Agile
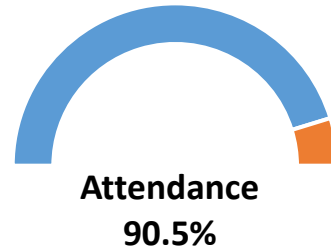# School Improvement Plan
2024/25

School Context *as at 24/25 School Census (11th September 2024)*
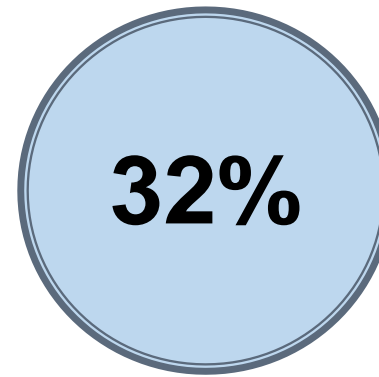
School Roll

1359

School Attendance

Attendance
90.5%

Percentage ASN

32%

PEF Allocation

£65,880

SIMD Profile

SIMD 1/2 6%
SIMD 3/4 8%
SIMD 5/6 10%
SIMD 7/8 12%
SIMD 9/10 64%
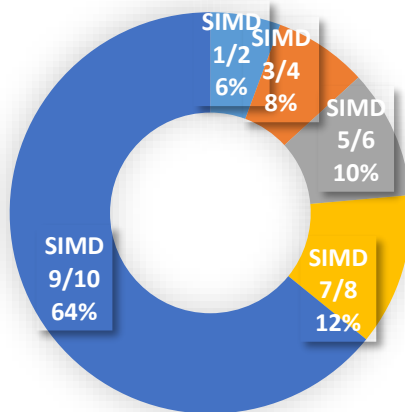
Free School Meal Entitlement

9%
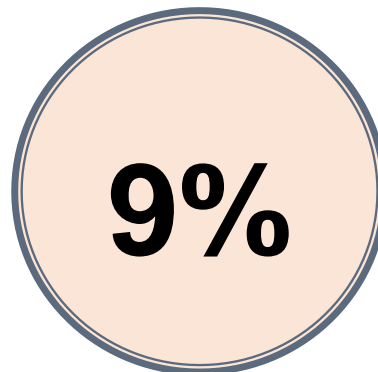
Care experienced learners

2.5%
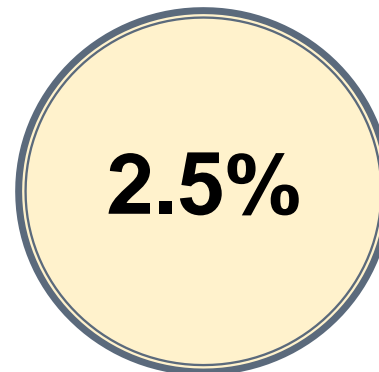
No. of exclusions 2023/24

15
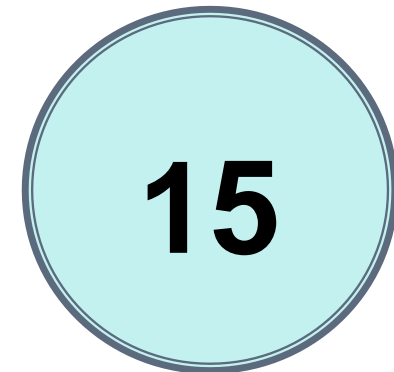
Our Vision and Values

Our School Vision

To be a strong school community, built on positive relationships, where everyone feels included, valued and supported to be their best.

Preparing learners for a successful future

Our School Values

Commitment

Ambition

Respect

Equity

Preparing learners for a successful future

Grove Academy Improvement and PEF Plan 2024 – 2025.

Completed (23-24)

Digital Learning Strategy

RRSA: Bronze

SCQF Ambassadors: Silver

Embedding (24-25)

Restorative Practice
Curriculum Pathways
Grove Standard for Teaching and Learning
ELT Strategic Leadership
UNCRC
P7 Transition

New developments (for 24-25)

Self-Evaluation

Community Partnership & Family Learning

Learner Voice

Practitoner-Led Enquiry

Parental Reporting

Staff Health & Wellbeing

Implementation Phase (24-25)

Inclusion

Attainment for All

BGE Curriculum Development

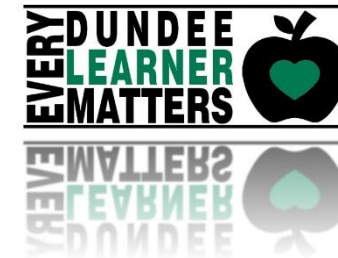Global Bridge (Learner Profiling and Wider Achievment)

Vision & Values

Attendance

Grove Academy
Preparing learners for a successful future.
Commitment – Ambition – Respect - Equity
@Grove_Academy #GroveCARE 💙 📖 🌳
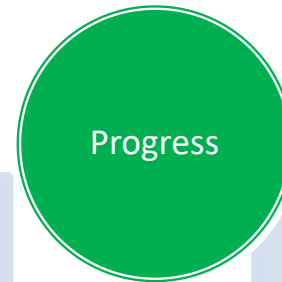
EVERY DUNDEE LEARNER MATTERS

Presence

Self-Evaluation

Inclusion

Community Partnership & Family Learning

Learner Voice

Attendance

Participation

Self-Evaluation

Inclusion

Community Partnership & Family Learning

Learner Voice

BGE Curriculum Development

Global Bridge (Learner Profiling and Wider Achievment)

Progress

Self-Evaluation

Attianment for All

BGE Curriculum Development

Global Bridge (Learner Profiling and Wider Achievment)

Priority Improvement Projects:	Progress, Participation & Presence
➢ Attainment for All ➢ Inclusion ➢ Self-Evaluation	➢ Progress ➢ Participation & Presence ➢ Progress, Participation & Presence

SCHOOL VERSION   Inclusion

Specific area for improvement	*Universal & Targeted support.*
Rationale for Improvement (based on evidence from key stakeholders)	*Long-term priority based on feedback from families, learners and partner agencies.*
Equity Gap (if relevant)	*ASN attainment.*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people's health and wellbeing	**Assessment of Children's Progress** **Teacher Professionalism**	 **Participation** **Presence**	 **6. Differentiated support** **5. Promoting a high quality learning experience** **2. Social and Emotional Wellbeing**	 **2.4 Personalised support** **3.1 Enquring wellbeing, equality and inclusion**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources

1) Both universal and targeted support is embedded across the school and is having a positive impact on children's progression with their learning.
2) All staff and leaners feel safe, respected, included, and valued.
	1) To embed universal and targeted support:
	   a. Inclusive Classroom approaches are embedded across the school – input at in-service days and WSM
	   b. Learner data is easily accessible and regularly used at all levels – create Whole School Data Set
		1) Whole School attendance improves from 91% (2023/24) to 92%
		2) Reduction in SEEMiS referrals, SLT duty calls (monitored weekly) and exclusions down from 15 (2023/24) to 8.
			CB
			
			PTC's
			
			PTG's		

c. Interventions are made using a data-informed approach – input at WSM and ELT, refreshed approach to data use d. Staged Approaches of Intervention are consistently applied e. Impact of interventions is measured. f. All staff are aware of their role in supporting key transitions. 2) To improve staff and learner wellbeing: a. Staff are more confident in using Relationship Policy Toolkit. b. Staff are confident in de-escalation and restorative approaches. c. Young people are active in their learning and school community. d. Re-launch Anti-Bullying policy.	3) Increase in Bullying Referrals recorded on SEEMiS due to better recording 4) Reduction in referrals for targeted and specialist support. 5) Attainment is raised across all KPIs, especially S4 - 5@3 (84.2%) and 5@4 (79%) to 90% and 85%. 6) SECI surveys show improvement. 7) Glasgow Toolkit shows improvement across all four measures. 8) Feedback from class observations	SLT LL CB CB MD

Progress

SCHOOL VERSION   Attainment for All.
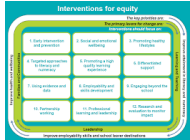
Specific area for improvement — *5@6/5/4, lowest attaining 20% & S4 achieving 5+ awards.*

Rationale for Improvement
(based on evidence from key stakeholders) — *Insight attainment data.*

Equity Gap (if relevant) — *Attainment between most and least disadvantaged.*

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	School Improvement Performance Information Assessment of Children's Progress	 **Progress**	 **5. Promoting a high quality learning experience** **7. Using evidence and data** **12. Research and evaluation to monitor impact**	 **3.2 Raising attainment and achievement** **2.3 Learning, Teaching and Assessment**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
All learners will achieve a suite of qualifications that realises their potential.	**a.** Whole school focus on ensuring Every Learner Matters Equally and increased accountability at all levels for their attainment – embed Attainment Board approach, introduce DHT/PT 1-1 calendar with this focus, increase challenge in Attainment Reviews, shift culture of attainment	**a.** Increased attainment across all measures with key focus on S4 5@3 increase to 90%, 5@3 to 85%, 5@5 to 65%. 20%/60%/20% to exceed VC S5 1@6 87% and 5@6 42%, 20%/60%/20% above VC	LL		

		S6 1@7 50%, 20%/60%/20% above VC	
	b. Review course choice approach to ensure best chance at attainment.	b. Significant reduction in course choice changes	PTG's / MR
	c. Enhance tracking and monitoring of learners attending college courses.	c. 1) Significant reduction in number of learners attending D&A College in S4, down from 160 to 30 max 2) Increase in attainment for D&A college learners up from 68 passes in 2023/24	PTGs MD
	d. Review BGE curriculum.	d. 1)Increased breadth of curricular offer in Grove 2)New S3 curriculum agreed and implemented that provides effective transition into S4	PTC's /MR MR
	e. Angus model of tracking and monitoring to be adopted.		

Progress

SCHOOL VERSION Self-Evaluation.

Specific area for improvement   *Understanding of strengths, improvement needs and evaluation of progress.*

Rationale for Improvement   *Current SECI approaches require improvement.*
(based on evidence from key stakeholders)
Equity Gap (if relevant)

NIF PRIORITIES	NIF DRIVERS	EDLM PRIORITY	PEF (where applicable) *Intervention for equity & cost*	HGIOS QI
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing	**School Improvement** **Parental Engagement** **Performance Information**	**Presence Participation Progress**	**7. Using evidence and data 9. Engaging beyond the school 12. Research and evaluation to monitor impact**	**1.1 Self-evaluation for self-improvement 1.2 Leadership of learning**

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
1) The whole-school community has shared understanding and clarity of the strengths and improvement needs of all areas of the school (classroom, Faculty and whole school). 2) Strategic improvements are based on robust and reliable data	Refreshed range of robust Self-Evaluation processes: a. SE Calendar, including stakeholder voice. b. CLPL to upskill staff on HGiOS? Evaluations – delivered at WSM and ELT c. Revised DHT/PT link meetings – take place fortnightly	1) Increase in quantity and quality of evidence available to inform decisions 2) Self-Evaluation judgments are accurate and supported by robust and triangulated data. 3) Minutes of Link Meetings evidencing discussions around self-evaluation and evidence generated	SLT SLT PTs/DHTs		

	d. Pupil Action Groups – which are linked to key school improvement areas e. Partitioner-Led Enquiry as part of WTA, 7 hours dedicated for all staff, plus intro session and celebration events f. Introduce new Leadership Framework for ELT – with focus on Coaching Approaches g. Increased rigour around Attainment Reviews h. Increased focus on completing and recording lesson observations, at all levels	4) Recommendations coming from PAGs to influence SI 5) 90 PLEs showcased at end of session 6) ELT survey showing increasing influence in decision making across school 7) Increase in faculty level interventions put in place. Attainment within faculty increases to 5% above NA in all measures 8)Robust Self-Evaluation evidence of Teaching and Learning – 300+ lesson observations recorded	PAGs All staff ELT TW/LL LL and St Paul's (SIP)		
Progress				

Summary of PEF Spend PEF Allocation - £65,880		
Area of spend	**Details**	**Budgeted allocated**
Teaching staff		
Support staff	Pupil Support Worker (continuing) Additional PSA hours (continuing)	**£46,235**
Supported study		
Transport		
CLPL		
Resources		
Payments to other bodies		
Other *(please specify)*	Overspend from 2023/24 carried forward Currently not allocated	**£17,028** **£2,617**

Grove Academy Clarify Canvas

Area:	Inclusion
Duration:	24/25

Impact. Q1: What Impact do we want to have?

1) Both universal and targeted support is embedded across the school and is having a positive impact on children's progression with their learning.
2) All staff and leaners feel safe, respected, included, and valued.

Problem. Q2: What Problem do we need to solve?

1) Some learners are:
   a. In class but not being stretched to achieve their potential.
   b. In class but not accessing the curriculum.
   c. Disrupting learning.
   d. Not attending class.
   e. Not attending school.
2) Some learners and/or staff:
   a. Don't feel welcomed in classrooms.
   b. Don't feel the school deals well with bullying.
   c. Don't feel valued.
   d. Don't feel negative behaviour is dealt with effectively.

Change. Q3: What Changes will remove the Problem and deliver the Impact?

1) To embed universal and targeted support:
   a. Inclusive Classroom approaches are embedded across the school.
   b. Learner data is easily accessible and regularly used at all levels.
   c. Interventions are made using a data-informed approach.
   d. Staged Approaches of Intervention are consistently applied.
   e. Impact of interventions is measured.
   f. All staff are aware of their role in supporting key transitions.
2) To improve staff and learner wellbeing:
   a. Staff are more confident in using Relationship Policy Toolkit.
   b. Staff are confident in de-escalation and restorative approaches.
   c. Young people are active in their learning and school community.
   d. Re-launch Anti-Bullying policy.

Evidence. Q4: How will we measure the Impact?

a. Attendance Improves.
b. Reduction in SEEMiS referrals and exclusions.
c. Increase in Bullying Referrals recorded on SEEMiS.
d. Reduction in referrals for targeted and specialist support.
e. Attainment is raised across all KPIs.
f. SECI surveys show improvement.
g. Glasgow Toolkit shows improvement across all four measures.

Grove Academy Impact & Lean Monitoring

Implementation Readiness How ready are we for change?

➢ Inclusions is a long-term priority and was the focus for all in-house CLPL last session.
➢ Faculties have completed an Inclusive Classroom checklist audit as part of their Self-Evaluation.
➢ A new Relationships Policy was launched in 23/24 and continues to be implemented.

If we... Implementation strategies/ actions

- To embed universal and targeted support:
  - All faculties have evaluated QI2.4 and Inclusive Classrooms Checklist and identified priority improvements they are making in this area.
  - Pupil Support Spreadsheet is created and used at all levels to inform planning for learning and teaching.
  - Interventions are made using a data-informed approach.
  - Staged Approaches of Intervention are consistently applied.
  - Impact of interventions is measured.
  - All staff are aware of their role in supporting key transitions.
- To improve staff and learner wellbeing:
  - Glasgow Wellbeing Toolkit data is used for individualised interventions and strategic developments.
  - Opportunities provided for sharing best practice from the Relationship Policy Toolkit.
  - CLPL delivered on coaching approaches, de-escalation and

Data Baseline We will measure:

- Inclusive Classrooms Checklist.
- QI2.4 Evaluations.
- Senior Phase Attainment Tracking data.
- Glasgow Wellbeing Tool and other assessment data.
- Record of bullying Incidents.
- Record of SEEMiS Behaviour Referrals.
- Number of violent Incident forms.
- Number and nature of SST referrals.
- WeeHGiOS? data.
- Attendance data.
- SECI Survey data.

First, we should see...

- Embed universal and targeted support:
  - Improvements are taking place.
  - Staff at all levels are engaging with Spreadsheet.
  - Specific leaners in receipt of interventions.
  - Staff are more familiar with universal support provision, and this is evidenced in classrooms.
- Improved staff and learner wellbeing:
  - GWBTK data is gathered and supports and interventions for learners.
  - CLPL is delivered.

Data Change

- Senior Phase Attainment Tracking data.
  - Consistent 5@
  - Record of interventions
- Glasgow Wellbeing Tool and other assessment data.
  - Baseline gathered and used.
- Record of bullying Incidents - will likely rise.
- Record of SEEMiS Behaviour Referrals, violent Incident forms & SST referrals should begin to reduce.
- WeeHGiOS? data – gathered by PAGs.
- Attendance data improves.

Then, we should see...

- Embed universal and targeted support:
  - Faculty staff confident in providing Inclusive Classrooms.
  - PS Spreadsheet is a frequently used data set.
  - Universal support provision is effective and evidenced.
- Improved staff and learner wellbeing:
  - GWBTK is used regularly.
  - CLPL data has been gathered multiple times and improvements are visible.
  - PAGs have made specific, measured

Data Change

- Inclusive Classrooms Checklist & QI2.4 Re-evaluations are positive and accurate.
- Senior Phase Attainment Tracking data.
  - All learners on track for 5@
- Glasgow Wellbeing Tool and other assessment data.
  - Continue to inform planning and interventions – improvement shown.
- Record of bullying Incidents - stabilise.
- Record of SEEMiS Behaviour Referrals, violent Incident forms & SST are reduced.
- WeeHGiOS? data – can be analysed, leaner leadership evident.
- Attendance data improves.
- SECI Survey data is improved on last year.

Grove Academy Clarify Canvas
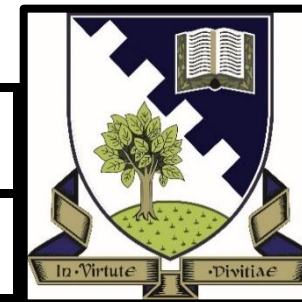
Area:	Attainment For All.
Duration:	24/25

Impact. Q1: What Impact do we want to have?

1) All learners will achieve a suite of qualifications that realises their potential.

Problem. Q2: What Problem do we need to solve?

a. Culture of Attainment for All as a responsibility of all not fully embedded.
b. In some curriculum areas opportunities for progression are narrow.
c. Inconsistencies in approaches to high quality Learning and Teaching.
d. Extremely high percentage of leaners enrolled on college courses with poor attainment trends.
e. Approaches to multi-level teaching does not consistently meet the needs of all learners.
f. S3 curriculum not aligned to Senior Phase.
g. BGE monitoring and tracking is inconsistently applied to improve teaching and

Change. Q3: What Changes will remove the Problem and deliver the Impact?

a. Whole school focus on ensuring Every Learner Matters Equally and increased accountability at all levels for their attainment.
b. Review course choice approach to ensure best chance at attainment.
c. Increased opportunities for Self-Evaluation of Learning and Teaching.
d. Enhance tracking and monitoring of learners attending college courses.
e. Review BGE curriculum.
f. Angus model of tracking and monitoring to be adopted.

Evidence. Q4: How will we measure the Impact?

a. Increased attainment across all measures.
b. Significant reduction in course choice changes.
c. Increased breadth of curricular offer in Grove.
d. Robust Self-Evaluation evidence of Teaching and Learning.

Grove Academy Impact & Lean Monitoring

Implementation Readiness How ready are we for change?

➢ Attainment for All is a long-term priority and was a main focus last session.
➢ The Attainment Board has been established fir House Teams to focus down Attainment for All.
➢ More regular meetings were held with SLT and PTC to focus on Attainment for All last session.

If we... Implementation strategies/ actions

- Regularly scrutinise tracking data in SP and BGE at all levels.
- Review course choice process.
- Use Self-Evaluation of Learning and Teaching calendar.
- Regular meetings to discuss tracking and monitoring of learners attending college courses.
- Angus model - style tracking and monitoring adopted by faculties for BGE learning.

Data Baseline We will measure:

- Course and Level uptake.
- SP attainment KPIs.
  - 5@6/5/4/3
  - SIMD
- SECI data.
  - Observation data
  - HMIE Questionnaire data
- Uptake and Attainment in College courses.
- BGE Attainment tracked in faculties.

First, we should see...

- SP tracking is showing almost learners on track for 5@ - specific improvement in S4 attainment.
  - Gathering of assessment evidence in S3.
- Course choice processes agreed and implemented.
- Self-Evaluation of Learning and Teaching data is gathered throughout year.
  - PLEs are gathering data.
- Earlier interventions for learners attending college courses

Data Change

- SP tracking data is improved. 5@ appropriate level – specific increase in S4 attainment predicted – almost all learners on track for 5@.
- Individual teachers and faculties have generated SEI data – which informs discussion at ELT/SLT.
- Less learners leaving college courses.
- BGE attainment data is gathered and analysed.

Then, we should see...

- SP attainment improves specifically in S4. All appropriate learners achieve 5@ an appropriate level.
  - Assessment evidence from S3 is gathered and prepared for submission.
- Course choice processes results in fewer learners requesting changes.
- Self-Evaluation of Learning and Teaching data is robust.
  - PLEs present findings.
- More learners attain on college courses

Data Change

- Data outlined in SIP above
- SECI survey shows improvement in Teaching & Learning on last year.
- PLE findings support school improvement..
- BGE attainment data is providing an accurate baseline for SP progression.

Grove Academy Clarify Canvas
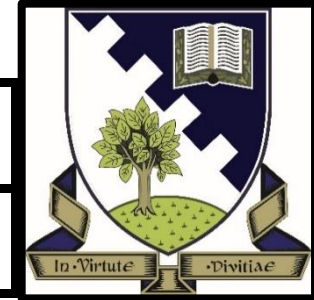
Area:	Self-Evaluation
Duration:	24/25

Impact. Q1: What Impact do we want to have?

1) The whole-school community has shared understanding and clarity of the strengths and improvement needs of the school.

Problem. Q2: What Problem do we need to solve?

a. Lack of robust evidence to support school improvement judgements.
b. Inconsistent application of 'HGiOS?' evaluations.
c. Lack of voice for key stakeholders in Self-Evaluation process.

Change. Q3: What Changes will remove the Problem and deliver the Impact?

a. Re-introduce Self-Evaluation processes:
   a. SE Calendar including stakeholder voice.
   b. CLPL to upskill staff on HGiOS? Evaluations.
   c. Revised PT link meetings.
   d. Pupil Action Groups.
   e. Partitioner-Led Enquiry.
   f. Leadership Framework.

Evidence. Q4: How will we measure the Impact?

a. Self-Evaluation judgments are accurate and supported by robust and triangulated data.

Grove Academy Impact & Lean Monitoring

Implementation Readiness How ready are we for change?

- ➤ A Self-evaluation calendar has been used before.
- ➤ Shared clarity and understanding of HGiOS? And WeeHGiOS? is required at all levels and with all stakeholders.
- ➤ Staff have engaged with SE process in 23/24.

If we... Implementation strategies/ actions

- Implement SE Calendar.
- Engage ELT with CLPL on HGiOS? Evaluations and provide a leadership framework.
- Revised Agile Approach PT link meetings.
- Facilitate Pupil Action Groups.
- Carry out Partitioner-Led Enquiry.

First, we should see...

- Engagement with calendar activities.
- ELT engage with CLPL.
- First improvement cycles completed.
- PAG are established and are planning for improvement.
- PLEs are established and have carried out Baseline data gathering.

Then, we should see...

- Calendar activities all completed.
- ELT more confident with HGiOS? Evaluation.
- Improvement cycles embedded.
- PAG have made specific, measurable improvement.
- PLEs have shared findings.

Data Baseline We will measure:

- SECI data.
  - Observation data
  - HMIE Questionnaire data
- 23/24 Faculty QI2.4 Evaluations.
- Agile Plans for PAC and Faculties.
- PLE evidence.

Data Change

- Observation data is gathered.
- Faculty SE takes place supported by CLPL.
- Agile plans are completed, RAPs and Stand-Ups support improvements.
- PLEs gather robust evidence.

Data Change

- SECI survey shows improvement on last year.
- Faculty SE data is robust.
- Agile plans are completed, and impact evaluated.
- PLE findings support school improvement.