



## Braeview Academy

Q.I.	Self-evaluation level
1.1 Improvements in Performance	3/4
2.1 Learners' Experiences	5
5.1 The Curriculum	5
5.3 Meeting Learning Needs	5
5.9 Improvement through self-evaluation	5

LEVEL		
6	excellent	outstanding or sector leading
5	very good	major strengths
4	good	important strengths with areas for improvement
3	adequate	strengths just outweigh weaknesses
2	weak	important weaknesses
1	unsatisfactory	major weaknesses

**Report of Extended Review 24<sup>th</sup> September 2015**

In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of ***excellent*** applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of ***very good*** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

An evaluation of ***good*** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of ***adequate*** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *adequate* indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.

An evaluation of ***weak*** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.

An evaluation of ***unsatisfactory*** applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

Dear Colleagues

I would like to take this opportunity to thank you for your preparation and involvement in the school's recent extended review.

Quality Improvement in Dundee is set within a framework of proportionate support and challenge. Each year a number of schools are selected to participate in the extended review process. The purpose of the extended review is to validate the school's self-evaluation and to help the school secure continuous improvement by supporting and challenging educational provision and development.

During the time the Education Team spent within the school, it gathered information by:

- Reviewing and analysing attainment and whole school data;
- Talking to the HT, SMT and staff;
- Talking to learners, parents/carers;
- Observing aspects of learning and teaching;
- Reading and analysing relevant documentation – e.g. policies, plans, pupil documentation/information, roles and remits, audit evidence, record of collegiate time etc.;
- Sampling learners' work

The following report outlines the strengths and aspects for development as an outcome of the review. An Action Plan will be formulated by the school to address the aspects for development highlighted by this report which will continue to be monitored and evaluated by the Head Teacher and the school's link Education Officer.

I look forward to your continued commitment in securing these improvements to enable us collectively to deliver a quality educational experience in which all children and young people aspire to reach the highest personal levels of attainment and achievement.

Regards



Michael Wood  
Executive Director  
Children & Families Service

## **How well do young people learn and achieve?**

### **2.1 Learners' Experiences**

#### **Level: 5 (Very Good)**

There are notable strengths in the way that young people learn and achieve in and beyond the classrooms at Braeview Academy. Young people are very proud of their school and demonstrate a high level of respect for each other and their teachers. They feel safe, respected and encouraged to achieve their best. There is evidence of evolving use of restorative approaches in supporting pupil behaviour management. The school's inclusive ethos is very evident throughout the school.

Young people are very attentive, well-behaved and enthusiastic about their learning experiences with staff increasingly using a wide range of approaches to engage them in exploring and discussing their learning. Almost all staff, in the learning episodes observed, set clear learning intentions for lessons although there is a need for young people to be involved in the creation of and consolidation around the use of success criteria in order to review and evaluate how well they are achieving. In the learning episodes observed, the young people responded well to teachers' questions and instructions and demonstrated good teamwork when given collaborative tasks and activities. In a few lessons, however, there is scope for teachers to encourage deeper thinking through more challenging questioning and build in more time for pupil evaluation. In most lessons, there is a brisk pace with a level of challenge which ensures all young people make the best possible progress however, on occasion, the pace of learning can be too slow or too fast.

While most young people have the opportunity to participate in a range of enterprise, cultural, musical, sporting and leadership activities and events which increase their achievements and confidence, the pupil survey returns indicate that 51% of pupils don't participate in out of class activities. The school recognises and celebrates young people's achievements and successes through assemblies, newsletters and a few national awards. Pupils in the focus groups were articulate and confident when talking about their learning and achievements.

Young people are encouraged to take responsibility and develop their teamwork and leadership skills across the school and in the local community. Many are developing confidence and learning important skills for work and their future lives. Senior pupils are effectively developing their leadership skills through, for example, the Pupil Leadership Group, membership of the school and citywide pupil councils and in their roles as buddies, prefects and senior leaders. The school should continue to extend these opportunities further so that all young people from S1 to S6 have the opportunity to benefit from the opportunities on offer. Some young people would like more say in how to make the school better. The school provides well-planned opportunities for young people to develop skills useful for learning, life and work. Young people receive strong support to progress to the next stage in their learning on leaving school. Increasing numbers are achieving accreditation for their achievements through the Duke of Edinburgh's Award scheme, John Muir Award and Skillforce Awards. The school clearly supports young people to achieve success in many different aspects of their learning.

## **Strengths**

- Very good quality of challenging and enjoyable learners' experiences across the contexts of learning as observed in over 60 learning episodes visited
- A very caring, supportive and inclusive learning environment
- Learners feel safe and valued in the school
- Very positive relationships between staff and pupils and between young people and their peers
- Responsible, courteous, well-behaved and confident young people supported through the use of restorative approaches
- Learners have a positive attitude to learning and were focussed and engaged in the learning episodes observed
- Pupils are encouraged to take responsibility and contribute to the life of the school and the community – Peer Educators, Pupil Representative Council, Pupil Leadership Group, House Captains, Duke of Edinburgh, Skillforce, etc.

## **Aspects for Development**

- Extend opportunities for learners to reflect on and evaluate their learning
- Continue to develop Pupil profiling and the e-portfolio with a focus on increasing pupil awareness of and confidence in their skills development
- Increase opportunities for seeking the views of S1-3 pupils in shaping the life of the school and key aspects including learning and teaching
- Continue to empower young people to take leadership and ownership of the Pupil Council
- Promote and extend the sharing and extension of co-operative learning strategies
- Building on emerging practice, continue to explore ways of encouraging parental engagement in their child's learning and the life of the school including continued development of the school's RAFA initiatives and engagement with the school's partner agencies in relation to literacy

## **1.1 Improvements in Performance**

### **Level: 3/4 (Satisfactory/Good)**

The school provides a good range of courses to meet the different needs of young people. Partnership with Dundee & Angus College, both in school and on the college campus, provides young people with a range of courses to suit their interests, abilities and aspirations. Young people speak positively and confidently about the variety of opportunities that are available to them.

Evidence suggests that there is an improving trend of added value from baseline testing in S1 and S2 to the point at which young people attain SQA qualifications in S4. Results in literacy and numeracy at SCQF levels 4 and 5 for school leavers demonstrate a positive trend over the last four years. In most cases, this is either equal to or better than the school's virtual comparator however, there is still some work to be done in closing the gap between the middle deprived 40% and the most deprived 30%, particularly in numeracy. The development of the adapted programme in numeracy for S1 and S2 is demonstrating some success.

Over the past four years, the school has seen an increasing percentage of young people entering positive destinations which compares more favourably than its virtual comparator. Partnership working with Michelin has also provided the opportunity to ensure that employability is a focus throughout the school. The Michelin staff work with young people to promote literacy and numeracy skills whilst the opportunities for work experience and employment impact positively on the aspirations of young people. This is also underpinned by the strong ethos of partnership with Skills Development Scotland.

Increasing numbers of young people are succeeding well in national examinations at level 5 and level 6 however, there are some subject areas that require improved outcomes for young people. Staff, parents and young people are ambitious and have high expectations within a culture of partnership and collegiality.

All departments have a robust process to track young people's progress through the BGE and there are thorough and systematic processes in place to monitor young people's progress through the senior phase. Departments should continue to develop senior phase pathways.

A good start has been made on the 'Focus on Attainment – Improving Attendance' initiative in an attempt to engage parents and carers more fully in their child's education. The innovative use of Improvement Science principles in this initiative is commendable.

### **Strengths**

- The improving trend in literacy and numeracy at SCQF levels 4 and 5 for school leavers
- The improving trend in young people entering a positive destination
- The variety of progression routes available for young people in the senior phase
- The number and variety of extra study/homework opportunities available to the young people
- The partnership with Michelin and its contribution in supporting learning

## **Aspects for Development**

- Increase rigour in the BGE in literacy and numeracy to prepare young people more fully to achieve SCQF level 5 by the end of S4
- In partnership with cluster primary schools, develop a systematic approach to improving literacy and numeracy
- Continue to support and challenge departments which are currently underperforming to identify solutions which will enable the learners to attain to their highest level within a growing culture of achievement
- All staff should develop an understanding in the use of Insight for self evaluation and improvement purposes
- Building on current practice, continue to extend the school's focus on employability across all aspects of the curriculum eg through cooperative learning strategies

## **How well does the school support young people to develop and learn?**

### **5.1 The Curriculum**

#### **Level: 5 (Very Good)**

The school has a clear rationale for the BGE and Senior Phase curriculum in line with local and national guidance.

There is a focus within the BGE of developing Literacy, Numeracy, Health and Wellbeing and Skills. The development of skills is central to the curriculum in Braeview Academy and profiling of skills is developed at all stages. Skills for learning, life and work are at the centre of the curriculum, enabling young people to have opportunities to experience a curriculum relevant to their needs and interests.

The BGE curriculum has evolved and through professional dialogue and evaluation, the curriculum offers opportunities for appropriate progression in preparation for transition to the Senior Phase.

Ensuring opportunities for young people to achieve a positive destination is central to curriculum development. As a result, there are many opportunities for pupils to engage in a range of traditional subjects, vocational courses and other experiences across all contexts of learning. Of particular note is the S5/6 Enrichment programme.

There is emerging good practice in Tutor Time eg learning conversations and reference to career pathways. These have yet to permeate across the whole school.

The school engages extremely effectively with partners to offer a range of flexible and progressive opportunities for young people to reach a positive destination. Some of these innovative approaches include:

- in house vocational opportunities in Mechanics and Cosmetology as well as a growing number of vocational courses
- Increasing numbers of young people engaging with vocational opportunities available at D&A College
- Increasing number of young people participating in City Campus courses
- Engagement with business partners to open up opportunities and support young people in the ongoing development of skills ie Michelin partnership

#### **Strengths**

- Innovative approaches to Developing Scotland's Young Workforce (DSYW)
- Engagement and contribution of business partners in the delivery of the curriculum eg Michelin
- Range of vocational opportunities available to young people and progression routes to positive destinations
- Range of opportunities to achieve within the totality of the curriculum eg Skillforce; Sports Ambassadors; Leadership opportunities; peer education etc
- Continuous evaluation of the curriculum to adapt and improve opportunities for young people
- Cluster approach to developing staff capacity within PE based on Significant Aspects of Learning

## **Aspects for Development**

- Review the design of the PSE curriculum in line with evolving Tutor Time programme in relation to the personal support entitlement
- Continued development of curricular pathways to exemplify ways of achieving positive destinations
- Continue to develop IDL opportunities which focus on the application of transferable skills
- Curricular transition – continue to develop approaches across the Cluster, including planning for 1+2 Language Learning in Scotland.

### 5.3 Meeting Learning Needs

#### Level: 5 (Very Good)

The school's approaches to meeting the learning needs of pupils, including pupils with additional support needs, are typified by major strengths which clearly outweigh areas for improvement.

Effective strategic leadership by the school's senior managers has been instrumental in taking forward related school improvements including the Braeview Academy model of staged intervention. Central to this model has been a shift in the quality of universal support to all learners delivered within inclusive classrooms where skilled teachers are attuned to the needs of individual young people. Supported by a committed Principal Teacher Support for Learning and skilled broad support for learners team, staff provide the majority of pupils with appropriate tasks, activities and resources commensurate with their needs and abilities. During classroom observations a number of successful approaches to differentiating pupils' learning experiences were observed.

In planning and delivering learning, staff make very good use of information and advice, including ABLe (Addressing Barriers To Learning) plans and strategies, provided within the support for learning shared drive. Throughout the extended review, many staff commented favourably about the improved accessibility to such information and the richness of its quality in shaping their planned learning for individual pupils. The school should continue to work towards a 'one stop electronic shop' for the location of such information. In taking forward universal support the school should reinforce the value of ABLe, beyond ABLe plans, with a continued focus on learning conversations and use by staff of the ABLe maps.

Importantly, teaching and support staff demonstrate a clear knowledge, understanding and application of GIRFEC with learners' wellbeing perceived as a key prerequisite for their successful achievement of positive outcomes. Significantly, staff take action and, where appropriate, involve/inform others when wellbeing concerns in relation to pupils are evident.

A particular strength of the school lies in its effective coordination of education and partner services. The co-location of such services within the school supports the efficacy of partnership working. During partner focus group discussions, education and partner services personnel have highlighted the extent to which they feel valued, belong and are part of the school. In continuing to strive towards excellent service provision the school should consider further improvements to the image and identity of the '*support for learners zone*' consistent with its aims and values.

In further improving whole school approaches to supporting learners, school leaders and staff at all levels require to build on existing strengths and address the following aspects for development within the context of the school's improvement priorities.

## **Strengths**

- The commitment of staff to supporting pupils' wellbeing and achievements. Staff know and understand their pupils extremely well, demonstrate a genuine regard and empathy for young people and are proactive in adapting pupils' learning experiences to meet their individual needs
- The school's leadership, direction and support to staff in taking forward improvements in integrated whole-school approaches to supporting learners including pupils requiring additional support for their learning
- The school's procedures in providing additional support needs information to staff and the use of such by staff in meeting the individual learning and wellbeing needs of pupils
- The range and quality of targeted support interventions for pupils with additional support needs including: PSW groups; Apex; adapted mathematics programme, Fresh Start literacy recovery programme; SkillForce; Michelin paired reading, able pupils initiative; and the support for learning department's staged approach to assessing and addressing pupils' literacy difficulties
- The excellent leadership and coordination of education and partner services in supporting a broad range of interventions for pupils requiring additional support for their learning
- The contribution of Principal Teachers Guidance in supporting pupils' wellbeing, attendance, attainment and achievements

## **Aspects for Development**

- In continuing to extend and evolve inclusive classroom practice and better meet pupils' individual learning needs, further develop the use of ABLe by staff, pupils and parents with a focus on assessment, intervention and ABLe learning conversations
- In line with the school's priorities for improvement, take forward key priorities and actions arising from the How Nurturing Is Our School (HNIOS) evaluation
- Building on existing approaches and in line with school practice, extend the use of self-evaluation approaches and the use of data within the broad supporting learners team to both inform priorities for improvement and gauge the impact/progress of support for learners interventions
- Within the context of the school's evolving curriculum framework and recent Tutor evaluation, continue to develop Tutor Time with a focus on: shared clarity of purpose; consistency of delivery; staff training; peer support; and pupil learning conversations

## **How well does the school improve the quality of its work?**

### **5.9 Improvement through self-evaluation**

#### **Level: 5 (Very Good)**

The Head Teacher and her leadership team have a clear and aspirational vision for the school and its community, with young people at the heart of improvement.

Shared self-evaluation with partners is a key strength of the improvement agenda with many partner agencies now integrated into the school.

Staff, partners, learners and parents are all involved in self-evaluation and are collectively committed to making improvements.

The school is developing innovative, sector leading, approaches to self-evaluation, in particular, using the knowledge, skills and experiences of pupils to inform further improvement eg DSYW.

More in-depth use of data at all levels, including staff engagement with Insight, is informing future improvements particularly in relation to the school's key priorities of improving numeracy, attendance and closing the gap.

#### **Strengths**

- Shared self-evaluation and improvement planning with partners
- The emerging use of improvement science approaches ie RAFA practices and the use of Driver Diagrams as a creative tool to inform improvement planning and self-evaluation
- The strong commitment and disposition of staff towards self-evaluation and improvement as a result of the distributive and collegiate leadership culture in the school.
- A commitment of staff and partners to in-house professional learning opportunities is informing practice for all stakeholders and enabling teachers to reflect on the professional standards as part their PRD and the Professional Update process
- A robust programme of professional support arrangements including observations of Learning and Teaching; pupil shadowing and peer shadowing
- The value placed on EPDR for support staff to enable them to engage in professional learning
- Innovative approaches which empower young people to take up leadership opportunities and become involved in school improvement activities eg DSYW and the Leadership Academy

#### **Aspects for Development**

- Further engagement with data, including Insight, at whole school, departmental and classroom level to inform self-evaluation and school improvement
- Extend professional support visits eg consider Learning Rounds as a vehicle for further improvements in Learning and Teaching
- Continue to further engage with partner agencies and parents/carers in planning and evaluating performance

- Engage staff and partners in using HGIOS4 as part of the ongoing development process of self-evaluation, in accordance with national timeframes
- Further build staff capacity of a shared understanding of standards in relation to the significant aspects of learning across BGE and Senior Phase, in line with the Curriculum for Excellence timeline