



Brae High School Improvement Plan 2024-25 Progress and Impact

Pedagogy

Working collaboratively to ensure a whole-school shared understanding of high quality learning, and engaging with professional development to ensure our teaching gets even better.

Build a shared understanding of leadership of learning.

Build a shared understanding of high quality learning and teaching, with a focus on pace, challenge and differentiation.

Build a whole-school shared understanding, and application of universal support.

All school leaders took part in high-quality training with Bruce Robertson to strengthen how we lead learning together. From this, we agreed on clear expectations and calendars for leadership of learning.

The wider leadership team then reviewed our approach to see how well we were working. The review showed that collaboration and shared responsibility needed to be stronger. As a result, we updated our school improvement plan to focus on building teamwork.

We also carried out professional reading, discussions, and used a “Plan, Do, Study, Act” cycle with the wider leadership team. This helped us work more effectively together. Additionally, leaders connected with schools across Scotland and Shetland to learn from good practice and begun partnership working with the University of Aberdeen.

Thanks to this work, our self-evaluations now show much stronger collaboration in how we lead learning across the school.

We developed a Learning and Teaching Framework with a Lesson Evaluation Toolkit, giving all staff a shared approach to planning, reflection, and classroom observations. Departments reviewed their practice to set priorities for the year, and teachers now follow a regular cycle to reflect and improve. This was supported by high-quality training, expert input, and greater opportunities to share good practice.

Our learners tell us they now experience clearer lessons, more consistent teaching approaches, better feedback, and learning environments that help them make stronger progress.

Our staff tell us that our new framework and improvement cycle have given them a shared understanding of high-quality teaching, greater consistency across classrooms, and improved practice to support pupils’ learning

We worked together to create a clear, whole-school approach to universal support. Two specialist teachers, supported by Educational Psychology and an ASN Outreach Teacher, led training, audits, and improvements to learning environments using the CIRCLE framework. They also introduced better use of digital technology to support learning and helped all staff agree on shared expectations and good practice. In addition, we developed a new Wellbeing Assessment to further support pupils’ needs.

Teachers say our shared approach is helping them plan and deliver high-quality learning to meet the needs of all, and provide more consistent support for pupils. As a result, the ASN department has seen a drop in reactive support for pupils who are struggling, showing the positive impact of universal supports in practice. Additionally, learners tell us they have seen improvements to universal support.