

Braeview Academy

**School Improvement Report
Session 2018-2019**



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 our School Improvement Plan for session 2018 - 2019

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.

A fire at the school in September 2018 resulted in the school population being split and located within two other city schools, namely Craigie High and Baldragon Academy, for a period of three and a half months. This has provided a number of challenges to overcome, for learners, their families and for school staff.

While split-site, learners in the Senior Phase were provided with additional study opportunities at lunch times and at the end of the school day. At the request of parents and carers, teachers delivered an October Study School. This provided Senior Phase pupils with the opportunity to undertake additional learning across all subject areas and qualifications. The purpose of these additional learning sessions was to compensate for any learning time lost as a result of travel time between Braeview Academy and the host schools and the temporary reconfiguration of the school timetable.

The school relocated by to the Braeview Academy site at the end of December and since then has benefited from accommodation in well-equipped Portakabin rooms which have replaced the classrooms damaged in the fire.

On our return to the Braeview site the school community focused on creating opportunities to maximise attainment in the 2019 exam diet.

Some aspects for school improvement detailed in our School Improvement Plan 2018-19 were curtailed due to the school's unique circumstances between September and December 2018.

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 and positive relationships for learning 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.

Scottish Attainment Challenge/PEF Priorities for Improvement:

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

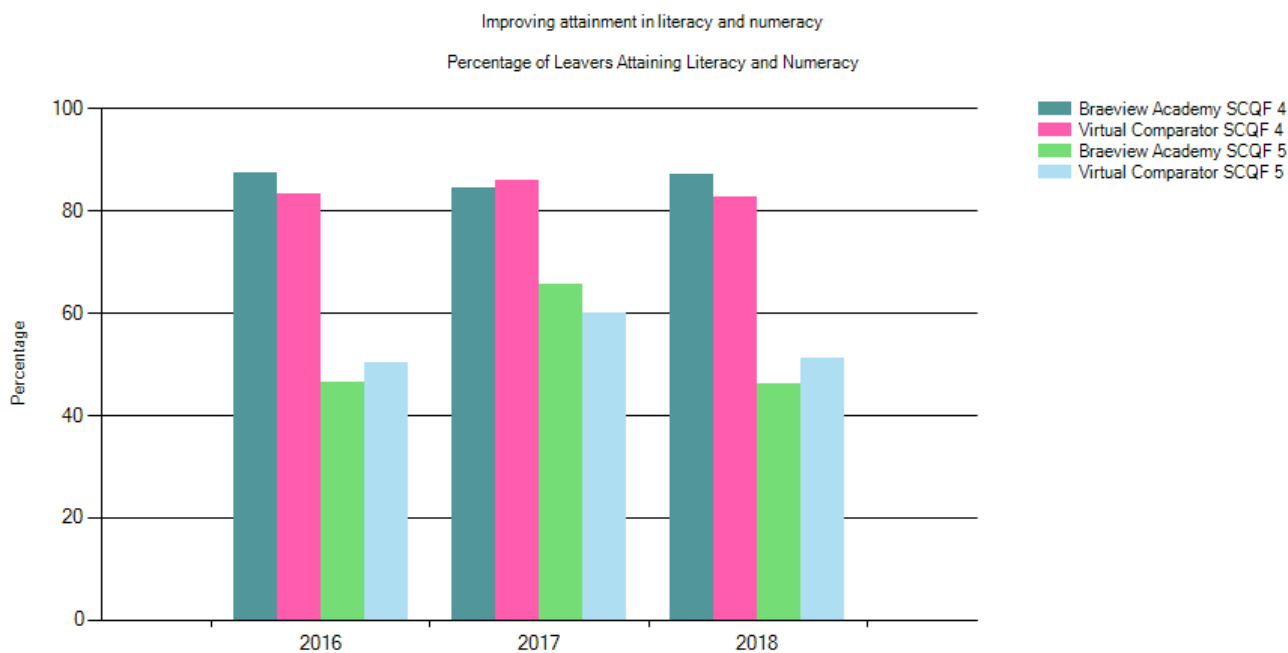
Attainment Data 2018- 2019 (percentages)

	<i>Reading</i>	<i>Writing</i>	<i>Talking & Listening</i>	<i>Numeracy</i>
S3 CFE Third Level +	77	78	80	88
S3 CFE Fourth level	44	43	42	13

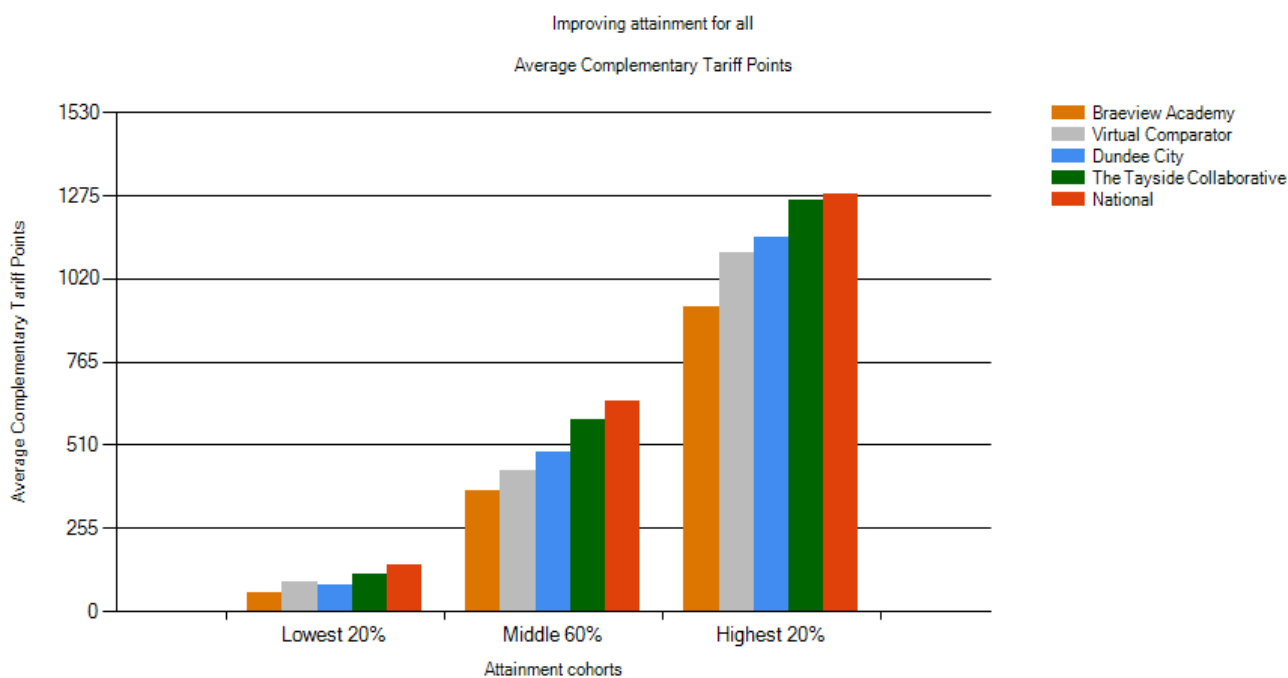
National measures

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

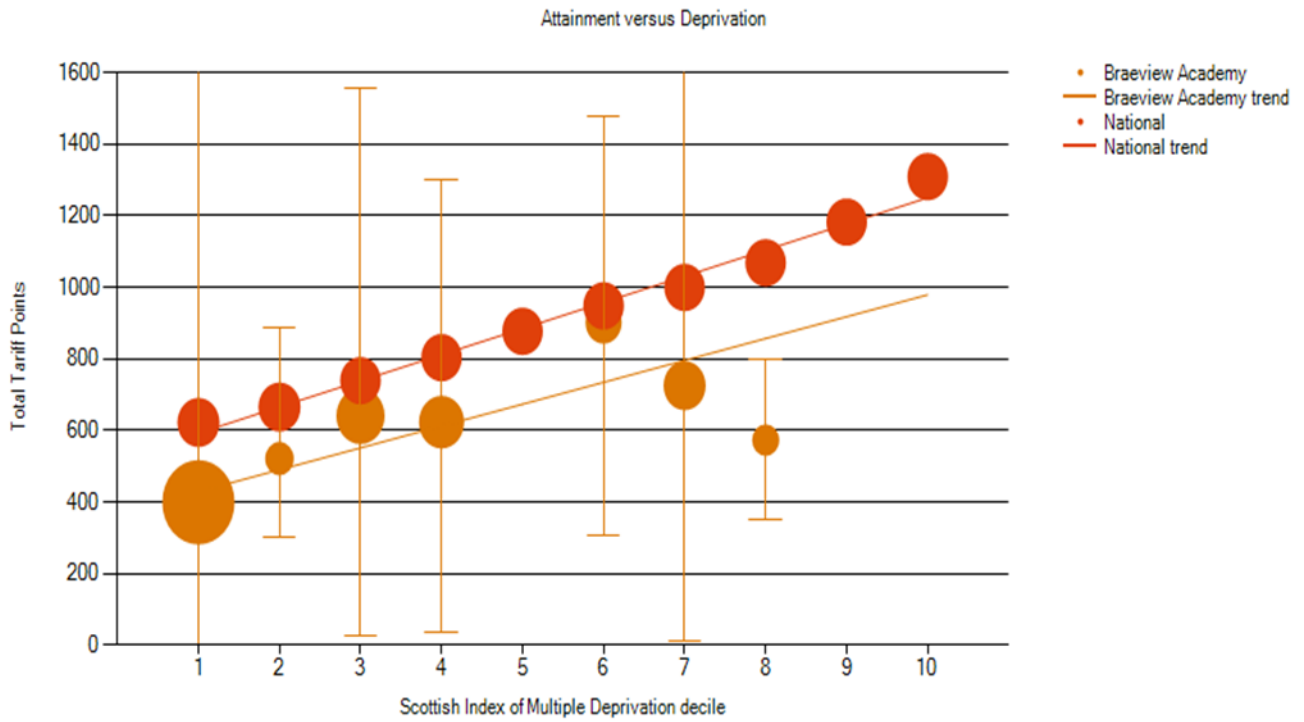


2. Improving attainment for all



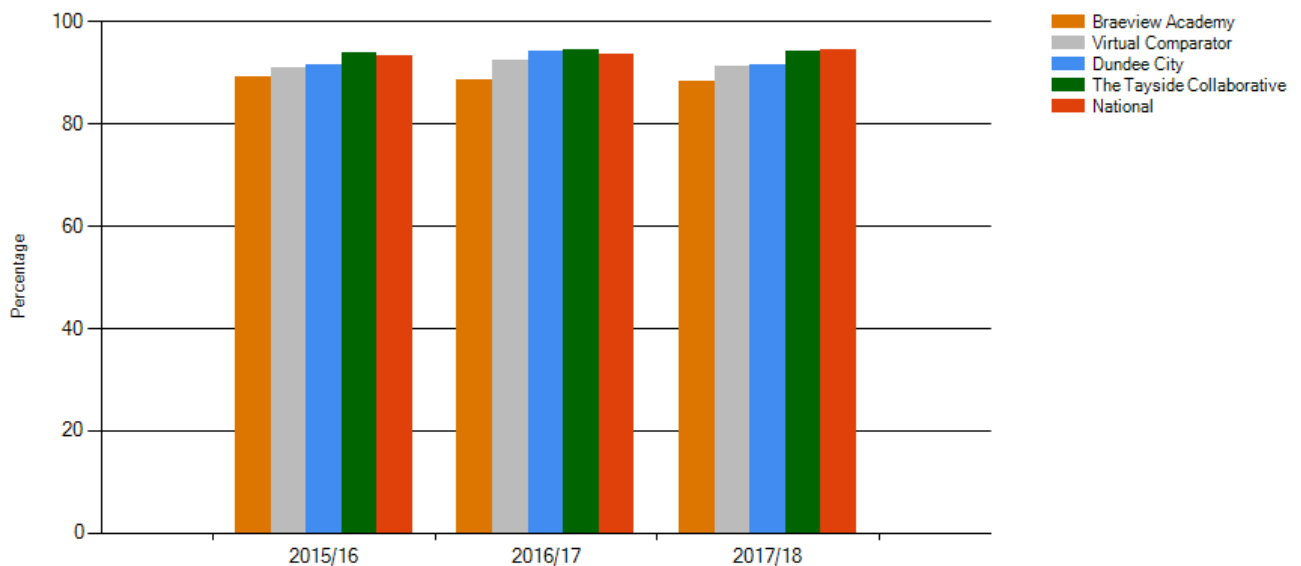
3. Attainment versus deprivation

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



4. Increasing post-school participation

Increasing post-school participation
Percentage of School Leavers in a Positive Destination



School Improvement Priority 1:

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

Progress and Impact

- The school received Pupil Equity Fund (PEF) from the Scottish Government. It has been used to remove some barriers to attainment, including the removal of costs of consumables in S1-S3 Home Economics and Craft Design Technology. PEF also funded additional literacy and numeracy learning materials and enabled increased pupil access to ICT to support learning.
- A new Pupil Support area with a sensory room, has been created, where identified pupils can receive individual or small group support on a short or longer- term basis, depending on their level of need.
- A climate of positive relationships between young people and staff, based on the nurture principles continues to be developed within the ethos and culture of the school. A Thematic Review of relationships for learning in February 2019, involving pupils, parents and carers and staff, identified good practice which promotes and supports the learning process.
- Some progress has been made by staff in using data to identify and implement strategies for improvement.
- Some progress has been made within subject areas, towards implementing a monitoring and tracking system that enables teachers to track young people's progress, identify next steps in learning and put in place interventions to support and promote attainment.
- At the request of parents and carers, additional study support and an October Study School delivered additional learning sessions to learners in the Senior Phase. In general, these additional sessions impacted positively on the attainment of those who attended.

Next Steps

- Build on the implementation of nurturing approaches to relationships for learning and teaching across the school through the establishment of a new Relationships for Learning Policy in session 2019-20.
- Improve staff use of tracking progress and other school data to support improvements in attainment.
- Increase planned opportunities to the gather views of young people and use this Pupil Voice to bring about improvement to all aspects of school life.
- 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 on these opportunities.
- Engage more effectively with parents and carers to assist them to support their child's health and wellbeing, learning and attainment.
- Focus on improving the quality and consistency of the learning experience delivered to all learners. Establish and implement a revised Learning and Teaching policy.
- Widen learner pathways to attainment in the Senior Phase, by implementing National Progression Awards and vocational qualifications and accreditation.

School Improvement Priority 2 and 3: Improvements in attainment: Literacy and Numeracy.

Progress and Impact:

- The "Fresh Start" programme running in S1 and S2 to provide targeted literacy support, has had a positive impact on the literacy levels of targeted young people.
- Our continued partnership working with Michelin provided mentoring and adult intervention to promote the literacy and numeracy of identified pupils.
- Teachers across the curriculum have been supported by Principal Teachers of Literacy and Numeracy to deliver these responsibilities of all. Teachers are developing a shared understanding of Curriculum for Excellence literacy standards for S1-S3.
- Work has been done to devise an S3 numeracy programme.
- Teachers have made some progress in establishing a shared understanding of Curriculum for Excellence standards in Numeracy.

- **Next Steps:**

- A key focus area is to raise attainment in literacy and numeracy by the end of S3 and increase the number of pupils attaining level 5 literacy and numeracy in S4, S5 and S6.
- Review and improve S1-S3 numeracy provision.
- Improve the engagement of parents, carers and families in young people's learning and attainment by implementing family learning sessions.

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

Progress and Impact:

- The Health and Wellbeing Worker has supported targeted young people to promote and manage their mental health. Feedback from pupils and parents/carers indicates that this intervention is having a positive impact.
- A revised procedure to promote the attendance of S1 pupils has resulted in improved attendance for some learners.
- The school has implemented the six principles of nurture with school staff. Staff have an understanding of how nurturing approaches positively impact on the learner experience.
- Some progress has been made in implementing the new school Vision and Values into the ethos, culture and work of the school.

Next steps

- Develop and implement a new Relationships for Learning Policy, in line with the nurture principles, restorative practice to promote positive relationships for learning and attainment.
- Embed the school Vision and Values into all aspects of the life and work of the school.
- Implement a clear strategy to improve attendance.

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, sustained destinations. In session 2017-18, 88% of our leavers moved onto positive post-school destinations.
- The deployment of a DYW teacher has enabled young people to engage and work with a growing number and variety of community, education and industry partners. This has provided increased opportunities for young people to develop employability skills, practice interview skills and undertake work experience and apprenticeships.

Next Steps:

- Engage more effectively with Skills Development Scotland to ensure that all of our leavers move onto positive post-school destinations.
- Increase the number of vocational partnerships and range of opportunities for pupils to develop creativity and employability skills within the curriculum S1-S6.
- Deliver appropriate wider achievement opportunities to all pupils..

Improvement Priorities for Session 2019-20

NIF (National Improvement Framework)

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

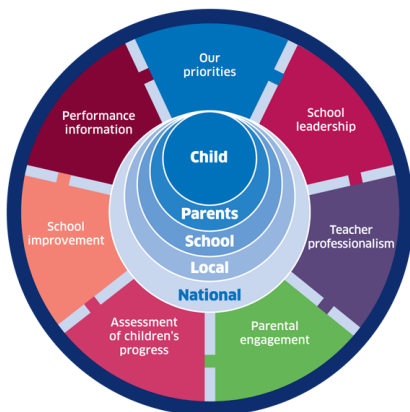
2. NIF Improvement Priority: Improvement in attainment, particularly in literacy and numeracy

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'