

Eden Park Academy – Dunfermline
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, Dunfermline. 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 Dunfermline at Halbeath. The school opened in December 2017 so has not been through a complete academic session.

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 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 three qualified teachers (one of which is the Head Teacher) and three skilled Teaching Assistants enabling a broad curriculum meeting the needs of all learners. The Head of Education, based within the building, oversees the school along with the other three Eden Park Academies (in Muirkirk, 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 gap 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 priorities for the session have been based around the establishment of a highly skilled, resilient team and a broad, fit-for-purpose curriculum. To support this, we have built a reflective culture to supporting continuous improvement.

At the beginning of the session, once the staff team was complete, we developed an action plan to ensure a solid foundation for a high-quality service, systematic self-evaluation processes and sustainable, continuous school improvement.

Our action plan set out the following priorities:

- 1) Developing an effective leadership structure to support shared values and collegiality, collaborative self-evaluation and continuing professional development**
- 2) Develop best practice in pedagogy to meet the specific needs of our young people and encourage independent and active learning**
- 3) Develop a relevant, inclusive and engaging curriculum to reflect needs and interests of young people and national guidance**
- 4) Build effective partnerships with our managers and care officers to ensure a wraparound service, with the local community and with our education provisions to develop skills for learning, life and work**
- 5) Ensure systems are in place to track and monitor progress and raise attainment to enhance IEPs/PEPs**
- 6) Ensure the safety wellbeing of our young people through effective risk assessment, support planning and effective partnerships with carers. Ensure all staff are aware of Child Protection legislation and are trained in recognising child protection concerns and reporting them effectively. Offer excellent levels of pastoral care in partnership with carers. Develop therapeutic approaches to inclusion and care.**

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

Quality Indicators:

3.1 – Ensuring wellbeing, equality and inclusion

3.2 – Raising attainment and achievement

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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**
- 2.4 – Personalised support**
- 2.7 - Partnerships**

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6) How good is our leadership and approach to improvement?

Quality Indicators:

1.1 – Self-evaluation for self-improvement

1.3 – Leadership of change

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