

ITEM No ...3.....

REPORT TO: SCRUTINY COMMITTEE – 14 FEBRUARY 2018

REPORT ON: EDUCATION SCOTLAND (HMI) INSPECTION OF MORGAN ACADEMY

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 52-2018

1.0 PURPOSE OF REPORT

1.1 The purpose of this report is to report on the findings of the Education Scotland Inspection of Morgan Academy.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Scrutiny Committee:

- i. notes the contents of this report; and
- ii. instructs the Chief Education Officer to monitor progress towards meeting the areas for improvement contained in the report.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications attached to this report.

4.0 MAIN TEXT

4.1 Morgan Academy was inspected by Her Majesty's Inspectorate of Education (HMI) in September 2017. They published a report of their findings on 28 November 2017 noting a number of strengths and areas for improvement in the school's service provision.

4.2 The inspectors identified the following key strengths of the school:

- The effective leadership of the Head Teacher in communicating a fresh vision and direction for the school. She has a clear focus on raising aspirations and maximising each young person's potential.
- The commitment of staff to improving the learning experiences of young people through collaborative professional learning.
- The variety and quality of approaches that staff have developed to meet the needs of looked after young people.
- The wide range of opportunities available to young people to achieve beyond the classroom.

4.3 The following areas for improvement were agreed with the school and education authority:

- Develop leadership at all levels to enable staff to take collective responsibility for managing change and improvement to achieve the vision for the school.
- Establish a robust system of self-evaluation involving staff, young people, parents and partners. This should be informed by rigorous use of data and effective planning to improve outcomes for young people.
- Continue to improve the quality of learning pathways to ensure young people are developing a range of skills to secure and sustain positive destinations on leaving school.
- Develop a more co-ordinated approach to pupil support across the school, to help staff meet the needs of all young people better and ensure the fulfilment of all statutory requirements.
- Raise standards of attainment over time to improve outcomes for young people.

4.4 The following quality evaluations were given following inspection:

Quality Indicator	Morgan Academy
1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Improving wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

A summary of inspection ratings from Morgan Academy's previous inspection conducted in 2007 are available for perusal within the Scrutiny Committee Report Summary Notes within this report.

4.5 Planned school improvement activity in both building on the identified school's strengths and addressing the areas for development include:

- Whole-school leadership development activity
- Interventions to raise pupil attainment in areas including literacy and numeracy
- Revised approaches to school self-evaluation and improvement
- Adaptations to the school curriculum and pupils' learning pathways
- Development of the school's approaches to integrated pupil support
- Further development of the school's alternatives to exclusion interventions.

4.6 The Morgan Academy School Improvement Plan (2017-2018) has been updated to include the identified areas for improvement. These will be regularly reviewed, monitored and evaluated in line with both the school and the local authority's quality improvement framework. The attached appendix gives an analysis of the report and outlines improvements made to date.

4.7 The HMI Area Lead Officer will maintain and monitor progress. Dundee City Council will provide a progress report within 6 months of the publication of the HMI report.

4.8 The Children and Families Service regularly analyse the results of inspections and internal Quality assurance procedures to identify areas for support and work closely with Education Scotland to deliver appropriate professional learning for staff at all levels to ensure continuous improvement.

4.9 As part of the Children and Families Service School Improvement Framework, visits are made to the school by the school's link Education Officers to monitor the school's progress towards the action points raised by the inspection. In support of such activity, a team of officers from the Children and Families Service will undertake a one-day Continuing Support Visit to the school in August 2018 to evaluate the school's progress.

5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any policy implications in respect of Sustainable Development, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. There are no major issues.

6.0 CONSULTATION

6.1 This report has been subject of consultation with the Council Management Team.

7.0 BACKGROUND PAPERS

7.1 None.

Paul Clancy
Executive Director of Children and Families Service

February 2018

Dundee City Council
Education Department
Scrutiny Committee Report Summary Notes
Inspection and Reporting

Inspection Agency	HMI
Report Publication Date	28 November 2017

Name of Establishment	Morgan Academy
Sector	Secondary
Name of Head Teacher	Ms Helen Gray
Roll	933

Inspection Outcomes 2017

Quality Indicator	Rating
1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Satisfactory

The 2017 report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Inspection Outcomes 2007

Quality Indicator	Rating
How well does the school raise achievement for all?	
Structure of the curriculum	Good
The teaching process	Good
Meeting pupils' needs	Good
Pupils' learning experiences	Adequate
Personal and social development	Good
Overall quality of attainment: S1/S2	Adequate
Overall quality of attainment: S3/S4	Weak
Overall quality of attainment: S5/S6	Adequate
How good is the environment for learning?	
Pastoral Care	Good
Accommodation and facilities	Very Good
Climate and relationships	Very Good
Expectations and promoting achievement	Good
Equality and fairness	Very Good

Partnership with parents, the School Board and the community	Very Good
Leading and improving the school	
Leadership of the head teacher	Very Good
Leadership across the school	Good
Self-evaluation	Good

The 2007 report uses the following word scale:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with areas for improvement
adequate	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

Inspection Outcomes 2017

Key Strengths
The effective leadership of the Head Teacher in communicating a fresh vision and direction for the school. She has a clear focus on raising aspirations and maximising each young person's potential.
The commitment of staff to improving the learning experiences of young people through collaborative professional learning.
The variety and quality of approaches that staff have developed to meet the needs of looked after young people.
The wide range of opportunities available to young people to achieve beyond the classroom.

Areas for Improvement and Action
Develop leadership at all levels to enable staff to take collective responsibility for managing change and improvement to achieve the vision for the school.
Establish a robust system of self-evaluation involving staff, young people, parents and partners. This should be informed by rigorous use of data and effective planning to improve outcomes for young people.
Continue to improve the quality of learning pathways to ensure young people are developing a range of skills to secure and sustain positive destinations on leaving school.
Develop a more co-ordinated approach to pupil support across the school, to help staff meet the needs of all young people better and ensure the fulfilment of all statutory requirements.
Raise standards of attainment over time to improve outcomes for young people.

Analysis of Report
<p>Following publication of the inspection report and summarised inspection findings, the School's Improvement Plan 2017-2018 was amended to reflect the areas for improvement identified by HMle and provide a clear strategic focus for related school improvement.</p> <p>The Summarised Inspection Findings highlighted the following strengths and areas for improvement within each of the quality indicators.</p> <p><u>Leadership of change – strengths</u> Since her appointment in August 2016, the school's head teacher has successfully taken forward a revised vision and direction for the school with the school's streamlined improvement plan endorsed. Central to this vision is the need to raise pupil attainment/achievement, close the poverty-related attainment gap and develop pupils' skills to support them secure positive and sustained destinations. The report has validated the school's use of pupil equity funding and the positive relationships with partners in achieving such outcomes. HMle have recognised the commitment of most staff in taking forward the revised school vision and the increased</p>

opportunities for distributed leadership in doing so. The enhanced responsibility for staff in self-evaluation activity including greater involvement in attainment review meetings is praised by inspectors. The report acknowledges the clear direction provided by the head teacher to the school's senior managers and in recently reviewed school working groups. The provision of in-house professional learning opportunities and the commitment of staff to such is recognised as a particular strength: scope, however, exists to better link such professional learning opportunities to school priorities.

Leadership of change – areas for improvement

In extending the collaborative leadership of the senior management team (SMT), the SMT require to further develop a shared understanding of leading and managing school improvement including measuring the impact of interventions against clearly defined targets and, where appropriate, baseline measures. Continued implementation of the newly developed Developing Young Workforce strategy remains central to school improvement. Key to leading and managing improvement will be the development of rigorous, systematic and consistent approaches to self-evaluation with greater involvement of pupils, parents/carers and partners. The school now requires to build leadership capacity at all levels with a particular focus on leadership of learning and professional enquiry approaches.

Further specific areas for improvement include: the school's approaches to monitoring and tracking pupils' progress and achievements in the broad general education; staff support for the school's vision for inclusion; and staff engagement with and use of data and intelligence in evaluation/improvement activities.

Learning, teaching and assessment – strengths

Positive staff pupil relationships were observed by the inspection team with staff deemed to be approachable and knowledgeable about young people. School approaches to monitoring and tracking pupils' progress and attainment were recognised as good and supported by staff engagement with National Benchmarks. Overall the quality of teaching was good as was pupils' engagement in their learning. Pupils in Morgan Academy were recognised as contributing fully to the corporate life of the school and the wider community.

Learning, teaching and assessment – areas for improvement

In striving to further improve the good quality of learning, teaching and assessment, the following areas require to be further developed: feedback to pupils, differentiation strategies, questioning, use of digital technology and clarity of learning intentions/success criteria. In doing so, the school leaders should promote a shared understanding of excellence in learning/teaching. In addition, scope exists for learners to be more independent in their learning, lead learning and have extended involvement in learning conversations with staff. Staff use of Insight (the senior phase benchmarking tool) should be extended. The school requires to review its work on rights and responsibilities in line with a formal commitment to the United Nations Convention.

Ensuring wellbeing, equality and inclusion – strengths

Overall relationships across the school community were recognised as being positive and supportive. Pupils feel known and are treated fairly and with respect by staff. Guidance and support for learning staff have a good knowledge of young people and their families: young people are positive about the quality of support they receive. School staff make good use of wellbeing and additional support needs information made available to them to support pupils.

The inspection team noted the positive impact of school approaches to support pupils' mental, emotional, social and physical needs, including: Anxiety in Motion (AIM) interventions, provision of physical activities, school House System, and peer support opportunities including health buddies and World of Work Ambassadors. The positive support made available to looked after and care experienced young people through interventions including the school's Champions

Board, has been validated. The school is meeting statutory requirements to provide Religious and Moral Education with progressive learning evident from S1-S6.

Ensuring wellbeing, equality and inclusion – areas for improvement

In improving service provision, the school requires to extend related staff professional learning and the school's strategic approach to supporting pupils' wellbeing, equality and inclusion. Whilst a good start has been made to the integration of Guidance and Support for Learning, this requires development including: clarification of staff roles and responsibilities; a streamlining of pupil referral procedures; and, compliance with legislative requirements regarding individual planning for young people. The school should continue to further develop approaches to raising awareness of and supporting young carers and ensure appropriate access, review and storage of Child Protection plans. Further areas for improvement include: the need to review current approaches to Tutor Time; tighten up approaches to addressing late coming and pupil absence; and, review anti-bullying policy and approaches to behaviour management with a focus on relationships for learning and restorative approaches. In addition the school requires to review the content of the school's positive Personal and Social Education (PSE) Programme and allotted curriculum time in S1.

Raising attainment and achievement – strengths

Significantly, Inspectors have noted the relentless focus, by staff, on raising attainment for all learners. Whilst an encouraging picture is emerging in relation to pupil attainment in literacy and numeracy in the broad general education (S1-S3), this does not as yet transfer to commensurate achievement at National 5 level in the senior phase. Over the last 5 years there has, however, been a significant improvement in leavers' literacy achievement at Scottish Credit & Qualifications Framework (SCQF) level 6 (Higher) with, in addition, the majority of young people leaving school with numeracy at SCQF level 5 or above. The Fresh Start literacy recovery programme is noted as improving pupils' reading ability. Recent improvements in reducing the level of pupil exclusions have been highlighted.

A positive culture of celebrating pupils' achievement exists within the school and its community. Over the last 5 years, almost all school leavers have moved to a positive destination. Over the last three years the number of pupils has declined. Pupils at Morgan Academy have extensive opportunities to develop a wide range of skills and attributes through a broad range of sporting, musical, cultural, volunteering, business, community and achievement opportunities. As a result pupils are developing their confidence, self-belief, citizenship, resilience, leadership capacity, employability skills and performance skills. At the time of inspection the school were in the process of developing a tracking approach to capture pupils' skills development.

Raising attainment and achievement – areas for improvement

In continuing to strive to raise attainment for all leavers at all stages, the school requires to:

- secure greater consistency in pupil attainment across the broad general education;
- relentlessly pursue the achievement of positive and sustained destinations in employment, education or training for all school leavers;
- reduce the number of no-awards in a few senior phase subjects;
- continue to develop a wider more relevant range of curriculum learning pathways to better meet the needs and aspirations of all young people.

Following publication of the inspection findings, the school's Head Teacher has revised the schools development/improvement groups to lead activity in addressing the aforementioned areas for improvement. Key activity to date has included the following.

Inclusion and Relationships for Learning Improvement Group

The school's current discipline policy is now under review and monitoring of the new Alternative to Exclusion initiative and Learning Zone underway. The latter intervention aims at ensuring truancy is reduced and the attainment of targeted young people is improved. This is an early intervention strategy and involves a restorative approach to analysing why pupils' behaviour is detrimental to their learning: parents are invited throughout the process to agree a way forward.

Curriculum Review Group

Developments of the curriculum continue and in particular options for S6 to gain further qualifications. Staff have been consulted to inform the review of Tutor Time and the Personal & Social Education programme. Exploration of enhanced consortia arrangements with other schools to diversify the curriculum further have taken place. A Principal Teacher Guidance, funded through Pupil Equity Funding, is leading improvements in employability and the developing workforce agenda. A highly successful November 2017 in-service day involved over 40 business partners and the school's improvement partner school Craigie High School.

Learning Teaching and Assessment

The newly appointed Principal Teacher for Learning, Teaching and Assessment is driving forward initiatives to address related areas for improvement. Plans are in place to introduce Learning Rounds next session. Revised approaches to quality assure and improve learning and teaching practice, including reviewed approaches to lesson observations, have been implemented. Induction programmes for senior phase are being created to promote independent learning and the use of digital technology when appropriate in lessons.

Monitoring and Tracking Pupils' Progress and Achievements

A recently appointed Principal Teacher (Attainment/Learning and Teaching) is leading work in this area including the development mentoring systems offered in partnership with Abertay University. In response to the need for robust analysis of data, senior phase monitoring and tracking, the school are hosting an Attainment network event at the end of January to share good practice. Plans are in place for May 2018 in-service to focus on monitoring, tracking and moderation within departments, share good practice/ideas and work towards ensuring whole-school consistency of approach.

Leadership

The school's HT and DHT's have attended Columba 1400 leadership academy in Nov/Dec and the HT has entered into dialogue with Columba 1400 to devise a bespoke training programme to be offered to staff. Staff have been offered and accepted a variety of new leadership roles to drive forward identified areas for improvement. Staff are active in carrying out improvement activity including visiting other schools and feeding back good practice and ideas to development groups. Further training for staff in using the senior phase benchmarking tool (Insight) is planned for this term with the national insight professional advisory team. The school's senior leadership team have adopted a heightened focus on pupil attendance and punctuality.

Parental Involvement

Composition of the Parent Council has been reviewed and regular meetings consolidated with the school's Head Teacher. The school has introduced Show My Homework resulting in ongoing development and monitoring and parents are invited onto the development group.

Full details of the Summarised inspection findings are available at:

<https://education.gov.scot/assets/inspectionreports/morganacademysif281117.pdf>

Signed



Paul Clancy, Executive Director of Children and Families Service



Audrey May, Head of Service (Chief Education Officer)



28 November 2017

Dear Parent/Carer

In September a team of inspectors from Education Scotland visited Morgan Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate the quality of leadership, learning and teaching and young people's achievements and wellbeing.

The inspection team found the following strengths in the school's work:

- The effective leadership of the headteacher in communicating a fresh vision and direction for the school. She has a clear focus on raising aspirations and maximising each young person's potential.
- The commitment of staff to improving the learning experiences of young people through collaborative professional learning.
- The variety and quality of approaches that staff have developed to meet the needs of looked after young people.
- The wide range of opportunities available to young people to achieve beyond the classroom.

The following areas for improvement were identified and discussed with the headteacher and a representative from Dundee City Council:

- Develop leadership at all levels to enable staff to take collective responsibility for managing change and improvement to achieve the vision for the school.
- Establish a robust system of self-evaluation involving staff, young people, parents and partners. This should be informed by rigorous use of data and effective planning to improve outcomes for young people.
- Continue to improve the quality of learning pathways to ensure young people are developing a range of skills to secure and sustain positive destinations on leaving school.
- Develop a more co-ordinated approach to pupil support across the school, to help staff meet the needs of all young people better and ensure the fulfilment of all statutory requirements.
- Raise standards of attainment over time to improve outcomes for young people.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹ Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Morgan Academy:

Leadership of change	satisfactory
Learning, teaching and assessment	good
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/dundee-city/5330432>.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Dundee City Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools. Our HMI Area Lead Officer will continue to engage with the education authority and the school to monitor progress.

Aileen Monaghan
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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