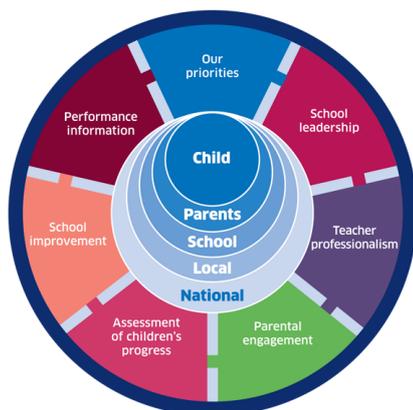


Braeview Academy Standards & Quality Report Session 2016-17



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 C&FS

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

Creating an annual standards and quality report

Schools must provide an annual standards and quality report, as a record of progress with their annual improvement plan over the previous session and defining the local and NIF priorities for the coming year.

The annual report should ensure that:

- Progress towards NIF drivers and local priorities is communicated clearly and briefly;
- Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear;
- Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted;
- Evaluations for the following QIs are provided: 1.3 Leadership of Change; 2.3 Learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; any other QIs linked to improvement work; and
- An overall evaluation of the school's capacity for continuous improvement is stated.

Context of the school - including some or all of the following; school vision, values, aims; local contextual issues; Scottish Attainment Challenge involvement; challenges affecting progress; outcomes of authority reviews/inspection.

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.

Vision

Our school vision is that we will work together to achieve the highest results; be the best we can be; narrow the gap; and to make a difference.

Values

We value and nurture respect for all, tolerance, ambition, and inclusion. We work continuously with our pupils, parents and partners in an effort to get it right for every child.

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.

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 further Developing the Young Workforce

Capacity for continuous improvement - an overall evaluation of the school's capacity for continuous improvement

Quality Indicator	School self-evaluation		Authority review/HMle Inspection (Level, where relevant)
	Level	Detail reason for any change	
1.3 Leadership of change	Good		
2.3 Learning, teaching and assessment	Good		
3.1 Ensuring wellbeing, equity and inclusion	Good		
3.2 Raising attainment and achievement	Satisfactory		
<i>Additional QI to be added if required</i>			

School priority 1: Raise attainment and achievement of all of our young people and close the attainment gap

- Improve attainment in literacy and numeracy
- Increase opportunities for wider achievement
- Ensure all pupils experience a positive learning environment
- Improve engagement of parents in their child's learning
- Implement effective use of tracking and monitoring data to inform learner pathways

NIF Priority

- Closing the attainment gap between the most and least disadvantaged young people.
- Improving attainment, particularly in literacy and numeracy

NIF Driver

School Improvement

Assessment of children's progress

Teacher Professionalism

Parental Engagement

Performance Information

HGIOS 4

1.1, 2.3, 3.2, 2.5

- 2016-2017 has seen some encouraging trends in attainment, although the average total tariff points achieved by pupils at the end of S4, S5 and S6 remains below that of the Virtual Comparator. Data for 2017 shows S4 pupils attaining five or more N4s to be down compared to 2016. However, there is some improvement in the attainment of S4 pupils in National 5 qualifications, with 18% achieving five or more N5s, compared to 13% the previous year. In S5 attainment at N5 improved by 8% on the previous year, as did S5 attainment at Higher, with 22% of pupils gaining three or more Highers, compared to 18% in 2016 and 11% in 2015. In S6, attainment of one or more at Advanced Higher dropped slightly compared to the previous year.
- Local Benchmarking Measure: Improving Attainment for All shows that in 2017, although the average tariff scores for the middle and highest attaining cohorts are lower than the Virtual Comparator and Dundee, the lowest cohort achieved at the same level as the Virtual Comparator and better than Dundee.
- Insight data which measures Attainment versus Deprivation shows that in general we are supporting our pupils in the most deprived deciles to achieve in line with the national trend. S4 pupils in the third most deprived decile, however, achieve less well than they do nationally. It remains a key priority for the school to continue to put in place strategies to increase the attainment of all pupils and in particular those affected by poverty.

- Insight data on literacy shows that at level 4 our pupils did not perform as well as they had done the previous year. There is however, an improvement in literacy at level 5. At both levels, the school performed better than the Virtual Comparator.
- In Numeracy at level 5, the school did not perform as well as in the previous year. Attainment remains in line with the Virtual Comparator. At level 4, the performance is very similar to that of last year, but remains ahead of the Virtual Comparator.
- Attainment data demonstrates that the school adds values to pupil attainment between the Broad General Education and the Senior Phase. Work will continue to improve the quality of learning, teaching, assessment and support to ensure that this positive trend in attainment continues.
- Literacy and numeracy skills are crucial and allow pupils to access all areas of the curriculum. Pupils in S1 and S2 requiring additional support in literacy have benefitted from further development of the Fresh Start Programme.
- At a whole school level, work has been done to promote literacy and numeracy as Responsibilities of All members of staff. Staff have participated in Professional Dialogues and some have undertaken in-service training. More work needs to be done to spread good practice and equip all staff in all curricular areas with the teaching skills and materials to support pupils to develop in reading, writing, listening, talking and numeracy. 2017 Curriculum for Excellence performance data confirms the need to improve pupil attainment in literacy and for the school to focus on numeracy. Session 2016-17 saw the introduction of a literacy and numeracy period for all pupils in S1 and S2. This provision has been extended in session 2017-18 to include S3.
- Learning conversations enabling young people to evaluate their learning and plan next steps are embedded within the Tutor Time programme.
- Pupils benefit from a range of skills development opportunities out with the curriculum. These include sport activities, Go4set, peer support and Health Buddies, as well as clubs like Drama Club and Philosophy Club. Further opportunities will be provided this session.
- The use of ABLe plans to support pupils with barriers to learning has become more effective and pupils benefit from the use of individual and class plans to support their learning. Support for Learning staff, Guidance staff, Pupil Support Workers, Education Resource Worker, along with Community Learning and Development and other partner agencies work together and with the teaching staff, to ensure that pupils receive the support they need to enable them to attend as best they can and achieve their potential. Targeted pupils receive support to engage with courses linked to employability, leading to increased opportunities in the world of work.
- The school endeavours to improve engagement with parents and carers so they can support their children in their learning and attainment. A system to track and monitor pupil progress and inform parents and carers of any underachievement in the Senior Phase has been developed. This will ensure that parents and carers are in a position to intervene in a timely manner, so their child has more chance of meeting their attainment target. Following on from consultation with learners, parents, carers and staff, the content of school reports to parents and carers has been improved to focus on short term, manageable and achievable targets.
- An increasing range of data related to individual pupils and their learning needs is shared with teachers to ensure that the school can meet the needs of all learners, including those facing barriers to learning. This includes baseline assessment of skills (INCAS, MidYIS and SOSCA), the identification of care experienced young people and those facing possible financial poverty. This data is also used by Guidance Teachers to support course choice and to identify appropriate learning pathways at key transition stages.

- Pupils benefit from Learning Conversations at Tutor Time. This provides all learners with regular opportunities to discuss their learning across all curricular areas with their tutor and to put in place next steps for improvement.

Next steps:

- A key focus to raise attainment in literacy and numeracy attainment by the end of the Broad General Education.
- Implement the whole school moderation of numeracy to support consistency across curriculum areas.
- Early communication and intervention of pupil attainment in Senior Phase through a revised tracking and monitoring toolkit.
- Develop and implement Broad General Education tracking and monitoring programme.
- Appoint literacy and numeracy PTs to co-ordinate a whole school approach to literacy and numeracy.
- Implement an additional literacy and numeracy period in S3
- Embed literacy and numeracy lessons in the S1 and S2 curriculum.
- Increased focus on the effective use of assessment to provide young people with a clearer understanding of their progress in learning.
- Implement sharing literacy, numeracy and health and wellbeing good practice observations across departments.
- Improve the engagement of parents, carers and families in young people's learning and attainment.
- Deliver assemblies which recognise and promote achievement

School priority 2:

To provide appropriate learner pathways through the Broad General Education and Senior Phase and into sustainable post school destinations

- Implement Developing Scotland's Young Workforce
- Curriculum Review: The Broad General Education
- Curriculum Review: The Senior Phase

NIF Priority

- Closing the attainment gap between the most and least disadvantaged young people.
- Improvement in employability skills and sustained, positive school leaver destinations

NIF Driver

School Leadership

School Improvement

Assessment of children's progress

Teacher Professionalism

HGIOS 4

2.2, 2.3, 2.6, 3.2, 3.3

Progress and impact:

- The school has continued to engage with a growing number and variety of community and industry partners to provide opportunities within the curriculum and in the community and workplace, for young people to develop employability skills, practice interview skills and undertake work experience and apprenticeships. These partnerships include Dundee and Angus College, Michelin, Caledonia Care Homes, Hillcrest and the Bank of Scotland. The school's strong partnership with Michelin enables pupils to be supported through work experience, interview preparation, paired reading partners and mentoring. Michelin also provide apprenticeship places for our pupils.
- Pupils in S3 and S4 have benefitted from opportunities to achieve elementary food hygiene awards and to undertake vocational qualifications such as motor vehicle maintenance, cosmetology and construction.
- The school continues to explore accreditation in employability and in session 2017-18 is delivering an SQA award as part of S5 and S6 Enrichment.
- Training sessions have been delivered to staff by Skills Development Scotland to promote the inclusion of skills for learning, life and work within all curricular areas. There is a continued focus on making explicit the links between curricular areas, employability skills and employment.
- Pupils in the Senior Phase have been offered an increased breadth of learning pathways including courses in Astronomy, Lab skills, Travel and Tourism, Photography, Sport and Recreation, Scottish

Studies, Child Care and Music with Technology. Where there has been uptake, these have provided pupils with opportunities to undertake study in practical and vocational subjects, which relate directly to employment opportunities in the city.

- Continued engagement with The Helm, Dundee and Angus College, Abertay University and programmes such as Lift Off and the Academy of Sport, enable young people to engage with potential pathways beyond school. The school works in partnership with The Princes Trust, The Helm and DEAP to provide support to young people moving into training and employment.
- A STEM (Science, Technology, Engineering and Maths) focus for primary transition learning events has been successfully delivered in collaboration with Dundee Academy of Sport. This involved all primary 7 pupils from the Cluster primaries engaging in research into the effects of fizzy drinks on health and wellbeing.
- Partnerships with DCA, Aspire, and Dundee Rep have provided learners with a range of opportunities to develop employability skills and experience collaborative learning with creative partners located in Dundee.
- The Broad General Education and Senior Phase curricula continue to be reviewed and refreshed to take account of national advice and local circumstances. Courses within the Broad General Education are being revised in order to include the benchmarks. The Broad General Education has been improved to include opportunities for pupils to acquire some of the knowledge understanding and to begin to develop the skills required for them to achieve in national qualifications in the Senior Phase.
- Within the Senior Phase, S5 and S6 pupils benefit from developing enrichment courses, which offer support to develop literacy, numeracy, health and wellbeing, ICT and employability.

Next steps:

- Improve the Tutor Time and Personal, Social, Health Education programme to increase the focus on the role of Skills Development Scotland in supporting employability skills
- Continue to increase range of partners who can provide opportunities for young people. Partners about to engage with school include Struan's, Dundee Airport.
- Revise the enrichment programme in the senior school (S5/6) to focus on skills development, raising attainment and equity for all learners through the programme of activities on offer.
- Engage parents and carers in planning for pathways to vocational training and employment.
- Explore and implement opportunities to encourage pupils to be more independent, resourceful learners.

School priority 3: Meeting learning needs

- Ensure effective transitions at all stages
- Improve learning, teaching and assessment
- Ensure effective support is delivered at a universal and targeted level
- Implement the Nurturing School
- Improve the health and wellbeing of our young people and ensure inclusion and equity

NIF Priority

Improvement in young people’s health and wellbeing

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

NIF Driver

School Leadership

Assessment of children’s progress

Teacher Professionalism

Parental Engagement

HGIOS 4

2.1, 2.3, 2.6, 3.1

Progress and impact:

- Key staff and staff responsible for the fulfilment of statutory duties for wellbeing, inclusion and equality comply with all statutory requirements, codes of practice and local authority guidance.
- An extensive and comprehensive programme to support transition from P7 into S1, involving a range of partners, is in place. Consultation with primary school staff and parents and carers indicates that learners making the transition between primary and S1 are well supported and benefit from well –planned activities to support and ensure that it is as seamless and comfortable as possible. Attainment Challenge staff played a key role in supporting the transition of learners P7 into S1. Data is gathered and used to inform the placement of pupils in classes in order to provide challenge as well as support to those with identified need.
- The wellbeing indicators are embedded in planning and review meetings involving young people, parents/carers, children’s services and other support partners. The use of the wellbeing wheel for pupils to evaluate their own health and wellbeing is embedded in the PSHE programme. An audit of pupils’ wellbeing took place in 2016, leading to the adaptation and improvement of the Personal, Social, Health Education programme, to make it more relevant to learners needs.
- More widespread and effective use of individual and class ABLe plans has enabled improved support for learning to be delivered at an individual and group level.

- Partnership working around the child and their family and the use of data, enable individual pupil need to be met as far as possible. Collaborative planning involving education support staff, Education Resource Worker, Pupil Support Worker, Children’s Services and other support partners has contributed to delivering improving outcomes and pathways beyond school, for targeted young people.
- As a result of pupils, staff, partners, parents and carers undertaking the “How Nurturing is Our School” survey, the school is in the process of implementing aspects of nurture to ensure a nurturing environment and ethos at whole school level.
- Further development of the Alternative to Exclusion provision has enabled the school to sustain within the education setting, pupils whose behaviour would have resulted in exclusion. This has enabled pupils to continue to engage with the school and in their learning.
- Pupils, including that care- experienced, benefitted from study support opportunities during the session and during the Easter holidays.
- There has been a clear focus on improving aspects of learning and teaching. The school successfully introduced departmental reviews, which involve a team of Senior Managers, along with a peer Principal Teacher observing and evaluating the quality of learning and teaching within subject departments. This has made a significant contribution to the school’s capacity to improve learning and teaching through self-evaluation. The process and resulting report highlights good practice, as well as identifying areas and aspects that require to be addressed. The programme along with other observations, has demonstrated that learners in some areas benefit from the delivery of clear instructions and explanations and that a range of interventions is used by staff across some curriculum areas to support the progression of young people into the next stage of their learning. A focus on the delivery of the Responsibilities of All has resulted in some departments delivering aspects of literacy, numeracy and health and wellbeing within the subject-based curriculum. Evidence gathered from pupils demonstrates that learners are increasingly able to articulate where they develop literacy and numeracy skills. There is still a need for further improvement in some aspects of teachers’ practice and training will continue through planned opportunities for professional dialogue and continuous, life-long professional learning sessions. In-house professional development sessions in 2016-17 have included the effective use of feedback, effective questioning and promoting higher order thinking skills, literacy as a Responsibility of All and the Growth Mind-set. Consistent standards for assessment have continued to be developed through staff engaging in curricular moderation activities and professional dialogue.

Next steps:

- Implement the Growth Mind-set approach to improve pupil attitudes to learning, attainment and wider achievement.
- Allocation of Pupil Equity Fund to deliver additional support to pupils.
- Partnership with newly appointed mental health worker will increase the opportunities available for young people to receive targeted 1:1 support for mental health and wellbeing needs.
- Increase involvement of parents and carers in promoting young people’s health and wellbeing
- Focus on equipping staff to support mental and emotional health and wellbeing of pupils at a universal level.

- Full implementation of the Nurturing School.

School priority 4: Improving through self-evaluation

- Implement the use of Insight and How Good is Our School?4

- Implement Professional Update and professional review and development
- Staff focus groups form a major part of whole school self –evaluation
- To build leadership capacity at all levels

NIF Priority

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

NIF Driver

School Improvement

School leadership

Teacher Professionalism

Performance Information

HGIOS 4

1.1, 1.3

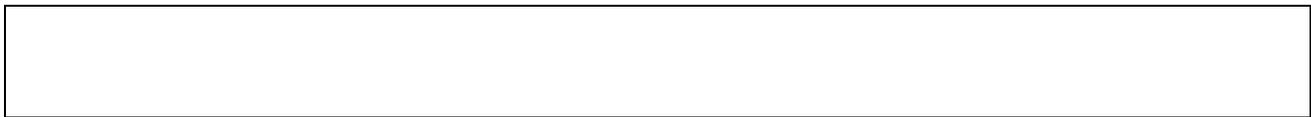
Progress and impact

- The school is committed to developing self-evaluation as the key to continuous improvement. Staff at all levels continue to have opportunities to lead aspects of school improvement identified through the annual School Improvement Plan and influenced by local and national priorities.
- Staff have undertaken training to support departmental analysis and evaluation of attainment data, including Insight. Insight data is used by departments to analyse SQA examination statistics and plan improvements to courses and support afforded to pupils.
- Professional dialogues were held to enable staff to explore and use the self-evaluation tool How Good is Our School ? 4 and the National Framework for Education.
- School improvement groups are established to take forward whole school improvement projects. The focus of these groups last session included the nurturing school, literacy, numeracy and reporting to parents and carers and the school website. Strategies emerging have contributed to improvement in these areas. The focus of these groups for session 2017-18 is as follows: Practitioner Enquiry, improving attainment in literacy and numeracy, the promotion of mental health, the Growth Mind-set and developing and implementing tracking and monitoring in the Broad General Education. Pupil Representative Council is aligned to these staff working groups and plays an active role in influencing how these priorities are taken forward.
- Professional dialogue on a range of strategic issues takes place through regular whole staff meetings, Principal Teachers’ meetings, departmental meetings and Middle Management Meetings between Principal Teachers and their link member of the SLT. Matters discussed last year included an evaluation of Tutor Time and the nurturing school.
- All staff undertake Professional Review and Development and professional development needs are met by signposting staff to local or national training opportunities or by the provision of in-house training sessions. Teaching staff benefit from Professional Update to provide a focus for discussion and planning for next steps to improve their professional practice.

- A systematic programme for the review of learning and teaching supports subject departments to self-evaluate and plan for continuous improvement. This enables high quality learning, teaching and assessment to be identified and good practice to be spread across the school.
- Parents and carers play a key role in evaluating educational provision. The results of surveys conducted at Parent Contact Events inform next steps for school improvement. The Parent Council is consulted on many aspects of school provision.
- Pupil leadership opportunities, including the Pupil Representative Council, peer support and prefects, Leadership Academy, Sports Ambassadors, Skill Force, Duke of Edinburgh and opportunities for volunteering, continue to be developed. These experiences help to build self-confidence and resilience.
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Next steps:

- Develop a revised, shared vision, aims and values for our school community
- Active engagement of families through family learning events and family discussion to ensure their contribution to school plans for continuous improvement.
- Staff, family and learner views sought through planned opportunities to collate views.
- Provide more opportunity for Pupil Voice via Head Teacher meetings with groups of pupils
- To align Pupil Representative Council with school improvement groups to enable pupils to influence the formulation and implementation of school improvement strategy.
- Implement annual cycle of SIP/ DIP in line with NIF, national guidelines and local priorities.
- School learning partnership programme implemented from May 2017 to support strategic planning for continuous improvement with learning partners.



Session 2017/18 Priorities

School Priority	NIF Priority	NIF Driver	HGIOS 4
Improve attainment in the BGE and Senior Phase through more effective use of assessment and performance data including C for E levels, baseline assessment, and Insight.	Closing the attainment gap between the most and least disadvantaged children	School Leadership School Improvement Assessment of children's progress Teacher Professionalism Parental Engagement	1.1, 1.3, 2.3, 2.4, 2.6, 2.7, 2.3, 3.2
To improve Learning and teaching and attainment in literacy and numeracy in the BGE and Senior Phase	Improvements in attainment: Literacy and Numeracy	School Leadership School Improvement Teacher Professionalism Assessment of children's progress Parental Engagement	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3
Improve children and young people's mental and emotional health and wellbeing through the provision of universal and targeted support	Improvement in young people's health and wellbeing	School Leadership School Improvement Teacher professionalism Assessment of children's progress Parental Engagement	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3,
Increase opportunities for young people to develop employability skills, to enable them to secure employment and succeed in the workplace.	Improvement in employability skills and sustained, positive school leaver destinations for all young people	School Leadership School Improvement Teacher Professionalism	1.1, 1.2, 1.3, 1.4, 2.2, 2.6, 2.7, 3.3