



BRAEVIEW ACADEMY

STANDARDS & QUALITY REPORT

SESSION 2013-14

Section 1 Introduction, school aims and values

This report provides a brief summary of progress made in school improvement and in pupil attainment and achievement during the session 2013 – 2014.

Our 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
- to prepare pupils for life after school.

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.

At Braeview Academy our vision is that we will:

- achieve the highest results
- be the best that we can be
- narrow the gap
- make the difference

Section2 Improvements in Performance

Progress in the Broad General Education (S1 – S3)

In session 2013-14, pupils in S1-3 were monitored as they made progress through the Experiences and Outcomes of curriculum for Excellence from level 2 – level 4. All staff have responsibility for delivering literacy, numeracy and health and wellbeing across the curriculum and pupils' knowledge and understanding, and their awareness of these links across the school continue to develop. Pupils' performance and progress in achieving the outcomes in all eight curricular areas are recorded in departments and staff gather evidence of the pupils' best work.

In the first term of S1 all pupils are assessed using a standardised test, MidYIS, which provides information about performance in numeracy and literacy and indicates the potential of each pupil to achieve in the senior phase. This information is used, as well as information from the primary school, to assist staff in determining levels of study and setting targets for achievement. During the last term in S2 the pupils are tested using SOSCA, which indicates progress made throughout S1 and S2. This data, along with evidence of performance in classwork and assessments, is used to monitor progress throughout the BGE and identify appropriate levels of study in the Senior Phase.

All S3 pupils completed the process of profiling and increased their skills in reflecting on their learning and the skills they have been developing. They recorded their progress and achievements in an e-portfolio in preparation for producing their S3 Profile. S1/2 pupils are increasingly gaining confidence in this reflection on their learning. At the same time staff continue to develop their own confidence and skill in leading this process.

Literacy, numeracy and Health and Wellbeing remain priorities throughout the BGE and the CfE levels are recorded for each year group as they progress through S1 – S3. The levels for the relevant year groups at the end of session 2013 – 2014 are displayed below.

Stage / year	CfE Level	Literacy	Numeracy	Physical Education
S1	2	9%	64%	9%
	3	91%	46%	91%
	4	-----	-----	-----
S2	2	-----	40%	7.80%
	3	100%	60%	92.20%
	4	-----	-----	-----
S3	2	-----	15.50%	2%
	3	46%	49%	51%
	4	54%	35.50%	47%

Progress in the Senior Phase (S4 – S6) National Qualifications

All pupils in the senior phase choose up to six subjects to study in order to gain qualifications at the level appropriate to their ability and progress. The pupils work with the class teacher to set targets for each subject and course they are sitting. The teachers monitor progress and targets are reviewed at identified times throughout the year and any changes or action required are addressed. Parents receive communication if there are any concerns about the progress being made or if there are any changes required to presentation levels. Additional support is offered to pupils when required to avoid them not achieving an award at the targeted level.

The majority of pupils will be presented for course awards at national 4 (SCQF 4) or national 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of pupils will study some subjects at national 3 level. Pupils may choose not to progress any further in some subjects or they may have achieved their potential, and opt to pick up other subjects they had studied in the BGE. This allows pupils flexibility and personalisation and choice as well as providing opportunities for breadth and depth in their study.

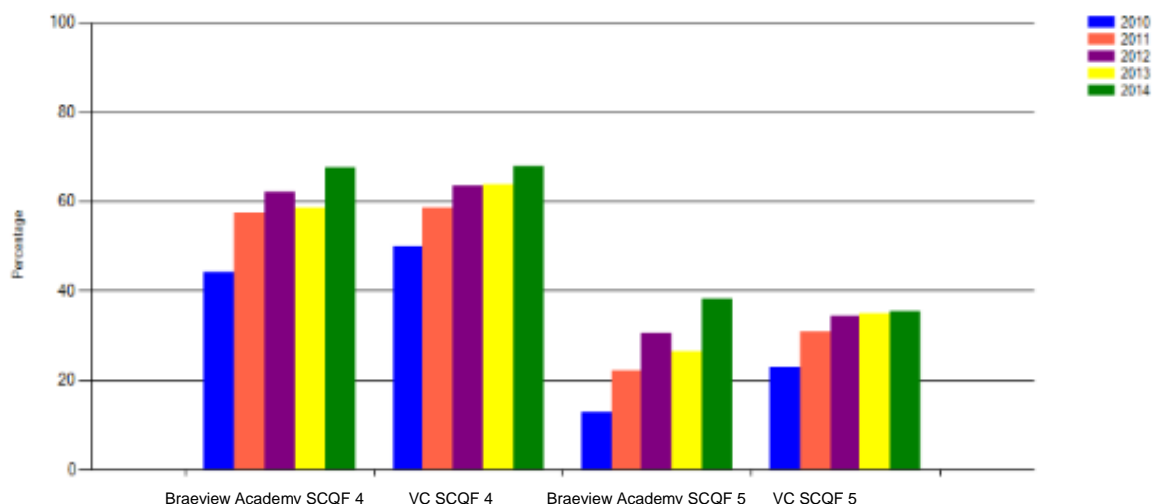
Progress in secondary schools is now measured using four benchmarking measures. These four measures are:

- 1. Improving attainment in literacy and numeracy**
- 2. Leaver initial destinations: Increasing post-school participation**
- 3. Improving attainment for all: The Average Tariff Score**
- 4. Attainment versus deprivation: Tackling disadvantage by improving the attainment of low attainers compared to high attainers.**

The results achieved by pupils in Braeview Academy are compared to the results of a Virtual comparator. Some results are also shown against the Dundee schools as well as results nationally. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with exactly the same background to one of our pupils. This is done for every pupil in S4 – S6 in Braeview Academy. This enables a fair comparison as to how our pupils are progressing.

National Benchmarking Measure: Literacy and Numeracy

Improving attainment in literacy and numeracy

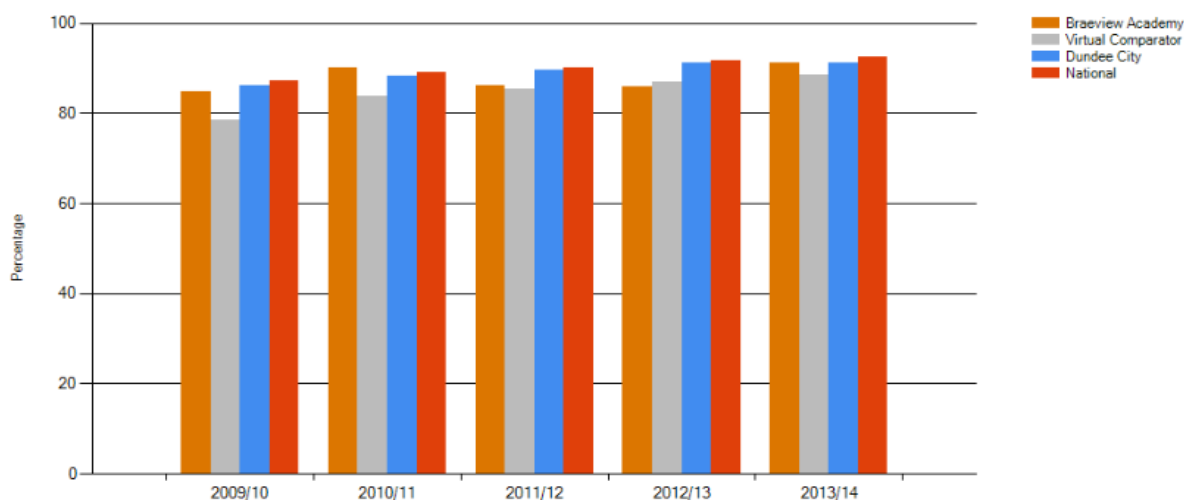


Percentage of Leavers Attaining Literacy and Numeracy

The chart shows an improving picture at level 4 and level 5 in literacy and numeracy with the results in 2014 being the highest achieved in the last 5 years. At level 5, we have performed better than our virtual comparator in 2014.

National Benchmarking Measure: Leaver Initial Destinations

This is the measure that informs about the number of our pupils that move on to a positive destination after they leave school. A positive destination includes going on to college or university, or training or employment.



Increasing post-school participation

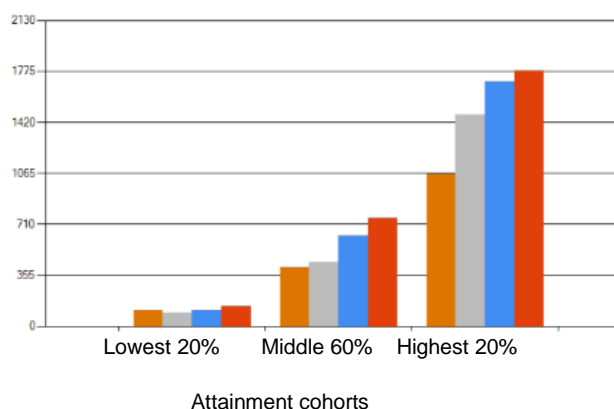
Percentage of School Leavers in a Positive Destination

Pupils in Braeview Academy have secured a positive destination at a level equal to or better than our virtual comparator for the last 5 years and equal to Dundee schools in 2014. A small number of pupils have not secured a positive destination. This is due to medical or personal reasons and we work with one of our partners, Skills Development Scotland, (SDS) to track and support these pupils.

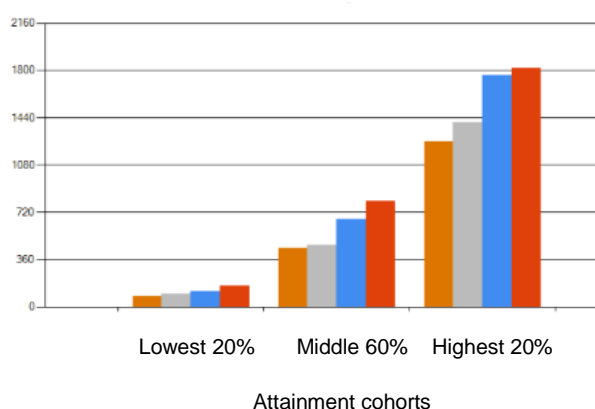
National Benchmarking Measure: Improving Attainment for All

During the senior phase, pupils will be presented for national course awards or units from courses in subjects of their choice. When pupils pass a national course or complete units, they are awarded points which, when added together, become their tariff score. The higher the level of course they sit, the more points they are awarded. The charts below show the average tariff scores achieved by our pupils over the last three years.

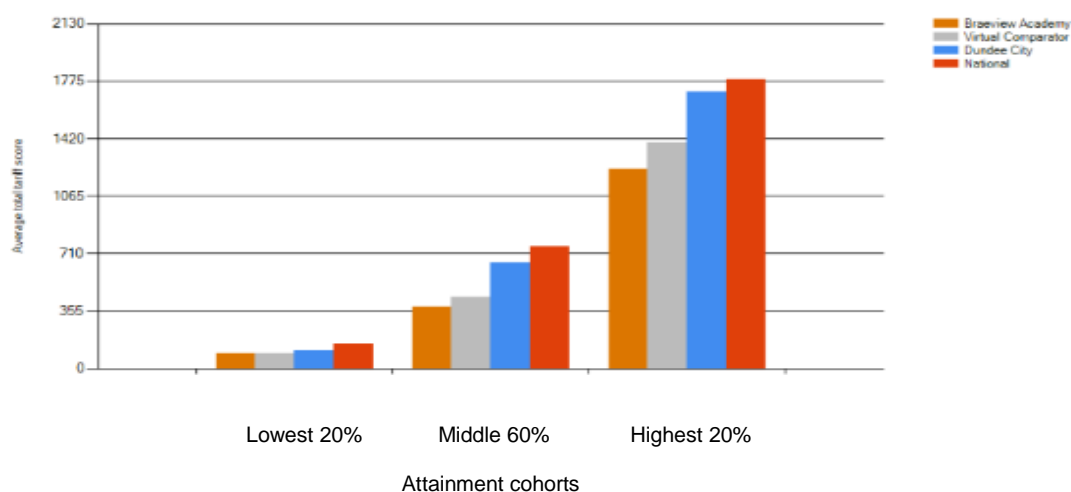
Average Tariff Scores – 2012



Average Tariff Scores - 2013



Average Tariff Scores – 2014



The tariff scores show that the pupils in the lowest attainment cohort have achieved at the same level as our virtual comparator and schools in Dundee over the last three years. It is a similar picture for our pupils in the middle 60% when compared to our virtual comparator although the pupils in the highest 20% have not performed as well as those in our virtual comparator.

Closing the attainment gap continues to be a priority and various strategies are in place to address this. This includes pupil mentoring by school staff and some business partners, individual support programmes, a focus on effective and regular homework at all levels, additional supported study classes including an Easter School, as well as a targeted programme of support leading up to and during the exam period. A major issue for some of our pupils is poor attendance and timekeeping which impacts on their attainment. This is a key area for improvement and new procedures are in place to work with parents to support our pupils with attendance and timekeeping.

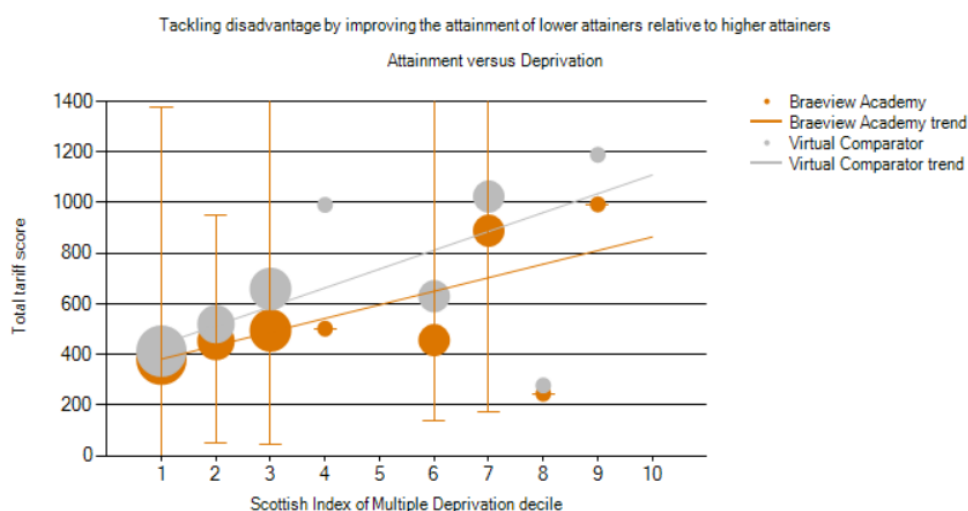
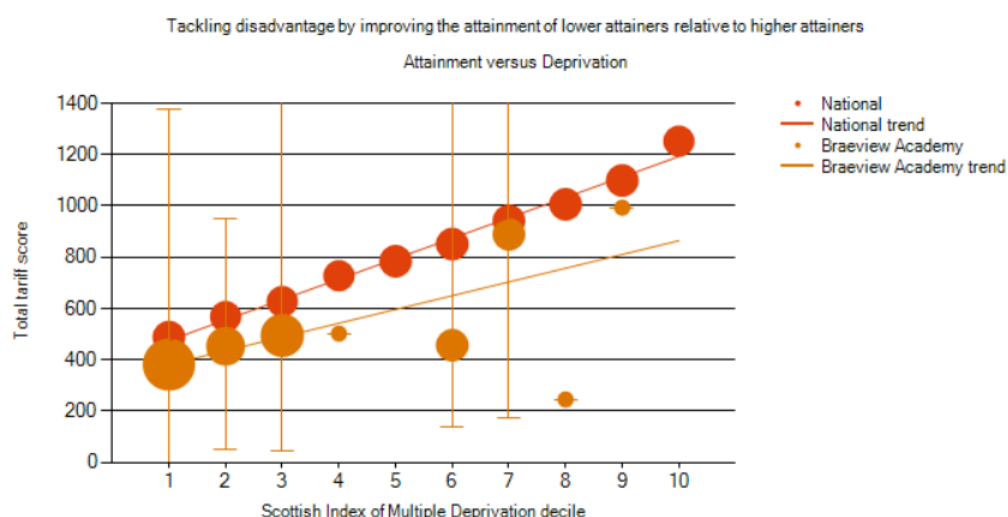
National Benchmarking Measure: Attainment versus Deprivation

This measures the performance of pupils from various backgrounds and compares their attainment with pupils nationally, (the first graph for each year), and with a virtual comparator, (the second graph).

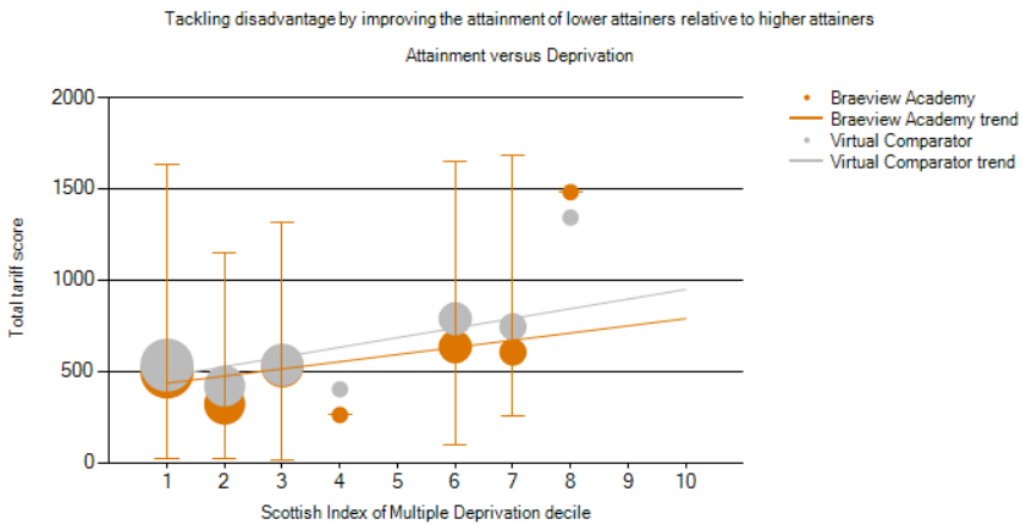
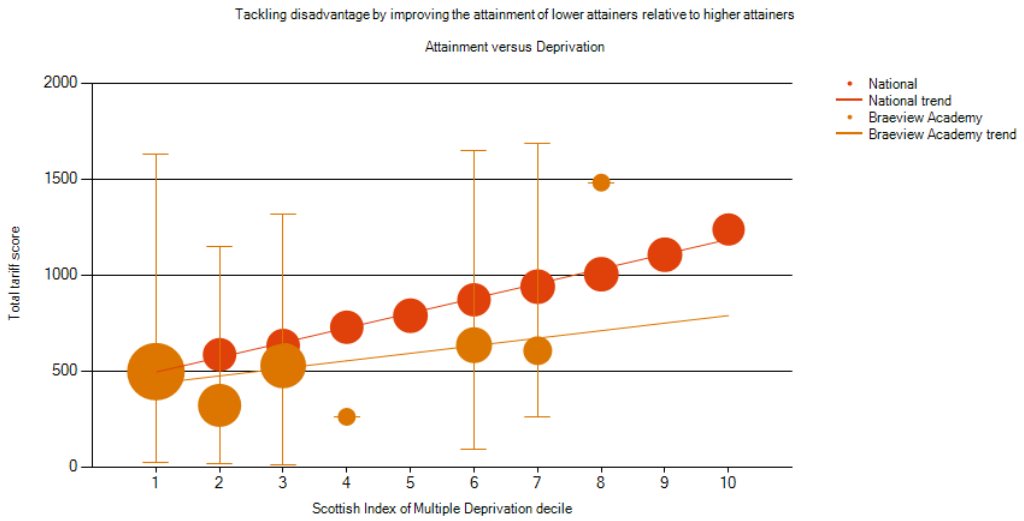
It is a national priority, and a priority at Braeview Academy, to close the attainment gap. There are often many barriers preventing some young people achieve and it remains our aim to remove the barriers to learning and increase aspiration and attainment in our pupils at all levels. We have many strategies in place to ensure that we meet the needs of all pupils and support them in achieving their potential. One of the approaches being developed at present is to monitor more closely the targeted groups of pupils with particular reference to the courses they are sitting, the progress they are making and by identifying further opportunities to increase their tariff scores and overall attainment and achievement.

In the graphs that follow, the dots represent the percentage number of pupils in each category of deprivation. The larger the dot, the more pupils from the school that are in that category. Number 1 (decile 1) represents the highest level of deprivation and number 10 is the lowest. There are 10 deciles and the national figures show the same percentage in each category.

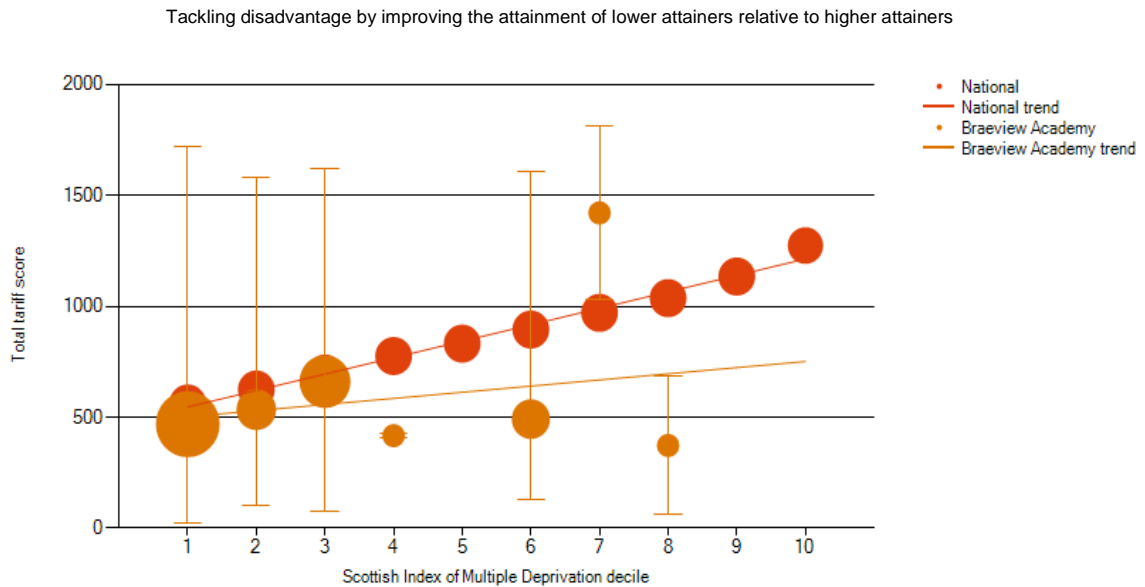
Results for 2011/12

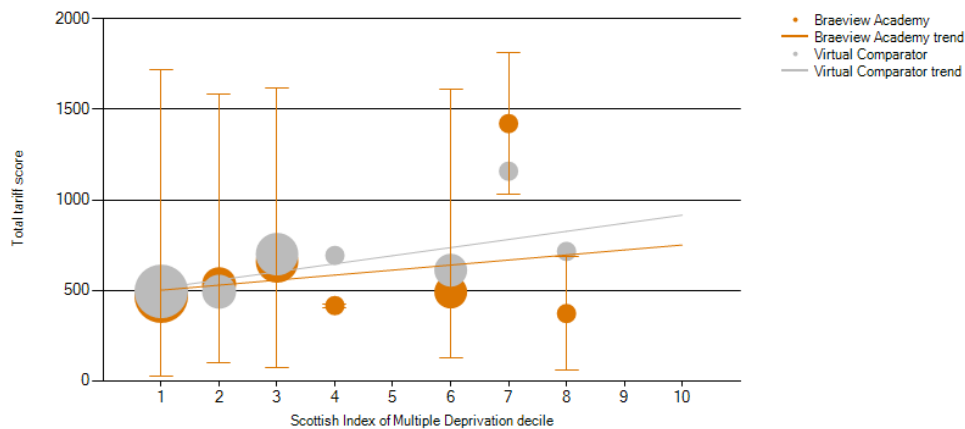


Results for 2012/13



2013/14





The results show that the majority of our pupils attain at the same or similar level as pupils in our virtual comparator, especially in 2014. The 2% of pupils in deciles 4 and 8 in 2014 have not performed as well as the virtual comparator. The larger number of pupils, 18%, in decile 6 has performed slightly below the comparator, with the 2% in decile 7 performing above the comparator.

A key priority in our improvement plan is raising attainment and meeting the needs of all pupils. This will continue to be a major focus for us in the new improvement plan and it is our aim to increase the tariff scores for all pupils through targeting specific groups with additional support and mentoring, providing options to achieve additional unit passes, vocational qualifications, and wider achievements that are credited with tariff points.

Curriculum for Excellence: Assessment and moderation

Staff have made considerable progress in developing knowledge and confidence concerning the consistency and shared understanding of standards and expectations about levels of performance and the new qualifications.

All staff have been involved in CPD in school on sharing standards, the use of the NAR planning tool and on moderation in departments. Many staff have enhanced their CPD by attending national events run by SQA or Education Scotland as well as curriculum network meetings.

In departments staff have used examples from the National Assessment Resource (NAR) to support the development of the curriculum and they continue to develop course work and assessments in line with guidance from the local education authority and the NAR planning tool. In school staff are cross marking pupil evidence as part of the moderation process.

All departments have a verification and moderation policy in line with Dundee City Council guidelines.

Staff from various departments have been involved in local and national moderation events and are or have been members of development groups ensuring that the standard and quality of the curriculum is consistent with other schools.

Staff in school have also benefitted from professional support visits from HMI on numeracy and literacy as well as the verification and moderation visits from staff from other education authorities.

Section 3: School Improvement Planning 2012 – 2013

The main priorities in our current school improvement plan relate to the development and implementation of a Curriculum for Excellence. This includes the structure of the new curriculum, developing new courses, links across the curriculum, transition at all key stages and the tracking and monitoring of pupils as they progress through each phase. The emphasis throughout is on meeting the needs of all pupils, raising attainment and achievement, and in preparing our pupils for life after school. The current plan will end in June 2015, with a new plan running from 2015 – 2018.

The information provided below explains progress the school has made in delivering the Curriculum for Excellence entitlements and addressing priorities highlighted in the school improvement plan.

Every child and young person is entitled to experience a curriculum which is coherent from 3 – 18

Pupils in Braeview Academy experience a coherent curriculum which enhances and builds upon each pupil's prior learning. Curriculum for excellence has at its core four capacities for every young person. That is, to provide pupils with the correct environment and curriculum to enable them to develop the capacity to become confident individuals, successful learners, effective contributors and responsible citizens. Developing these four capacities are at the heart of all learning that takes place within Braeview Academy.

To assist with transition from primary school to secondary school, we continue to work closely with the primary schools in our cluster to improve curricular links, achieve greater progression and a shared understanding of Experiences, Outcomes, standards and levels.

There is a positive learning environment where staff and pupils are working together to increase pupil expectations of attainment and achievement. Work continues to ensure that lesson content and tasks are differentiated in all departments to meet the needs of the learner.

Procedures are in place to ensure that all pupils make informed and supported decisions at key transition stages. Parents and guidance teachers are involved in course choices during transition. Account is taken of all relevant data, including personal attributes and aspirations.

The S3 profile supports transition into the senior phase and the BGE articulates clearly with national courses at levels 3, 4, and 5.

The senior phase curriculum has been designed to enable progress from the BGE through S4 - S6, while ensuring we provide the best opportunities and curriculum for our pupils to achieve a positive destination on leaving school.

Every child and young person is entitled to experience a broad general education (to the end of S3)

All pupils in S1 – S3 receive a Broad General Education (BGE) which represents learning across all of the Experiences and Outcomes to the third level, together with those selected for study at the fourth level. The subjects in the BGE have been developed to ensure that all curricular areas address literacy, numeracy and health and wellbeing as well as the skills required to progress in that subject. The curriculum is designed to provide flexibility, some personalisation in S3 and progression throughout.

A great deal of progress has been made during the last session in consolidating the Broad General Education for all pupils. This has been achieved by engaging the pupils in active

learning, promoting deep understanding and developing skills that pupils will need to flourish in life, learning and work. Curriculum for Excellence involves new approaches to learning and teaching and provides more opportunities for cross-curricular working.

A priority for development has been to ensure that the curriculum meets the needs of all learners. Work is appropriate to their level of ability and contains an element of challenge. Pupils have opportunities to engage in cross-curricular projects.

Pupils are becoming more skilled at identifying, planning and profiling their learning and personal achievements.

Every child and young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

The BGE articulates clearly with national courses in the senior phase which enables pupils to continue to develop the four capacities and gain qualifications in subject areas of their choice. These subjects are identified by the pupils as areas of interest, strength and/or a need to secure a positive destination in their chosen field of study, training or employment.

A course choice booklet is provided for all pupils to be used in discussion with their parent or carer detailing the subjects available to the pupils at each level, showing progression routes and career opportunities. We offer a range of vocational courses in school and also through our partnership with Dundee and Angus College.

Effective tracking and monitoring procedures are in place to ensure that pupils are entered at the correct presentation levels and staff are becoming increasingly more confident in the new National Assessments and in determining appropriate levels for pupils.

All pupils have conversations about their learning and progress with their House Tutor who will support them with their learning and in securing additional support where required.

Parent information evenings are held explaining course requirements, assessment requirements, what is expected of pupils in terms of workload, and how to study to achieve success at Nat5/Higher and beyond.

Pupils have the opportunity to be involved in work experience from S4 – S6. Some of the S6 pupils are involved in long term work experience during Enrichment periods (Monday afternoons).

There is a wide range of vocational courses offered at Dundee and Angus College that are timetabled options for pupils in the Senior Phase. This provides opportunities for our pupils to obtain qualifications not available in school without disrupting their lessons in school.

Every child and young person is entitled to develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and well-being.

All subjects have identified opportunities to develop skills for learning, life and work within their curriculum and this practice is embedded in all subject areas. Discussion about these skills and time for reflection on learning is built into the curriculum and pupils in the BGE record this in their e-portfolio. Pupils reflect on their achievements in class, talk about the key skills and qualities they have used and displayed in lessons and understand how they can transfer these skills to other subject areas or lessons in school. They also reflect on how they can use them out with school to work as part of a team, problem solve and achieve their targets/goals. This practice is now being extended throughout the senior phase.

Course plans in all subjects in the BGE include plans for the delivery of literacy, numeracy and health and wellbeing relevant to the subject matter and the learning environment.

The school policies on literacy, numeracy and health and wellbeing have been developed and are applied consistently across the school. There is evidence of strategies in place to ensure a continued focus and awareness of improvement in standards throughout the BGE and this focus is now extended to include the senior phase and requirements to pass courses at each specific level.

Pupils in S4 – S6 have the opportunity to benefit from work experience. This ranges from one week at the start of S4, and/or during the second term in S5/S6 to pupils in S6 who attend a work placement every Monday afternoon during timetabled Enrichment periods in terms 2 and 3. This allows them to develop an understanding of the world of work, develop confidence, and enhance their skill set as they are often challenged to work outside their comfort zone in an environment unfamiliar to them.

ICT is used in every department, to enhance learning and teaching. The school continues to update and improve the ICT provision in the school. All pupils develop skills in ICT as they progress through the curriculum as well as using GLOW to record their achievements and reflection on learning.

Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide.

All pupils have a guidance teacher who supports them and monitors their progress throughout their school life. Challenging targets are set for the pupils by subject teachers who inform the pupil's guidance teacher if targets are not being met and meetings are arranged with the pupil and their parent or carer if necessary.

We have also continued to develop the programme of personal support which is delivered during House Tutor time. The programme is regularly evaluated by staff and pupils to support further developments and establish the most effective way forward.

Every pupil has one to one learning conversations with their House Tutor at key times throughout the year. The aim of these conversations is to identify strengths and areas requiring further development and to enable the teacher to know the pupil as a learner across the whole school. The conversation will also cover targets set and progress made in achieving these targets. Actions required following the conversation will be addressed as soon as possible. The introduction this year of learning conversations between class tutors and pupils has increased pupil awareness of the part they need to play in their own learning.

Every young person is entitled to support in moving into a positive and sustained destination

All pupils receive careers education in PSHE from S1 – S6. There is a Careers Library in the school and our Skills Development Scotland officer is available to pupils for a one to one interview by request when appropriate.

There are many opportunities throughout the school life of the pupils to attend careers talks and workshops with speakers from Business Representatives, the Services, Training Providers as well as the Annual Careers Convention.

All pupils receive support and guidance in producing S3 profiles, and a learner profile at the point they leave school, as well as direction in compiling CVs and a Personal Statement when applying to University, college or job applications.

There is a coordinated approach to the subject choice procedures, involving guidance teachers, parents, progress reports from departments, and Skills Development Scotland, ensuring that the pupils make well informed choices that will enable them to progress and move into a positive destination.

Processes in place to support delivery across the entitlements

Effective moderation and verification processes are in place and consistently applied by all departments. The Braeview Academy Assessment, Moderation and Verification Policy is in line with the guidelines from Dundee City Council and each department has their own specific departmental policies in operation alongside the whole school policy.

All staff implement the behaviour management policy and are aware of individual pupil needs. All pupils are aware of rules and expectations of respectful behaviour. Positive behaviour is rewarded consistently throughout the school.

Work continues to ensure that lesson content and tasks are differentiated in all departments to meet the needs of the learner and provide appropriate pace and challenge.

Homework remains a key focus in the school. Every department has a system in place for monitoring and recording the standard of homework submitted and informing parents of any concerns with the return of homework. Group call is now used to inform parents when a piece of homework has not been returned. The impact of this practice is being monitored at present and early findings indicate an improvement in the return of homework completed.

Effective and regular self-evaluation is key to achieving quality in all aspects of the school life and this is embedded in practice throughout the school, at all levels.

Staff consistently implement the school policy and procedures for Quality Assurance. Departmental plans include a programme of QA procedures throughout the session, for example, QA calendar and staff checklist.

Principal Teachers and Depute Head Teachers monitor progress made in targets set in the School Improvement Plan (SIP) through departmental meetings/minutes and classroom observation. These procedures have resulted in an improvement in performance and a consistency of approach across the school.

Staff identify their Continuous Professional Development (CPD) needs during their Professional Review and Development (PRD) process. This process, including the annual PRD meetings is carried out by their line managers. CPD opportunities are pursued via network groups and CPD online. CPD requirements are also identified by SMT and Principal Teachers as appropriate for individual teachers. A new development in Scottish Education requires all staff to record evidence of professional learning and developments as part of their Professional Update. Staff are at varying stages of using the new Professional Update system and are being supported through training sessions in school and by the local education authority. Time is provided for staff to attend relevant CPD opportunities and to develop and produce new course materials to implement CfE. In-service training ensures that staff are kept up to date and supported with any new initiatives relevant to them and with progress and required standards locally and nationally.

Staff have many opportunities to develop their leadership skills in the classroom, through Interdisciplinary Learning, working with staff from other departments, and in the wider school. All staff are involved in development groups to take forward new initiatives or to complete tasks identified in the school improvement plan. Principal Teachers are given the opportunity to attend Senior Management Team meetings, representing the teaching staff and play an important role in decision making on whole school matters.

The school continues to develop and provide leadership opportunities and experiences to a greater number of pupils. There is increased participation in the Pupil Council. Pupils are developing a greater understanding of the purpose of the Pupil Council as a forum to ensure that their voice and opinion is heard and valued. Staff are developing their lessons to incorporate leadership skills and opportunities into their core curriculum. There is evidence that classroom practice consistently encourages pupil responsibility and initiative. The Braeview Academy Leadership programme continues to flourish and it is an aim that this

opportunity is extended to a greater number of pupils. There are class captains from all year groups and House Captains in the senior school. The prefects play an important role in the school, encouraging younger pupils, assisting staff during lunchtimes in the social areas, and through leading by example.

Section 4: Parent Council Report

All parents automatically become members of the Parent Forum for the school their child attends. Members of the Parent Forum volunteer to form the Parent Council to represent and work on behalf of the Parent Forum. The Parent Council met on six occasions during session 2013 – 2014.

The agenda at the meetings included information sharing and discussion regarding the School Improvement Plan, developments and progress in Curriculum for Excellence, the life of the school and other school developments.

The Parent Council is always keen to raise funds for use in the school and this is a central part of their work. During session 2013 – 2014, as part of their focus on raising the profile of the Parent Council in the community, the parents organised a Quiz Night for parents and staff and a Prize Bingo session in the local community.

The Parent Council contribute towards the catering for the Annual Christmas Concert held in the school for the OAPs in the local community.

The Parent Council are consulted on any new initiatives or changes that the school propose to implement and their views are valued greatly.

Members of the Parent Council are present during some of the Parents' Evenings to recruit members and to provide support and advice, if necessary. Members also attend City Wide Parent Council meetings with the Head of Secondary Education and receive information and training on specific issues.

Section 5: Pupil Council Report

The Pupil Representative Council has continued to meet regularly throughout the year and has debated issues such as feedback from pupils on Tutor Time, homework, use of IT, Health and Wellbeing opportunities both in school and the wider community, volunteering opportunities in the community and feedback on learning conversations in tutor time.

The Pupil Council also provided feedback to the Senior Depute Head Teacher on Curriculum for Excellence, their experience to date, their thoughts on the focus on skills for learning, life and work, and also the impact on pupils as a result of the assessments and workload for pupils, particularly in regard to National 5 courses.

Pupils have been encouraged to take more ownership of their council and it is chaired by the Head Boy and Girl. All House groups have elected representatives who take their concerns and ideas to the PRC. A Depute Head Teacher is responsible for liaising between the PRC and the Senior Management Team.

In addition, representatives from the PRC have represented Braeview Academy at the City Wide Pupil Council and two of our pupils attended the Commonwealth Youth Summit as Ambassadors for Dundee City. One of our senior pupils attends the Local Learning Partnership meetings and feeds back on issues that young people can be involved in such as an Art project for the Crescent.

Section 6: School Achievement

This year's Braeview Leadership Academy took place thanks to funding from Active Schools providing some S3/4 pupils the opportunity to attend a residential programme focusing on confidence, attainment and leadership skills. Some of these pupils then went on to become Health Buddies and Peer Supporters, as well as participating in volunteering work within the local community.

Abertay University continues to support the ABLe Pupils Literacy Project giving pupils the chance to attend Abertay University and have access to student mentors and university staff. This year a group of our S3 pupils completed a three-month research project.

Braeview Academy S4 Modern Studies pupils visited the Scottish Parliament. Pupils participated in a lesson on making laws in Scotland, had a guided tour of the parliament and met with a couple of MSPs where they had the opportunity to ask questions and hear about a week in the life of an MSP.

Selected pupils also took part in an Education Scotland Skills Conversation Day at the Loch Leven Community Campus. Pupils and staff presented work on Skills Development to an audience of Education Scotland Officers, Head Teachers and Scottish Government staff. They shared their involvement in a Pupil Focus Group, how skills are embedded in their learning and also visits to Fintry primary to work with pupils on their P7 Profile.

In November 2013 Braeview Academy hosted a science Day for S3-S6 pupils. This involved scientists from Dundee, St. Andrews and Abertay Universities as well as NYNAS, Merck Millipore and the James Hutton Institute. Pupils were given the opportunity to participate in a range of experiments from all disciplines of science and found out about the scientists involved. There was also an inspirational talk by Professor Sue Black from Dundee University on her work in the field of forensic science. In addition some S3 pupils also visited the James Hutton Institute in Invergowrie where they were introduced to the techniques used in research.

Pupils at various stages continue to work well with the partner agency SkillForce. Over the course of the year, the pupils have completed HeartStart emergency first aid training, the National Navigation Award Scheme, a community project in a local care home and the bronze level of the Duke of Edinburgh's Award Scheme.

There have been many activities in which so many of our pupils have taken part: Fashion and Talent shows, Garden Club, Rocky Horror Picture Show concert, Senior Citizens Christmas Party and Daffodil Tea. Pupils were well represented at the Dundee Schools Cross Country Championships, the Active Schools Dance Competition, the Scottish Rugby Project as well as the Champions in Schools project. Pupils also attended an ICT careers day which was held at Murrayfield Stadium. These are in addition to school trips from Edinburgh Dungeons to Ski-ing, and our annual activities week which is open to all.

Pupils at Braeview Academy have also taken part in many different challenges. Highlights were the Game Maker Challenge, where, of the 36 teams taking part in the challenge the pupils from Braeview Academy came third. Pupils also took part in the some Lego Mindstorm Mayhem at Abertay University programming robots, and also completing a project in partnership with Apex and the Museum 2 Go project Work continues to ensure that lesson content and tasks are differentiated in all departments to meet the needs of the learner and provide appropriate pace and challenge.

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