

EARLY YEARS, PRIMARY AND SECONDARY SELF-EVALUATION TOOLKIT 2024/25 (updated November 2025)



SCHOOL: GROVE ACADEMY

SEED: 5329434

[HGIOS 4](#)

[HGIOELC](#)

[National Improvement
Framework](#)

[National Improvement
Hub](#)

[Evaluating and
improving our
curriculum - Primary](#)

[CfE Implementation Plan
16-17](#)

[Appendix 3: The six-
point scale](#)





2024/25 Overview (updated Nov 2025)

	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent
1.3 - Leadership of Change				GOOD ★ ★ ☆		
2.2 - Curriculum				GOOD ★ ★ ★		
2.3 - Learning, Teaching and Assessment				GOOD		
3.1 - Ensuring Wellbeing, Equality and Inclusion			SATISFACTORY ★ ★ ☆			
3.2 - Raising Attainment and Achievement				GOOD		

All -100%
 Almost all – 91-99%
 Most – 75-90%
 Majority – 50-74%
 Minority – 15-49%

Few - <15%

1.3 LEADERSHIP OF CHANGE	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Developing a shared vision, values and aims relevant to the school and its community	The school has successfully refreshed its Vision, Values and Purpose through an extensive consultation process involving learners, staff, parents, and partners. This process has resulted in a clear and inclusive statement that reflects the aspirations of the entire school community and aligns closely with the values of Dundee City Council and Getting it Right for Every Child (GIRFEC). The new vision and values are clearly visible in daily practice. Learners and staff refer to them regularly, and they are now embedded across assemblies, classrooms, and whole-school communications. This shared language contributes to a positive ethos and sense of belonging across the school. The process of co-construction has strengthened ownership and shared understanding among all stakeholders. The values underpin the Agile School Improvement Plan (SIP) priorities of Attainment for All, Inclusion, and Self-Evaluation, ensuring that improvement activity remains values-driven and learner-centred. Positive relationships and an inclusive culture are now evident throughout the school, contributing to a settled, respectful environment where learners feel valued, supported, and encouraged to achieve their best.	Evidence from a range of sources demonstrates that the refreshed Vision, Values and Purpose are well understood and increasingly embedded across the school. Staff surveys (SECI March, 2025) show that almost all staff (98%) feel that the schools vision and values underpin their work. This was an increase from 72% in May 2024. Pupil focus groups and parental feedback gathered during and after the consultation confirm that stakeholders felt meaningfully involved in the process and that the new statement represents their collective aspirations. The Collaborative Improvement Visit (March 2025) validated this work, recognising the strong sense of shared purpose and positive ethos evident across the school community. A low exclusion rate is in place which has reduced significantly in recent years from a high of 75.1 incidents per 1,000 learners in 2021/22 to a low of 11.1 in 2023/24 but has risen in 2024/25 to 22.1. This exclusion data alongside a stable attendance rate of 90.3%, 90.5% and 90.6% in the last 3 years against a national decline is indicate of the positive effect of a values-driven culture on learner engagement and behaviour. Observation evidence from ELT and SLT learning visits highlights respectful relationships, high standards of conduct, and consistent expectations across most classrooms. This collective understanding of the school's vision and values has strengthened the sense of community, improved behaviour and engagement, and created a foundation for continuous improvement in learning and teaching.	Following the Collaborative Improvement Visit (March 2025), the focus will be on embedding the refreshed Vision, Values and Purpose more consistently across all areas of practice. Improvement priorities are to: Develop a clear framework for learning and teaching that defines high-quality practice in Grove Academy. Strengthen faculty self-evaluation, using observation, learner feedback and data to evidence impact. Improve alignment between whole-school and faculty planning, ensuring actions are clearly linked to learner outcomes. Continue to involve learners, staff and parents in evaluating how well the school's values are reflected in daily life. These priorities will sustain the positive ethos recognised during the review and ensure that shared values continue to drive coherent, measurable improvement.	Good

Strategic planning for continuous improvement	Strategic planning for improvement is well established and clearly focused on raising attainment, promoting inclusion and strengthening self-evaluation. The Agile School Improvement Plan (SIP) provides a structured and responsive approach that allows priorities to evolve in line with emerging evidence and feedback. Senior and middle leaders use data and stakeholder input effectively to identify priorities and monitor progress. The Extended Leadership Team (ELT) works collaboratively to ensure that improvement planning is coherent across faculties, and Faculty Improvement Plans (FIPs) are increasingly aligned with whole-school objectives. Learners benefit from this structured approach through more consistent support, targeted interventions and improved use of data to track progress. Staff have a growing understanding of how their classroom practice contributes to the school's wider improvement priorities, supported by regular dialogue at DHT/PT link meetings and staff consultations. A strong ethos of collaboration and shared responsibility has been established, with staff at all levels contributing to planning and reflecting on impact. This has created the conditions for a more focused, data-informed and sustainable model of improvement.	Evidence from a range of sources demonstrates that the school's improvement planning processes are increasingly coherent and data-driven. The Collaborative Improvement Visit (March 2025) confirmed that the school's priorities are well chosen, clearly understood by staff, and aligned with national and local agendas. Faculty Improvement Plans show stronger alignment with the SIP, and staff feedback through ELT discussions and SECI surveys indicates that almost all staff feel more involved in shaping improvement activity. Tracking and attainment data show measurable gains for specific groups of learners, particularly in the Senior Phase, where interventions identified through the Attainment Board have led to improved outcomes for targeted pupils. Minutes from ELT and link meetings evidence regular monitoring of progress and reflection on impact, supporting a culture of accountability and professional dialogue. Collectively, this evidence shows that Grove Academy's strategic planning is leading to clearer priorities, stronger staff ownership and measurable improvement in learner outcomes.	Building on the findings of the Collaborative Improvement Visit (March 2025), the school will refine its improvement planning processes to strengthen consistency, evaluation and measurable impact. Improvement priorities are to: Develop a refreshed framework for learning, teaching and assessment (QI 2.3) to provide shared clarity on what high-quality practice looks like. Strengthen faculty-level self-evaluation, ensuring that all departments use data, observation evidence and learner feedback systematically to measure progress. Establish clearer links between SIP priorities and Faculty Improvement Plans, supported by regular DHT/PT link meetings and shared data analysis. Continue to embed a culture of evidence-based decision-making, using tracking information, attainment data and wellbeing measures to inform planning at every level. Increase opportunities for staff collaboration and professional enquiry to evaluate the effectiveness of change on learners' experiences and outcomes. These actions will ensure that Grove Academy's strategic planning continues to be coherent, evidence-driven and focused on securing sustained improvement for all learners.	
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Implementing improvement and change	The school continues to demonstrate strong collective commitment to improvement and change. Senior and middle leaders have created a positive and collaborative culture in which staff are encouraged to contribute to whole-school priorities. Improvement activity is increasingly evidence-based and focused on learner outcomes, supported by effective use of tracking and data to identify needs and monitor progress. Staff at all levels take responsibility for leading improvement within their own classrooms and faculties. Faculty Improvement Plans now align more clearly with the Agile School Improvement Plan (SIP), ensuring that change activity is coherent and manageable. The Extended Leadership Team (ELT) provides a valuable structure for collaboration, allowing departments to share practice, discuss progress and maintain a consistent focus on the school's key priorities of Attainment for All, Inclusion and Self-Evaluation. Learners benefit from this joined-up approach through more targeted support, improved consistency of expectations, and a continued emphasis on inclusion and relationships. The positive ethos recognised in the Collaborative Improvement Visit (March 2025) remains a strong feature of the school, contributing to calm learning environments and respectful relationships across the community.	Evidence shows that the school's approach to implementing improvement is increasingly consistent and impactful. The Collaborative Improvement Visit (March 2025) confirmed that Grove Academy's leadership of change is strong, with senior and middle leaders working collaboratively to drive improvement. Staff feedback gathered through ELT discussions indicates that many staff feel involved in improvement planning and confident about the school's direction. Faculty Improvement Plans and DHT/PT link meeting minutes demonstrate clear evidence of progress against priorities, with faculties using data more effectively to plan interventions. Attainment data shows steady improvement, particularly in the Senior Phase, where targeted interventions through the Attainment Board have led to gains in key measures with most KPI's being at the highest level in 5 years. The school's CLPL programme has maintained a strong focus on inclusive practice and differentiation, supporting consistency of classroom approaches across faculties. Together, these sources provide evidence that the school's improvement work is leading to greater consistency, stronger leadership at all levels, and measurable gains in learner outcomes.	Following the Collaborative Improvement Visit (March 2025), the focus will be on ensuring that improvement activity is implemented consistently and evaluated robustly across all faculties. Improvement priorities are to: Develop a refreshed framework for learning, teaching and assessment (QI 2.3) that defines high-quality classroom practice and supports consistent implementation of improvement. Strengthen faculty self-evaluation processes, ensuring that all departments gather and use evidence from observation, learner feedback and data to measure impact. Introduce a more systematic approach to monitoring progress, enabling leadership at all levels to track the effectiveness of change over time. Continue to build staff confidence and capacity through the CLPL programme, with a focus on inclusive pedagogy, differentiation and high-quality learning experiences. Maintain a strong emphasis on collaboration and communication through ELT and DHT/PT link structures, ensuring improvement activity remains coherent and sustainable. These actions will build on the school's positive culture of collaboration and ensure that change continues to deliver measurable improvements in learning and outcomes for all learners.	
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2.2 CURRICULUM	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Rationale and design	Grove Academy's curriculum is underpinned by a clear and ambitious rationale that reflects the school's refreshed Vision, Values and Purpose and aligns with national and local priorities. It promotes equity, progression and personalisation while preparing learners with the skills, knowledge and attributes required for learning, life and work. The rationale is well understood by staff and consistently referenced in improvement planning and leadership dialogue. Staff across the school are committed to ensuring that learners experience a broad, balanced and coherent curriculum from S1 to S6. The Senior Phase provides an extensive range of qualifications and pathways, including NPAs, Foundation Apprenticeships and partnerships with Dundee & Angus College, ensuring relevant routes to positive destinations. Learning for Sustainability is increasingly embedded across subjects and interdisciplinary learning, helping learners connect local, national and global issues. Faculty planning demonstrates growing confidence in linking sustainability themes to real-world contexts and developing learner voice in areas such as environmental action, social justice and global citizenship. Learners in the BGE benefit from a wide range of subjects and interdisciplinary experiences that reflect the school's values and encourage curiosity, creativity and responsibility. The Collaborative Improvement Visit (March 2025) recognised the curriculum's breadth, innovation and relevance to learners' futures, while identifying the next step of ensuring coherence and depth of progression across the BGE.	A wide range of evidence demonstrates that the school's curriculum rationale is well established and positively impacting learners. The Collaborative Improvement Visit (March 2025) confirmed that Grove Academy has a clear, values-driven curriculum rationale that aligns with national guidance and meets the needs of its community. Faculty Improvement Plans and staff evaluations show that almost all faculties are reviewing their curriculum structures to ensure progression, challenge and coherence, particularly across the BGE. Tracking and attainment data indicate improved performance at S3, with increasing numbers of learners achieving Fourth Level in both literacy (77%) and numeracy (69%) in 2024–25. Insight data shows that almost all learners progress to positive destinations (95.65%), reflecting the range and flexibility of Senior Phase pathways. Learner focus groups and pupil surveys show that most learners understand the purpose of their learning and how it links to future pathways. Learning for Sustainability is becoming more visible across the curriculum, evidenced by interdisciplinary projects, Eco Schools activities, and faculty examples of global citizenship and sustainability within planning. Partnership evidence (e.g. with Dundee & Angus College, SDS and community organisations) confirms that learners are developing relevant skills and confidence through contextualised experiences. Collectively, this evidence shows that Grove Academy's curriculum rationale is successfully shaping coherent, values-	Following the Collaborative Improvement Visit (March 2025), which highlighted the strength of Grove Academy's curriculum rationale and Senior Phase offer, the next focus will be on ensuring greater coherence, progression and sustainability across the Broad General Education (BGE). Improvement priorities are to: Review and refresh the BGE curriculum design to ensure clearer progression and stronger alignment with Senior Phase pathways. Strengthen faculty curriculum mapping and evaluation to secure greater consistency in progression, skills development and assessment across all levels. Extend the use of Global Bridge to support skills profiling and tracking of wider achievement from S1–S6, enabling learners to better articulate and reflect on their skills development. Further embed Learning for Sustainability within subject planning and interdisciplinary learning, ensuring that global citizenship and sustainability are integral to the curriculum. Enhance learner voice in shaping curriculum design and reviewing pathways, particularly in relation to progression, skills and sustainability. Continue to use attainment and destination data to evaluate the impact of curriculum development on learner outcomes. These priorities will strengthen coherence across the curriculum, ensuring that Grove Academy continues	Good

Development of the Curriculum	The curriculum continues to develop through a planned and reflective approach to review and improvement. Staff demonstrate a strong commitment to ensuring that curriculum developments are coherent, inclusive and responsive to learners' needs. Faculty teams are increasingly engaged in curriculum evaluation and mapping, reviewing programmes to ensure breadth, challenge and progression within and across subjects. Collaborative work through the Extended Leadership Team (ELT) promotes consistency in planning and supports alignment between faculty and whole-school priorities. Interdisciplinary learning (IDL) is being developed to strengthen connections between subjects and ensure that learning is relevant, engaging and linked to real-world contexts. Learning for Sustainability is becoming more evident in planning and classroom experiences, helping learners understand global themes and their responsibilities as citizens. The Collaborative Improvement Visit (March 2025) commended the school's well-developed Senior Phase curriculum and noted that staff are reflective and proactive in reviewing and refining curriculum design. These ongoing developments ensure that learners benefit from a curriculum that continues to evolve in line with the school's vision and values.	A range of evidence demonstrates that Grove Academy's curriculum continues to be actively reviewed and developed to meet learners' needs. The Collaborative Improvement Visit (March 2025) confirmed that the school's curriculum rationale is clear, well understood and being strengthened through ongoing review. Faculty Improvement Plans and DHT/PT link meeting records show that most faculties are now systematically evaluating the content, structure and sequencing of courses to ensure progression and coherence. Attainment data evidences improvement in key measures, particularly in literacy and numeracy at S3 (Fourth Level Literacy – 77%, Numeracy – 69%), reflecting better planning and progression within the BGE. Faculty and ELT discussions indicate that almost all staff feel increasingly confident in evaluating curriculum design and identifying areas for further development. Interdisciplinary learning projects are being reviewed and refined, with examples showing stronger connections between subjects and greater emphasis on relevant, skills-based learning. Learning for Sustainability features more consistently in faculty planning and classroom practice, supporting learners' understanding of global issues and social responsibility. Collectively, this evidence shows that Grove Academy has established a systematic approach to curriculum review which is improving coherence, challenge and relevance for learners.	Following the Collaborative Improvement Visit (March 2025), the next stage of development will focus on consolidating the school's systematic approach to curriculum review to ensure greater coherence and depth across all subject areas. Improvement priorities are to: Embed a structured and consistent curriculum review process within faculty self-evaluation to ensure continuous improvement in design and delivery. Strengthen curriculum mapping and moderation, ensuring clear progression and balance across all subjects and stages. Continue to develop interdisciplinary learning (IDL) projects that are purposeful, skills-focused and linked to Grove Academy's vision and values. Ensure Learning for Sustainability continues to be embedded across curriculum planning and classroom practice. Use attainment, tracking and learner feedback data to evaluate the impact of curriculum developments on engagement, progress and outcomes. These priorities will ensure that Grove Academy's curriculum continues to evolve in a coherent and evidence-informed way, sustaining breadth, depth and relevance for all learners.	
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Learning Pathways	Learners at Grove Academy benefit from a broad range of pathways that promote progression, personalisation and choice. The Senior Phase offers extensive opportunities through National, Higher and Advanced Higher courses, NPAs, Foundation Apprenticeships and college partnerships, ensuring that almost all learners move on to a positive destination (95.65% in 2023–24). Across the Broad General Education (BGE), staff are increasingly focused on progression and transition into the Senior Phase. Work during 2024–25 to review the S3 curriculum model strengthened links between BGE learning and S4 course choice, with clearer planning for depth of learning and readiness for qualifications. The introduction of Global Bridge has enhanced profiling and reflection, allowing learners to record skills, achievements and career aspirations from S1 onwards. This supports meaningful conversations about progression, subject choice and future pathways, and ensures that wider achievement is recognised alongside attainment. Support for transition and choice is strengthened through targeted guidance, attainment reviews and partnership work with SDS and Dundee & Angus College. Learners are increasingly aware of their strengths and how their learning connects to future opportunities. The Collaborative Improvement Visit (March 2025) highlighted the strength and inclusivity of Grove Academy's Senior Phase offer and recognised the school's commitment to improving coherence and progression across the BGE. Leaders and staff share a clear understanding of the next steps required to ensure smooth transition from S3 into S4 and beyond.	A wide range of evidence demonstrates that Grove Academy's learning pathways are effective in supporting progression, personalisation and choice for all learners. The Collaborative Improvement Visit (March 2025) confirmed the strength of the Senior Phase curriculum and recognised the school's focus on improving coherence across the BGE to ensure smooth transition into qualifications. Insight and attainment data show sustained success in positive destinations (95.65% in 2023–24), reflecting the breadth and flexibility of learner pathways. Tracking and course choice data demonstrate improved alignment between learners' S3 experiences and Senior Phase subject choices, following the review of the S3 curriculum model. The introduction of Global Bridge has enhanced profiling and reflection, allowing learners to record skills, achievements and aspirations, and enabling staff to support well-informed progression discussions. Learner feedback indicates that most young people feel confident about their next steps and see clear links between their learning, skills and career aspirations. Curricular enrichment programmes such as Junk Kouture, enterprise and STEM challenges, and creative industry partnerships provide additional routes for learners to develop skills and gain recognition for wider achievement. Partnership evaluations from Dundee & Angus College, SDS and employer links confirm that collaboration is improving progression planning and supporting successful transitions. Together, this evidence shows that Grove Academy's learning pathways are enabling learners to make informed choices, develop their skills and move confidently into the next stage of learning, life or work.	Following the Collaborative Improvement Visit (March 2025), the school will continue to strengthen the coherence and progression of learning pathways from the Broad General Education into the Senior Phase. Improvement priorities are to: Ensure clear progression planning between S3 and S4, so that all learners are well prepared for appropriate qualifications and future pathways. Further embed the use of Global Bridge to support skills profiling and the recognition of wider achievement from S1 onwards. Expand curricular interventions and enrichment programmes (e.g. Junk Kouture, enterprise and STEM initiatives) to provide additional opportunities for learners to apply skills and showcase achievement. Strengthen collaboration with partners including Dundee & Angus College, SDS and employers, ensuring that all learners have access to relevant, aspirational progression routes. Continue to gather and analyse learner voice and destination data to evaluate the effectiveness of learning pathways and inform planning for improvement. These actions will ensure that Grove Academy continues to offer flexible, coherent and aspirational learning pathways that enable all young people to develop their skills, realise their potential and progress confidently beyond school.	
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Skills for learning, life and work	Developing skills for learning, life and work is a clear strength of Grove Academy's curriculum. Staff across all faculties recognise the importance of helping learners build transferable skills such as communication, problem solving, collaboration, digital literacy and resilience. These are embedded through classroom learning, interdisciplinary projects and wider achievement opportunities. The school's focus on skills awareness and reflection has been strengthened through the introduction of Global Bridge, which allows learners to profile and evidence their developing skills and achievements. This approach is beginning to support more consistent language and understanding of skills progression from S1 to S6. Learners experience a wide range of opportunities to apply their skills in meaningful contexts. Examples include enterprise and leadership programmes, Junk Kouture, STEM and creative industry projects, and community partnership work. These activities build confidence, teamwork and creativity, while fostering a strong sense of responsibility and contribution. Strong partnerships with Dundee & Angus College, Developing the Young Workforce (DYW) and Skills Development Scotland (SDS) continue to enhance employability learning and support smooth transitions to positive destinations. Learners demonstrate increasing confidence in discussing their strengths and next steps through guidance, attainment reviews and career education. The Collaborative Improvement Visit (March 2025) acknowledged Grove Academy's commitment to developing skills and employability through a rich and inclusive curriculum offer, noting clear alignment between classroom learning, wider achievement and career pathways.	A wide range of evidence shows that Grove Academy's strong focus on developing skills for learning, life and work is having measurable impact on learners' confidence, attainment and progression. The Collaborative Improvement Visit (March 2025) confirmed that the curriculum provides broad opportunities for learners to develop transferable skills, with strong connections between classroom learning, wider achievement and employability. Learner survey data (2024) shows that 86% of pupils feel they are developing skills that will help them in later life, and 82% can identify specific strengths linked to career aspirations. Global Bridge engagement data (2024–25) shows steady growth, with over 900 active learner profiles across S1–S6. Learners are increasingly recording skills and wider achievements, supporting profiling and progression conversations at course choice and transition points. Curricular programmes such as Junk Kouture, enterprise and STEM projects, and community partnerships have resulted in increased participation in national and local competitions, with Grove pupils achieving recognition at regional level in 2024. Faculty and partnership evaluations (DYW, SDS, Dundee & Angus College) evidence that learners demonstrate strong teamwork, creativity and communication skills, and that employer and college partners regard Grove pupils as well prepared and adaptable. Insight data (2023–24) shows continued high levels of positive destinations (95.65%), comparable to the national average (95.9%) and supported by targeted career and employability interventions. Together, these data sources demonstrate that Grove Academy's curriculum successfully integrates skills development, employability and wider achievement, helping learners to articulate their strengths and move confidently into the next stage of learning, life and work.	Following the Collaborative Improvement Visit (March 2025), the school will continue to enhance how skills for learning, life and work are developed, tracked and recognised across all stages. Improvement priorities are to: Embed the use of Global Bridge as a whole-school tool for skills profiling and wider achievement, ensuring that all learners from S1–S6 maintain an active and reflective profile. Strengthen skills progression frameworks across the BGE and Senior Phase, ensuring consistent reference to key transferable skills such as communication, teamwork, problem solving and digital literacy. Increase opportunities for real-world learning through enterprise, creative and STEM initiatives (e.g. Junk Kouture, sustainability and community projects), building on recent regional recognition for pupil success. Work with DYW, SDS and Dundee & Angus College to expand vocational and work-based learning opportunities, including targeted programmes for identified learners. Continue to use learner feedback, destination data and partner evaluations to measure the impact of skills development on confidence, employability and post-school success. These actions will ensure that Grove Academy continues to deliver a curriculum which not only supports strong attainment and positive destinations but also equips young people with the skills, confidence and adaptability needed for learning, life and work.	
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2.3 LEARNING, TEACHING AND ASSESSMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Learning and engagement	Grove Academy continues to provide a calm, positive and inclusive learning environment where almost all learners feel safe, respected and supported. The March 2025 Collaborative Improvement Visit highlighted strong relationships and high levels of care, and this continues to be a defining strength of our learning environment in 2025/26. Classrooms across most faculties are purposeful and settled, with well-established routines and clear expectations supporting high levels of learner engagement. The implementation of the Grove Academy Learning Pathway (GALP) has significantly improved the clarity and consistency of learning experiences. Learners increasingly describe lessons as more structured and predictable, with clearer Learning Intentions, Success Criteria and routines. Across Maths, Social Subjects and Business & Computing, GALP is embedded most securely, contributing to high levels of engagement and confidence. English is showing a strong upward trajectory as modelling, retrieval and explanation become more consistent. Most learners show motivation, perseverance and pride in their work. In many lessons, they work well collaboratively, participate willingly in discussion and respond positively to opportunities for peer interaction. Learners report that retrieval starters help them remember previous learning and that clear Success Criteria help them understand what success looks like. While the overall learning climate is very positive, variability remains in the level of challenge, pace and independence across classes and faculties. Learners in some areas describe lessons as repetitive or overly scaffolded. Strengthening differentiation and learner agency remain key areas for improvement.	Faculty Reviews (Aug–Nov 2025): Across Maths, Social Subjects, English and B&C, classroom visits show very positive relationships, purposeful learning climates and consistency of routines. Maths and Social Subjects demonstrate strong lesson structure, effective retrieval, high engagement and clear challenge. B&C learners report high confidence due to clear modelling and digital exemplars. English is improving in clarity and modelling, with some variability in written feedback. Learner Focus Groups (S1–S6): Learners consistently report feeling safe, respected and supported. S1–2 learners highlight strong routines and clear expectations; S3–6 learners praise retrieval, modelling and structured feedback. Senior learners in Maths and B&C describe knowing exactly what they need to do to improve. Across faculties, learners describe more clarity since GALP was introduced. GALP Learning Walks: Most lessons include clear LI/SC, structured starts, and effective teacher explanations. Retrieval routines are now common in most faculties. Learning climates are calm across virtually all visits. Attainment Review (Nov 2025): Working-grade accuracy has improved, with earlier identification of learners requiring support. Faculties increasingly use assessment evidence to shape interventions. Behaviour & Engagement Data: Exclusions remain low and duty-call data shows fewer escalations and improved learner readiness. Staff Voice: Teachers report clearer expectations and greater alignment of pedagogy through GALP. They identify improvements in structure, clarity and learner readiness, alongside the need for continued development of challenge and differentiation.	Fully embed GALP across all faculties, ensuring high consistency in Launch → Experience → Reflect → Next Steps. Share exemplar lessons and strengthen cross-faculty moderation of learning experiences. Increase learner agency and independence through structured opportunities for decision-making, self-regulation, collaboration and reflection. Strengthen the “Reflect” phase of GALP. Strengthen challenge and differentiation: deliver targeted CLPL on practical differentiation; ensure planned stretch and appropriate scaffold removal; develop challenge exemplars across subjects. Improve feedback consistency by implementing the whole-school Next Steps feedback model linked to Success Criteria; strengthen written and verbal feedback cycles in English, Social Subjects and SP classes. 5Systematically use learner voice through a termly Learner Experience Pulse aligned to GALP; ensure faculties use learner feedback in planning and self-evaluation. Further reduce variability across faculties through Faculty Reviews, DHT/PT link meetings and cross-faculty sharing of strong practice from Maths, Social Subjects and B&C.learning.	Good

Quality of teaching / interactions	Teaching quality across Grove Academy is improving, with increasingly consistent approaches to lesson structure, clarity and pedagogy as a result of the GALP implementation and the refocusing of professional learning during 2025/26. Across most faculties, teachers provide clear explanations, model learning effectively and create purposeful learning environments characterised by high expectations and respectful relationships. Maths, Social Subjects and Business & Computing demonstrate the strongest consistency in teaching approaches, with well-developed routines, planned retrieval, clear modelling and effective questioning. English is improving steadily, with growing consistency in the use of LI/SC, modelling and structured approaches to extended tasks. Across the school, most learners experience clear learning intentions, predictable lesson beginnings and well-paced transitions. Teaching approaches increasingly support learner understanding through modelling, worked examples, discussion, and opportunities for practice. Learners report that lessons feel more organised and that they understand what they need to do to be successful. While overall teaching quality is improving, some variability persists in the depth of questioning, level of challenge, quality of modelling and the use of formative assessment. These continue to be key improvement areas highlighted through Faculty Reviews and the School Improvement Plan.	Faculty Reviews (Maths, Social Subjects, English, B&C): Maths – strong modelling, clear routines, consistent use of worked examples and questioning; high learner engagement. Social Subjects – very strong structure, confident questioning, high-quality explanations; well-paced and challenging lessons. B&C – consistently clear modelling and consistency; strong practice in explanation and scaffolded independence. English – improving consistency of modelling and explanation; some variability in pacing and feedback cycles. Learner Focus Groups (S1–S6): Most learners say teachers explain tasks clearly and use good examples. Senior learners report strong modelling and worked examples in Maths and B&C. S3–S6 learners describe clear routines and structured challenges in Social Subjects. Some learners report variable clarity and inconsistent modelling in English and some SP classes. GALP Observations (2025/26): Most lessons show well-structured Launch phases, clear LI/SC, effective retrieval and improved teacher clarity. rowing evidence of modelling and explanation across faculties. Staff Voice: Teachers report that GALP has clarified expectations for teaching. Staff identify modelling, challenge and questioning as improvement priorities. CIV Feedback: Strengths in ethos and relationships; key areas for improvement remain clarity, consistency and challenge.	Embed high-quality modelling and explanation across all faculties through CLPL, exemplars of strong practice and coaching within Faculty Reviews. Strengthen questioning and dialogue by developing shared approaches to cold calling, probing questions and checking for understanding across faculties. Improve consistency of challenge and pace through planned stretch tasks, better scaffolding removal and improved sequencing within GALP's Experience phase. Use GALP to increase consistency in lesson structure by ensuring all teachers apply LI/SC, retrieval and modelling within Launch/Experience phases. Share effective practice from Faculty Reviews through cross-faculty CLPL and learning walks. Continue to reduce variability through DHT/PT link meetings, targeted follow-up from Faculty Reviews and monitoring of teaching quality across the year.	
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Effective use of assessment	The quality and consistency of assessment across the school is improving. Most teachers use a range of assessment approaches to check understanding, inform next steps and support learner progress. Many lessons now include clear Success Criteria, purposeful questioning and increasing opportunities for learners to self-assess or reflect on their work. Feedback is a growing strength in several faculties—particularly in Maths, where structured assessment sheets and regular retrieval cycles help learners understand their progress, and in Business & Computing, where digital exemplars and checklists provide clarity and support independent learning. In Social Subjects, verbal feedback and checking for understanding are strong, while English is increasingly using modelling and whole-class feedback as GALP becomes more consistently embedded. Moderation practices are improving across the Senior Phase, with greater confidence in applying national standards and a more consistent use of assessment evidence to support accuracy of working grades. BGE assessment remains more variable but is improving through better use of Success Criteria, shared tasks and emerging faculty-based moderation. Overall, most learners understand how well they are progressing and what they need to do to improve. Variability between faculties and classes remains an area requiring further improvement, particularly around regularity of written feedback and depth of formative assessment.	Faculty Reviews across 2025/26 show clear strengths in assessment practice. In Maths, structured feedback sheets and regular retrieval tasks support learners to understand next steps and track their progress confidently. In Business & Computing, learners benefit from clear Success Criteria, consistent structure and supportive learning conversations. In Social Subjects, learners receive effective verbal feedback and questioning that helps them explain their learning and identify gaps. In English, learners report improved modelling and peer discussion, although written feedback remains inconsistent across classes. Learner Focus Groups indicate that senior learners in Maths and Business & Computing can clearly articulate assessment criteria and what they must do to improve. Across most faculties, learners report a better understanding of Success Criteria and how these guide their work. Some learners, however, describe variability in how regularly they receive feedback or how detailed it is. GALP learning walk evidence shows consistent use of retrieval activities and increasing use of Success Criteria across most faculties. Many teachers now check understanding explicitly before moving on, supporting improved clarity and pacing. The November 2025 Attainment Review shows improved accuracy of working grades in multiple Senior Phase subjects, with earlier identification of learners requiring targeted intervention. This reflects more effective use of assessment evidence. Moderation is strongest in Maths and Social Subjects, with English and Business & Computing demonstrating positive development in the use of shared standards. BGE moderation is improving but remains an area for continued development. CIV feedback (March 2025) identified inconsistency in assessment and feedback across the school. Evidence from 2025/26 shows clear improvement, though variability remains.	Strengthen consistency in Success Criteria and feedback through continued implementation of the whole-school “Next Steps” feedback model within GALP. Improve assessment for learning through more consistent questioning, checking for understanding and increased opportunities for peer and self-assessment within GALP’s Reflect phase. Develop BGE moderation further by establishing common assessment tasks, shared Success Criteria and increased faculty-based moderation routines. Enhance the use of assessment information to plan next steps, identify gaps and adjust interventions during DHT/PT link meetings, ensuring clearer alignment between data and classroom practice. Share strong assessment practice from Maths, Business & Computing and Social Subjects through CLPL, moderation windows and cross-faculty learning walks. Improve parental understanding of assessment and progress through strengthened communication approaches.	
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Planning, tracking and monitoring	Planning, tracking and monitoring are improving across the school as a result of clearer expectations, more structured processes and better use of evidence. Senior Phase tracking is well-established and continues to strengthen, with earlier identification of concern and more targeted intervention. Across most faculties, teachers use assessment information to inform planning and to discuss learner progress at DHT/PT link meetings. The introduction of the GALP planning tool and the focus on consistent lesson structures have contributed to more coherent planning and better alignment between learning intentions, experiences and assessment. Faculty Reviews show evidence of improved medium-term planning, clearer sequencing of learning and stronger attention to progression. The use of data is becoming more consistent, especially in faculties where assessment evidence is robust. Staff demonstrate growing confidence in interpreting assessment information and using it to guide next steps. Learners are beginning to talk more confidently about their progress in areas where Success Criteria and feedback cycles are strongest (Maths, Social Subjects and B&C). Tracking and monitoring in the BGE remain at an earlier stage of development. Although improved through strengthened planning structures and clearer expectations, BGE literacy/numeracy and subject-progress tracking are not yet fully embedded across all faculties. This remains an important improvement priority.	Faculty Reviews from Maths, Social Subjects, English and Business & Computing show that planning is increasingly coherent and aligned with GALP principles, with clearer learning sequences and more consistent use of Success Criteria. Staff in these faculties demonstrate an improving ability to use assessment information to plan next steps and identify learners requiring support or challenge. The November 2025 Attainment Review confirms earlier and more accurate identification of learners requiring interventions in the Senior Phase. Patterns of predicted vs actual attainment from SQA analysis show improved accuracy in several departments, reflecting better use of assessment evidence when assigning working grades. GALP learning walks show that most lessons are planned with clear intentions and predictable structures, supporting improved pacing and clarity. Teachers increasingly make explicit links between prior learning and new content, indicating stronger planning for progression. Learner focus groups indicate that pupils feel more confident discussing their learning in faculties where planning, SC and feedback are strongest. They describe greater clarity around expectations and next steps in subjects like Maths and B&C. Staff voice from Faculty Review focus groups indicates improved clarity around planning expectations and growing confidence in using data. Teachers note that GALP has provided a clearer framework for structuring learning and evaluating its effectiveness. CIV feedback highlighted the need for more consistent planning, better use of evidence and stronger self-evaluation. Evidence from 2025/26 demonstrates clear improvement in these areas, though variability remains, particularly in BGE planning and tracking.	Further embed the GALP planning tool through collaborative planning and use of exemplars, ensuring greater consistency across all faculties. Strengthen data literacy and use of assessment information to inform next steps. Ensure that evidence gathered during DHT/PT link meetings is consistently used to update interventions and influence planning. Continue to improve the accuracy of working grades in the Senior Phase through shared moderation, analysis of assessment evidence and clearer expectations for tracking discussions. Develop and implement a consistent BGE tracking system that includes subject-specific progress indicators and shared literacy/numeracy measures. Support faculties to apply this consistently throughout 2025/26. Ensure that all faculties use structured monitoring and self-evaluation to evaluate the impact of planning decisions, supported through the Faculty Review cycle and ongoing quality assurance.	
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3.1 ENSURING WELLBEING EQUALITY AND INCLUSION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
Wellbeing	Relationships Positive and respectful relationships are a strong feature of Grove Academy. Learners benefit from a calm, supportive ethos where staff know them well and work proactively to build trust and confidence. The school's refreshed Vision, Values and Purpose underpin daily interactions and are understood and modelled by staff and learners. The Collaborative Improvement Visit (March 2025) confirmed that relationships across the school are highly positive, contributing to the strong learning climate and sense of belonging. Learners report that they feel safe, included and supported in their learning, and staff demonstrate consistent commitment to nurturing, respectful practice. Promoting Positive Behaviour The implementation of the Relationships Policy and focus on relational, restorative approaches have significantly strengthened behaviour and engagement. Classrooms are calm and purposeful, and clear expectations help ensure that learners experience consistency and fairness. Staff CLPL on inclusive practice and differentiated support has contributed to improved confidence and shared understanding of effective behaviour support. As a result, exclusion rates have fallen markedly: from 33.6 per 1,000 learners (2022/23) to 11.1 per 1,000 (2023/24): the lowest in Dundee. Duty call data shows improved day-to-day behaviour, and learners increasingly demonstrate responsibility, respect and positive conduct. GIST (Grove Inclusion Support Team) The GIST provides highly targeted support for young people experiencing barriers to learning, delivering personalised interventions, small-group support and liaison with partners. GIST plays a key role in early identification and intervention, contributing to improved attendance, engagement and reduction in exclusions. Staff report that GIST support enables learners to remain in class more consistently and make progress in their learning. SST (Support for Pupils / Student Support Team) The SST ensures learners receive high-quality pastoral support and guidance. Regular reviews, structured tracking meetings and targeted	Relationships Evidence from the Collaborative Improvement Visit (March 2025) confirms that relationships across the school are a major strength. Learner voice gathered through the SECI survey (2024) shows that over 90% of pupils feel safe, respected and well supported by staff. Focus groups also highlight that learners feel staff listen to them and treat them fairly, contributing to a strong sense of belonging and positive engagement in learning. Promoting Positive Behaviour Behavioural data demonstrates the positive impact of relational and restorative approaches. Exclusions have reduced significantly from 33.6 per 1,000 learners (2022/23) to 11.1 per 1,000 (2023/24) — the lowest in Dundee. Duty-call records show improved conduct across the school, with fewer persistent behaviour issues and more successful in-class support. Feedback from learner focus groups and parental consultations confirm that expectations are clear and that behaviour is managed in a fair and consistent way across the school. GIST (Grove Inclusion Support Team) GIST tracking and intervention records show improved engagement for targeted young people. Staff report that GIST involvement leads to better attendance, reduced distress, and smoother reintegration following periods of challenge. Multi-agency meeting minutes demonstrate that coordinated support through GIST helps address barriers to learning and ensures that appropriate strategies are in place. SST (Support for Pupils / Student Support Team) SST casework, pastoral logs and SEEMiS wellbeing notes provide evidence of early identification and targeted intervention for learners with emerging needs.	Relationships Continue to strengthen the consistent use of relational, restorative approaches across all faculties to ensure that relationships remain at the heart of learning and behaviour. Increase opportunities for learner voice to shape improvements in wellbeing, support and school culture. Promoting Positive Behaviour Build on the success of the Relationships Policy by ensuring greater consistency in daily practice and follow-up across all departments. Further develop staff confidence in de-escalation, restorative conversations and inclusive classroom strategies, with a focus on ensuring high expectations and clarity of routines for all learners. GIST (Grove Inclusion Support Team) Enhance the role of GIST in early intervention by strengthening data-sharing, case tracking and collaborative planning between GIST, SST and faculties. Develop clearer processes for reviewing the impact of interventions to ensure consistency and equity of support for learners with emerging or escalating needs. SST (Support for Pupils / Student Support Team) Continue to strengthen the use of wellbeing data and pastoral notes to identify need earlier and provide timely	Satisfactory

	interventions ensure that wellbeing concerns are identified early and addressed appropriately. Strong communication between SST, GIST, class teachers and families supports a joined-up approach to learner wellbeing. Learners value the support available and report that their guidance teachers know them well, listen to them and help them with both personal and learning concerns. Attendance & Engagement Attendance remains stable at 90.5% (2023/24), despite a national downward trend. Targeted interventions, careful monitoring and collaboration between SST, GIST and SLT ensure that learners who require support are identified quickly. Staff work proactively with families to improve attendance and re-engage learners who face challenges in sustaining attendance. Engagement in learning is strong. Learner surveys reflect that most learners feel supported, encouraged and able to access help when needed. Wellbeing Supports (GIRFEC, SHANARRI) Wellbeing is well supported through a clear GIRFEC framework, strong multi-agency working and robust child protection procedures. Staff use SHANARRI indicators to identify needs and plan interventions, and learners benefit from a range of targeted supports including group work, mentoring, restorative interventions and emotional wellbeing programmes. Partnership work with external agencies — including CAMHS, educational psychology, youth work and community organisations — ensures that young people receive timely, coordinated support that addresses wellbeing, mental health and social needs.	Learner and parent feedback highlights the positive impact of pastoral support, with young people reporting that their guidance teachers know them well and help them navigate personal, social and learning challenges. Attendance & Engagement Attendance remains stable at 90.5% (2023/24) despite national decline. Tracking data shows that targeted attendance interventions — including regular SST contact, use of Inclusion Rooms, and multi-agency support — have led to improved attendance for identified pupils. Learner survey data shows that most learners feel engaged and able to access support when they need it. Observation evidence from SLT/ELT learning visits confirms that learners are settled, cooperative and ready to participate in learning. Wellbeing Supports (GIRFEC, SHANARRI) Wellbeing assessment information (SHANARRI profiles, staged intervention paperwork, pastoral notes) indicates improved identification and monitoring of wellbeing needs. Evidence from multi-agency meetings, referrals and intervention reviews shows that supports are timely, coordinated and effective in reducing barriers to learning. Transitions for vulnerable learners — including S1 transition, mid-year moves and supported returns following absence or exclusion — are planned collaboratively through the GIRFEC framework. Feedback from families confirms that communication is strong and support is valued. This evidence demonstrates that Grove Academy provides a safe, nurturing and inclusive environment where learners feel supported, respected and able to succeed. Wellbeing systems (GIST, SST, GIRFEC) are having a measurable impact on engagement, attendance and behaviour.	intervention. Improve communication pathways between SST, GIST and class teachers to ensure that strategies and supports are consistently implemented and reviewed. Attendance & Engagement Develop a more systematic approach to attendance analysis at faculty and whole-school level, ensuring that interventions are targeted and closely monitored. Strengthen early intervention pathways for learners whose attendance is beginning to fall, including improved communication with families and targeted supports for identified groups. Wellbeing Supports (GIRFEC, SHANARRI) Develop a clearer, whole-school approach to recording, tracking and evaluating wellbeing needs using the GIRFEC framework. Strengthen staff confidence in the use of SHANARRI indicators and staged intervention paperwork to ensure consistency in identifying needs, planning support and reviewing impact. Continue to work with partners to ensure timely, coordinated support for vulnerable learners. These priorities will help Grove Academy sustain and deepen its strong culture of inclusion, ensuring that learners continue to experience positive relationships, appropriate support and equitable opportunities to achieve and thrive.	
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Fulfilment of statutory duties	Child Protection / Safeguarding Safeguarding procedures are robust and consistently applied. All staff receive annual child protection training and termly updates, ensuring high awareness of roles and responsibilities. The Collaborative Improvement Visit (March 2025) confirmed that safeguarding processes are strong and that staff know how to record and report concerns appropriately. Learners report that they feel safe and know who they can approach for support. GIRFEC / Staged Intervention GIRFEC processes are well established and support timely, coordinated intervention. Staff use SHANARRI indicators and staged intervention paperwork effectively to identify needs and plan support. Multi-agency collaboration is strong, with regular joint planning meetings ensuring continuity of support for vulnerable learners. Evidence from pastoral logs and intervention reviews demonstrates improved responsiveness and coordination. Additional Support Needs (ASN) ASN duties are met consistently. Needs are identified early through assessment, referral and pastoral review, and appropriate plans are in place for learners requiring additional support. Teachers receive relevant guidance to implement strategies in class, and support is reviewed with families and partners. Evidence from DHT/PT link meetings shows that most faculties adapt learning appropriately for identified pupils. Equalities and Inclusion (Equality Act 2010) The school actively promotes equality and fulfils its responsibilities under the Equality Act (2010). Equality and participation data (attendance, exclusions, attainment) is monitored regularly to identify trends and ensure interventions address disparities. Learner and parent feedback indicates that most pupils feel included and believe they are treated fairly and with respect. Corporate Parenting Corporate parenting duties are met through close collaboration with local authority partners. Care-experienced learners are tracked closely at SST and SLT level, and targeted supports: including mentoring, wellbeing intervention and flexible curricular pathways ensure that individual needs are addressed. Tracking data shows improved engagement and progress for care-experienced young people who receive targeted support.	Child Protection / Safeguarding Child protection records and monitoring logs show that concerns are responded to promptly and appropriately. Annual training completion rates are 100%, and staff feedback confirms high confidence in safeguarding procedures. The Collaborative Improvement Visit (March 2025) validated that learners feel safe and that staff understand and fulfil their safeguarding responsibilities effectively. GIRFEC / Staged Intervention Staged intervention documentation demonstrates timely identification of needs and coordinated multi-agency planning. Pastoral and multi-agency meeting minutes show that interventions are reviewed regularly, leading to improved engagement and reduced barriers to learning for targeted pupils. SHANARRI assessments provide evidence of improved wellbeing for identified learners. Additional Support Needs (ASN) ASN logs, meeting notes and review paperwork evidence effective identification and monitoring of needs. Faculty records show that most departments implement recommended strategies and adapt learning appropriately. Tracking data indicates improved engagement and progress for learners receiving targeted support, particularly those supported by GIST and SST. Equalities and Inclusion (Equality Act 2010) Equality monitoring data evidences reduced exclusions (from 33.6 per 1,000 in 2022/23 to 11.1 per 1,000 in 2023/24) and stable attendance (90.5%), demonstrating impact of inclusive practice. Attainment data shows a narrowing of the SIMD equity gap. Learner surveys and focus-group feedback indicate that most pupils feel respected, included and treated fairly. Corporate Parenting Tracking and pastoral monitoring for care-experienced learners show improved engagement and targeted intervention where required. Collaboration with partner agencies is evidenced in multi-agency planning records, and attainment and attendance data confirm that care-experienced pupils receiving targeted support are making positive progress.	Child Protection / Safeguarding Continue to strengthen consistency in safeguarding practice by ensuring that all staff remain fully confident in recording, reporting and follow-up procedures. Further develop staff understanding of emerging safeguarding issues to ensure timely identification and intervention. GIRFEC / Staged Intervention Improve consistency in the use of SHANARRI and staged intervention documentation across all faculties. Strengthen the evaluation of intervention impact to ensure that supports are well targeted and regularly reviewed. Continue to develop multi-agency planning to ensure coordinated support for the most vulnerable learners. Additional Support Needs (ASN) Develop clearer systems to track the implementation and review of classroom support strategies, ensuring greater consistency across departments. Increase staff confidence through continued CLPL on meeting additional needs, differentiation and inclusive practice. Equalities and Inclusion (Equality Act 2010) Strengthen monitoring of equalities data — including attendance, attainment and behaviour — to ensure early identification of emerging trends. Continue to review policies and practice to ensure equity of access to support, wider achievement and participation for all learner groups. Corporate Parenting Further develop targeted support for care-experienced learners through strengthened tracking, earlier intervention and close collaboration with partner agencies. Ensure that all staff remain aware of their corporate parenting responsibilities and the specific needs of care-experienced young people. These priorities will ensure that Grove Academy continues to meet its statutory responsibilities effectively, while further strengthening equity, safeguarding and support for vulnerable learners.
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Inclusion and equality	Grove Academy is strongly committed to inclusion and equality. Learners experience a respectful and supportive environment where diversity is valued, individual needs are recognised and all young people are encouraged to participate fully in school life. The school's ethos, policies and wellbeing structures promote equity and ensure that learners feel safe, welcome and included. Inclusion in Daily Practice Inclusive classroom practice is a clear strength. Staff create supportive and welcoming learning environments, using relational and restorative approaches to promote positive behaviour and engagement. Teachers demonstrate awareness of individual needs and, in most cases, adapt learning appropriately to support participation. The Collaborative Improvement Visit (March 2025) confirmed that inclusion is a strong feature across the school. Equity of Access, Participation and Support The school's support structures: SST, GIST, Inclusion Rooms, and multi-agency partnerships ensure that learners experiencing challenges receive timely and appropriate support. Careful monitoring of attendance, engagement and wellbeing helps identify learners who may be at risk, enabling early intervention. Evidence shows that these supports help maintain engagement and reduce barriers to participation for vulnerable young people. Behaviour, Engagement and Relationships Behavioural data reflects a strong culture of inclusion: exclusions have reduced considerably in recent years and duty-call data shows improved conduct and engagement across the school. Learners benefit from consistent expectations, clear routines and a calm, purposeful learning environment. Relationships between staff and learners are positive and characterised by mutual respect. Equity and Protected Characteristics Leaders monitor attendance, attainment and behaviour data across key groups including SIMD, ASN, EAL, gender and care-experienced learners to ensure equity and to identify emerging patterns. Targeted interventions are put in place where needed, and learners report that they feel respected and treated fairly regardless of background or identity. The school promotes equality through curriculum activity, pupil voice groups and participation initiatives. Wider Achievement and Participation Learners access a broad range of wider achievement opportunities including creative, sporting, cultural and leadership activities which support confidence, wellbeing and inclusion. Emerging use of Global Bridge helps ensure that wider achievements are recognised and valued, enabling learners to reflect on their strengths and contributions. Overall, the school's strong values, inclusive practices and coordinated support structures ensure that almost all learners feel included, valued and able to participate fully in their learning.	Inclusion in Daily Practice The Collaborative Improvement Visit (March 2025) confirmed that inclusion is a strong feature across the school, with learners experiencing positive relationships, supportive classrooms and staff who know them well. Observation evidence and feedback from learning visits show that most learners are engaged, settled and able to participate effectively in lessons. Equity of Access and Participation Pastoral logs, GIRFEC documentation and SST/GIST case records show that learners with identified needs receive timely interventions which improve engagement and reduce barriers to learning. Review notes demonstrate that coordinated support has led to improved attendance, reduced distress and increased participation for targeted pupils. Equality monitoring data shows improved inclusion for vulnerable groups, including care-experienced learners. Behaviour, Engagement and Relationships SEEMiS data evidences significant improvements in behaviour and engagement. Exclusions have reduced from 33.6 per 1,000 learners (2022/23) to 11.1 per 1,000 (2023/24) — the lowest in Dundee. Duty-call data indicates fewer disruptive incidents and more successful in-class support. Learner surveys show that most pupils feel safe, respected and treated fairly. Equity and Protected Characteristics Regular monitoring of attendance, attainment and behaviour across key groups (including SIMD, ASN, EAL, gender and care-experienced young people) shows that targeted interventions are helping to reduce disparities. The attainment gap between SIMD 1–3 and 8–10 has narrowed over recent sessions, demonstrating positive impact of equity-focused planning. Wider Achievement and Participation Participation data, pupil feedback and emerging Global Bridge profiles show increasing recognition of skills and wider achievement, particularly for learners involved in enrichment activities, leadership roles and targeted opportunities. Staff note that enhanced recognition of wider achievement is improving confidence and engagement for many young people. Taken together, this evidence demonstrates that Grove Academy's inclusive ethos, targeted supports and equity-focused approaches are having measurable,	Inclusion in Daily Practice Strengthen consistency in inclusive classroom practice across all faculties by ensuring that strategies and supports for individual learners are implemented reliably and reviewed regularly. Continue to promote restorative and relational approaches to sustain a positive and respectful school climate. Equity of Access and Participation Develop a more systematic approach to monitoring equity of access, participation and support across key learner groups. Enhance early identification processes to ensure timely intervention for pupils who may be at risk of disengagement, with clearer tracking of impact at faculty and whole-school levels. Behaviour, Engagement and Relationships Sustain the positive trend in exclusions and duty-call reductions by ensuring consistent follow-up and targeted support for identified learners. Strengthen staff confidence in de-escalation, differentiated support and inclusive routines to maintain high expectations and positive engagement in all areas of the school. Equity and Protected Characteristics Improve the use of equalities data to identify trends and address any disparities in attendance, engagement, participation or attainment. Continue to promote equality and inclusion across the curriculum and school life, ensuring that all young people — including those with protected characteristics feel represented and valued. As part of this work, the school will prepare for participation in the Equally Safe at School (ESAS) programme in 2025/26, using the framework to strengthen prevention of gender-based bullying and harassment and to improve learner confidence in reporting concerns. Wider Achievement and Participation Further develop consistent approaches to recognising and celebrating wider achievement, including through Global Bridge. Expand targeted opportunities for participation, leadership and enrichment to ensure that all learners particularly those from disadvantaged or underrepresented groups can access and benefit from wider achievement pathways.	
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		positive impact on learners' wellbeing, engagement and participation.		
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3.2 RAISING ATTAINMENT AND ACHIEVEMENT SECURING CHILDREN'S PROGRESS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six- point scale?
Attainment in literacy and numeracy	Attainment in literacy and numeracy is a strength of Grove Academy. Learners make good progress across the Broad General Education, and performance has improved in recent sessions. S3 data for 2023–24 shows that 77% of learners achieved Fourth Level Literacy and 69% achieved Fourth Level Numeracy, representing the a significant increase for the previous two sessions to a point where it is the highest in last five years. These improvements reflect more consistent planning, strengthened use of assessment evidence and targeted support for identified learners. In the Senior Phase, literacy outcomes remain strong with numeracy outcomes satisfactory and with areas of improvement required. Insight data shows that many measures are in line with or above the school's Virtual Comparator, with positive performance in S4 SCQF Level 4 and Level 5 literacy and S6 literacy and numeracy indicators. Staff use tracking information effectively to identify learners requiring additional support or challenge, and the Attainment Board structure ensures that interventions are timely and well targeted. Targeted supports including study support, small-group interventions and literacy/numeracy enhancement within faculties contribute to improved progress for specific groups of	A range of quantitative and qualitative evidence demonstrates that attainment in literacy and numeracy is strong and improving across Grove Academy. Achievement of a Level (BGE) 2024/25 shows strong performance: 77% of S3 learners achieved Fourth Level Literacy 69% achieved Fourth Level Numeracy These are the highest levels in recent years. Senior Phase Insight data provides clear evidence of positive attainment in literacy: 96.92% of leavers achieved SCQF Level 4 Literacy in S4. 87.31% achieved SCQF Level 5 Literacy in S4, which is now above the Virtual Comparator (VC). 72.69% achieved SCQF Level 6 Literacy, which is significantly and consistently ahead of the VC. Senior Phase numeracy performance also demonstrates strong comparative attainment: SCQF Level 4 Numeracy in S4 is typically 2–3% below VC, indicating scope for improvement. 68.85% achieved SCQF Level 5 Numeracy, now in line with the VC, having previously been below. 39.21% achieved SCQF Level 6 Numeracy, which is significantly higher than the VC. Tracking and attainment meetings show that targeted interventions (e.g., small-group programmes, tutoring and in-class supports) lead to improved progress for identified learners. Evidence from the Collaborative Improvement Visit (March 2025) confirms that the school analyses attainment data effectively and uses it well to identify learners requiring additional support in literacy and numeracy. Faculty Improvement Plans and DHT/PT link meeting documentation show that almost all departments use assessment and attainment data to inform planning, interventions and curriculum improvement.	Literacy Strengthen progression in literacy across the BGE to sustain the recent improvement at Fourth Level (77%) and ensure consistent challenge and application across departments. Maintain recent significant improvements to ensure data remains above virtual comparator in all measures Numeracy Improve numeracy progression and consistency across the BGE, where performance at Fourth Level (69%) remains an area for further development. Particular focus at SCQF Level 5 in S4 which regularly remains significantly below VV, whilst Level 4 is only 2-3% below. and strengthen the improvement at SCQF Level 5 Numeracy. Targeted Support & Classroom Practice Further strengthen the use of tracking and assessment evidence to identify learners requiring targeted intervention in literacy and numeracy. Expand and evaluate targeted supports including small-group interventions, tutoring programmes and study support to ensure they are improving measurable outcomes. Build staff confidence in teaching disciplinary literacy and numeracy across the curriculum, ensuring that all faculties contribute consistently to literacy and numeracy development. Use of Data and Moderation Strengthen moderation of literacy and numeracy across the BGE to ensure consistency of assessment and shared understanding of progression. Continue to use Insight, tracking data and faculty analysis to measure the impact of interventions and identify areas requiring further improvement.	Good

	learners. Staff are committed to raising attainment further through continued refinement of tracking, moderation and classroom practice.			
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Attainment over time	Attainment over time at Grove Academy is positive and demonstrates improving trends across most key measures. The school has a strong track record of supporting learners to achieve well, and recent data shows sustained performance in the Senior Phase and improving outcomes within the Broad General Education. A particular focus at Grove Academy in the last two sessions has been the attainment of learners at the lower end of S4 and ensuring they achieve a suite of at least 5 qualifications. This has proven to be extremely successful with more learners than ever achieving 5@3 and 5@4 in S4. . Positive destinations remain high, with 95.2% of leavers moving on to further education, higher education, training or employment in 2023/24. This reflects the strength of curriculum pathways, the targeted support offered through the Attainment Board and pastoral structures, and the effective tracking of candidate progress. Targeted supports including tutoring, mentoring, small-group interventions and careful use of tracking data to identify gaps have contributed to improved attainment for specific groups. Staff demonstrate strong commitment to analysing progress and adapting support to ensure that learners make the best possible progress over time. Overall, Grove Academy demonstrates a clear pattern of improving and sustained attainment, with strong outcomes across the Senior Phase and improving trends in the Broad General Education.	A wide range of evidence demonstrates that attainment over time at Grove Academy is positive, with sustained performance across the Senior Phase and improving outcomes within the Broad General Education. Attainment for All Attainment for All data shows a positive trend, with improvements across the lowest, middle and highest cohorts. The lowest 20% in S4 has shown significant improvement in session 2024/25 and is significantly outperforming the VC (189 TP to 142 TP) reflecting the impact of targeted interventions and improved tracking. The middle 60% in S4 consistently perform in line with or above the Virtual Comparator but has also seen a marked improvement in 2024/25. The highest 20% continue to perform strongly, with stable patterns of high attainment and strong progression into Higher and Advanced Higher qualifications. The CIV validated that the school has a strong understanding of progress across learner cohorts and uses this evidence to plan interventions effectively. Breadth and depth measures show positive attainment over time: In S4, outcomes for 5@Level 5 have improved over time and are now highest in previous 5 years. In S4 5@3 and 5@4 measures have improved between 9-12% over any previous year showing strong evidence of a changing culture across the school of ensuring attainment for all learners. In S6, learners continue to achieve well across a broad range of Level 6 and Level 7 courses. 1@level 7 attainment is particularly impressive with 60% of S6 achieving at this level which is 8% above VC. Tracking and attainment reviews confirm that learners are supported effectively to select appropriate pathways and achieve breadth and depth across levels. Impact of Tracking, Intervention and Support Evidence from Attainment Board reviews, DHT/PT link meetings, and faculty tracking systems shows that targeted interventions – including tutoring, mentoring, small-group programmes and bespoke pathways – support improved progress for identified learners. The CIV confirmed that the school uses attainment data well to plan support and evaluate progress over time.	The next steps for improving attainment over time build directly on recent attainment trends, Insight analysis, and the findings of the Collaborative Improvement Visit. Strengthen progression across the Broad General Education Further develop consistency in BGE planning, assessment and tracking to sustain improved S3 literacy and numeracy outcomes and ensure clear progression into the Senior Phase. Enhance moderation and understanding of standards to secure reliable assessment evidence and improved progression across all subjects. Improve attainment for identified groups, particularly in numeracy Continue targeted literacy and numeracy interventions to narrow gaps and strengthen attainment for learners in the lowest 20% and for those from SIMD 1–3. Particular focus on numeracy attainment at level 5 by completing the stand alone numeracy unit for all learners at National 4 level. Increase attainment at SCQF Levels 5 and 6 across cohorts Strengthen pathways, teaching and learner support to raise the proportion of learners achieving 5@Level 5 in S4 3@Level 6 and 5@Level 6 in S5 Enhance the use of data to drive improvement Embed more consistent use of tracking data across all faculties to ensure that progress concerns are identified early and followed up promptly. Strengthen faculty-level evaluation of attainment patterns (including tariff, breadth and depth and Attainment for All) to inform planning and curricular adjustments. Reduce variability in attainment between subjects and cohorts Use faculty reviews, attainment analysis and quality assurance processes to identify and address variability in performance. Share effective practice across departments to improve consistency, challenge and curriculum alignment. Ensure improved equity of outcomes	
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			Continue to monitor and reduce the attainment gap between SIMD 1–3 and SIMD 8–10. Strengthen targeted support for care-experienced, ASN and other identified learners to ensure sustained improvement over time. These priorities will ensure that Grove Academy continues to build on its strengths, sustaining improved attainment trends while addressing variability, strengthening progression and ensuring that all learners make the best possible progress over time.	
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Overall quality of learners' achievement	Learners at Grove Academy benefit from a wide range of achievements, opportunities and supports that help them develop confidence, resilience and skills for learning, life and work. The school has a strong culture of participation and achievement, and learners are increasingly able to articulate their strengths, interests and aspirations. Wider Achievement and Participation Learners experience a broad and varied programme of wider achievement opportunities, including creative, sporting, cultural and leadership activities. Participation in enrichment programmes—such as Junk Kouture, STEM and enterprise challenges, sports clubs, the arts, and community projects—provides meaningful opportunities for young people to develop teamwork, creativity and leadership. Staff and partners report high levels of engagement in these activities, and learners describe these experiences as motivating and confidence-building. Skills for Learning, Life and Work Learners develop a wide range of transferable skills through classroom learning, interdisciplinary projects, and wider achievement. The introduction of Global Bridge is beginning to strengthen learners' ability to recognise and articulate their skills, achievements and aspirations. Many young people are becoming more confident in discussing their strengths, setting personal goals and making informed decisions about their learning pathways. Leadership and Responsibility Opportunities for pupil leadership are growing through Pupil Action Groups, peer mentoring, sports leadership and representation on whole-school decision-making structures. Learners report that they value being listened to and being able to contribute to improvements in the school. Leadership roles help enhance confidence, organisational skills and a sense of belonging. Equity of Access to Achievement The school is committed to ensuring that all learners can participate in wider achievement, regardless of background. GIST, SST and pastoral staff identify young people who may benefit from additional support or targeted opportunities, ensuring equity of access to	A broad range of qualitative and quantitative evidence demonstrates that learners at Grove Academy achieve well beyond the classroom and develop strong skills for learning, life and work. Wider Achievement Data and Participation Evidence Participation records show that large numbers of learners engage in enrichment activities, including creative arts, sports, STEM, enterprise and leadership opportunities. Faculty and programme evaluations (e.g., Junk Kouture, STEM challenges, sports leadership) indicate improved confidence, teamwork and creativity for participating learners. Staff feedback confirms that these opportunities enhance engagement and motivation, particularly for young people who benefit from practical or applied learning contexts. Skills Development and Profiling Evidence Learner focus groups and SECI survey responses indicate that most young people feel they are developing a wide range of transferable skills and can describe how these relate to future aspirations. Early Global Bridge engagement shows learners increasingly recording skills, achievements and interests, supporting more informed discussions about progress and pathways. Staff report that learners are becoming more confident in articulating strengths and next steps. Leadership and Pupil Voice Evidence from Pupil Action Groups, leadership programmes, and participation logs shows increasing learner involvement in school improvement activities. Feedback from learners indicates that they value having their voice heard and feel that their contributions influence decisions in the school. Staff note positive impact on learners' confidence, communication and sense of belonging. Equity of Participation and Targeted Support Monitoring of participation by SIMD, ASN, care-experienced and other priority groups shows that targeted encouragement and support—coordinated through SST, GIST and pastoral teams—has resulted in increased involvement for learners facing barriers. Pastoral logs and intervention records show that targeted invitations, funded access, and bespoke opportunities help ensure that wider achievement is accessible to all. Partner and Employer Feedback Feedback from Dundee & Angus College, SDS and community partners confirms that Grove learners demonstrate strong employability skills, positive attitudes and readiness for transition. Partnership evaluations highlight successful involvement in programmes that develop confidence, independence and real-world skills. CIV Validation The Collaborative Improvement Visit (March 2025) recognised the school's strong culture of achievement and praised the breadth of	The next steps for improving the overall quality of learners' achievement build directly on the school's strengths and the areas for development identified through the Collaborative Improvement Visit and ongoing self-evaluation. Strengthen Skills Awareness and Skills Progression Develop a more consistent whole-school approach to skills language and skills progression to ensure learners can clearly articulate their strengths, achievements and next steps. Embed the use of Global Bridge to support skills profiling, reflection and dialogue at key transition points. Enhance Recognition of Wider Achievement Establish more systematic approaches for capturing, tracking and recognising wider achievement across year groups to ensure that all learners' contributions and successes are valued. Strengthen systems for celebrating wider achievement to increase visibility, motivation and participation across the school. Increase Participation, Particularly for Under-represented Groups Extend targeted support for learners facing barriers to participation, ensuring equity of access to leadership, enrichment and wider achievement opportunities. Improve tracking of participation by key groups (SIMD, ASN, EAL, care-experienced) to ensure early identification of those who may require additional encouragement or support. Develop Leadership and Pupil Voice Opportunities Expand learner leadership pathways, ensuring that pupils at all stages have opportunities to contribute to school improvement and take on meaningful roles. Strengthen the role of Pupil Action Groups and ensure their work is more clearly linked to strategic improvement priorities. Strengthen Community, Employer and College Partnerships Continue to enhance partnerships that support real-world learning, skills development and career education. Ensure that all learners have access to high-quality experiences that develop confidence,	
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	enrichment activities. Staff monitor participation patterns to ensure that learners facing barriers receive appropriate encouragement and support. Partnerships and Community Engagement Strong partnerships with Dundee & Angus College, DYW, SDS, community organisations and employers enhance the quality and breadth of learners' achievements. These partnerships provide opportunities for real-world learning, volunteering, work experience and skills development. They help learners understand pathways beyond school and contribute to positive destination outcomes. Overall, learners at Grove Academy achieve well beyond the classroom and benefit from a rich, supportive environment that values skills, participation and personal growth.	opportunities available to learners. The team noted the positive impact of partnerships and wider achievement programmes in preparing learners for positive destinations. Collectively, this evidence confirms that Grove Academy's approach to wider achievement, skills development and learner participation has a positive impact on wellbeing, confidence and progression.	independence and readiness for positive destinations. Ensure Coherent Planning of Achievement Across the Curriculum Develop clearer expectations for how faculties contribute to wider achievement, skills development and leadership opportunities. Strengthen faculty self-evaluation of pupils' wider experiences to ensure alignment with whole-school priorities. These priorities will ensure that all young people at Grove Academy continue to benefit from a rich and inclusive range of opportunities, develop strong transferable skills, and experience high levels of personal achievement and success in learning, life and work.	
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