

Braeview Academy

**School Improvement Report  
Session 2020-2021**



**Be Ambitious**

**Be Responsible**

**Be Safe**

**It starts with you!**

Braeview Academy

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This document shares and celebrates the developments in our school and embraces all ages and stages.

It is based upon the activities undertaken as part of our School Improvement Plan for session 2020 - 2021

**Vision**

- All members of our community challenge themselves to achieve their personal best by setting goals, showing determination and taking pride in their successes. **It starts with you.**
- All members of our community commit to engage in learning. We achieve this by embracing all opportunities to attend, learn and attain. We take care of our learning environment. **It starts with you.**
- All members of our community feel respected, nurtured and included. We achieve this by being honest, caring and showing kindness towards others. We look out for our own safety and that of others. **It starts with you.**

**Values**

Ambition, Responsibility and Safety

**Aims**

Our broad aims in Braeview Academy are to provide a happy and safe environment in which all pupils can learn to the best of their abilities; to encourage and support pupils to participate in the life of the school and community; and to prepare pupils for life after school.

## **Context of the School:**

Braeview Academy is located in the North East of Dundee and serves the wider communities of Whitfield, Fintry and Mill O' Mains. Our associated primary schools are Ballumbie, Fintry, Longhaugh and Mill O' Mains.

Our school accommodation is in 3 areas:

A main block that includes two Enhanced Support Areas, the school offices, the library, Ambition Hall and garden outdoor learning area

P.E department

Practical subjects block

A high-quality Portakabin village of classrooms.

## **Our purpose**

Our purpose is to raise the attainment of all of our young people by providing a high -quality learning experience within an inclusive, nurturing environment.

The school delivers high quality individual support to all young people to enable them to develop skills for learning, life and work and achieve their potential.

Promoting health and wellbeing, positive relationships for learning and kindness is at the centre of everything we do.

Braeview Academy learners benefit from a developing range of skills- based courses within the Broad General Education, which prepare them to attain national, vocational and other qualifications in the Senior Phase. These qualifications enable learners to move on to further study at college or university or to undertake training or enter employment.

Our learners benefit from a wide range of curricular and wider achievement opportunities and employability-based experiences offered by our community and business partners.

We recognise and take great pride in the successes and achievements of our learners, their desire to continue to develop new skills, to benefit from the educational experiences on offer and to reach out beyond the school to help others.

The success of our school is built on the partnership of learners, parents and carers, staff and the wider community.

The school engages with parents and carers to support learners to realise their potential, nurture ambition and move on to a positive destination on leaving school.

We continue to embed into the work of the school, the Braeview Academy Vision and Values that were established in June 2018, by pupils, parents and carers, staff, and community partners.

An Extended Review of the school carried out in February 2020, acknowledged the school's journey of improvement, the positive relationships between our staff and pupils, supported by a caring environment, where staff show a clear commitment to children's welfare and development.



#### Scottish Attainment Challenge/PEF Priorities for Improvement:

- Improve attendance and engagement in learning
- Improve attainment and achievement of all learners
- Improve attainment in literacy and numeracy
- Improve health and wellbeing
- Establish more effective engagement with parent and carers
- Implement Family Learning
- Deliver opportunities to develop skills for work and vocational experiences.

#### **Attainment Data 2019- 2020 (percentages)**

S3 Data

The % of our pupils who achieved level 4 in Literacy improved

The % of our pupils who achieved level 4 in Numeracy improved.

Literacy	2017/2018	2018/2019	2019/2020
% of S3 pupils achieving Level 3 or above	83%	77%	76%
% of S3 pupils achieving Level 4 or above	31%	42%	59%
Numeracy			
% of S3 pupils achieving Level 3 or above	73%	88%	58%
% of S3 pupils achieving Level 4 or above	19%	13%	23%

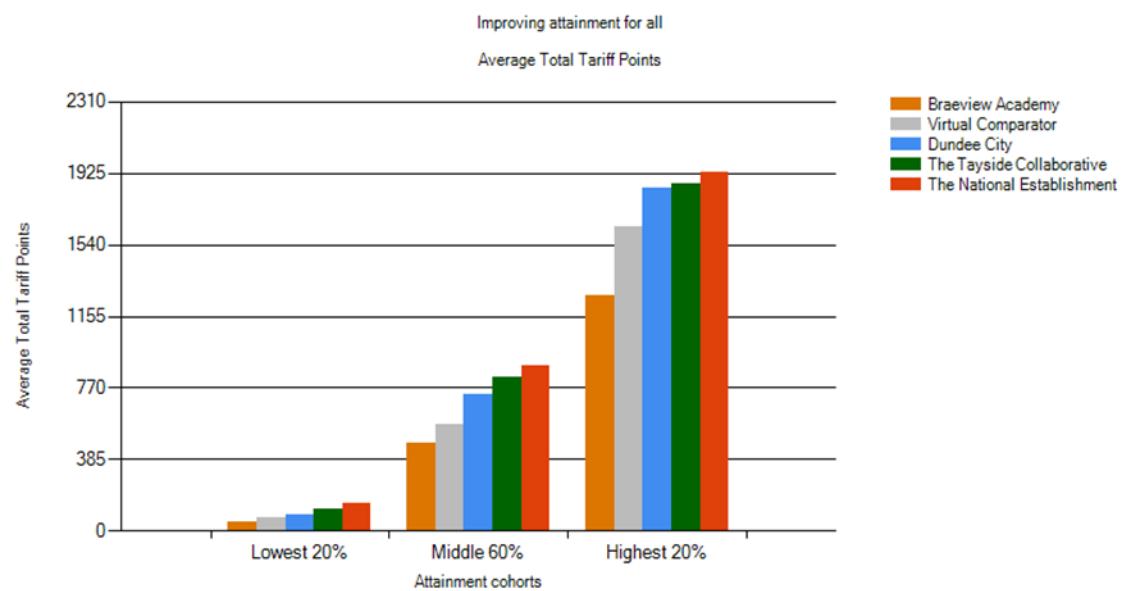
## National measures

For the following sections, the Virtual Comparator is a virtual school with similar pupils to those at Braeview Academy, in a similar community to our one. We also measure ourselves against Dundee City, performance nationally and the performance of schools in the Tayside Collaborative (schools in Dundee, Angus and Perth and Kinross). We use these comparisons to measure how well we are doing and how much we need to improve.

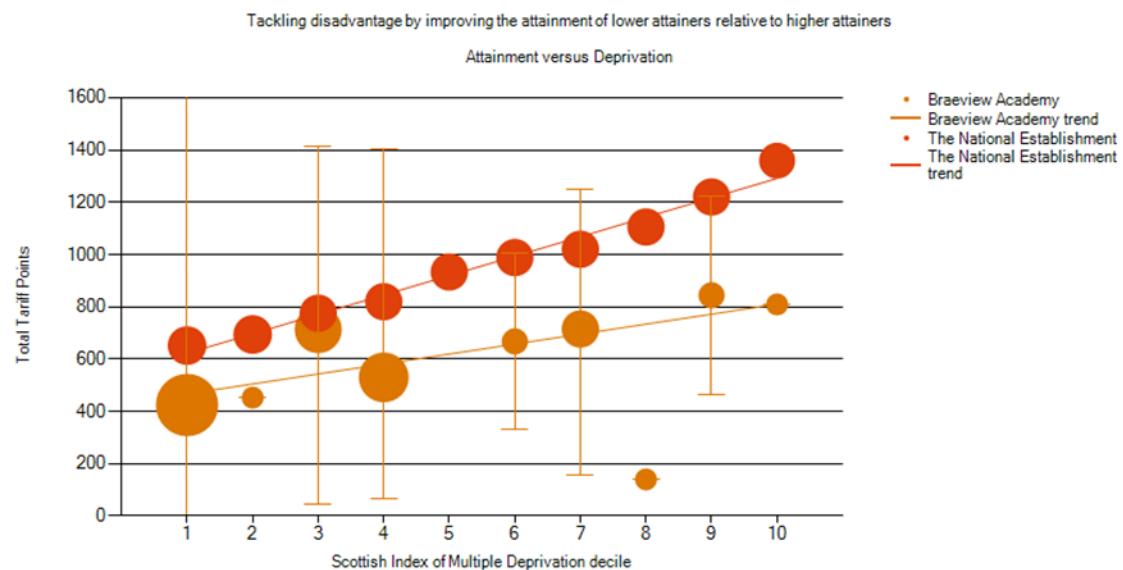
### 1. Literacy and Numeracy



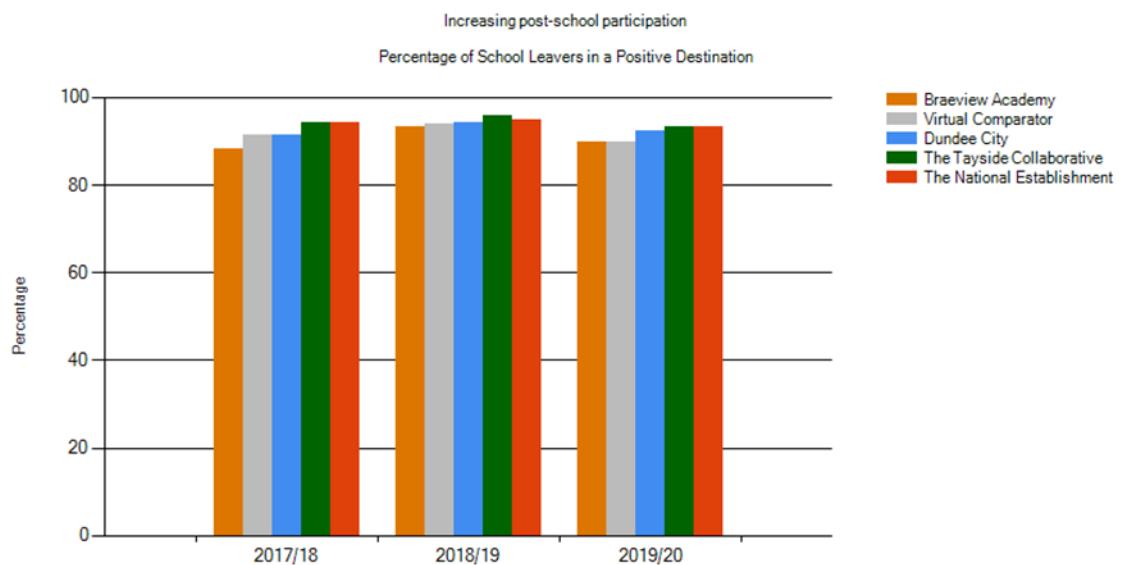
## 2. Improving attainment for all



### 3. Attainment versus deprivation



#### 4. Increasing post-school participation



## **Review of Improvement Progress for Session 2020-2021**

### **School Improvement Priority 1:**

#### **We will provide a nurturing and safe environment for learning**

##### **Progress and impact:**

###### **Delivering equity of access to learning**

The school continues its policy of delivering equity by practical means by ensuring that families do not have to pay for services or consumables related to their child's in-school learning.

Pupil Equity Funding continues to be used to remove financial barriers to learning and attainment.

S1-S3 Home Economics, Craft Design Technology and engineering all costs are met by the school. This was extended to provide additional Art and Design packs for pupils to with during lockdown.

Laptops and MiFi dongles purchased from the school PEF, have been given to pupils to enable them to continue to engage in remote lessons and complete work digitally, while at home. This along with the delivery of customised work packs to family homes, ensured that young people had opportunities to complete their schoolwork.

###### **Ensuring Wellbeing, Equality and Inclusion (QI 3.1)**

Implementation of the school community's Relationships for Learning Policy, which is underpinned by the school values, has resulted in an improvement to the already good staff and learner relationships greater learner inclusion in learning, at Braeview Academy.

The school has a clear and effective strategy that supports young people and their families to improve attendance at school.

The school's Kindness Policy has been established, through extensive consultation with young people and the school community.

Improvements to the school's capacity to support our most vulnerable pupils includes additional ESA (Enhanced Support Area) and the use of a new health and wellbeing and outdoor learning space.

The school's framework to ensure that all young people and their families received practical help and support to engage in remote learning and that young people and families remained safe, was well-received by the school community.

The school's approach to safeguarding and supporting the wellbeing and welfare of the school community during lockdown has been shared across the local authority as an example of very good practice.

## **Next Steps**

Build on the positive climate for learning and the development of social skills within the school community, by further embedding the Relationships for Learning and Kindness policies.

Increase planned opportunities to gather views of young people and use this Pupil Voice to bring about improvement to all aspects of school life.

Implement a Thematic review of Our Wellbeing to identify and share good practice and next steps for improvement.

Engage more effectively with parents and carers to assist them to support their child's health and wellbeing, learning and attainment.

Arrange for all staff to undertake training in trauma-informed practice

Implement a Health and Wellbeing Padlet to signpost pupils, staff and parents to information and support.

Increase opportunities for pupils to undertake outdoor learning.

**School Improvement Priority 2: We will embed digital learning**

**School Improvement Priority 3: We will adapt our teaching to deliver active learning within a recovery framework**

**Learning, teaching, and assessment QI 2.3**

**Progress and impact:**

Pupils S1-S6 have benefitted from a substantial improvement to the quality of digital learning delivered on Microsoft Teams.

Staff have successfully adapted their teaching and strategies for learning, to facilitate Covid19 health and safety mitigations.

Supported by the Pedagogy Team, the Rotary *Leading Learners* Project has enabled 5 teachers to up-skill in the delivery of metacognition and retrieval practice, in a digital learning environment.

Effective procedures were put in place to track and monitor and intervene in learner engagement and progress in remote and digital learning, during lockdown.

In almost all face-to-face observed learning episodes, learners are motivated and engaged in learning.

Learners benefit from delivery of high expectations, clear instructions and explanations in the majority of observed learning episodes.

Consistent SQA standards for assessment were developed through curriculum moderation activities and professional dialogue with other schools within Dundee and the Tayside Collaborative.

**Next steps:**

Implement the *Braeview Standard for Learning*

Implement outdoor learning

Teaching staff practitioner enquiry to focus on improving the impact of feedback, on learner engagement in learning and attainment.

Share aspects of good practice identified in the Thematic Review of Our Learning ( January- March 2021) and evaluations of learning, to promote consistency of provision across all departments.

Achieve Digital School status in session 2021-22

The Rotary *Leading Learners* project will be up scaled for session 2021-22, to involve additional teachers in improving their practice.

Identified teaching staff undertake the *Every Dundee Learner Matters* approach to improving the quality of the learner experience.

## **Improvement Priorities for Session 2021-22**

**NIF (National Improvement Framework)**

**1. NIF Improvement Priority:** Closing the attainment gap between the most and least disadvantaged children

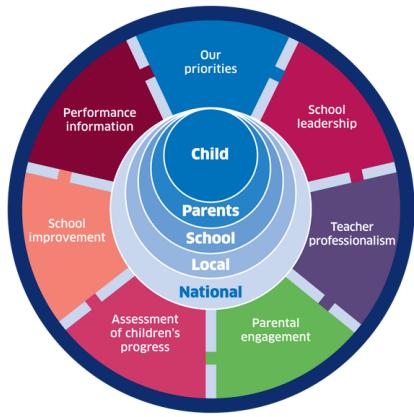
**2. NIF Improvement Priority:** Improvement in attainment, particularly in literacy and numeracy

**3. NIF Improvement Priority:** Improvement in young people's health and wellbeing

**4. NIF Improvement Priority:** Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Please visit <https://education.gov.scot/what-we-do/inspection-and-review/reports> for or HMIE Inspection Reports.

**Further General Information can be found at:**



**National Improvement Framework**  
<http://www.gov.scot/Publications/2016/01/8314>

**HGIOS 4 Self-Evaluation**  
[https://education.gov.scot/improvement/Documents/Framework\\_SelfEvaluation/FRWK2\\_NI\\_HeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Framework_SelfEvaluation/FRWK2_NI_HeditHGIOS/FRWK2_HGIOS4.pdf)

**Tayside Plan - Children and Families Service**  
[External Link 'Tayside Plan 1a.pdf'](#)