

**REPORT TO:** SCRUTINY COMMITTEE - 18 APRIL 2012  
**REPORT ON:** HMIE INSPECTION OF BRAEVIEW ACADEMY  
**REPORT BY:** DIRECTOR OF EDUCATION  
**REPORT NO:** 157-2012

## **1.0 PURPOSE OF REPORT**

**1.1** The purpose of this report is to report on the findings of the HMIE Inspection of Braeview Academy.

## **2.0 RECOMMENDATIONS**

**2.1** It is recommended that the Scrutiny Committee:

- i) notes the contents of this report; and
- ii) instructs the Director of Education to monitor progress towards meeting the areas for improvement contained in the report.

## **3.0 FINANCIAL IMPLICATIONS**

**3.1** None

## **4.0 MAIN TEXT**

**4.1** Braeview Academy was inspected by Her Majesty's Inspectorate of Education (HMIE) in January 2012. They published a report on their findings on 28 February 2012. At the time of the inspection the roll was 607.

**4.2** HMIE identified the following key strengths of the school:

- Young people at all stages who have positive attitudes, are keen to learn and are socially aware.
- The strong engagement of the staff, including non-teaching staff, in making a difference to the learning and life chances of young people.
- The quality of young people's lifeskills and skills for work, which help so many of them into positive destinations when they leave school.

**4.3** The following areas for improvement were agreed with the school and education authority:

- Continue to develop Curriculum for Excellence, working more closely with partners, to help ongoing improvements in learning, teaching and achievement.
- In taking the school forward, give young people, parents, staff and partners a clear role in school improvement

#### 4.4 Quality Indicators

4.4.1 HMIE reports use a six-point scale for reporting performance:

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

4.4.2 The following quality indicators from "*How Good Is Our School 3*" (HGIOS 3) were evaluated:

Quality Indicator	
Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory
The curriculum	good
Improvement through self-evaluation	good

4.5 The HMIE visit provided a very positive picture of the progress the school is making in many important areas including importantly the key areas of learning and teaching and pupil achievement. Inspectors were also very complimentary of the pride that pupils take in their school and the positive behaviour that was identified during the visit. HMIE indicated that they were satisfied with the educational provision in the school and were confident in the school's self evaluation processes.

4.6 The school prior to, during and after the inspection has been supported by the authority through the link QIO and are currently finalising an action plan to respond to the main recommendations. This action plan will form the basis for the next school improvement plan which is scheduled to commence in June 2012.

#### 5.0 POLICY IMPLICATIONS

5.1 This report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty and equality impact assessment and risk management.

5.2 There are no major issues.

#### 6.0 CONSULTATION

6.1 This report has been subject to consultation with the Chief Executive, the Director of Finance and the school's Head Teacher.

#### 7.0 BACKGROUND PAPERS

7.1 None.

Michael Wood  
Director of Education

PC/MM

28 March 2012

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28 February 2012

Dear Parent/Carer

### **Braeview Academy Dundee City Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and young people and we worked closely with the headteacher and staff. We wanted to find out how well young people were learning and achieving and how well the school supported young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the ways in which the school enhances young people's learning and achievement, the impact of the school's partnerships, and the extent to which young people have a leading role in their own learning and in school improvement. As a result, we were able to find out how good the school was at improving young people's education.

#### **How well do young people learn and achieve?**

Across the stages, young people learn and achieve well. They feel happy, safe and valued and are keen to make a difference in their school and community. There is a clear sense of young people's pride in their school and they behave well. They learn and achieve very well when they have the chance to think things through for themselves, solve problems creatively and work together on challenging tasks. This is the case in the best lessons and in other learning, such as through school shows, the leadership academy, and community-based projects. Young people see things through well, especially when researching questions and when the chance to investigate fires up their curiosity. In the most effective lessons, young people have good opportunities to think independently and benefit from clear feedback on their progress.

Young people are developing a wide range of important skills by taking advantage of the opportunities they have to achieve beyond the classroom. Across the school, most young people are confident and have a positive attitude to themselves and others. Those involved in, for example, performances, citizenship activities and sports events have improved their learning and achievement as a whole. Young people involved with the Lagganlia and Abertay projects, sports and dance leaders and mentors develop their own skills very well and also help others to develop these skills. Young people who take part in programmes such as the Junior Saltire Award, the Award Scheme Development and Accreditation Network (ASDAN) and The Duke of Edinburgh's Award scheme do very well. The school is well placed to work with its partners to increase the range of ways for young people to achieve recognition through such award schemes.

At S1/S2, young people are making steady progress in their broad general education. They are beginning to develop their literacy skills well across their learning and have a good grasp of health and wellbeing. Their numeracy skills are not yet as well developed across their learning. The school should continue to improve the ways it helps young people to have a better understanding of how well they are doing across their learning, and the progress they are making. The school has successfully improved some key aspects of

young people's attainment of qualifications at S4 to S6. In 2011, the school's performance was the best for five years. Those studying vocational courses also do well. The numbers of young people going on to training, further or higher education or work on leaving school have increased. In 2011, almost all went on to positive destinations. When the school's performance is compared with schools serving young people with similar needs and backgrounds, there are encouraging signs of improvement.

### **How well does the school support young people to develop and learn?**

The school supports most young people to develop and learn well. Teachers have positive and encouraging relationships with young people. Staff, especially the guidance team, know young people well and understand their learning needs. The librarian also gives young people well-focused support for their literacy skills and, more generally, for their learning and achievement. Young people do well when teachers plan activities carefully to give them different ways to learn and make progress. They support each other's learning well in group tasks. Teachers' expectations of what young people can achieve are not always high enough. At times the pace of learning can be too slow or too fast to meet everyone's needs well. The school has in place some of the arrangements it needs to identify young people with additional support needs. These young people benefit from targeted help in class or in small groups with specialist staff. The school also works well with community partners to support vulnerable young people or young people who are at risk of missing out. Support plans used to help those with identified needs are variable in quality. They do not set out clear enough targets to make sure young people make the best possible progress. In line with its current priorities, the school should continue to give urgent attention to ensuring that there is a more joined-up approach to meeting social, behavioural and learning needs.

The school offers young people a broad range of opportunities to learn, in and beyond the classroom. This is particularly the case at S3 to S6, where young people have very flexible options to meet their needs and ambitions. The school does not include physical education and religious and moral education for all in S5/S6. Staff are making good progress in taking aspects of Curriculum for Excellence forward. For example, young people have good opportunities to develop employability skills, to learn outdoors and, increasingly, to transfer their knowledge and skills across different subjects. The strong personal, social and health education programme, delivered effectively with partners, is helping to broaden young people's thinking and develop their lifeskills. In a small but growing number of subjects, young people have the chance to build directly on what they learned in primary school. The next step is to help young people better understand how all of their experiences develop their knowledge, skills and achievements. This would also strengthen existing arrangements for tracking young people's progress and support teachers' planning.

### **How well does the school improve the quality of its work?**

The school has shown its capacity to improve its work in the way it has raised young people's self esteem, developed a very positive ethos and improved features of learning experiences. It has also strengthened its curriculum and aspects of young people's achievements. Staff at all levels, young people and partners are committed to continuing to improve the school. The strong lead and high expectations of the headteacher have helped staff develop rigorous approaches to monitoring the quality of their work. Senior and middle managers give staff clear and constructive feedback to help improve the quality of learning and teaching. Ongoing improvements in how the school tracks young people's progress and needs are beginning to give teachers better information to help their planning. There is still work to do on this to make sure all staff can give young people the best possible advice when discussing their progress and next steps in their learning. The school is now well placed to build on the developments which have been made, and are making a difference to young people's life chances. The headteacher and senior management team should continue to work closely with staff, young people, parents and partners to take the school forward.

This inspection of your school found the following key strengths.

- Young people at all stages who have positive attitudes, are keen to learn and are socially aware.
- The strong engagement of the staff, including non-teaching staff, in making a difference to the learning and life chances of young people.
- The quality of young people's lifeskills and skills for work, which help so many of them into positive destinations when they leave school.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to develop Curriculum for Excellence, working more closely with partners, to help ongoing improvements in learning, teaching and achievement.
- In taking the school forward, give young people, parents, staff and partners a clear role in school improvement.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. In partnership with the local authority and its community, the school will be able to make the necessary improvements. Our District Inspector along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Mary Ritchie  
HM Inspector

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=6615&type=3>

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk) or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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