



EXTENDED REVIEW – OUTCOME REPORT

BRAEVIEW ACADEMY

PURPOSE

To validate the school's sense of itself/quality in relation to key facets of the school's leadership and management, learning provision and pupils' successes and achievements. In doing so the external scrutiny provided over a three day visit will focus on the following core quality indicators (*Please ✓ as appropriate*)

- **1.3 Leadership of Change** ✓
- **2.3 Learning, teaching and assessment** ✓
- **3.1 Ensuring wellbeing equality and inclusion** ✓
- **3.2 Raising attainment and achievement** ✓

DATE(S) OF VISIT

- 10th – 12th February 2020

SUMMARY OF EXTENDED REVIEW ACTIVITY CONDUCTED BY REVIEW TEAM

Review Team:

- Neil Lowden – Primary Head Teacher
 - Hugh McAninch – Peer Head Teacher
 - Michele O'Neill – DEPS
 - Jill Nixon – DEPS
 - Sarah Anderson – Education Support officer, HWB
 - Tracey Stewart – Education Officer
 - Iris Thomson – Education Officer
 - Anne Leary – Education Officer
 - Danny Webster - Education Manager
 - Debbie Gallacher – Link Education Officer/Review Team Lead
- Discussion of Summary Self Evaluation with SLT
 - Observation of learning and teaching - 41 learning episodes, including shadowing of pupils in targeted pupil groups (inc ASN)
 - Focus Group meetings with:
 - Parents
 - Learners (BGE and Senior Phase)
 - Learner leadership groups (Anne Frank, STEM, Head boy/girl)
 - Partners
 - Business manager
 - Teaching Staff
 - Principal Teachers
 - Guidance staff/House heads
 - Support Teams – Support Staff
 - DHTs and HT (about specific remits)

SUMMARY OF KEY FINDINGS IN RELATION TO IDENTIFIED CORE QUALITY INDICATORS

1.3 Leadership of Change

School Self Evaluation: 3

Validated by Review Team

- The Head Teacher and SLT are driving change towards improvement and creating the conditions for effective change through clear policies and improved procedures. The drive for improvement at increased pace is necessary but should ensure that positive change is sustainable with a focus on a few key priorities
- The school's vision and values, supported by the recently implemented relationships policy, are having a positive early impact across the school and staff articulate their relationships with pupils as a key strength
- A few teachers include the visions and values in the purposes of learning. This practice should be more widely shared to raise expectations and become more ambitious for learners. A minority of learners need support to build resilience and confidence, understanding mistakes are an integral part of the learning process.
- A number of practitioners have successfully engaged with the city's recently formed pedagogy team in improvement methodology such as:
 - team teaching & modelling
 - active learning to improve pupil engagement and attainment
 - analysis of data
 - formative feedback techniques
 - cooperative learning
 - the four stage lesson study support model
- The commitment of some staff to professional learning through practitioner enquiry is a developing strength of the school. There is emerging evidence that this is having a positive impact on practice, evidenced by the improving pupil engagement and comparative analysis of pre and post engagement results. This should be further developed in line with school improvement priorities
- Principal Teachers and practitioners are committed to well informed change and have the capacity to take forward improvements within a developing culture of distributive and collegiate leadership which should then be shared across the whole school through the recently implemented range of consultative committees.
- Almost all learners said they were treated with fairness and respect
- Learners across all stages of the school expressed a desire for genuine, sustained leadership opportunities, to be involved in school improvement, and to have more of a pupil voice in shaping the school's growth.
- There is some scope to review the consistency and methods of communication between staff, pupils and parents

2.3 Learning, Teaching and Assessment

School Self Evaluation: 3

Validated by Review Team

- There are positive relations between staff and pupils, supported by a caring environment where all staff observed show a clear commitment to children's welfare and development.
- The majority of lessons were well planned and organised but the overall quality of learning and teaching was too varied.
- In the majority of lessons learners were appropriately challenged but their ability to articulate their learning was not consistent
- In the majority of learning episodes observed, teachers:
 - demonstrated high expectations for all learners
 - referred to prior knowledge, shared the purpose of learning and some co-created the success criteria with learners
 - enhanced learners' experiences and checked for understanding through the use of effective questioning
 - provided helpful verbal feedback which allowed learners to evaluate, improve and be aware of their next steps in learning
- In a minority of classes lessons:
 - were completely teacher led, learners were very passive and were not given the opportunity to ask questions or actively participate
 - lacked pace and challenge
 - had little or no differentiation
 - teachers provided limited, ineffective feedback – confirmed by pupils in S1 & S2 focus groups.
- Consistent and effective use made of digital technology to support learning and teaching across most departments eg starter activities, video and audio clips, animation.
- SLT and staff recognise, through the implementation of departmental reviews, thematic reviews and PT observations of learning, that involving learners more fully in planning and evaluating their learning is a key priority in order to improve the school's attainment profile.
- As the data hub is under development, the recently improved processes in planning, tracking and monitoring and effective use of assessment need to be fully implemented to ensure the correct interventions are in place that will have a positive impact on attainment outcomes

3.1 Ensuring Wellbeing, Equality and Inclusion

School Self Evaluation: 3

Validated by Review Team

- There is a clear and ambitious vision for ensuring wellbeing, equality and inclusion with the development of policies and procedures in a relatively short timescale. The school has recognised previous processes were not leading to improved outcomes in equity and wellbeing. Early signs are that significant changes to HWB approaches and processes are having a positive impact on outcomes for young people. This was evidenced by the young people themselves in the focus groups

- Restorative approaches are central to the school's developing ethos of inclusion. The ongoing implementation of the Vision and Values and the Relationships for learning policy are beginning to support universal provision. Almost all pupils were settled, engaged and demonstrated a sense of community and belonging
- Positive relationships were observed between staff and pupils. Again, pupil focus groups described the positive changes resulting from the implementation of the relationships for learning policy and staff were seen to be respectful, non-confrontational and many used de-escalation approaches to re direct when required
- Self regulation and reflection are promoted through the implementation of the Relationships policy and a growing number of restorative conversations to resolve areas of concern are evident, resulting in young people re-engaged in learning. This approach will be endorsed with the implementation of the Kindness policy.
- The school has developed a staged interventions grid that maps out the supports available for each year group, at universal, targeted and specialist level. The pupil data grid records key needs and interventions to support review and planning. Those working in partnership with the school are invited to contribute to the planning, as appropriate. Moving forward, these increased levels of data collection need to be analysed by practitioners to inform appropriate interventions and improve outcomes
- SLT, together with the guidance team and recently appointed Support for Learning PT, demonstrate a strong focus, and commitment to implement updated policies. They have collaborated with the school's Educational Psychologist to strengthen TATC/GIRFEC procedures and ensure actions taken reflect individual need and are appropriately monitored with all relevant stakeholders understanding their role and responsibility in achieving the intended outcomes
- Feedback from partners highlighted a welcoming and valued approach to partnership working in Braeview, and provided strong examples of this collaboration such as the Braeview Learning Partnership, Finmill Renovation and the Dighty Burn project.
- There is a staged approach to responding to attendance issues. The School Support Worker links with parents/carers regarding attendance difficulties and the initial feedback is positive. There has been a significant improvement in the attendance of LAC pupils as the session has progressed, (Aug- 81.4, Feb – 93.1%), but this is yet to be replicated across the school
- After an early spike at the beginning of the current session, exclusions are considerably lower than at the comparable time in the previous academic year
- The Pupil Support Base provides a positive and safe space for pupils – pupils in the ASN focus group described a number of supports in place. e.g. supported start in the morning, reflection time. There is ongoing engagement with Council officers to review the temporary nature of the support provision.

3.2 Raising Attainment and Achievement

School Self Evaluation: 2

Validated by Review Team

- In a relatively short timescale, improved procedures for data capture and recording have been developed. The expanding data sets are collated in a school data hub, track and monitor pupil progress and inform next steps and staff now need to take a more robust approach to interpreting this data in order to improve outcomes for learners.
- The school data hub is at an early stage of development with set attainment targets being reviewed at key times in the session and attainment “rockets” being displayed in almost every department. Further work needs to be done to support the purpose of the hub, drive school improvement and raise attainment.
- The comprehensive tracking and monitoring processes align with a new presentation policy which is better suited to the needs of all learners and increases scrutiny of progression towards a level and levels achieved.
- The focus of DYW is having a positive impact with young people gaining a better understanding of learner pathways and widening options available to them. The school is about to lead a pilot programme - Transitions to Trade - which will provide an opportunity for twelve young people to re-engage in learning.

Broad General Education

- Attainment levels show variability over time, but the difference between Braeview and its virtual comparator remains minimal.
- The school is 0.25 below its comparator in Numeracy but is above the Dundee average and has increased in this measure.
- Session 2018/19 saw improvements in Literacy but attainment in Listening & Talking dipped, and Reading remains below the Virtual Comparator
- While there has been a decline in the percentage of pupils achieving level 3 in Literacy, the school's higher attaining students at level 4 were close to reaching the Dundee average.

Senior Phase

- In most National measures Braeview is performing below its virtual comparator and in some areas, significantly below
- Performance in Literacy and Numeracy at SCQF level 5 is lower than its virtual comparator.
- There has been a significant regression at S4 attainment over a 3 year period
- Both the 2018/19 S4 and S5 cohorts are consistently below their virtual comparator in both Literacy & Numeracy
- Dundee has seen a steady increase in the overall average tariff score when measured against its virtual comparator over the past five years but Braeview Academy has been consistently lower than its virtual comparator for this measure.
- The percentage of school leavers in the lower SIMD deciles achieving Literacy and Numeracy at SCQF level 4 in S4 and S5 is above both Dundee City and their virtual comparator.
- The percentage of school leavers achieving Literacy and Numeracy at SCQF level 5 or better is once again below both Dundee City and the virtual comparator after a marked improvement in 2016/17,
- In S4 there has been a downward trend in *Achievement of SCQF Level 4 Literacy and Numeracy* since 2016 and while Literacy remains consistent over time and is now above its virtual comparator the has been a decline in Numeracy measures
- In S5 there have been large fluctuations over time in *Achievement of SCQF Level 4 Literacy and Numeracy* with a slight increase this last session although remains at lowest since 2016 and all measures are below the virtual comparator
- Attainment for All: at S4, S5 and S6 is lower than VC in all measures although there have been improvements in S5.

RECOMMENDED ACTIONS IN RELATION TO IDENTIFIED AREAS FOR IMPROVEMENT

Leadership and Management

- The Senior Leadership Team (SLT) should continue to evolve as a unified team with a shared purpose to drive school improvement and raise attainment
- Ensure a clear, whole school strategy for planning for improvement beginning with robust self evaluation which informs the school improvement plan and in turn is reflected in the CLPL calendar.
- Rationalise improvement planning to avoid competing priorities, ensuring a clear focus and enable necessary change to be implemented and embedded.
- Continue to build on the commitment of staff to professional learning through practitioner enquiry linked to school improvement priorities
- Increase meaningful Pupil Voice both at school and class level, providing opportunities for pupils to direct their own learning and be involved in school improvement
- Take appropriate steps to improve communication:
 - Develop the school website
 - Ensure new policies, course changes, general information is made more explicit to parents
 - Ensure all communication to pupils re trips is timeous eg information regarding educational trips
 - Provide staff with adequate notice of change wherever possible
- Continue to develop a staged approach to addressing needs. This will be achieved by reducing individual ABLe plans as a Braeview standard of universal provision is developed.
- Encourage staff peer learning and the sharing of successful practice across the school. Evaluate the impact of practitioner enquiry groups and identify the most effective interventions to upscale and cascade. The school should ensure there is a synergy between personal professional development opportunities/CLPL activity and the improvement priorities of school.

Learning Provision

- Make more effective use of assessment evidence to identify gaps in learning so that pupils make better, more sustained progress over time.
- Using the moderation cycle, develop a clear, consistent approach to learning and teaching and the delivery of high quality lessons which include:
 - High expectations and appropriate pace and challenge
 - planned differentiation
 - high quality questioning and feedback which gives learners an accurate understanding of their progress and next steps in learning
- Review the curriculum design of the BGE to ensure clear learning pathways are identified for all pupils, and the needs of all learners are met in order to raise attainment. Continue to support staff to develop a shared understanding of standards in the BGE through moderation activities supported by trained QAMSOs

- Explore alternatives to traditional setting based on evidence of impact from the Educational Endowment Toolkit.

Health and Wellbeing

- Continue to work on the Braeview Standard which includes:
 - a planned review of ABLe and ABLe Plans
 - identify and assess strategies to meet needs at a universal/classroom level will reduce the need for individual plans and support the proportionate use of ABLe planning within a staged approach, liaising with specialists to build staff capacity where appropriate
- Consider replicating the approach used to develop the Kindness Policy and engage in team building days, as suggested by pupils in one of the focus groups, to further address discrimination and bullying, and contribute to the promotion of positive relationships in the school
- Continue implementing the Relationships for Learning Policy and strengthening the focus on the areas already identified by the school e.g. restorative practice and the use of scripts/restorative language and practice in everyday interactions}
- Plan for an increasing level of complex needs, including the learning environment, to continue to embed an inclusive approach for all learners
- Ensure all new policies, procedures and principles are put into practice consistently across the school
- Interrogate and analyse all available data to inform planning, assessment and impact of interventions in relation to key areas such as bullying, attendance and ASN

Success and Achievement

- Develop a strategic plan to engage all middle leaders and teachers. This should focus on building confidence in the interpretation and use of data to improve outcomes for learners and build on the positive momentum generated by the introduction of the data hub
- The school's new comprehensive tracking and monitoring processes should align to and inform the review of the presentation policy currently being undertaken. The change of level /presentation process should be carefully monitored and support a holistic view of learner pathways
- The SLT should now develop a clear plan for class teachers to analyse data sets. This should help practitioners to identify, strategies and interventions to reduce barriers and, in turn, improve attainment and achievement over time
- In a minority of classes there needs to be a higher expectations and aspirations for pupils achievement
- The school must now focus on raising the level of challenge in the BGE to support improvements in attainment
- The Career Education Standard should be explicit across all aspects of learning and teaching. Continue the programme of learning pathways and link to skills profiling –the

profiling process should support the identification of preferred pathways to strengthen participation measures.

- Consideration should be given to establishing appropriate course choice on entry to the senior phase, underpinned by curriculum diversification as a means to raise attainment
- Continue to focus on Transitions process for young people leaving school into positive destination and build on the progress and improvement evidenced in 2019 data which showed an increase from 88.17% in 2018 to 93.18% in 2019
- Continue to strengthen P7-S1 transition process to meet the needs of all learners
- Ensure consistent use of the school's successful relationships for learning policy and restorative approaches, focussed on universal support
- Ensure that all staff deliver BGE entitlements and provide universal support

OUTLINE OF CONTINUED ENGAGEMENT FROM CENTRAL EDUCATION MANAGEMENT TEAM

- Support through the Dundee Framework for Improvement and School Improvement Partnership processes at Intensive level ie focussed engagement with Pedagogy Team
- Engagement with support programmes e.g. TRIC feedback group
- Support for Wellbeing and Inclusion developments though ongoing work with DEPS and ASN Manager

LINK EDUCATION OFFICER SIGNATURE

Debbie Gallacher

17th March 2020