

Braeview Academy

**School Improvement Report
Session 2017-2018**



Braeview Academy

Berwick Drive, Dundee City Council

Dundee City Council

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This document shares and celebrates the developments in our School and embraces all ages and stages. It is based upon our School Improvement Plan for session 2017 - 2018

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 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 pupils to enable them to develop skills for learning, life and work and achieve their potential. Promoting health and wellbeing and positive working relationships is at the centre of everything we do.

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

Our pupils 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 pupils, 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 pupils, parents and carers, staff and the wider community. The school engages with parents and carers to support pupils to realise their potential, nurture ambition and move on to a positive destination on leaving school.

Scottish Attainment Challenge/PEF Priorities for Improvement:

- Improve attendance
- Improve attainment of all pupils
- Improve attainment in literacy
- Improve attainment in numeracy
- Improve health and wellbeing
- Establish more effective engagement with parent and carers
- Implement Family Learning
- Implement Developing the Young Workforce opportunities.

Attainment Data 2017- 2018 (percentages)

	<i>Reading</i>	<i>Writing</i>	<i>Talking & Listening</i>	<i>Numeracy</i>
S3 (CFE Third Level)	83%	83%	98%	73%

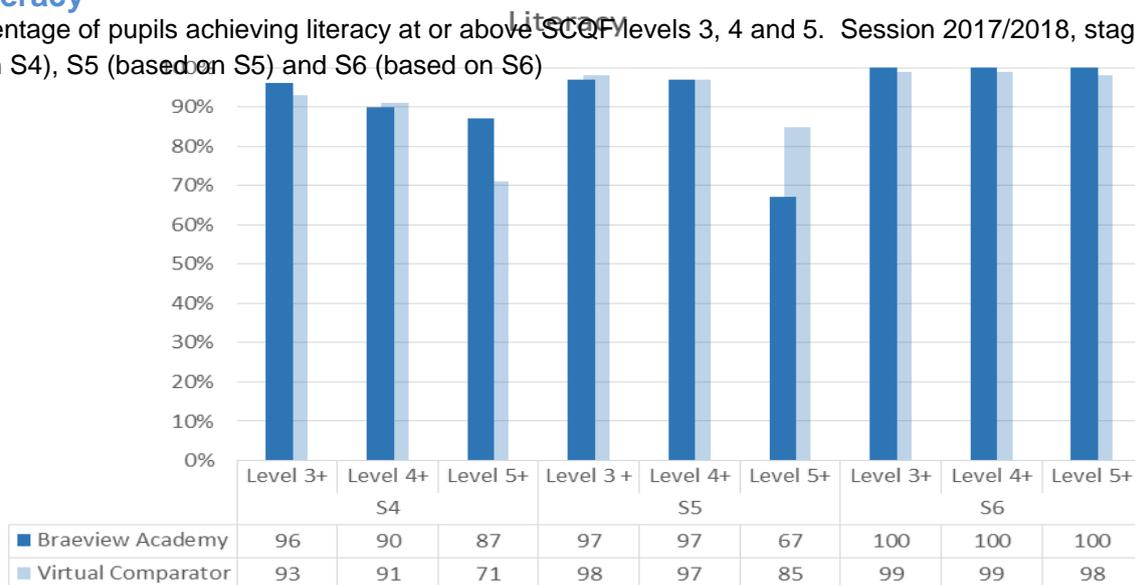
S4 – 5 @ 5 (5 or more National 5 Awards)	22%
S5 – 1 @ 6 (1 or more Higher Awards)	40%
S5 – 3 @ 6 (3 or more Higher Awards)	23%
S5 – 5 @ 6 (5 or more Higher Awards)	4%
S6 – 3 @ 6 (3 or more Higher Awards)	39%
S6 – 5 @ 6 (5 or more Higher Awards)	37%
S6 – 1 @ 7 (1 or more Advanced Higher Awards)	21%

For information: For the following section, the Virtual Comparator is a virtual school with similar pupils, in a similar community to ours. We use it to measure how well we are doing and how much we need to improve.

Literacy and Numeracy

1.1 Literacy

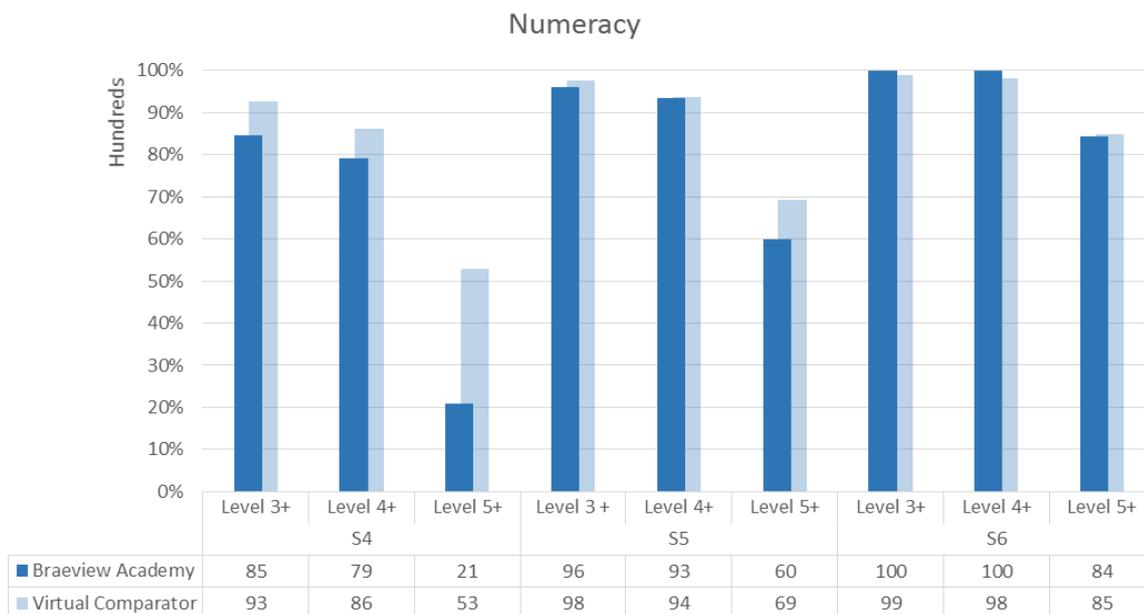
The percentage of pupils achieving literacy at or above SCQF levels 3, 4 and 5. Session 2017/2018, stages S4 (based on S4), S5 (based on S5) and S6 (based on S6)



More of our pupils attained level 5 Literacy by the end of S4 and S6 than in our virtual comparator.

1.2 Numeracy

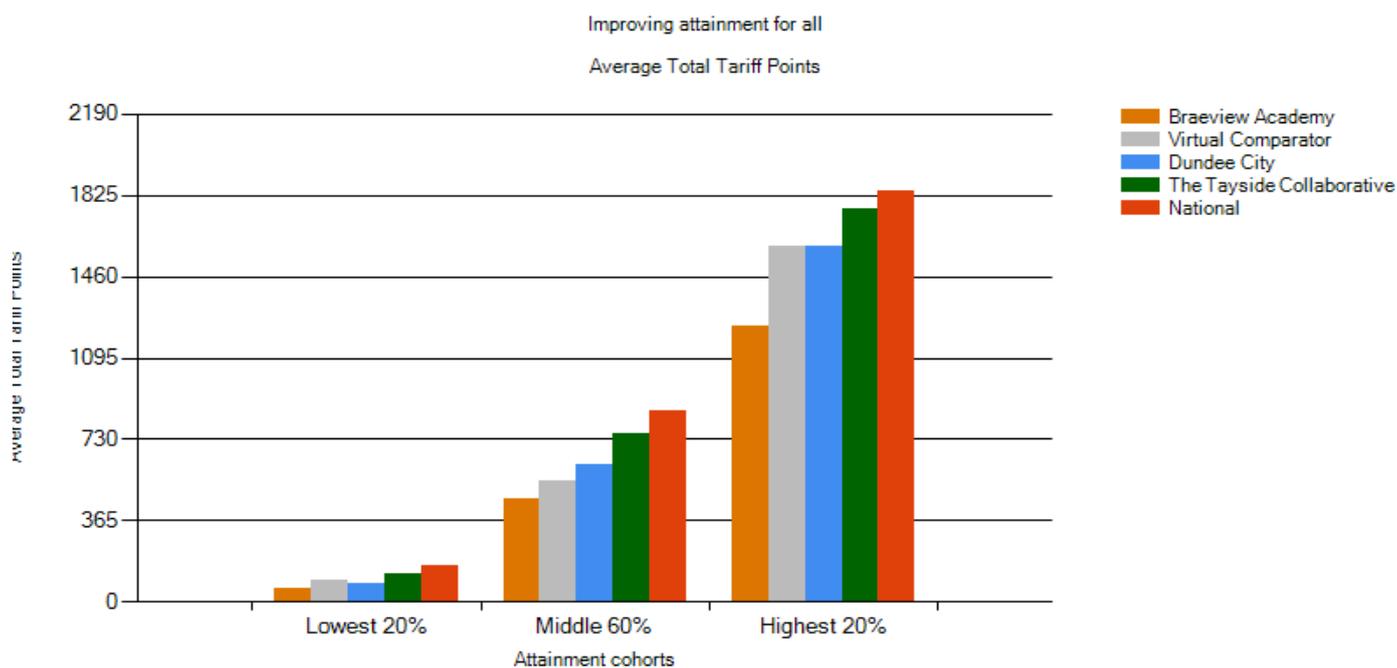
The percentage of pupils achieving numeracy at or above SCQF levels 3, 4 and 5. Session 2017/2018, stages S4 (based on S4), S5 (based on S5) and S6 (based on S6)



Significantly fewer of our pupils attained level 5 Numeracy that our Virtual Comparator. The school has put in place a number of strategies to improve the number of pupils attaining level 5 Numeracy by the end of S4.

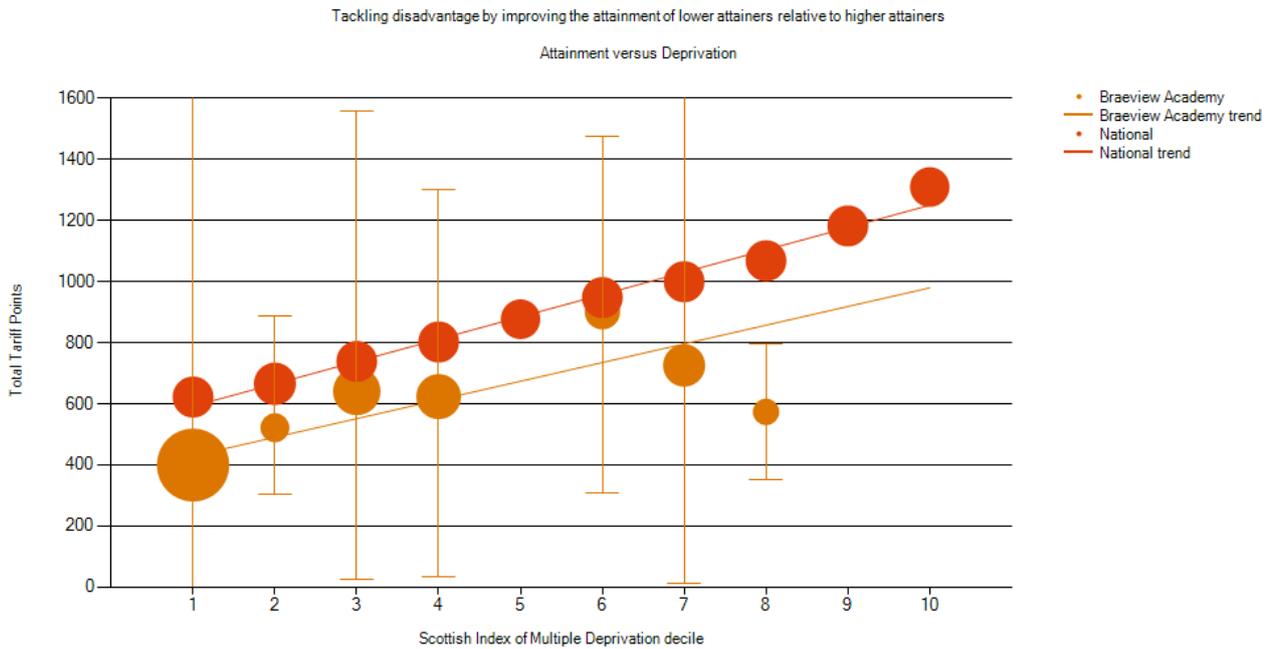
2 Improving Attainment for All

2.1 Average Total tariff points (S4-S6)



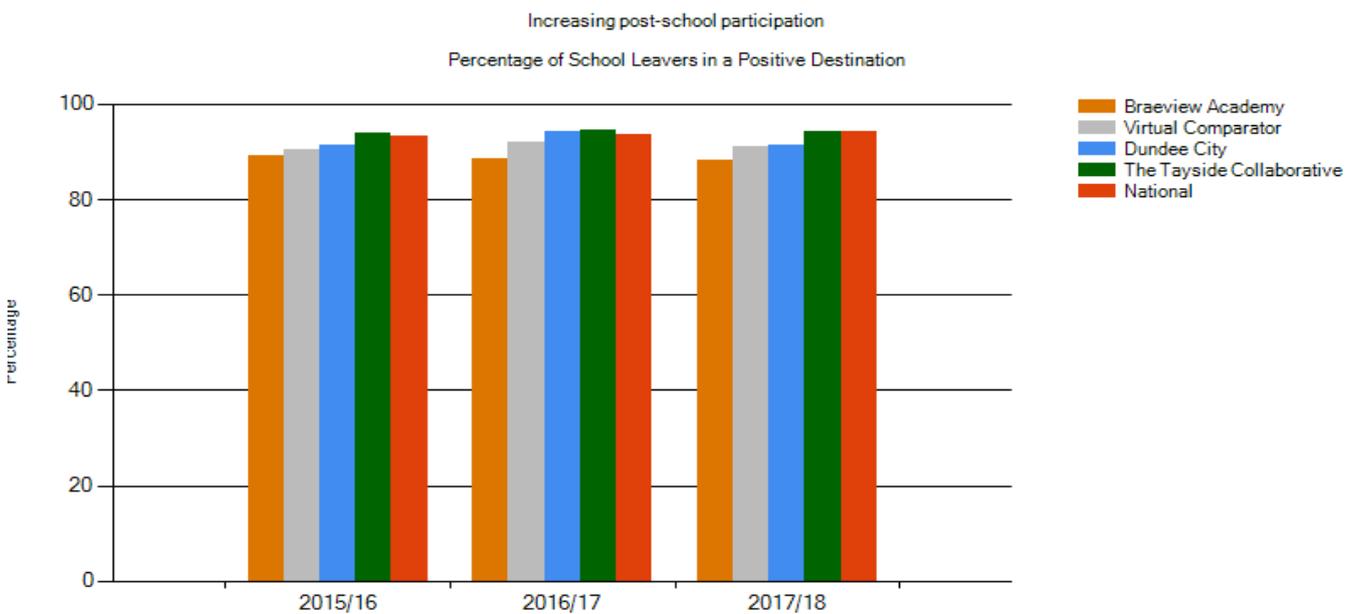
The school has put in place a number of strategies to improve the attainment of our lowest, middle and highest attaining pupils.

2.2 Attainment vs Deprivation by SIMD Decile (S4-S6)



The school has put in place a number of strategies to promote equity and by so doing, improve the attainment of pupils from all areas of the community.

3 Initial Post School Leaver Destinations (S4-S6)



The school has put in place a number of strategies to support our young people to secure positive post school destinations (i.e. college, training and employment).

Review of Improvement Progress for Session 2017-2018

School Improvement Priority 1:

Closing the attainment gap between the most and least disadvantaged children and young people.

Progress and Impact

- By ensuring that every member of the teaching shares responsibility for promoting literacy and numeracy skills, every young person has opportunities to improve their skills levels in reading, listening, talking and writing. This helps remove barriers to accessing learning and attaining qualifications.
- The school received £117,000 of Pupil Equity Fund (PEF) from the Scottish Government. PEF has been used to put in place additional staff and cover the costs of consumables in S1-S3 Home Economics and Craft Design Technology. PEF also funded literacy and numeracy learning materials and S1-S3 Supported Study and to increase the use of ICT in learning.
- A nurture base has been created, where pupils can be accommodated on a temporary or longer- term basis depending on level of need.
- Pupils at risk of exclusion have benefitted from the implementation of an Alternative to Exclusion base. Pupil Support Workers work to encourage young people to reflect on behaviours that do not help them to achieve and help them to set goals to improve.
- Close partnership working with children and family services partners and police, health and third sector partners has provided appropriate support for young people and families, to maximise engagement with school and to achieve.
- Ongoing observations of teachers and their classes has found that In the majority of lessons, young people are engaged in their learning and are given work that is appropriately challenging.
- A climate of positive relationships between young people and staff continues to embed within the ethos and culture of the school.
- Senior Phase pupils engaged with study support and Easter School.
- Some progress has been made within subject departments towards implementing a monitoring and tracking system that enables teachers to track young people's progress and next steps in learning from S1 onwards.

- **Next Steps**

- Improve attainment outcomes for young people in line with our virtual comparator.
- Implement nurturing approaches to relationships for learning and teaching across the school.
- Increase planned opportunities to the gather views of young people and use this Pupil Voice to bring about school improvements.
- All departments to identify planned opportunities to engage young people in evaluating learning and teaching.
- Increase learner leadership opportunities.
- Implement a programme to track wider achievement and target individuals and groups to ensure that all learners develop skills out with the classroom and no young person misses out.
- Engage more effectively with parents and carers to support them to support their child's health and wellbeing, learning and attainment.
- Implement the Cost of the School Day Action Plan.
- Improve the quality and consistency of the learning experience delivered to all learners. Implement staff training on the effective use of formative feedback digital technologies, effective questioning, Higher Order Thinking skills and Co-operative Learning.
- Strengthen planned opportunities to develop staff leadership at all levels to implement school improvement, through the development of Practitioner Enquiry and a whole school Professional Learning programme.
- Improve the effectiveness of assessment by increasing the rigour of moderation.

School Improvement Priority 2: Improvements in attainment: Literacy.

Progress and Impact:

- The “Fresh Start” programme running in S1 and S2 to provide targeted literacy support, is having a positive impact on literacy levels in the Broad General Education. All pupils benefit from one literacy and one numeracy period in S1-S3.
- The 2018 interim S3 Curriculum for Excellence literacy performance data for level 4 indicated an improvement in Listening and Talking and Writing and a significant improvement in Reading.
- Our continued partnership working with Michelin provides mentoring and adult intervention to promote the literacy and numeracy of identified pupils.
- Teachers have been supported by a new Principal Teacher of Literacy to deliver numeracy as part of their courses. Teachers across all subject areas are developing a shared understanding of Curriculum for Excellence literacy standards for S1-S3.
- Through the evidence of pupil focus groups, learners are increasingly able to articulate where they develop literacy and numeracy skills.
- The school has provided opportunities for parents and carers to attend literacy-focused family learning sessions that will enable them to better support their child to improve their literacy.

Next Steps:

- Key focus area remains to raise attainment in literacy and numeracy attainment by the end of the BGE.
- Increase the number of pupils attaining level 5 Literacy in S5.
- Revise school literacy strategy in line with Dundee City Children and Families Service recommendations
- Implement a more coherent Broad General Education literacy and numeracy programme in 2018-19.
- Extend systematic monitoring and tracking of progress in literacy and numeracy to include S1-S3.
- Teachers to collaborate with primary colleagues in the Cluster to develop and apply a common understanding of Curriculum for Excellence levels for literacy and numeracy.
- Parents and carers to receive universal and targeted support to enable them to support their child's development of literacy skills. Improve the engagement of parents, carers and families in young people's learning and attainment by increasing the number of family learning sessions.

School Improvement Priority 3: Improvements in attainment: Numeracy

Progress and Impact:

- The 2018 interim S3 Curriculum for Excellence data for numeracy indicated an improvement in attainment at level 3 and a significant reduction in the % of pupils achieving level 4.
- The school has provided opportunities for parents and carers to attend numeracy-focused family learning sessions that will enable them to better support their child to improve their literacy.
- Teachers have been supported by a new Principal Teacher of Numeracy, to deliver numeracy as part of their courses.
- Teachers have made some progress in establishing a shared understanding of Curriculum for Excellence levels in Numeracy.

Next Steps:

- Key focus area remains to raise attainment in literacy and numeracy attainment by the end of the BGE.
- Increase the number of pupils attaining level 5 Numeracy by the end of S4 and S5.
- Implement the Dundee City Numeracy policy.
- Implement a more coherent Broad General Education literacy and numeracy programme in 2018-19.
- Teachers to collaborate with primary colleagues in the Cluster to develop a common understanding of Curriculum for Excellence levels for literacy and numeracy.
- Extend systematic monitoring and tracking of progress in literacy and numeracy to S1-S3.
- Ensure all young people in S5 and S6 who have yet to achieve National 5 Numeracy, do undertake this beyond S4.
- Parents and carers to receive universal and targeted support to enable them to support their child's development of numeracy skills. Improve the engagement of parents, carers and families in young people's learning and attainment by increasing the number of family learning sessions.
- Implementation of Numicon Intervention for targeted S1 pupils who need their gaps in numeracy addressed.

School Improvement Priority 4: Improvements in health and wellbeing of young people.

Progress and Impact:

- Health and Wellbeing Worker to support young people to promote and manage their mental health and the rolling out of staff training opportunities on Mental Health First aid. Feedback from pupils and parents/carers indicate that this new intervention is having a positive impact.
- Staff have had some training on implementing the Growth Mindset. Pupil groups undertook workshops provided by the council Growth Mindset Manager.
- Work started on the implementation of the Nurturing School.
- The school continues to improve its approach to building and sustaining positive relationships for learning between staff and pupils and pupil with their peers.
- Collaboration between pupils, staff, parents and carers, partners and the Cluster resulted in the establishment of a new school Vision and Values.

Next steps

- Improve the engagement of parents, carers and families in support of young people's health and wellbeing.
- Revise the promoting positive behaviour policy in line with the nurture principles, restorative practice and positive relationships for learning.
- Implement the new school Vision and Values.
- Embed Growth Mindset into learning and teaching, assessment and reporting.
- Devise and implement a clear strategy to improve attendance.
- Embed the principles of nurture to support learning and teaching and assessment

School Improvement Priority 5: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Progress and Impact:

- We continue to focus on ensuring that all leavers move onto a positive, sustainable destination. In 2017 89% of our leavers moved onto positive post-school destinations.
- All learners undertake course choice interviews and have access to Skills Development Scotland for support.
- The school has continued to engage and work with a growing number and variety of community, education and industry partners. This provides opportunities for young people to develop employability skills, practice interview skills and undertake work experience and apprenticeships.
- The school has widened pathways to attainment by increasing the number of level 4 and 5 national Progression Awards available to our young people. These NPAs are more vocational in nature and do not require candidates to sit an exam.
- Learner achievement is publicised and celebrated at individual and small group level and at assembly and junior and senior prize giving.
- **Next Steps:**
- Engage more effectively with Skills Development Scotland to ensure that our target of 95%+ leavers move onto positive destinations.
- Improve Skills Development Scotland and Discover Opportunities engagement with House Teams to track and intervene with pupils at maximum risk of unemployment and not moving onto college or further training.
- Increase the rigour of pupil interaction with Skills Development Scotland and Guidance Teachers in discussing and deciding on learner pathways.
- Improving positive destinations is a key focus and in particular to increase the % of young people accessing Higher Education to bring us into line with schools in a similar socio-economic and learner context.
- Increase the number of vocational partnerships and range of opportunities for pupils to develop creativity and employability skills within the curriculum S1-S6.
- Embed opportunities within the curriculum, for learners to develop social skills, teamwork and leadership skills.
- Increase the number of NPAs and valuable vocational level 4 and 5 courses and accreditation available to pupils.
- Match all learners to appropriate opportunities for wider achievement.

Improvement Priorities for Session 2018-2019

NIF (National Improvement Framework)

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

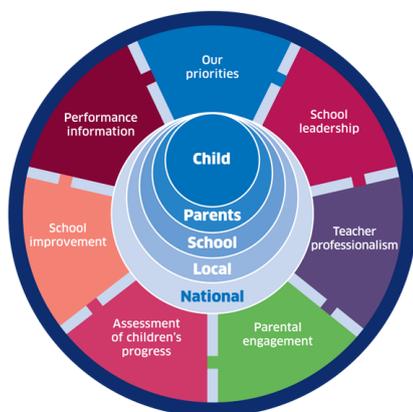
2. NIF Improvement Priority: Improvement in attainment, particularly in literacy and numeracy

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/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan - Children and Families Service

[External Link](#) 'Tayside Plan 1a.pdf'