EARLY YEARS, PRIMARY AND SECONDARY SELF-EVALUATION TOOLKIT
2023/24

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

SCHOOL: GROVE ACADEMY

SEED: 5329434

2023/24 Overview

	Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent
1.1 - Self-evaluation for School Improvement			■ red			
1.3 - Leadership of Change				■ yellow		
2.2 - Curriculum					■ green	
2.3 - Learning, Teaching and Assessment				■ yellow		
3.1 - Ensuring Wellbeing, Equality and Inclusion				■ yellow		
3.2 - Raising Attainment and Achievement				■ yellow		

All -100%

Almost all – 91-99%

Most – 75-90%

Majority – 50-74%

Minority – 15-49%

Few - <15%

1.1 SELF EVALUATION FOR SELF-IMPROVEMENT	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?
• **Professional engagement and collegiate working** • **Impact of career-long professional learning** • **Children and young people leading learning**	Professional Engagement and Collegiate Working The school is committed to using self-evaluation as an integral part of the process of continuous improvement and has articulated clear plans for extending its use in session 2024/25, considering both staff and pupil voice. A collegiate approach to consultation, involving all staff from across the school, is apparent and working groups operate to address whole school priorities, some of which are led by staff who are not on SLT. The staff and pupil versions of the Grove Standard for Learning and Teaching have set clear expectations with the aim of creating a consistent approach to learning & teaching across the school. The classroom observations model has been refreshed and is now in its second year of implementation. This aims to ensure that staff at all levels have an opportunity to give and receive feedback about their practice. This layered approach includes NQTs, Class Teachers (peer to peer) including PTG, PTs across department, PTs (peer to peer) and SLT quality assurance via link departments and pupil shadowing.	Strengths identified in this area include: • Grove Standard for Learning & Teaching has been incorporated into the Relationships Policy this year • The commitment of staff to the Agile school improvement process and the range of distributed leadership opportunities available to staff in leading and supporting school improvement priorities. • We have begun to work more closely as an Extended Leadership Team to plan for school improvement and will continue this work in 2024-25.	The new 2024-25 SIP highlights all areas we are addressing in this QI. Mandatory working groups to be replaced with individual / small group PLE in 2024-25 based on staff feedback and our continued focus on improving attainment for all and inclusion. SLT to introduce validated self-assessment model to examine strengths and next steps relating to QI 2.4 in session 24-25. This will be extended to other QIs in future sessions. A new self-evaluation calendar will be launched in 2024-25 which aims to provide a framework for ongoing self-evaluation across the school. Middle leaders and SLT are working more closely together to drive strategic improvement and looking at HGIOS 4 to refocus on the language of self-evaluation and looking at how we gather evidence	Satisfactory

	Impact of Career Long Professional Learning		to support our ratings will be a key focus of our work in 2024-25.	
	Teachers are encouraged to self-evaluate as part of the annual Professional Review and Development process. Progress with agreed learning goals from previous reviews are also reviewed and discussed. In-house CLPL this year has been focused on equity and inclusion with each of our INSET and whole staff sessions focusing on aspects of restorative approaches, inclusive classrooms and differentiation. Children and Young People Leading Learning Various consultations with pupils have taken place this session about a variety of issues such as communication, inclusion and equalities. Young people are involved in leading learning via the Department Ambassador roles, Rights Respecting Schools, Equity Group, Peer Supporters, Lessons from Aschwitz and as SCQF Ambassadors and this is an area for further development in 2024-25 via the new Pupil Action Groups.		We will be looking outwards to identified schools to explore the development of a leadership framework to promote an empowered system where all staff understand their role as leaders and their own leadership styles, strengths and development needs.	

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	School vision, values and purpose statement fully refreshed using extensive consultation with learners, parents and all staff. Ready to be launched in August 2024. Very positive ethos around the school ensuring there is a welcoming, positive and inclusive feel to the school environment.	15 years since previous review HT initial consultation shows lack of understanding of vision but clarity of values Low exclusion rate Low level of behavior referral and duty call Settled atmosphere around the school	Launch new Vision, Values and Purpose in August 2024. Continue to implement new Relationships Policy and focus on Inclusive Classroom	Good

•**Strategic planning for continuous improvement**	School Improvement Plan focusses on a small number of key areas which are based on effective data and self-evaluation activities. SIP is reviewed regularly to ensure progress and impact. An "Agile Approach" to school improvement has been introduced to PT's and they are using the range of tools to varying degrees of success. FIPs are incorporate whole school improvement priorities in addition to key faculty led developments. PTs are supported by their link DHT to drive forward improvements across their faculty. We value professional dialogue and consultation with all staff. This has been a focus of all improvements this session and is a key area of our refreshed ELT team. Middle and Senior leaders are managing the pace of change within their teams, inline with a changing national, local and school level agenda.	Agile SIP outlines the school's strategic planning for continuous improvement and this format was very much welcomed by staff. The Grove Standard for Learning & Teaching and the school's bedrock of values focus on quality learning and teaching. Effective FIPs in place taking forward key improvements linked to SIP priorities Feedback from 1-1 discussion with all staff by HT in August/Sept 2023, "T with HT" sessions and HT 5 a day. Discussion at ELT and feedback from DHT/PT link meetings Minutes of Faculty Meetings	SIP continues to focus on Attainment for All and Inclusion as per last session. Introduced Self-evaluation as third key improvement area. Further professional development and support to embed Agile approach Streamline use of Grove Agile tools Implementation to DHT/PT link calendar for fortnightly meetings Commitment to "Coaching" approach Continue to engage with all staff for any key developments Increase regularity of ELT meetings and consultative and discussion based approaches Ensure small number of new developments are on agenda.	

| **•Implementing improvement and change** | All staff take responsibility leading improvements within their own classroom and across their faculties. There is also a desire to support whole school improvement at all levels.

A move to faculties has allowed for a refreshed focus on the involvement of all members of ELT to be directly involved, and responsible, for change at whole school level. There is a very positive atmosphere across ELT with a clear focus for improvement.

Working Groups have provided all staff with a vehicle to be involved in whole school improvement with very mixed success.

Quality assurance processes monitor implementation and progress of improvement implementation to a varying standard. | Evidence of ongoing curricular developments, inline with school priorities.
Involvement of wide range of staff in compulsory and voluntary working groups to led improvement.

Positive and engaged atmosphere across ELT. Significant change in systems, focus and culture across subject areas that have transitioned to faculties.

Positive outcomes from a number of working groups that are influencing improvement

Increasing quality and quantity of data available to evidence improvements | Continue transition of remaining subjects to faculties to allow consistent approaches

Invest more time and resource into ELT leadership development

Remove compulsory Working Groups and replace with Voluntary Groups alongside time for PLE's

Implement full quality assurance calendar | |

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 model has been carefully planned to allow progression for young people to attain at the highest level possible, taking account of recent national and local guidance. The Curriculum Working group has developed Grove Academy's curriculum ensuring there are opportunities available for all young people across the 4 contexts of learning – Subject Areas, Ethos and Life of the school, IDL and wider achievement, recent planning is allowing for their evolution into the three aspects of the Scottish Diploma of Achievement: Subject Studies, Learning in Context and Personal Pathway – as recommend in the Hayward review. The rational for our curriculum is based on the vision and values for our school. Learning for Sustainability requires a whole-school commitment to develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. The design of the curriculum, therefore, is based on the flexibility required to ensure effective teaching and learning is taking place. It provides a platform where the school can narrow the attainment gap. It aims is to ensure that all learners are valued and are given the opportunity to aim for their best, through inclusion and by building positive relationships and a strong commitment to their learning.	Grove Academy has contributed to – OECD, Muir report and Hayward review. Membership of: Education Scotland Curriculum Innovation Group, Timetabling Group, FIDA Consultation Group & OECD Project Infinity. The most recent formal evaluation of 2.2 was the 2019 QI 2.2 Thematic Inspection – 'Sector Leading' & Scottish Parliament Enquiry on Subject Choice, which highlighted: Ambitious and innovative plans for further developing the curriculum.	Grove Academy will continue to contribute to and be informed by the national dialogue on curriculum and use an Agile approach to maintain a 21st Century Curriculum for 21st Century learners. The Agile SIP highlights all areas we are addressing in this QI: • Learner voice is amplified and a key feature of curriculum development. Achieved by: • Continued work by the Curriculum Working Group. • Increased use of Global Bridge profiles and analysis of data generated. • More learner consultation. Which will result in: • Learners make use of Global Bridge profile for Skills. • SCQF Ambassador programme in school achieving Silver and then Gold award. • Wee HGiOS? Data generated and informing strategy.	<mark>Very Good</mark>
• **Development of the Curriculum**	Recent developments in Context-based learning and bespoke curricular adaption in the BGE are the result of a post-Covid evaluation of curriculum provision. Senior Phase pathways offer a breadth of course and	2023 Insights show: Within 3% of VC in Literacy and Numeracy at all levels.	The Agile SIP highlights all areas we are addressing in this QI: • Improved Attainment for All.	

	experiences the maximise the attainment, achievement and record skills development. Staff and learners have ownership in developing the curriculum through working groups, and consultation. The cultural shift throughout the school towards extending opportunities for learning across a range of contexts to prepare young people for their future e.g. the introduction of S1 Grove Island, S2 IDL, S3 Masterclasses, NPAs, Baccalaureate programme etc. evidence the distance travelled. The school is now focussed on innovating with enhanced career learning via Global Bridge and more bespoke, individualised learning plans with a focus on Creativity and Sustainability borne through context-based learning. In delivering the universal entitlement in line with the UNCRC to support for pupils, the school provides young people with an opportunity to meet with a tutor teacher every day and guidance teacher every week. The school has a range of partners who plan learning with school colleagues. There are many opportunities for young people to extend their learning out with the school, e.g. the SFA Coaching Academy, Engineering projects, partnership with local agencies, e.g. DECSC, ACD, Showcase the Street, Broughty Ferry Community Partnership, FIDA, Global Bridge and other local employers.	Positive destinations match (95% the VC and exceed local and national averages. However, Attainment for All lowest 20% is behind the VC – a focus on Attainment for All and further aligning the S3 curriculum to SP expectations should see improvement here.	• Inclusion via improved pupil attendance and engagement. Achieved by: • Offering increased Context-based learning in the BGE. Which will result in: • Improved attainment in SP (5@ level 3/4/5). • Improved attendance. • Reduction in requests to change / drop subjects.	
• **Learning Pathways**	The number of courses, and indeed the breadth of qualifications via SCQF, available in the senior phase has expanded year on year. This broadening of the curriculum has enabled us to better cater for all academic abilities and also provide valuable opportunity for pupils who will be joining the workforce post school. Our commitment to ensuring flexible pathways for all learners is the cornerstone of our curriculum within the Senior Phase. The school has developed a range of learner pathways to demonstrate the range of opportunities available for young people in Grove Academy, which is helpful in supporting discussions with pupils and parents our SCQF Ambassador programme ensures there is shared clarity and understanding of the curriculum at Grove.	2023 Self-Evaluation & Improvement Survey showed the following trends - Pupils: 89% Agree / S. Agree: The course choice process was straightforward and easy to understand. 70% Agree / S. Agree: I am given the opportunity to influence what and how I learn. Parents/Carers: 87% Agree / S. Agree: I had all the knowledge I needed to help my child make their course choice decisions.	The Agile SIP highlights all areas we are addressing in this QI: • More and clearer curricular pathways for all learners via closer alignment of S3 and the SP. Achieved by: • Growth in breadth and depth of offer in the SP. • Closer alignment of S3 curriculum to SP. Which will result in: • Improved attendance. • Reduction in requests to change / drop subjects.	

	The school has considered the priorities of Literacy, Numeracy and Health and Wellbeing and has implemented a range of curricular interventions to support improvements in these areas for example, Fresh Start programme, bespoke numeracy intervention in S1, Scottish Studies for literacy Whitton Park Project, Junk Kouture, and the Youth Philanthropy Initiative all contribute to a holistic curriculum with learners at the core.	85% Agree / S. Agee: I have regular opportunities to help shape the curriculum as part of the team. The evolving number of learner pathways available to young people to better meet individual learning needs with all curricular areas offering qualifications in the SP out with N5-Higher-AH progression, the SCQF Ambassador programme has communicated this to the wider community and is awaiting Silver status.	• SCQF Ambassador programme in school achieving Silver and then Gold award.	
• **Skills for learning, life and work**	Skills for learning, life and work are an integral part of the curriculum and integrated to best meet the needs of learners. Woking with Global Bridge as Scotland's first pilot school has allowed for skills for work (developed in consultation with local employers) to be developed, recorded an reflected upon in learner's Global Bridge profile which is already benefiting learners in progressing to positive destinations. Context-based learning projects in particular, and subject studies, all feature skills development at their core. Further engagement with SDS, DCC and DYW: Tay Cities enhances the role of work experience as the 'personal pathway' aspect of the leaner development of SLLW at Grove Academy.	Nearly 100% of S3 and S4 learners have Global Bridge profiles with around 60% of S5//6 in 2023/24. 40% of those learners have completed their profiles including an evaluation of skills development and identification of key industries for career development – which allows for the bespoke targeting of work experience to leaners.	The Agile SIP highlights all areas we are addressing in this QI: • Skills are embedded in the curriculum and recorded effectively. • Family learning is engaging and participatory. Achieved by: • Inform pupils, parents and staff of SCQF framework. • Provide more opportunities for family learning in Grove and also via Partnership work. Which will result in: • Learners make use of Global Bridge profile for Skills. • Family learning programme implemented and attended. • Wee HGiOS Data generated and informing strategy.	

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	The use of the Grove Standard for Learning and Teaching has had a positive impact on the learning environment creating a clear and consistent message for young people across the school, setting high but achievable expectations within the classroom. We have linked the pupil GSLT to the new Relationships Policy this year. This year the staff CLPL focus has been on inclusive practice and improving relationships.	• Very positive relationships evident and mutual respect demonstrated between staff and young people. • A caring and supportive and learning environment with widespread use of praise and encouragement. • Responsible, courteous and confident young people. • Lesson observation feedback highlights that learner engagement and participation in lessons is good	Focus on how staff are differentiating to meet the needs of all – both support and stretch/challenge. Continue to focus on inclusive classrooms and gather evidence of this across the school. Gather evidence of how pupils are leading learning across the school – looking for good practice to develop this further. The new Agile SIP highlights all areas we are addressing in this QI. There is a continued emphasis on improving methodologies across the school, reflecting on staff self-evaluation identifying key areas for development with a particular respect to the Grove Standard for Teaching and Learning.	<mark>Good</mark>
Quality of teaching / interactions	A wide range of methodologies are effectively deployed and have a positive impact on pupils' enjoyment and engagement in their learning. The majority of lessons are well planned and varied with active pupil engagement in a wide range of interesting activities with some examples of excellent practice in evidence. Whilst there are notable strengths in the way that young	• Pupils' contribution to the model United Nations • Staff commitment to providing extensive range of extra-curricular opportunities to enhance pupils' achievement and further create a supportive and nurturing environment. • Pupil focus group feedback	We will continue to focus on inclusive practice and differentiation next session and SLT observations will be focussed on aspects of this using QI2.4 as a basis for validated self-evaluation across the school.	

	people learn and achieve, with the pace of learning generally good, there could be more differentiated opportunities for young people to be challenged and develop resilience. As a school we are working to ensure that learning is accessible for ALL learners through the focus on inclusive practice and differentiation. The school continues to work hard to enable young people to develop a broad range of skills for learning, life and work with young people particularly excelling in cultural, musical, sporting, volunteering and leadership activities and events. The development of wider leadership roles has allowed young people to work with departments on various school improvement focuses (e.g., RRSA, SCQF), thereby encouraging pupil voice and input. At all stages, relationships between almost all staff and young people are consistently positive and our high expectations communicated as part of the school ethos. Pupils also feel that there are positive relationships which support their learning. In almost all classes, young people are well behaved and engaged in their learning. Young people enjoy learning and have very positive experiences across the school, which they value. They feel that they are treated with fairness and respect and view staff as caring and approachable.	• Feedback from the HT's 5 a Day • Young people have gained recognition at national and international level.	Next session will be the third year of using the GSLT for staff and learners. We will review progress in this area at the end of next session and make adjustments where necessary. Continued links with other schools to share practice and work collaboratively to improve outcomes for young people. All staff to do a PLE on an aspect of inclusive practice to support individual reflection and research. New Pupil Action Groups to be established using 'WeeHGIOS' as framework for pupil input into school improvement and self evaluation. Achieving Bronze RRSA and pursuing Silver in 2024/25 which will help amplify pupil voice in the teaching and learning process. Also building further opportunities for pupil leadership in senior phase by leading RRS PSE lessons and assemblies. Continue to use a Collaborative Action Research approach in both NQT and Practitioner Enquiries to promote leadership opportunities within the school and the authority.	
Effective use of assessment	Teachers are providing opportunities for learners to reflect on and evaluate their learning through regular feedback and learning conversations. In a wide range of	• A number of staff across all departments are SQA appointees • Pupils are very clear that the quality of feedback given to	Look at the use of assessment in the BGE – what is being assessed, how is it being assessed and why? Are assessments effectively differentiated?	

	classes, young people benefit from opportunities to work together in pairs or groups. The use of technology continues to increase in classes. Teachers engage in a range of continuous assessment techniques and learning conversations with pupils to ensure they know how their pupils are progressing. Grove staff are confident in understanding the NQ standards required in the senior phase and applying them correctly.	them, including how to improve their work, is good.	
Planning, tracking and monitoring	Tracking and monitoring in the senior phase is robust and effective, leading to a strategic approach to interventions to support attainment. BGE tracking in some departments is robust and used effectively. Attainment Board involving PTGs/DHTs introduced this year with a specific focus on learners attaining '5@' in S4.	• Attainment Reviews • Monitoring and Tracking in the SP. • Lesson observation data • ELT working together more effectively to address learners at risk of not attaining 5 awards in S4.	New BGE tracking tool will be in use next session. Explore the use of a planning tool as seen in other DCC schools as a way of ensuring that learning is planned with progression and differentiation / challenge in mind In light of recent Insight session, we will be looking closely at our S4 learners, particularly with regards to the level of challenge and the opportunities for attainment at the highest level for lowest 20% and top 20%.	

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**	Our learning community has a shared understanding of wellbeing and the children's rights. Staff increasingly understand the importance and relevance of their role and responsibility in supporting learners. A group of pupils have set and run a lunchtime purple club to provide a safe space for pupils. The school has achieved the LGBT+ Charter, and we consider each young person as an individual with their own needs, risks and rights. All stakeholders promote a climate where children and young people feel safe and secure **Relationships** Positive relationships are a key strength across the whole school. A new Relationship Policy was introduced to support all learners which includes toolkits to support interventions for all learners. PTs are encouraged to support staff using strategies from their own toolkit. Building on the inputs on restorative approaches last session, our CLPL this	Feedback from House Team meetings and Pastoral Notes. Pupil/staff and parent feedback Referral data and analysis of support given Introduction of Glasgow Wellbeing Tool and other forms of assessment Survey feedback where almost all Learners feel safe in school Staff have audited all classrooms using Inclusive Classroom toolkit All departments have evaluated their own progress using HGIOS 2.4 and have identified areas for improvement which will be included in next sessions DIP. No of Learners who were refusing to attend mainstream classes has reduced.	Explore and create systems to further embed Wellbeing indicators across the school Consult with parents regarding the information and support they would like and use these themes to reintroduce Grove Sign Posts	<mark>Good</mark>

year focussed on inclusion and differentiation. All staff, including support staff, were involved in this. One event was with our cluster colleagues where staff worked across sectors to discuss Inclusion and began to look at the inclusive classroom toolkit. Staff have considered differentiation and also used the Inclusive classrooms audit to assess how best to support their learners. All DIPS had a focus on Inclusion and Restorative approaches. Depts have used challenge questions and examples of highly effective practice to evaluate their performance against 2.4.		Use of attendance data to explore link between SIMD/ FSM. Embed attendance policy to ensure consistent approach across school
Attendance A revised Attendance Policy was introduced detailing roles of staff, learners and Parents/Carers. This includes the addition of attendance to weekly House meetings and a new structure for ARG. Senior Support Worker attends House meetings monthly and reports to weekly ARG.	Continuing to address attendance concerns at an early stage.	
Pastoral Support A consistent structure and approach has been implemented with a member of admin staff and SFL team assigned to each House who all work together to effectively support our learners. All PTG, SLT and SFL staff took part in a session led by DEPS focusing on the use of different assessments in GIRFEC model.	Developed consistent approach to house minutes and reduction in PTG workload. Shared responsibility across PTG and SFL team for ABLE and AAA. Better support offered for YP as a result of discussion between House teams and SFL.	Continue to look for ways to best utilise admin support within house teams to help streamline processes and reduce PTG workload Introduce Glasgow HWB Tool to all pupils twice per year to measure emotional wellbeing and use data to influence both individual and whole school supports and strategies.

	School Support Team SST continues to bring together group of professionals to streamline support services offered to pupils. Microsoft forms used for referrals and to monitor number/ types of referrals and review impact. Various support groups have been set up based on need through pupil referrals to SST. These include managing anxiety, zones of regulation ed by our HWB workers and self-esteem and risk taking girls groups with our sports coach at Whitton park.	Reduction in waiting times for individualised specialist support such as counsellors and HWB workers. Creation of targeted small groups to address issues arising such as Zones of Regulation group and managing anxiety group led by HWB workers, risk taking behaviour and improving self-esteems run jointly by PSW and coaching staff at Whitton Park.	Ensure appropriate referrals are made. Embed process for use of assessment data to improve wellbeing for all
	Grove Integrated Support Team (GIST) Purpose: - Support YP and offer advice and strategies when school based resources have been exhausted. – move to next steps	This has been less frequent due to SST.	Explore purpose of GIST and reinstate calendar of meetings
	Transition **P7-S1** We continue to work closely together to plan an effective transition for our learners. P7 events are planned jointly and we are making links between key staff to help transition in numeracy and literacy. **Transition post school** Overview of a PTG remit. All PTG had an awareness arsing session about legalities of process	More collegiate approach to S1 transition. Creation of literacy project. Meetings between PT maths and primary colleagues started.	Continue to develop process for sharing information and look for further opportunities for joint working Create system for overview of when transition meetings have taken place and monitor

• **Fulfilment of statutory duties**	All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. All staff have completed (or will be end of term) mandatory CP modules. All staff have had the 1st day presentations on equalities and CP. All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.	All CLPL sessions this session have had relational and inclusive practice focus.	This is to continue to be a focus of CLPL next session. Staff are encouraged to use Inclusive classrooms/. Relational approaches as a theme for next session's practitioner enquiry	
• **Inclusion and equality**	The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.	Grove Academy has achieved Silver LGBTQ+ award. Learners devised assemblies which were delivered to all year groups. PSE continues to offer pupils a safe place to explore their feelings and ideas in this area. Equally safe at Schools' programme has been introduced. Staff and pupils have completed a baseline survey. Staff group set up.	ESAS programme to be introduced next session and pupil action group set up. Review anti bullying policy in line with new guidelines taking account of UNCR, Rights Respecting School and LGBTQ+. Adopt system using QR codes for Learners to report any incidents of bullying. Awareness raising session for staff and pupils about new bullying policy	
	Inclusion Inclusion has been a significant focus for this session. There was a need to look at ways to support YP who are suffering from high school based anxiety and EMB issues which are preventing them from engaging in mainstream classes. 2 rooms were created to support these YP. Learners who are struggling to engage with learning are referred by house Heads. This may be school refusers, learners who struggle to attend mainstream and those with social, emotional and behaviour issues who have difficulty engaging positively with their learning in mainstream. Learners from s1-	54 Learners have been part of the Inclusion rooms programme. Attendance in school has improved for almost all. Pupils in S4-6 who previously were not attending school were able to attain qualifications. Almost all of the Learners accessing the resource have now returned in some capacity to some or all mainstream	Develop system for recording and monitoring attainment and progress in Inclusion rooms. Review referral process to make better use of assessment data	

| | 6 have attended with all s4-6 learners achieving course awards in a variety of subjects. Subject specialist staff attend regularly to support group and individual pupils. AIS staff and SSSW work closely to support non attenders to attend. Our PSWs have recently joined the team to support our learners to develop the social skills to engage with either mainstream classes or a positive transition to college training. P7 learners who may benefit from the support during transition and in August are currently being identified and opportunities to meet staff ad visit the rooms is being offered. | | | |

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**	**Literacy** Positive progress being made in Literacy across almost all areas. Extremely high number of learners achieving success in senior phase.	**Literacy** Young people have made positive progress in their attainment in literacy at SCQF level 4 with 95.6% of leavers achieving this level. At SCQF level 5 literacy consistently compares favourably with the virtual comparator, however it has dropped to 86.34% in 2023. Level 6 attainment is significantly and consistently ahead of the VC at 71.8%.	Continue to develop existing good practice in numeracy and literacy	<mark>Good</mark>
	Numeracy Attainment very high at L6, high number of learners returning to faculty. 2 well established pathways through curriculum with new Application of Maths course embedded at Higher level	**Numeracy** Numeracy at SCQF level 4 is regularly around 2-3% below VC whilst at level 5 sits at 79.3% which is now in line with the virtual comparator, when previously below. Improvement in numeracy attainment is a significant area of development for the school throughout the Broad General Education. At Level 6, performance in 2023 is significantly higher than the VC at 39.21%.	Develop deeper parental/adult support for pupils' learning Review "setting" arrangements in BGE Review structure of Maths course delivery in S4 Increase expectations of L5 achievement for National 4 learners	

• **Attainment over time** • **Overall quality of learners' achievement**	Pupil attainment at Grove Academy at the point of leaving school is consistently good with average complimentary tariff points above virtual, Dundee City and national comparators in almost all areas. Young people in Grove Academy are confident and able to contribute effectively to discussions in a reflective considered manner. Almost all of the young people are able to demonstrate achievement through the four capacities and have developed, or are developing, skills to enhance their life chances, particularly with regard to employability skills. The vast majority of subject departments provide engaging learning experiences for pupils, although there are some specific subjects which require to provide more challenge to the young people to effect improvement.	**KPI's** In S4 our 5@3 and 5@4 results are consistently below that of our VC and despite an increase in 5@5 (up 3%) it is still below VC comparisons. In S5 there is drop from the 2022 results and is now 2-3% below VC comparisons at 1+, 3+ and 5+ @ Level 6. S6 results (Based on S6) have increased 6% to 49.7% in terms of 1@7 which is in line with VC. **Attainment for All** S4 mid highest 20% consistently perform well whilst mid 60% below VC. Lowest 20% dropped to lowest in 5 years. S5 lowest 20% highest in 5 years and significantly above VC. Mid 60% consistently above VC with top 20% consistently inline with VC. S6 lowest 20% consistently achieve very highly with mid 60% inline with VC and Attainment of the lowest 20%, middle 60% and highest 20% consistently above VC.	Specific whole school focus on S4 learners achieving a suite of at least 5 qualifications (5+) Embed Attainment Board approach Review S3 curriculum and preparation for S4 Review marketing, coursing and targeted approach to D&A College partnership Review approaches to BGE tracking and monitoring – explore use of Angus Model Clarity of presentation policy and teacher expectations.	

• **Ensuring equity for all learners**	Teaching staff are using ABLe plans to ensure that all young people have an equitable access to their education. The Support for Learning team and the Grove Information Hub have provided opportunities to help teaching staff to access information about pupils readily, to develop a deeper understanding in the use of ABLe to ensure that all young people can achieve to their highest level. Learners in SIMD 1-3 regularly achieve higher than the national and virtual comparators.	From the Insight data and our own school data through our robust tracking and monitoring system both in SP and BGE. Insight	Embedding the tracking of pupils' attainment within the BGE and developing interventions for specific targeted pupils, particularly those in SIMD 1-3, on FME and LAAC	