



GROVE ACADEMY

2015 - 2016



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A WELCOME FROM THE RECTOR

Dear Parent/Carer

Welcome to Grove Academy!

I hope you find this handbook useful. Designed to provide some basic information about the school, this is primarily written with 'new' parents in mind. It should, however, also be of interest to parents of existing pupils. If after reading the handbook you would like more information, please do not hesitate to contact me. I am happy to speak to you and show you the school so that you can judge its atmosphere and character for yourself.

You may also wish to access the Scottish Schools' Online Website - www.scottishschoolsonline.gov.uk and the Parentzone website - www.parentzonescotland.gov.uk. They provide information about individual schools for parents as well as advice and support on a wide range of educational matters such as choosing a school and how to negotiate the complexities of the school curriculum.

I believe pupils of all levels of ability benefit from their education at Grove and many achieve distinction in academic studies, sporting interests and leisure pursuits. It has been my experience that new pupils very quickly feel 'at home'. I am sure that within a short period of time your child will begin to make his or her own particular contribution to the life of the school.

I welcome your interest as parents and I look forward to meeting you and your family on a more personal basis in the months and years ahead.

Yours sincerely

Graham Hutton
Rector

grove@dundeecity.gov.uk





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VISION AND VALUES



Head Boy and Head Girl

At Grove we aim to establish a warm, welcoming open ethos where everyone feels included, valued and safe. We endeavour to develop pupils' spiritual, moral, social and cultural values. We do this through our curriculum and through the attitudes and positive behaviour we foster in the school. We work in partnership with parents in this task and take account of their views as well as the individual needs of each pupil.

We try to inspire our young people to aspire to better and achieve the best they can. We try to nurture their aspirations and we celebrate their achievements as much as we can.

We welcome and encourage diversity and individuality while emphasising a commitment to our core values: honesty, respect, responsibility, fairness and determination. In doing so, we support the principle that all staff and pupils have the right to be respected as individuals and a responsibility to act in a considerate and respectful way towards others.

We adhere to a policy of Equal Opportunities and are committed to the elimination of any form of discrimination on the grounds of race, religion, gender, sexual orientation or disability. We try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school.

Our shared Vision and Our Handful of Values are printed for you on the front inside cover. These were agreed by pupils, parents and staff after nearly two years' consultation and discussion. They are the golden thread running through our school. The Values are not just for school but for life.





SECTION 1 - ABOUT OUR SCHOOL

Grove Academy is a mixed six year non-denominational school, catering to the needs of all pupils in Broughty Ferry from the ages of 11 to 18 (S1-6). Teaching is by means of the English language and there is no teaching provision in the Gaelic language.

CATCHMENT AREA

Grove Academy serves the Broughty Ferry area of Dundee. Our associated feeder primary schools are

- Forthill
- Eastern
- Barnhill

The catchment area for the school is the combined catchment areas of the associated schools.

Pupils are admitted in August each year but others coming to live in the area may be admitted at any time during the session on application to the Education Department.



HISTORY OF SCHOOL

The school is 125 years old. The significant dates in its history are:

- 1889 Founded by Broughty Ferry School Board as a fee paying primary/secondary school.
- 1909 The main building in Camperdown Street completed.
- 1938 Infant and Primary departments were transferred to the former Western Primary School (the 'Wee Grove') subsequently the Annexe and now a Health Centre.
- 1956 Extension Building opened to house Science, Technical and Home Economics departments.
- 1989 Centenary Building opened
- 1995 Extension Building upgraded and a new further Extension opened.
- 1996 Official opening of new Extension and refurbished Main Building.
- 2008 Phase 1 of New Building opened & Extension demolished.
- 2009 Phase 2 of New Building opened.





SCHOOL ROLL

The school roll at September 2014 was 1243.

S1	212	S4	224
S2	217	S5	220
S3	217	S6	153

ACCOMMODATION

Departments are grouped together in suites each with a staff base.

The Ground floor comprises the Main General Office and Admin Suite, Dining Social Area, Fitness Room, Swimming Pool, Design and Technology, Music and Support for Learning Departments.

On the First floor we have Maths, English, Modern Languages, Art & Design, Library Resource Centre, Games Hall, Gym 1 and Dance Studio/Gym 2.

The Second floor comprises all the Sciences - Biology, Chemistry and Physics, Social Subjects - History, Geography, Modern Studies plus RMPE, Computing Studies and Business Studies.

Overall the school has excellent IT facilities with 13 computer suites and every classroom is equipped with its own PC and most - soon to be all - with their own Digital Projector.

STAFF

The teaching complement consists of the equivalent of 89.3 full time teaching staff. In addition the school has approx 30 support staff who play a vital role. The full staff list is shown in **Appendix 1**.





SCHOOL LEADERSHIP

The Senior Leadership Team is made up of

Rector (Mr Hutton)

Depute Head Teachers (Ms Elder, Mrs McIntosh and Mr Doherty)

Business Manager (Mrs Stewart)

Admin Officer (Mrs L Marshall)

Subject departments are headed by Principal Teachers.

There are also seven Principal Teachers of Guidance. They have a specific responsibility for all aspects of the personal welfare of pupils in their houses.



THE SCHOOL DAY

The school day begins at 8.45 am with registration. Classes begin at 9.05 am and thereafter the day is divided into four fifty minute and two fifty-five minute periods as shown below.

Tutor Time	8.45 to 9.05
Period 1	9.05 to 9.55
Period 2	9.55 to 10.45
Break	10.45 to 11.00
Period 3	11.00 to 11.50
Period 4	11.50 to 12.40
Lunch	12.40 to 1.40
Period 5	1.40 to 2.35
Period 6	2.35 to 3.30



Tutor Time is vertically organised so that there are pupils from all year groups in each Tutor group. This allows for buddying for S1 pupils, mentoring by senior pupils and staff for all pupils, the opportunity to share information between year groups, to give advice and support to younger pupils with regard to option choices etc. When fully developed, Tutor time will ensure that each pupil is able to access his/her entitlement to personal support.

MORNING ASSEMBLIES

These are usually held on different days of the week for different year groups from 8.45 am - 9.05 am during Tutor Time.

Monday	S1	Thursday	S4
Tuesday	S2	Friday	S5 - 8.45 am - 9.05 am
Wednesday	S3		S6 - 9.05 am - 9.10 am

The assemblies allow the Rector and other members of staff to speak to pupils on a wide range of school matters. Alternatively, there are also House Assemblies held at this time.

There is also a religious aspect provided by our school chaplains on a regular basis - Rev G. Taylor, Rev C. Collins, Imam Vali Hussein, Rev A. de Paula, Rev B Talbot, Gary Torbet, Patrick Sullivan, Rev F Bridger, Rev H Bridger, and the pupil chaplaincy team.

Parents who object to their children taking part in Religious Observance are asked to contact the Rector.





SECTION 2 - LEARNING AND TEACHING / CURRICULUM

The school follows the principles of Curriculum for Excellence. This involves the six entitlements for all young people:



- a coherent Curriculum from 3-18
- a Broad General Education (S1-S3)
- a Senior Phase (S4-6) to obtain qualifications
- opportunities to develop Skills for Learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and well-being
- Personal Support to each individual pupil
- support for pupils in moving into a positive and sustained destination after school

At Grove Academy we aim to achieve all six of these entitlements. The curriculum involves the seven principles of breadth, depth, coherence, challenge and enjoyment, personalisation and choice, relevance, progression.

S1-S3 BROAD GENERAL EDUCATION

“Overall, young people are making very positive progress in subject areas from S1 to S3.”
HMIE Inspection 2013

In S1 to S3 all pupils follow a curriculum where all 8 curriculum areas are covered. These areas are:

- Expressive Arts
- Languages and Literacy - English and either French or German
- Health and Wellbeing - (PE, Social Education and Tutor Time)
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Our S1-3 courses are based on the prior learning that pupils have experienced in Primary School and continue to build on the set of Experiences and Outcomes which allow them to progress in all areas and continue to improve their skills in literacy, numeracy and health and well-being in every area of the curriculum. The Broad General Education allows pupils to learn about the appropriate skills for work, learning and life. There are also opportunities for pupils to experience learning in different contexts in and out of the classroom, for instance Inter-Disciplinary Learning, co-operative learning, visiting speakers, trips and excursions. Throughout the Broad General Education (and beyond) pupils will be informed of the learning intentions and success criteria of their learning and will often be involved in planning what they learn, thereby allowing for a personalisation of their curriculum.

Should any aspect of the learning in S1-3 be deemed sensitive, the view of parents will be sought by letter.





In S3 there is an element of personalisation for pupils within curriculum areas. Pupils in S3 also participate in a week's Work Experience (usually in May).

The majority of classes are mixed ability. However, there is broad band setting in S1-3 Mathematics and English. Class sizes depend on the size of the year intake but the present S1/2 classes contain a maximum of 30 pupils. For a number of subjects such as Art and Design, Design and Technology, Home Economics, Computing, Business Enterprise and the Sciences, classes are split into smaller practical sets of no more than 20 pupils.

Further details of the curriculum structures in the Broad General Education (S1-3) are to be found in Appendix 2.

“Courses and programmes from S1 to S3 include a good degree of choice which meets young people’s interests and aspirations well.”

HMIE Inspection 2013

S4-6 SENIOR PHASE

Pupils in S4 will enter the Senior Phase which is the time for them to begin building a portfolio of qualifications. They will sit the new National Qualifications (called National 3, 4, 5 or possibly even Higher) in May of S4. Pupils will choose 6 courses in S4, plus the core Health and Wellbeing (PE and SE) and RME. Towards the end of S3 pupils will be given advice, support and guidance in choosing these subjects for S4. Parents will be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S4 Choice interview with their child's Guidance Teacher.

When they go into S5 or S6, pupils will build on the qualifications they have achieved in S4 and may wish to broaden or deepen their qualifications. Courses in S5/6 will be available at National 3, 4, 5 levels as well as Higher and Advanced Higher. Pupils in S5/6 will be expected to pursue 5 courses, plus Social Education and Tutor Time as well as a Health and Wellbeing option. The latter includes options for physical, nutritional, spiritual and mental wellbeing. Each pupil's curriculum will be negotiated to suit the needs of that pupil but also maximise their chances of achieving the best qualifications they can in order to leave school for a positive and sustained destination in Further or Higher education or the world of work. Parents will again be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S5/6 Choice interview with their child's Guidance Teacher.

“Tracking of young people’s progress from S4 to S6 is very effective.”

HMIE Inspection 2013

Further details of the curriculum structures in the Senior Phase are to be found in Appendix 2.

Further details about CfE are available at the following websites at local and national levels:

www.dundee.gov.uk

www.educationscotland.gov.uk

www.curriculumforexcellencescotland.gov.uk





“Young people learn and achieve very well through a rich range of experiences.”
HMIE Inspection 2013

NATIONAL QUALIFICATIONS

This is the name given to the qualifications currently awarded by the Scottish Qualification Authority. From 2014 awards can be made at National 3, 4 or 5 levels, Higher and Advanced Higher levels. In addition a small number of Free Standing National Units are offered which are also certificated and which appear on a pupil’s award certificate.

Pupils are presented for final course examinations if they have

- attended class regularly and
- completed the work of the class (including folios and investigations as requested by the SQA).

For more information on SQA, see Appendix 4 or visit their website www.sqa.org.uk.

SQA RESULTS

Examination results for the period 2011/12 – 2013/14 are listed in Appendix 4.

“The school performs consistently to a very high standard in national examinations. At S5/S6, young people perform better or much better than schools serving young people with similar needs and backgrounds.”
HMIE Inspection 2013





LINK COURSES



In addition to studying their normal subjects some pupils in their final year of schooling may be able to follow specific courses at Dundee College. These courses may be vocationally based courses or academic courses which supplement the school's provision.

Further information on these courses can be obtained from the school or Dundee College.

WORK EXPERIENCE/SHADOWING

It is sometimes possible for pupils in S4-S6 to be involved in work experience/shadowing for a short period of time. The work placement can be in an office, school, hospital, factory, shop or small business and is normally organised by the pupil in consultation with the school.

HOMEWORK

Although the school has a printed statement of its Homework Policy, it is currently being reviewed as part of our school improvement plan. The policy was drawn up because it is essential for effective learning that pupils regularly do some work at home. The amount given by staff will vary according to the requirements of the subject and the needs and abilities of the pupils. It will also tend to vary according to the year group, thus pupils in the senior school can expect to have more than pupils in S1 - S3.

Homework may include

- Revision
- Essays
- Set questions
- Projects
- General Reading



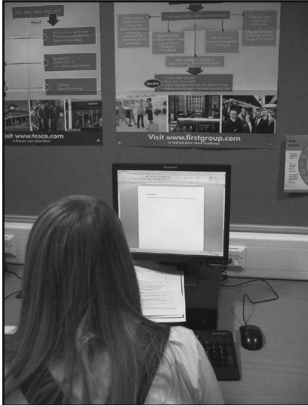
It is essential that parents encourage their children to do revision and homework and monitor their children's progress by checking the planners which are issued to all pupils in S1-S6. The involvement and support of parents is invaluable and they are welcome to contact the school if they have any query about homework.





“Young people feel they will get help if they need it and appreciate extra help from teachers through extensive supported study.”

HMIE Inspection 2013



STUDY SUPPORT

Teachers voluntarily offer Study Support to pupils in S4-S6 prior to both their preliminary and final examinations. The support is subject specific and we aim to provide it by staff at the end of the school day one evening per week for a five week block before each exam diet. It allows for revision of class work with a teacher on hand to help and give advice. This support has also been extended to include S1-S3 pupils who have the opportunity to attend a wide variety of clubs and catch-up activities to help them consolidate their learning. These clubs and activities meet in a variety of locations in school both at lunchtime and

after school. S4-S6 pupils are also welcome to attend at these times, if they wish to do so.

LEARNING RESOURCE CENTRE (LRC)

The LRC has a stock of over 7000 books, encyclopaedias and magazines.

There is a Careers section as well as a suite of 30 computers for pupil use.

Pupils have access to the LRC during class time, before registration, at lunchtimes and after school hours.



ASSESSMENT AND REPORTING

School reports are sent to parents twice a year in the case of pupils in S1, S4 and S5/6 and once a year for pupils in S2 and S3. Reports are issued as follows:

Year Group	Report Due
S1	October and May
S2	April
S3	January
S4	December (Full Report) and March (On-track report)
S5/6	November (On-Track Report) and March (Full Report)

The school follows a policy of continuous assessment in S1 to S3 with formal examinations in some subjects in May of each year. In S1, S4 and S5/6 the reports refer to the level of attainment of the pupil. Reports include comment on a pupil's progress in the curriculum area, his/her strengths and achievements and his/her future learning steps. A statement explaining the system of assessment is included with each report.





The S1 October report is designed to let parents know how their child is settling in at school. It reports on how well the pupil has made the transition from primary to secondary school rather than academic performance.

Throughout their school career we track and assess pupils' progress (intimated to parents via reports and parents' meetings) and help them plan their future learning through discussions with their Guidance teacher, their Tutor and their subject teachers.

At all levels, provision exists for comments from individual teachers to be sent home with the report form, and parents in turn are invited to discuss reports with Guidance staff and/or the appropriate House Head. If parents require a progress report at any other time, contact should be made with the appropriate House Head or Guidance teacher.

SCHOOL IMPROVEMENT PLANNING

Our School Improvement Plan for 2012-15 includes the following projects and targets:

Improving Achievement and Attainment

- Extend use of tracking and monitoring
- Establish a new homework policy
- Establish profiling
- Celebrate wider achievement

Improving Learners' Experiences

- Develop ICT use in lessons
- Embed Vision and Values
- Improve pupils' leadership
- Develop Teaching and Learning through new methodologies

Building our Curriculum

- Develop a Curriculum for Excellence
 - o Develop and refine S1-3 courses (Broad General Education)
 - o Develop Senior Phase courses
 - o Develop Inter-disciplinary Learning
 - o Develop flexible pathways
 - o Ensure Numeracy, Literacy and Health and Wellbeing are the responsibility of all teachers

Improving our Capacity in Meeting Learners' Needs

- Provide universal support to all pupils
- Promote inclusion
- Embed Better Behaviour, Better Learning procedures

Embedding a Culture of Self-Evaluation

- Improve self-evaluation across the school community
- Improve staff leadership
- Improve communication across the school community

We will shortly begin the process of revising and evaluating the plan and putting together a new 3 year School Improvement Plan for 2015 - 2018. The Parent Council will also play a role in its construction.





SECTION 3 - SUPPORT FOR PUPILS

“The school supports young people well to develop and learn.”

HMIE Inspection 2013

GUIDANCE STRUCTURE

The Guidance Structure is a vertical system whereby all pupils are in one of three Houses - Dawson, Orchar, Reres. Pupils are allocated to their house when they first start at Grove. Each House is led by a Depute Head Teacher with members of the Guidance team being responsible for the personal, curricular and vocational guidance of the pupils in that House. Guidance staff also have a particular responsibility for attendance, absence and latecoming in their House.

Parents should look upon Guidance staff as the first point of contact concerning any aspect of their child’s progress at school. If a parent has a concern about their child, he/she should contact the child’s Guidance teacher who will take the necessary steps to find a solution to the issue. Parents may be invited into the school to discuss the matter.

HOUSE TEAMS

Dawson

DHT Mrs McIntosh
PT Miss Glover
PT Mrs Milne
PT Mrs Lander

Orchar

DHT Mr Doherty
PT Mrs Terroni
PT Mrs Booth
PT Mrs Lauder

Reres

DHT Ms Elder
PT Mrs Cuthill
PT Mr Curran
PT Mrs Lauder



Guidance Team

“Guidance staff offer strong pastoral support.”

HMIE Inspection 2013

PERSONAL AND SOCIAL EDUCATION

This is usually delivered by the Guidance teachers for each House. All pupils in S1-S6 have a timetabled period of Social Education.

The broad aim of the programme is to allow Guidance teachers to support pupils and deal with the personal, social, vocational and moral issues which face young people as they grow up. This is done through the provision of factual information, sharing values and beliefs, and developing skills and qualities such as decision making, problem solving and self awareness.





The programme is varied and deals with issues such as careers education, bullying and personal safety, alcohol and drug misuse, sexual health and relationships, equalities, racial issues and intolerance, and the rights and responsibilities of young people in the community.

Parents may contact Guidance staff at any time if they wish to discuss the content of any aspect of the Social Education Programme in more detail.

CAREERS EDUCATION



Part of the Social Education programme is designed to encourage pupils to think about what they would like to do when they leave school. Advice is given about career opportunities and the most appropriate subjects to study for specific jobs or for entry into courses in Further and Higher Education. This advice is especially offered at the end of S3 and S4 when pupils have to make decisions about which subjects to study in S4 and S5.

All pupils have access to the School's Careers Adviser, Ms Tait, who provides help and assistance with career planning. Pupils can contact Ms Tait at any time by attending Drop-in Sessions. These take place once a week at lunchtime and after school in the Learning Resource Centre and the time is notified through an announcement in the school bulletin.

Pupils can access Careers information at any time by using the Careers Library located in the LRC or by logging on to www.careers-scotland.org.uk.

Parents can speak to Ms Tait at most Parent Contact Evenings (without an appointment) or by contacting her at Careers Scotland (01382 459050). The above website also contains a Parents Centre with information on how to help young people make good career decisions.

All pupils in S3 take part in work experience. In S5 & S6 pupils may participate in work experience or work shadowing if it does not interfere with preparations for their SQA Examinations.





SUPPORT FOR LEARNING

The Support for Learning Department aims to support all pupils and staff in their learning and teaching in order to better meet all learners' needs in an inclusive classroom environment. We are driven by the principle that our support be timely, appropriate and proportionate. It also strives to enhance the learners' experience in school and to collaborate with subject departments to provide a varied and appropriate curriculum for learners, particularly those with additional support needs. It aims to recognise achievements by our learners in a holistic sense and address barriers to learning encountered by our young people. Some learners with additional support needs may require an ABL Plan, which details their barriers to learning and outlines strategies to maximise their learning potential. The Support for Learning Department will collaborate with colleagues and professionals, involved in the support of our young people, in the design and implementation of ABL Plans and Single Child Plans.

The Support for Learning Department has a Principal Teacher, Mr Brown, three teachers and four Additional Support Needs Assistants (ASNAs).

The roles of the Support for Learning Department are:

- To provide direct support for learners who may have additional support needs.
- To collaborate with colleagues in the adaptation of the learning environment through cooperative teaching and consultation, in order to be able to meet the needs of all learners effectively, particularly those with additional support needs.
- To liaise with parents, carers and partner agencies to support our young people.
- To implement staff development opportunities to enable all staff to become better equipped in meeting our learners' needs.
- To promote independence in our learners and develop skills for learning, life and work.

ANTI-BULLYING POLICY

Grove Academy is to be a caring school which encourages self discipline and respect for others. There is no place for bullying or racism. The school will take every possible measure to eliminate it and, when it does occur, to take action.

The school's policy on these matters

- Encourages pupils to report any bullying or racism to any member of staff or a senior pupil but especially to their Guidance teacher
- Allows for counselling and support for the pupil bullied or subjected to racism
- Aims to deal with bullies or those being racist promptly via appropriate sanctions and by coaching them to change their behaviour.
- Allows for the parents of all involved to be fully informed.

The Anti-Bullying Policy is available on the school website.





BUDDY SYSTEM AND PEER SUPPORT

The school has a Peer Support/Buddy System based on pupils supporting S1 pupils to help them settle into the school. The buddies and peer supporters not only provide support but can act as a link between the pupils and staff with regard to specific problems such as bullying. The school has peer supporters in S2-6 and buddies in S6.

SCHOOL HEALTH NURSES

School Health Nurses are Registered Nurses who work within a designated school cluster. School Health Nurses work closely with other Health Professionals and partner agencies such as Education and Social Work. They do not wear a uniform but do carry an identification badge which shows their name, title and photograph. School Health Nurses have a role in health promotion and health education with the school-age population and their families and are skilled in assessing and offering information on a wide range of health issues. School Health Nurses can offer support to pupils on an individual basis or in a group setting.

School Health Nurses lead the school based immunisation programme which currently involves offering Diphtheria, Tetanus and Polio immunisation to S3 pupils and HPV to female pupils.

ILLNESS/ACCIDENT AT SCHOOL

Pupils do sometimes become ill or have minor accidents at school. In such cases they are **not allowed to go home of their own accord**. They must report to the school medical Auxiliary who will assess the situation and take appropriate measures. If it is felt necessary, parents (or an emergency contact person) will be contacted and asked to come to school to collect their youngster. In more serious cases direct contact will be made with other medical services as well as the parents.

EMERGENCY CONTACTS

All parents are asked to provide a telephone number (usually of a close relative or neighbour) to enable the school to make contact in the case of illness or an accident. Parents are also asked to **ensure that all contact numbers are kept up to date**.

MEDICAL CONDITIONS

Parents are requested to let the school know if their child is on any special medication or if there is any particular disability that ought to be known to staff. Such information should be provided to the appropriate Guidance teacher and will be treated in confidence. Prescribed medicines can be held in the Medical Room with the appropriate protocols signed by the GP. Non prescribed medication cannot be held.





CHILD PROTECTION

Schools are now required to report if they think any child has come to harm as a consequence of possible abuse. Members of staff in each school have been appointed to be responsible for Child Protection matters. At Grove Mrs Cuthill, Miss Glover, PT Guidance and Ms Elder, DHT, share this responsibility. Should you wish to talk further about Child Protection feel free to contact Mrs Cuthill, Miss Glover or Ms elder at the school.

School Child Protection Officers consult with the city-wide Multi-Agency Screening Hub (MASH) on matters of child protection.

The school will always that you are informed as appropriate of any action which we may initiate regarding your child.

DINING HALL

The school has two dining halls. Both offer snacks and drinks at the morning break. At lunchtime there is a choice of freshly cooked meals as well as a salad bar. The dishes are varied and milk, fresh juice, fruit and various desserts are always on the menu. There is also a vegetarian option.



All food whether at the morning interval or at lunchtime is served on a self-service basis. Payment is by a Smartcard which is issued to all pupils who wish to use the facilities. Cash is not accepted at the check-outs. Pupils and parents are provided with information about the Smartcard system when they enrol at the school.

PACKED LUNCHES

Provision is made in the dining hall for pupils to eat their own packed lunches. All that is requested of pupils is that, as with other 'diners', they abide by the rules and leave their tables clean and tidy.

FREE SCHOOL MEALS

Free School Meals are available to pupils whose parents are in receipt of Income Support, Income Based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part V1 of the Immigration and Asylum Act 1999, Guaranteed Pension Credit or in receipt of Child Tax Credit only and have an annual income of less than £16,010 or Working Tax Credit and have an annual income of less than £6420.

SCHOOL TRANSPORT

Free Transport Entitlement

For pupils attending the school proposed by the Authority, the Authority provides free transport or travelling expenses if a secondary pupil has to walk more than three miles. Bus passes are issued where suitable transport exists. Contract transport is arranged where there is no suitable public transport.





Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements.

Normal Service Buses

The majority of pupils who travel to school are not entitled to free transport. It is important that pupils who use the normal bus services behave themselves at bus stops and whilst on the bus. The school's reputation can easily be tarnished by the unruly behaviour of a few.

SCHOOL CLOTHING GRANTS

If parents are in receipt of Income Support, Income Based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part V1 of the Immigration and Asylum Act 1999, Guaranteed Pension Credit or in receipt of Child Tax Credit or Working Tax Credit and an annual income of less than £16,010, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school.

The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms may be obtained from Grove Academy or Main Reception, Dundee House or by downloading from the council website.



INSTRUMENTAL TUITION

ALL pupils are entitled to free instrumental tuition.

Instrumental hire is £83 per year. Pupils are entitled to free hire of an instrument if their parents are in receipt of Income Support, Income Related Employment and Support Allowance, Income Based Job Seekers Allowance, support under Part V1 of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, Child Tax Credit or Working Tax Credit and an annual income of less than £16,010.

FINANCE FOR STUDY

(i) Education Maintenance Allowances - 2015-16

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).





To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

(ii) Further Education Support -

Support is administered by individual Colleges for students studying full and part-time courses.

Parents should contact the appropriate college for application forms and for further information.

Dundee and Angus College can be contacted at

Gardyne Campus	or	Kingsway Campus	or	Arbroath Campus
Gardyne Road		Old Glamis Road		Keptie Road,
DUNDEE		DUNDEE		Arbroath,
DD5 1NY		DD3 8LE		DD11 3EA.

Tel: 01382 834834

Tel: 01241 432600

<http://www.dundeeandangus.ac.uk/>

NB For a further education course outwith Scotland or for a dance or drama course run by an institution other than a Scottish FE College, applications may be made to the local authority for a discretionary award.

TUITION FEES

Information on tuition fees for pupils going to Higher Education can be obtained from the Students' Award Agency.

Gyleview House
3 Redheugh Rigg
Edinburgh
EH12 9HH
Tel: 0845 1111711
www.saas.gov.uk





Student Loans

Information can be obtained from: Student Loans Company Ltd
100 Bothwell Street
Glasgow
G2 7JD
Tel: 0800 40 50 10
www.slc.co.uk

OTHER SOURCES OF FINANCE

The Moira Stewart Bursary Charitable Trust

This Trust Fund was set up by the estate of the late Moira Stewart, a Former Pupil of Grove Academy. The Trust can, amongst other criteria, disburse monies for the following reasons:

1. Individuals experiencing financial hardship while pursuing a career in teaching
2. Individuals experiencing financial hardship while undertaking Higher or Further Education
3. Individual pupils experiencing financial hardship while still at school
4. Pupils on gap year undertaking charity work abroad
 - (a) to assist them in raising the finance required to participate
 - (b) to provide funding for materials for use in their placement.

Applications should be address to the Rector, as Chair of the Trustees.





SECTION 4 - PARTNERSHIP WITH PARENTS AND THE COMMUNITY

“The school works very well with parents and a wide range of agencies, including health partners and community learning and development workers, to ensure all young people can learn and develop skills for the future.”

HMIE Inspection 2013

PARENTAL INVOLVEMENT

Parents are a vital part of our partnership working. They are the third side of our partnership triangle of pupils, teachers, parents. Parent involvement in their child's education is encouraged and welcomed at Grove.

Parents can contact the school at any time for support and advice on how to support their child's learning and development, and particularly at key stages when choices are being made. Please see the Learning and Teaching Section for more details in this respect.

TRANSFER FROM PRIMARY SCHOOL

“There are very good pastoral links with the associated primary schools. This forms a good basis on which to build effective subject links to ensure progression in learning from P7.”

HMIE Inspection 2013

The school is actively engaged in promoting close liaison with its associated feeder primary schools. Part of that liaison includes Guidance staff visiting P7 classes to meet the new S1 pupils. An information evening is held annually in January for the parents of prospective S1 pupils, when parents can tour the building, learn more about Grove and ask any questions about their child's impending transition to Secondary school. The pupils are brought to the school for 3 days in June and parents are invited to a special evening meeting to meet staff, and to find out about the organisation of the school.

Parents of prospective S1 pupils are also most welcome to come to the school at any time to talk to the Rector and/or to tour the school if desired.

NEWCOMERS TO THE AREA

Parents who have just moved or are in the process of moving to the area and are seeking or have been offered a place for their child at the school are asked to make an appointment to visit the school to meet either the Rector or a Depute. A tour of the school can be organised and parents provided with any information they require. Parents must complete an application form and return it to Dundee House for processing.

SCHOOL APPOINTMENTS

Parents may contact the school at any time to discuss their child's progress. This should be done through the relevant Guidance teacher or if unavailable, the House Head, i.e. the Depute Head. If the matter is particularly serious then contact can be made directly with the Rector.





ATTENDANCE

It is the responsibility of parents to ensure that their children attend school and are punctual. Subject teachers note any pupil absences from their classes during the day and these are followed up by Tutor Teachers during Tutor time and by Guidance Teachers, if appropriate.

Parents will normally be informed of any truancy.

ABSENCE FROM SCHOOL

If a pupil is absent or is to be absent parents should telephone the school as otherwise a Seemis text message is used to contact parents/guardian if no explanation has been given. On the second day of absence if there is still no explanation, a standard letter is sent home. If no explanation has been received by the fourth day of absence, the case is referred automatically to the School Community Support Service for action.

In the case of a long-term absence the school will make every effort to arrange for work to be done at home. Parents are asked to contact the appropriate Guidance teacher to make such arrangements.

REQUEST FOR LEAVE OF ABSENCE

Parents are asked to keep such requests to a minimum and address any requests in writing to the Child's Guidance Teacher. Family holidays should not be arranged during term time. If this is not possible then a request must be made in advance and accompanied by a signed letter from the employer.

On the basis of the information provided the school will decide whether the absence should be recorded as authorised or unauthorised.

MEDICAL/DENTAL APPOINTMENTS

Pupils who have medical or dental appointments during school hours should have a dental card or parental note to show their tutor (and school office when collecting an 'out of school pass' before leaving school). Parents are asked to keep such appointments to a minimum.

PARENT CONTACT MEETINGS

There are five such meetings throughout the course of the session. Each year is allocated an evening and teachers are available for consultation between 4.30 pm - 7.00 pm. Parents receive a letter prior to the date in order to arrange suitable appointments. Parents who fail to get an appointment or who miss seeing a teacher during the course of the evening may wish to contact their son/daughter's guidance teacher if necessary.





PARENT COUNCIL

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at Grove Academy can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

The aims of the Parent Council are:-

- To work together with everyone involved in school life - parents, learners, teachers, school staff and the wider community
- To make sure that all parents have a say in their children's education - and are able to express their views and wishes
- To build links between the school, parent, pupils, nurseries and pre-school groups and the community

Our Parent Council meets at least once each term and meetings are open to all parents

If you would like more information about the Parent Council please contact the school or see our website or email the Parent Council at:
Grove@dundeeparentcouncil.org

FRIENDS OF GROVE ACADEMY

The school encourages parents to take an active interest in their child's education and in all aspects of the school.

The Friends of Grove Academy (FOGA) is designed to enable staff and parents to work together for the benefit of the school. Each year the FOGA organises social events to raise funds for the school.

All parents who have children at the school automatically become members. An outline programme is drawn up each year by the FOGA and is issued to parents via the Headteacher's newsletter, special information sheets and the local press.



RECTOR'S NEWSLETTER

This is published on our website during each term for parents, staff and pupils. Parents will be texted when the latest newsletter is on-line. It provides information about past and forthcoming events including the dates of school holidays. Information about the school can be accessed on our website.





COMMUNITY LINKS

The school works very well with a large number of community groups, including the Broughty Ferry Traders, Abertay Rotary Club, St Stephen's and West Church, Broughty Ferry Local Community Planning Partnership and Broughty Ferry in Bloom. The school is also the venue for the Broughty Ferry Education and Recreation Association (BERA), which organises adult education classes during the Autumn and Spring terms.





SECTION 5 - PARTNERSHIP WITH PUPILS

“This inspection found one of the key strengths of the school to be the responsible, courteous and confident young people.”

HMIE Inspection 2013

DRESS AND APPEARANCE

Parents are asked to support the school by encouraging a smart appearance and the wearing of the recommended uniform. Through the wearing of uniform pupils are encouraged to take a pride in their appearance, a pride in their school and correspondingly a pride in their work. Rightly or wrongly members of the public and prospective employers often judge a school by the appearance (as well as the behaviour) of its pupils. It is important therefore that Grove pupils create a good impression of themselves and of the school.

School security is also of great importance. Wearing uniform can help identify those who do not belong to our school.

SCHOOL UNIFORM

Girls

- School blazer and tie
- Navy blue or black mid-length skirt or trousers
- White blouse
- Suitable footwear (**not trainers**)
- Navy blue or black jumper

Boys

- School blazer and tie
- Charcoal grey or black trousers
- White shirt
- Suitable footwear (**not trainers**)
- Navy blue or black jumper

Some items of the school uniform, including the blazer, tie, jumpers and skirts can be purchased on-line from Logoxpres, our recommended schoolwear supplier. Please visit their website at : www.logoxpres-schoolwear.co.uk

PE KIT

Boys Indoor

White top
Navy shorts
Training shoes for indoor use

Girls Indoor

White top
Navy shorts
Training shoes for indoor use

Boys/Girls Outdoor

White top
Navy shorts
Tracksuit
Appropriate footwear

Boys Pool

Swimming trunks
Cap

Girls Pool

Swimsuit
Cap



ALTERNATIVES TO UNIFORM

If there is any difficulty in providing the full school uniform, parents are asked to ensure that their sons/daughters wear a black pullover/cardigan top and shirt/blouse with school tie and dark trousers/skirt.





Leggings, Trainers, denim jeans and jackets, leather jackets, track suits, hoodies, T-shirts and garish sweatshirts and very short skirts or shorts are not considered suitable for school wear, especially if they are embellished with slogans or other emblems. The wearing of football scarves and jerseys is not allowed nor is the wearing of badges or emblems liable to offend others. Jewellery and fashion belts should not be worn; the exception to this being stud earrings.

DISCIPLINE

The school is a community of over 1,300 pupils and staff. If it is to function effectively it needs to have a set of rules and regulations which are fair, easily understood and accepted by all concerned, including parents and carers. The rules have not been designed to impose restrictions but rather to provide sensible precautions for the safety and welfare of pupils whether it be in classrooms, corridors, social areas or when travelling to and from school. They have also been designed in the belief that the vast majority of pupils want to come to a school where the atmosphere is one of care and concern for each of them as individuals.

The rules are designed above all to ensure effective teaching and learning. Staff should be able to teach without disruption and pupils should be able to learn without interference or interruption from others.

POSITIVE BEHAVIOUR

The School's rules are based on the philosophy of promoting positive behaviour. The rules are simple and straightforward and centred on our Values, displayed on all classroom walls. Pupils who abide by the rules are rewarded by verbal praise, positive referrals and Responsibility for Learning Awards.

Those who choose not to behave are faced with a series of behaviour checks which include formal warnings, standard punishment exercises, detention and referral to either Heads of Department, the Depute Heads or to the Rector.

Pupils who persistently misbehave or seriously misbehave may be referred to Time Out where they have to work in isolation from their fellow pupils and are detained over interval and lunchtime.

The ultimate sanction is exclusion. A pupil is then put out of school for a period of time and is allowed back on the basis of an undertaking by both parents/carers and pupil concerned.

The school's policy on discipline is designed to try and ensure consistency and fairness to all. Parents/carers have a vital role to play in helping the school achieve its aims. It is essential that they ensure the good behaviour of their children and that their youngsters comply with the school's rules and regulations.

The school will always try to keep parents fully informed to enable both school and home to work together to solve the problem. The school's policy is available on the school's website.





PUPILS' REPRESENTATIVE COUNCIL (PRC)

The Council was set up to encourage pupils to take part in certain aspects of the running and organisation of the school. Its function is to report to the Headteacher on any matter which they consider requires attention or action for the benefit of the pupils or for the general well being of the school. The matters raised by the PRC include

- the use of social areas
- the organisation of school meals
- toilet provision
- the installation of vending machines.

Each House has a PRC. The PRC is made up of two representatives from each PSE class. Pupils chair the meetings and keep minutes. Each member of the PRC is issued with a representative's badge. Each house has a Chairperson, Vice Chair and Secretary. The three House Chairs represent the school at the Dundee City Wide Pupil Council.

SPORTS AND EXTRA CURRICULAR ACTIVITIES

The school has excellent new facilities - Games Hall, Dance Studio/Gym, Swimming Pool and Fitness Room.

All outdoor sports activities take place at Dawson Park.

Pupils are taught a variety of sports including football, rugby, hockey, basketball, swimming, tennis and athletics.



CLUBS AND SOCIETIES

There are a number of clubs directly associated with the PE department including hockey, netball, football. In addition there are other clubs and societies which provide opportunities for young people to enjoy themselves and to foster life long interests. They include a

Debating Society	Quest Club	Books. fun Club	Creative Writing Group
Chess Club	Drama Club	Enterprise Group	Fair Trade Group
School Magazine Club	Computer Club	Travel Club	

CHOIRS AND ORCHESTRA

The school has a strong tradition of musical excellence and encourages pupils to undertake instrumental tuition and to join the school choir and orchestra. Approximately one hundred and ninety six pupils presently receive either voice training or tuition in a variety of brass, string and woodwind instruments.





The choir is open to pupils from S1 - S6 whilst the Senior Vocal Ensemble is open to pupils in S3-6. There is also a school Wind Band, Orchestra, String Group, Samba Band and Soul Band as well as various instrumental and vocal ensembles.

There are two main concerts every year at Christmas and Easter. Musicals are performed a minimum of every 2/3 years. As well as these main events our pupils play at various events both locally and nationally.

DUKE OF EDINBURGH'S AWARD

This scheme is open to all pupils from the age of 14 and aims to provide a personal challenge to young people to develop their character and sense of responsibility. Participants compete with themselves, not others, and for this reason it is unique. There are three separate awards, Bronze, Silver and Gold, and for each, participants must satisfy standards in four areas.

- Volunteering (Service to the Community).
- Expedition.
- Skills or interests.
- Physical recreation.

“Significant numbers of young people are developing confidence and skills in teamwork and leadership through successful engagement in the Duke of Edinburgh’s Award Scheme.”

HMIE Inspection 2013

This year 105 Grove pupils in S3 enrolled in the DofE Bronze award. 27 Senior pupils are aiming for Gold.

SCHOOL EXCURSIONS

“A range of visits and visitors support learning well across the curriculum, particularly for aspects of health and wellbeing.”

HMIE Inspection 2013

Every year pupils have the opportunity to take part in a variety of excursions. Sometimes they are of a ‘local’ nature involving trips to places such as Edinburgh and Glasgow. On other occasions they involve trips abroad to countries such as Germany, France, Switzerland, Japan and Kenya.

For more details of the Extra-Curricular Activities on offer, please visit our website.

PUPILS’ ACHIEVEMENTS

More details of pupils’ achievements during session 2013/14 are available on the school’s website.

PUPILS’ ACHIEVEMENTS

The Pupils views are Important to the school. The Rector’s “5 a Day” is an opportunity for 5 pupils a day to discuss their learning and their views of the school with the Rector or a Depute.

Since departments also arrange Focus Groups of Pupils to take their views into consideration.





SECTION 6 - GENERAL INFORMATION

ADDITIONAL PAYMENT BY PUPILS

Payment is required for consumables in Home Economics, Design & Technology and Art & Design (Photography). Payment is also required for travel to sports fixtures and other outings.

INSURANCE

The Authority insures its liability for

- (a) accidental personal injury, or
- (b) loss or damage to property of third parties.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have a legal liability. Parents may wish to consider their own insurance arrangements.

SCHOOL FUND

The School Fund is used to help finance school projects and activities which would not be financed by the Education Authority. Monies come from fund raising activities such as those organised by the Friends of Grove Academy or the pupils.

PART-TIME EMPLOYMENT

Pupils under thirteen years of age may not have part-time employment. Those over this age who do wish to work are required to obtain a work permit application form, available from the school.





SCHOOL LEAVING AGE AND STATUTORY LEAVING DATES

For most pupils, the earliest leaving date will be at the end of S4. Some pupils may, by virtue of their age, be eligible to leave during their S4 year but, if they are following SQA courses they are advised to remain at school until they have sat these examinations.

Pupils may leave on the first statutory leaving date which applies to them.

- 1 For pupils whose sixteenth birthday falls on or before the last day in February – the last day of the previous Autumn term, i.e. at the Christmas holiday.
- 2 For pupils whose sixteenth birthday falls on or before September 30 – the last day of the previous May.

It must be stressed that these are Government regulations and cannot be altered by the school or City Council.

THE SCHOOL PUPIL RECORDS (SCOTLAND) REGULATIONS 1990

These regulations make provision for granting access by parents and pupils over the age of 16 to manually maintained records held on pupils.

Parents and pupils wishing to avail themselves of this service must submit their request on an application form obtainable from the school office.

ADDITIONAL INFORMATION

In addition to this Handbook the Education Authority provides two other documents.

- 1 **Basic Information** –
Intended primarily for parents who are in the first stage of considering whether to choose a school for their child other than the one normally serving their area.
- 2 **Supplementary Information** –
which some parents may want for a variety of reasons, e.g. more details regarding provision for pupils with special educational needs.

Both these documents may be obtained from the Education Department, Dundee House, Dundee.





COMPLAINTS PROCEDURES - See Appendix 7 SCHOOL AND DCC POLICIES

More details of school policies are available from our website or directly from the school.

More details of Dundee City Council Education Policies are available from the Council or on their website: www.dundee.gov.uk

The information in this prospectus is correct at December 2013 as prescribed by The Education (School and Placing Information) Scotland Regulations 1982.





SECTION 7 - APPENDICES

APPENDIX 1 - STAFF

SENIOR LEADERSHIP TEAM	Rector	Mr G Hutton		
	Depute Rector	Mr M Doherty		
	Depute Rector	Ms L Elder		
	Depute Rector	Mrs F McIntosh		
	Business Manager	Mrs P Stewart		
ART and DESIGN	PT (Part-time)	Mrs E Chisholm Mr S Sutherland Mr J Smith Mr S Henderson Mrs S Mikkelsen		
	PT PT (Acting) (Part-time) (Part-time)	Mrs A Cowieson		
		Mrs P McLean		
		Dr J Low		
		Mrs J Himpson		
Miss S Dunn				
BIOLOGY	NQT	Mr Y Sultan Miss M McGurk		
	BUSINESS STUDIES	PT	Mrs S King Mrs E Fyffe Mrs F Rae Miss S Lowden Mrs E Seery	
(Part-time)				
CHEMISTRY		PT	Mr D Porter Miss J McIntyre Dr J Samson Dr C Watson	
		COMPUTER EDUCATION	PT	Mr G Pyott Mr B Martin
			DESIGN & TECHNOLOGY	PT





ENGLISH	PT	Miss K Thomson
	PT (Improving Learning) (Part-time)	Mrs M Berry Mrs I Edgar Miss C Dick
	PT Guidance	Mrs L Cuthill
	PT Guidance	Mrs F Terroni Mr M MacKay Miss A Gunning Mrs C MacFarlane Miss A McCall Mrs M Stirling
GEOGRAPHY	PT	Mrs M Kerr
	(Part-time)	Mrs M MacKenzie
	PT Guidance	Mrs F Booth
	(Part-time)	Miss S Kydd
HISTORY	PT	Mr S Morton Ms C Dominy Mr G Hawe
HOME ECONOMICS	PT	Miss D McHardy Mrs M Maclean Ms S Kelly Mrs R Morrocco (Support Assistant)
MATHEMATICS	PT	Mrs Y O'Brien
	PT Curriculum Support	Mr S Paterson
	PT Guidance	Mrs A Wells Ms H Treece Mrs G Milne Miss C Jelly Mr N Webster Mrs A Payne Miss M Cunningham
MODERN LANGUAGES	PT	Mr C Edwards Mrs L Young Mrs A McGill
	(Part-time) (Part-time)	Ms L Adair Mrs A Forbes Miss H Smith
MODERN STUDIES	PT	Mr M Robertson Miss D Nicoll
	(Part-time)	Mr I McNally
MUSIC AND DRAMA	PT	Miss R Jack
	PT Guidance	Miss L Glover Ms Z Dursunovic Miss P Gordon
	(Drama)	Mrs S Crabb





INSTRUMENTAL TEACHING STAFF	Woodwind	Mr G McNeil	
	Strings	Mr C Sayce	
	Bagpipes	Mr D Potter	
	Percussion	Mr R Linn	
	Brass	Mr K Murphy	
	Piano/Strings	Ms A Davidson	
	Guitar	Mr L Cannon Mr L Osborne	
PHYSICAL EDUCATION	PT	Mr H Barlow Mr B Beckett Mrs S Golden	
	(Part-time)	Mrs A Tennant	
	(Part-time)	Mrs L Davies	
	PT Guidance	Mr JP Curran	
	Pool Technician	Mr D Burnett	
PHYSICS	PT	Mrs S Rogers Miss T McMenemy Mr M Redford	
	RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION	PT	Mr G Dillon
		PT Guidance	Mrs L Lauder Ms A Tyrell
(Part-time)		Mr C Taylor	
SUPPORT FOR LEARNING	PT	Mr L Brown Mrs A Ouaret Mrs M Holligan Mrs H Wilson	
	ASNA	Mrs F Tindal	
	ASNA	Mrs J McManus	
	ASNA	Mrs H Sardella	
	ASNA	Mrs L Culley	
PUPIL SUPPORT WORKERS		Miss A McGinness Mr A Gallazzi	
	(Temporary)	Ms J Christie	
		Mrs A Mitchell Mrs R Ross	
SCHOOL SUPPORT WORKERS			
ADMINISTRATIVE OFFICER		Mrs L Marshall	
AUXILIARY		Mrs P Ferrie	





CAREERS

Ms M Tait

CLERICAL OFFICER

(Senior)
(Part-time)
(Part-time)
(Part-time)

Mrs M Lewis
Mrs D Brown
Mrs K Watson
Mrs A Welsh
Mrs A Murphy

FACILITIES COORDINATOR / ASSISTANTS RFM

Mr K Anderson
Mrs H Hannah
Mr J Hannah
Mr P Gow
Mr C Williams
Mr T Gall
Mr I Mitchell

GENERAL ASSISTANTS

(Temporary)

Mrs K O'Rourke (Part-time)
Ms J Russell (Part-time)

IT OFFICER

Mr M Duncan

LIBRARIAN

Ms C Anderson

TECHNICIANS

Mrs C Lorimer (Senior)
Mr B Gibson
Mrs L Francis

SCHOOL CROSSING PATROL

Mrs J Horne

SCHOOL MEALS SERVICE

Mrs M Dederó
(Cook in Charge)





APPENDIX 2

GROVE ACADEMY S1-S6 Curriculum 2015/16

Broad General Education

S1 Curriculum Map

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	Languages & Literacy																Mathematics & Numeracy				Health & Wellbeing		RME		Integrated Sciences				Expressive Arts		Social Studies				Technologies			
S 1	English (4)				Modern Foreign Language (3)				Mathematics & Finance (4)				PE (2)		PSE (1)		RME (1)		Integrated Science course (4)				Art & Design (2)		MUS (1)		Integrated Social Subjects course (3)				HE (2)		CDT (1)		CS (1)		Ent (1)	

S2 Curriculum Map

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
	Languages & Literacy																Mathematics & Numeracy				RME		Integrated Sciences				Expressive Arts		Integrated Social Studies				Technologies					
S 2	English (4)				Modern Foreign Language (3)				Mathematics & Finance (4)				RME (1)		PE (2)		PSE (1)		Integrated Science course (3)				Art & Design Music (1;2)		Integrated Social Subjects course (4)		Integrated Social Subjects course (4)				CDT (2)		HE (1)		CS (1)		Ent (1)	





S3 Curriculum Map

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
	Languages & Literacy											Mathematics & Numeracy				RME		Health & Wellbeing		Sciences		Creative & Expressive Arts		Social Studies		Technologies		Flex		Choices			
S	English (4)				Modern Foreign Language (3)			Mathematics & Finance (4)				RME		PE (2)		PSE (1)		Science		Creative & Expressive		Social Subjects		Technologies		Flexible		Science / Social Subjects / Creative & Expressive / Technologies / RME / PE / Language					
	Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes				Choice - continue language studies in S1-S2			Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes				To include a Phil unit				Choice - pupils choose one from Biology, Chemistry, Physics		Choice - pupils continue to study one from Art & Design, Music, Drama and Dance		Choice - pupils choose one from Geography History, Modern Studies,		Choice - pupils choose one from Home Economics, CDT, Computing, Business Studies		IDL		Choice - pupils choose three from the four curriculum areas – different from those already chosen. (2 periods per subject)							





The Senior Phase: S4-6 from 2015/16

	Options					PE	PSE / RME	Flexibility
	A	B	C	D	E			
S4	2x4 ppw (200 + 200 mins)	4.5 ppw (225 mins)	4.5ppw (225 mins)	4.5 ppw (225 mins)	4.5 ppw (225 mins)	2 ppw (100 mins)	2 ppw (100 mins)	N/A
	Maths English	Choice	Choice	Choice	Choice			
S5/6	5 ppw (250 mins)	6 ppw (300 mins)	5 ppw (250 mins)	5 ppw (250 mins)	5 ppw (250 mins)	2 ppw** (100 mins)	2 ppw (100 mins)	N/A

S4: English and Maths to be 4 periods a week. Other options to be 4.5 periods a week.

S5/6 PE – will offer other HWB options (such as HE cookery, Peer support etc.) The HWB column may also include RME, allowing a further period to be allocated to column A (6 PPW). We will have to review this in light of Scottish Government guidelines.





S2 Subject Selection Form

2015/16



Name: _____ **Class:** _____ **Guidance Teacher:** _____

Please note that by making these choices you are committing yourself to the subjects chosen. Changes will not be possible once the form is submitted.
English, Maths, Modern Language, RME Core, Core PE and PSE are compulsory subjects in S3. Please make 7 selections from the list below:

Select 1 Social Subject from: History Modern Studies Geography	Selection:	Select 3 from the following: History Modern Studies Geography RME Biology Physics Chemistry Fashion and Textiles Art and Design Music Drama PE Dance French Spanish German Graphic Communication Design & Manufacture Engineering Science Practical Woodwork Skills Hospitality Health and Food Technology Computing Science Business Enterprise and IT Asdan	Selection 1:
Select 1 Science from: Biology Physics Chemistry	Selection:		Selection 2:
Select 1 Creative and Expressive from: Art and Design Music Drama Dance	Selection:		Selection 3:
Select 1 Technology subject from: Graphic Communication Design & Manufacture Engineering Science Practical Woodwork Skills Hospitality Health and Food Technology Computing Science Business Enterprise and IT Fashion and Textiles	Selection:		(Reserve selection - in case we are unable to meet one of the 3 selections made above) Reserve:

Parental Signature: _____ Date: _____ All forms should be returned to your guidance teacher by: _____





S3 to S4 Senior Phase Course Choice Form

2015/16

Please read the course choice booklet carefully before making your choice.



National 5 Courses	National 4 Courses	Flexible Pathways
<input type="checkbox"/> Administration and IT <input type="checkbox"/> Accounting <input type="checkbox"/> Art and Design <input type="checkbox"/> Biology <input type="checkbox"/> Business Management <input type="checkbox"/> Chemistry <input type="checkbox"/> Computing Science <input type="checkbox"/> Design and Manufacture <input type="checkbox"/> Drama <input type="checkbox"/> Engineering Science <input type="checkbox"/> Fashion and Textiles <input type="checkbox"/> French <input type="checkbox"/> Geography <input type="checkbox"/> German <input type="checkbox"/> Graphic Communication <input type="checkbox"/> Health and Food Technology <input type="checkbox"/> History <input type="checkbox"/> Hospitality Practical Cake Craft <input type="checkbox"/> Hospitality Practical Cookery <input type="checkbox"/> Modern Studies <input type="checkbox"/> Music with Performance <input type="checkbox"/> Music with Technology <input type="checkbox"/> Physical Education <input type="checkbox"/> Physics <input type="checkbox"/> Practical Woodwork Skills <input type="checkbox"/> Religious, Moral and Philosophical Studies <input type="checkbox"/> Spanish	<input type="checkbox"/> Administration and IT <input type="checkbox"/> Art and Design <input type="checkbox"/> Biology <input type="checkbox"/> Business <input type="checkbox"/> Chemistry <input type="checkbox"/> Computing <input type="checkbox"/> Design and Manufacture <input type="checkbox"/> Drama <input type="checkbox"/> Engineering Science <input type="checkbox"/> Fashion and Textiles <input type="checkbox"/> French <input type="checkbox"/> Geography <input type="checkbox"/> German <input type="checkbox"/> Graphic Communication <input type="checkbox"/> Health and Food Technology <input type="checkbox"/> History <input type="checkbox"/> Hospitality Practical Cookery <input type="checkbox"/> Modern Studies <input type="checkbox"/> Music with Performance <input type="checkbox"/> Music with Technology <input type="checkbox"/> Physical Education <input type="checkbox"/> Physics <input type="checkbox"/> Practical Woodwork Skills <input type="checkbox"/> Religious, Moral and Philosophical Studies <input type="checkbox"/> Spanish	<p>Dundee College</p> <input type="checkbox"/> Construction and Engineering <input type="checkbox"/> Cosmetology <input type="checkbox"/> Early Education and Child Care <input type="checkbox"/> Employability <input type="checkbox"/> Engineering Skills <input type="checkbox"/> ESOL <input type="checkbox"/> Fashion and Textiles <input type="checkbox"/> Food Preparation and Cookery <input type="checkbox"/> Health and Social Care Skills for Sport and Recreation <input type="checkbox"/> Volunteering Award
<p>Grove Academy</p> <input type="checkbox"/> Enterprise and Employability <input type="checkbox"/> Duke of Edinburgh <input type="checkbox"/> People in Society <input type="checkbox"/> Asdan		

S3 to S4 Course Choice Form



Name: _____ Tutor Class: _____ Guidance Teacher

English, Maths, RME Core, Core PE and PSE are compulsory subjects in S4. Please make **four** choices from the lists above:

Please note that by making these choices you are committing yourself to the subjects chosen. Changes will not be possible once the form is submitted.

	1	2	3	4	5	6	Alternative Choice
Course	Maths	English					
Level							

An alternative choice will only be considered if we are unable to meet any of your other choices...e.g. lack of subject uptake, failure to hand form in by the deadline.

Please return all forms to your Guidance teacher by: _____

Parental Signature: _____ Date: _____





S5/6 OPTION REQUEST FORM FOR SESSION 2013-2014

ADVANCED HIGHER

Art & Design	<input type="checkbox"/>	Geography	<input type="checkbox"/>	Music with Performing	<input type="checkbox"/>
Biology	<input type="checkbox"/>	German	<input type="checkbox"/>	Music with Technology	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Graphic Communication	<input type="checkbox"/>	Physics	<input type="checkbox"/>
Computing	<input type="checkbox"/>	History	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
English	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Technological Studies	<input type="checkbox"/>
French	<input type="checkbox"/>	Modern Studies	<input type="checkbox"/>		

HIGHER

Accounting	<input type="checkbox"/>	French	<input type="checkbox"/>	Music with Technology	<input type="checkbox"/>
Administration	<input type="checkbox"/>	Geography	<input type="checkbox"/>	Philosophy	<input type="checkbox"/>
Art & Design	<input type="checkbox"/>	German	<input type="checkbox"/>	Photography for the Media	<input type="checkbox"/>
Biology	<input type="checkbox"/>	Graphic Communication	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>
Business Management	<input type="checkbox"/>	History	<input type="checkbox"/>	Physics	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Politics	<input type="checkbox"/>
Computing	<input type="checkbox"/>	Managing Env. Resources	<input type="checkbox"/>	Product Design	<input type="checkbox"/>
English	<input type="checkbox"/>	Modern Studies	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
Fashion & Textiles Tech.	<input type="checkbox"/>	Music with Performing	<input type="checkbox"/>	Technological Studies	<input type="checkbox"/>

INTERMEDIATE 2

Administration	<input type="checkbox"/>	German	<input type="checkbox"/>	Philosophy	<input type="checkbox"/>
Art & Design	<input type="checkbox"/>	Graphic Communication	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>
Biology	<input type="checkbox"/>	History	<input type="checkbox"/>	Physics	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Hospitality/Prac Cookery	<input type="checkbox"/>	Product Design	<input type="checkbox"/>
Digital Media	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Technological Studies	<input type="checkbox"/>
English	<input type="checkbox"/>	Modern Studies	<input type="checkbox"/>	Travel & Tourism	<input type="checkbox"/>
French	<input type="checkbox"/>	Music with Performing	<input type="checkbox"/>		
Geography	<input type="checkbox"/>	Music with Technology	<input type="checkbox"/>		

INTERMEDIATE 1

Art & Design	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Russian	<input type="checkbox"/>
English	<input type="checkbox"/>	Modern Studies	<input type="checkbox"/>	Spanish	<input type="checkbox"/>
Fashion & Textile Technology	<input type="checkbox"/>	Music with Performing	<input type="checkbox"/>		
Geography	<input type="checkbox"/>	Music with Technology	<input type="checkbox"/>		
History	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>		





APPENDIX 3 - ADDITIONAL SUPPORT

SUPPORT FOR LEARNING INFORMATION

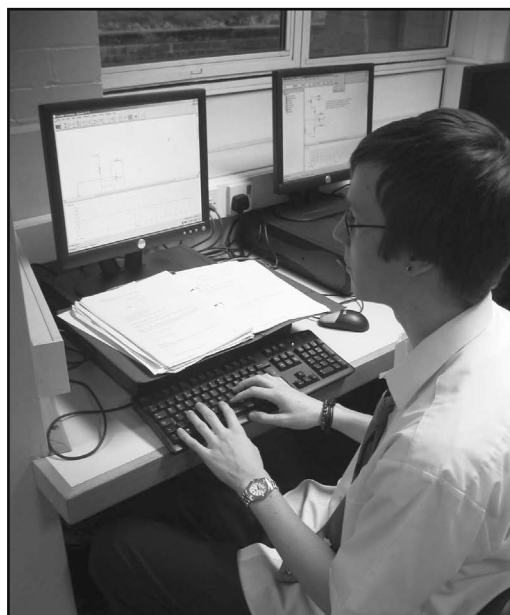
Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.





As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page

<http://www.dundee.gov.uk/education/support/> The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Information on additional support needs is also available to you from outside Dundee City Council:

ENQUIRE - THE SCOTTISH ADVICE SERVICE FOR ADDITIONAL SUPPORT FOR LEARNING

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and

www.enquire.org.uk/yp (for children and young people) Enquire also provide a

range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.





LET'S TALK ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955 Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended:

<http://www.scotland.gov.uk/>





APPENDIX 4

SCOTTISH QUALIFICATIONS AUTHORITY/EXAMINATION RESULTS

The SQA is responsible for most of the qualifications on offer in Scotland's schools, colleges, workplaces and education centres. These currently include Nationals, Intermediate, Higher, Advanced Higher, National Units, Higher National, Higher National Diplomas and Scottish Vocational Qualifications.

More information about the SQA can be obtained by telephoning the Customer Contact Centre

0141 242 2214 or e-mail customer@sqa.org.uk or website www.sqa.org.uk

EXAMINATION RESULTS

The Education Authority wishes parents to be aware that some children have significant social and economic advantages over others and this can be reflected in examination performance within a school and between schools. In accordance with nationally agreed approaches, a new system of measuring attainment which recognises these realities when making comparisons is currently being introduced. The data which will be used relates to school leavers and takes on board any grades awarded after the August intimation of results (this affects a number of last session's S4 pupils who were following new National 4 and 5 courses). This more up to date information will be available for session 2013/14 in February 2015. After that time schools will publish such data for parents along with information concerning school leaver destinations. An awareness raising event will also be held after that time for parents/carers in Grove Academy to familiarise everyone with the new way of presenting this data.

In the meantime the information which follows relates to the attainment of last session's S5 and S6 pupils and is presented in the usual way as described on the next page.

Attainment Data 2012-14

The following 2 pages displays the cumulative attainment data for Grove Academy, Dundee City and National Attainment Data at the end of each of the years S5 and S6. The information is provided as % pass rate of the S4 cohort in:

- 1 + level 6 awards (Higher)
- 3 + level 6 awards
- 5 + level 6 awards
- 1 + level 7 awards (Advanced Higher for S6 pupils only usually)





GROVE ACADEMY

BY THE END OF S5

Year	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)
2014	69	48	28
2013	68	49	26
2012	70	49	27

BY THE END OF S6

Year	3+ Level 6 (%)	5+ Level 6 (%)	1+ Level 7 (%)
2014	58	45	35
2013	61	50	37
2012	67	52	37

DUNDEE CITY

BY THE END OF S5

Year	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)
2014	46	25	11
2013	41	21	9
2012	40	21	9

BY THE END OF S6

Year	3+ Level 6 (%)	5+ Level 6 (%)	1+ Level 7 (%)
2014	35	23	16
2013	33	21	16
2012	31	20	15





SCOTLAND

BY THE END OF S5

Year	1+ Level 6 (%)	3+ Level 6 (%)	5+ Level 6 (%)
2014	53	33	17
2013	48	28	13
2012	47	27	13

BY THE END OF S6

Year	3+ Level 6 (%)	5+ Level 6 (%)	1+ Level 7 (%)
2014	42	29	19
2013	38	26	17
2012	37	26	16





APPENDIX 5 - RELIGIOUS EDUCATION AND OBSERVANCE

RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION

During the pupils' core experience of RMPE they explore and become aware that beliefs and values are fundamental to individuals and to the fabric of society in families, communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as pupils develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning through religious and moral education enables pupils to:

- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- establish a firm foundation for lifelong learning and adult life

Religious, Moral and Philosophical Education is therefore an essential part of every pupil's educational experience and all pupils have the opportunity to participate in this subject.

RELIGIOUS OBSERVANCE

Religious observance is sensitive to the various traditions and beliefs of all pupils. We seek to reflect on these and also be equally sensitive to individual spiritual needs and beliefs, whether these come from a faith or non-faith perspective.

At Grove we use a variety of approaches to inform and reflect on the rich variety of faith and non-faith perspectives of our pupils and staff, viz., pupil chaplaincy team, community volunteer programme, year assemblies, prayer space, remembrance events, holocaust educational events, etc. These approaches are both sensitive and tactful and allow our school to provide religious observance which is an inclusive, valuable and meaningful experience for all pupils.

PARENTAL RIGHTS

Under the terms of the Education (Scotland) Act 1980, 'any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance'. Any parent who wishes to exercise this right must first discuss the matter with the Depute Head Teacher of the House of which their son/daughter is a member.





APPENDIX 6 - SCHOOL TERMS AND HOLIDAYS

School Term for Pupils

Term	Back to School	Last Day of Term
Autumn 2015	Tuesday 18th August 2015	Friday 9th October 2015
Winter 2015	Monday 26th October 2015	Wednesday 23rd December 2015
Spring 2016	Thursday 7th January 2016	Friday 1st April 2016
Summer 2016	Monday 18th April 2016	Friday 1st July 2016

Single Day Holidays

Holiday	Date
Mid Term 2016	Friday 12th February 2016
Mid Term 2016	Monday 15th February 2016
Good Friday 2016	Friday 25th March 2016
May Day 2016	Monday 2nd May 2016
Victoria Day 2016	Monday 30th May 2016

In-service Days

Holiday	Date
Monday 17th August 2015	Citywide
Thursday 12th November 2015	Citywide
Friday 13th November 2015	Citywide
Thursday 11th February 2016	Citywide
Friday 27th May 2016	Citywide





APPENDIX 7 - COMPLAINTS

COMPLAINT PROCEDURES - WORKING TOGETHER

Who do I contact if I need help, have a concern, complaint or wish to make a suggestion?

The quickest way is to deal with the school directly, either

- by telephone
- by letter
- by visiting the school in person

Who in the school should I contact?

At a secondary school, the first point of contact is normally the guidance teacher or house head.

The Guidance teachers at Grove are	Orchar	Mrs Terroni and Mrs Booth
	Dawson	Ms Glover and Mrs Milne
	Reres	Mrs Cuthill and Mr Curran
	Across All Houses	Mrs Lauder

The House Heads are	Orchar	Mr Doherty
	Dawson	Mrs McIntosh
	Reres	Ms Elder

If I still have concerns, who should I contact next?

If you still have concerns or you are not happy with how the matter has been dealt with, please contact the Rector, Mr Hutton.

When should I make contact with the school?

Preferably as soon after the incident has occurred as possible. However, as schools are busy places it is generally better to make an appointment with the member of staff you want to talk to. This makes sure that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

For security and safety reasons please note that visitors should not go straight to a classroom when entering the school.

What happens if I need further help, or I am still unhappy with how the matter has been dealt with?

If this is the case you can contact the Education Department Headquarters at Tayside House. The address is

Dundee City Council Education Department
Dundee House
DUNDEE

This can be done either by letter or by telephone.
If you wish to telephone, please contact

Kerry Gethins (Education Advice, Conciliation and Information Officer)
Tel: 01382 433477

What can I do if I am still unhappy?

Dundee City Council operates a Helpline which will give you further advice. It can be contacted on 01382 434800. Leaflets about the Helpline can be obtained at any Council building.





APPENDIX 8 - DATA EXCHANGE

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.





Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

