in the Senior Phase. There is no analysis of barriers to learning or the interventions needed to raise attainment.
- It is difficult to track cohorts over years as the school roll is transient. However, the attainment of young people has followed the same pattern over a three year period. Some subjects consistently have lower attainment than others. Individual attainment data, observation of learning activities, summative assessments and pupil profiles show that young people achieve in a wider range of subjects, but could achieve more in some.

Next steps:

- New fully qualified members of teaching staff will enhance the expertise of the staff team to facilitate sound professional judgements and raise expectations of learners.
- Embedding AifL strategies consistently will improve pedagogy and engagement.
- Partnerships with other schools (Primary and Secondary) will facilitate moderation and increase confidence in assessment, tracking, recording and reporting.
- Implementation of rigorous tracking and monitoring system will track individual progress and allow barriers to learning to be addressed through systematic interventions.

Overall quality of learners' achievement (3):

- Our learners' self-esteem and confidence improve over the time they are at the school.
- Discussion with learners evidences that, in most cases, they feel a sense of achievement from gaining a range of qualifications they feel they would otherwise not have gained if they had not attended the school.
- Observation of learning activities learners are increasingly part of the life of the school, for example contributing enthusiastically to the internal redecoration, the gardens and deciding on the school values. We now need to ensure we engage our young people in the wider community and prepare them for independent living and the world of work.
- Our young people develop a range of skills, but they are not yet able to discuss them or apply them to skills for learning, life and work.

Next steps:

- Continue to develop a flexible and enriched curriculum in line with the school's new (draft) Curriculum Policy to ensure national guidance is fully implemented.
- Ensure young people receive accreditation for learning activities to recognise all achievements; for example, Personal Achievement Awards, PDAs, Employability Awards, etc.
- Incorporate citizenship, wider achievement and community activities in the curriculum contributing to recognised initiatives; for example, John Muir Award and Eco Schools.
- Implement a skills framework so young people can recognise fully the skills they are developing and how they are linked to learning, life and work.

Equity for all learners (2/3):

- Our staff-to-pupil ratio is supportive of young people benefitting from individualised learning programmes.
- We do not currently systematically or consistently identify barriers to learning or plan for interventions to guarantee equity although we know our young people very well and meet their needs well on a day-to-day basis.
- We have a caring and welcoming ethos and this, coupled with tenacity and perseverance, ensures that we can engage learners who gain qualifications that they otherwise would not.



Next steps:

- Implement new tracking system to record and follow up interventions to ensure equity.
- Engage with local employers/organisations/East Ayrshire Council to develop DYW within the school to secure more sustained positive destinations.
- Develop systems and procedures to plan for inclusion and engagement – particularly for young people who are working towards a full time timetable.

5) How good is the quality of care and education we offer?

Quality Indicators:

2.1 – Safeguarding and child protection

2.2 – Curriculum

2.3 – Learning, teaching and assessment

2.7 - Partnerships

Safeguarding and Child Protection

- We have clear and up-to-date policies and procedures in place to ensure the safeguarding of young people in our care.
- All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safe-guarding and CSE.
- Arrangements for reporting a concern regarding safeguarding is well publicised and understood by all staff, carers and learners.
- Senior leaders have been trained in Child Protection to a high level and demonstrate sound knowledge and understanding displaying and implementing best practice.
- Safeguarding approaches are important for self-evaluation and improvements.
- The vision and ethos of the school promotes equality and achievement for all.
- Young people have built up positive relationships with all staff; trust is key, and help is always accessible and available.
- All young people have access to a named person/key teacher who they can discuss any issues with.
- Our young people feel supported and are involved in all decisions that regard them through good relationships with staff and discussion around key issues.
- Pastoral care policies are clear, appropriate and transparent.
- Well-being is promoted across all school life and systems are well embedded.
- Teaching and learning approaches and the curriculum are used to promote resilience and responsibility and citizenship. These are tailored to meeting the needs of each young person in accordance with their needs and/or ability.
- Young people feel safe at Eden Park Academy.
- There is a strong, robust and proactive response from all staff that reduces the risk of harm to pupils, through understanding of risks documented in comprehensive risk assessments as per policy.
- Adults working with our young people are aware, recognise and understand indicators which may suggest risk.
- All staff know of the specific procedures and actions requires if a risk is identified.
- Staff are aware of CSE issues and are aware of the CSE policy.
- The senior leadership team ensures that all staff comply with child protection duties under legislation and the Child Protection policy is regularly reviewed.
- Record keeping regarding safeguarding is very well maintained in line with required national and legislative standards.

Next steps:

- Review policies for 2018/19
- Ensure that all staff keep up to date with best practice and complete refresher CPD as required.
- Develop a more concrete scheme of work to ensure wellbeing through PSHE and across the curriculum.
- All staff to be responsible for wellbeing tracking using existing resources.
- Revise the policy and ensure it is up to date with current legislation.
- Get 'extremism'/PREVENT CPD training and become more aware of radicalisation.

Curriculum

Rationale, design and development (3/4):

- We have developed an updated vision and set of values for our school in line with the other Eden Park Academies. We have involved our young people in deciding on a set of values to be displayed in the entrance hall.
- We have self-assessed our curriculum using the Building the Curriculum documents (over and above systematic self-evaluation using HGIOS4) to inform the development of a new curriculum policy.
- Our new Curriculum Policy reflects national guidance and the entitlements of Curriculum for Excellence and our values.
- Our existing and previous practice is/was tailored to individual needs and will increase in rigour with higher expectations with the implementation of our new policy.
- We are starting to improve the relevance of our learners' experiences through the bundling of Es and Os in interdisciplinary learning (project work and naturally occurring links across the curriculum).

Next steps:

- Embed the vision, values and ethos of the school in daily life, ensuring young people take ownership of their values.
- Implement the new curriculum as per policy and systematically self-evaluate to ensure it is fit for purpose for our learners.
- Continue to develop IDL planning for breadth and relevance, and bundle Es and Os appropriately.
- Build relationships and develop partnerships with local organisations and employers to ensure the curriculum develops our learners as a future workforce and the ability to lead a successful and independent life.

Learning pathways and skills development (3):

- Most learners are included in education quickly after enrolling in the school despite very challenging previous and current experiences in their lives.
- We are starting to look at more innovative ways of benchmarking learners as they enter the school to engage them and gauge their level of ability.

- We have a new Curriculum Policy based on national guidance and taking account of our local needs and characteristics.
- We have developed progression pathways based on the Education Scotland benchmarks to ensure progress and reliability of professional judgement moving forward.
- Staff are able to discuss the skills they are developing in learners.

Next steps:

- Ensure learners are effectively assessed on admission to accelerate their learning quickly.
- Implement and embed progression pathways.
- Embed and regularly evaluate tracking and monitoring system to track progress and record interventions and barriers to learning.
- Develop and implement a skills framework and ensure learners are able to identify and apply the skills they are developing throughout the curriculum.

Learning, teaching and assessment

Learning and engagement (3):

- Most young people engage in their learning well, especially where there is choice, relevance and active learning.
- Where there is knowledge of prior learning, needs are met and learners are engaged in their learning.
- Evidenced by lesson observations, teaching staff sometimes give learners choice of learning activities and assessment, supporting engagement.

Next steps:

- Fully implement and systematically monitor and support AifL strategies, building on in-house CPD, focusing on Success Criteria and questioning techniques.
- Raise expectations of young people through more stimulating and well-planned learning experiences.
- Use benchmarks for judging levels to plan for challenge and enjoyment and ensure progress (through progression pathways).
- Fully implement SAY, WRITE, MAKE, DO 'Assessment Menu' to promote choice and variety of activity.

Quality of teaching (3):

- Expectations, instructions and explanations are increasingly clear and well-judged following in-house CPD – displayed visually for reference by learners and verbally.
- There is an increasing use of Learning Intentions and Success Criteria to raise expectations and frame learning activities. These are now incorporated into planning documentation.
- Evidenced by observations and professional dialogue, there is an increasing awareness of questioning techniques and differentiating questions (open and closed depending on ability and aptitude) to engage and gauge understanding.

Next steps:

- Develop pedagogy within the staff team through sharing good practice from new members, concentrating on:
- Consistent use of Learning Intentions and Success Criteria,
- Definition within the lesson – introduction, body of lesson, plenary
- Development of questioning techniques
- Strategies for developing personalisation and choice, and challenge and enjoyment.

Planning, assessment, and tracking and monitoring (3):

- Summative assessment is used effectively to measure progress and award learners' qualifications.
- Summative assessments are credible and reliable and moderation of SQA units is effective.
- Formative assessment strategies are
- Key teacher time/IEPs/PEPs used effectively to engage learners in planning and support learners.
- Target setting through IEPs used to support learning and set goals.
- A tracking and monitoring system has been developed to set targets, chart progress and record interventions and barriers to learning.

Next steps:

- Further embed AifL strategies.
- Implement revised IEP to support individualised learning planning.
- Implement tracking and monitoring system fully.

Partnerships

- Our partners understand the context of our school and the challenges our young people face.
- We invest significant time in developing partnerships .e.g. Cumnock Juniors, ski centre, First Aid, charities, etc. They invest in our organisation.
- Local schools have been approached to capitalise on opportunities for moderation and professional development activities.
- We work collaboratively with work-based learning providers to ensure added value and to meet the needs of our learners.
- Leadership is developed through work-based learning but this is not formalised or systematic.
- Our partnerships have improved our learning provision through experiential learning as a result of our partnerships. This is evidenced in the positive destinations of some of our learners resulting from our partnerships.

Next steps:

- Develop a clear strategy for developing partnerships, including:



- East Ayrshire Council and Prince's Trust.
- Engagement with other schools .i.e. Muirkirk Primary School, Cumnock Academy, Auchinleck Academy for moderation and professional development activities.
- Enhanced systems for gathering evidence of impact of partnerships and work-based learning on learners.
- Exploit possibilities for leadership development through partnerships and evidence effectively.
- Review existing partnerships to ensure they are relevant and have a positive impact.
- Develop pathways for learners to progress in their skills development (skills framework) and across the curriculum (Curriculum Policy).

6) **How good is our approach to improvement?**

Quality Indicators:

1.1 – Self-evaluation for self-improvement

Self-evaluation for self-improvement

Collaborative approaches to self-evaluation (4):

- All staff are beginning to understand that self-evaluation is an integral aspect of our approach to continuous improvement and are developing an understanding of the school improvement cycle through our ‘Self-evaluation workbook’.
- All staff have been involved in self-evaluation and reflection over the past session. Learners take an increasing role in making decisions about the day-to-day running of the school. Parents, partners and other stakeholders need to be more involved in our ongoing self-evaluation activities.
- Leaders increasingly support reflection by individuals and staff.
- We are developing mechanisms to consult with learners and parents to inform change and improvement.

Next steps:

- Continue to develop self-evaluation and reflection amongst staff to ensure collaboration and sustainability of processes for school improvement.
- Involve staff more thoroughly in self-evaluation through the ‘workbook’ approach and make the process less dependent on senior management involvement.
- Implement processes for involving parents and partners in school improvement.
- Build upon current processes for getting the views of learners on school improvement, particularly regarding curriculum development.

Analysis of intelligence and data (3):

- Within our school we are increasingly engaging in quality improvement and moderation activities and we are building confidence in assessing outcomes.
- Some staff analyse and use evidence well to ensure a clear focus on those priorities which will have greatest impact.
- We are building evidence regarding the quality of learning and teaching. Our new tracking and monitoring system will build data regarding the attainment and achievement of learners.
- We need to implement mechanisms to allow us to use a wide range of local, national and international advice and research to more effectively reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced.
- We are beginning to actively seek out and share good practice within the school and are planning to look beyond the school in session 2018-19.

Next steps:

- Implement and maintain new tracking and monitoring system fully, supported by monthly tracking meetings.
- Build capacity of staff to judge levels through effective moderation and partnerships.
- Use the monitoring calendar effectively to evidence the effectiveness of learning and teaching and support improvement.
- Develop and implement mechanisms to ensure all staff are aware of developments in Scottish education.
- Improve self-evaluation and learning and teaching through effective internal collaboration and partnerships with other schools.

Impact on learners' successes and achievements (3):

- It is too early to assess whether our self-evaluation has positively impacted on learners' successes and achievements. Through our new tracking and monitoring system we will be able to show clear evidence of improvement based on actions taken as a result of self-evaluation.
- We will be able to demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners once we have gathered data over coming sessions.