



# GROVE ACADEMY

## 2013 - 2014



Grove Academy  
24 Claypotts Road  
Broughty Ferry  
DUNDEE  
DD5 1AB

Telephone: 01382 436800 / Email: [grove@dundeecity.gov.uk](mailto:grove@dundeecity.gov.uk)  
Website: [grove.ea.dundeecity.sch.uk](http://grove.ea.dundeecity.sch.uk)





## 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](http://www.scottishschoolsonline.gov.uk) and the Parentzone website - [www.parentzonescotland.gov.uk](http://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](mailto:grove@dundeecity.gov.uk)





# CONTENTS

---

A Welcome from the Rector	2
Vision and Values	4
SECTION 1 - About Our School	5
SECTION 2 - Learning and Teaching	8
SECTION 3 - Support for Pupils	14
SECTION 4 - Partnership with Parents and the Community	21
SECTION 5 - Partnership with Pupils	25
SECTION 6 - General Information	29
SECTION 7 - Appendices	32
APPENDIX 1 - Staff List	32
APPENDIX 2 - Curriculum Details	36
APPENDIX 3 - ASN	44
APPENDIX 4 - SQA Results	48
APPENDIX 5 - RME	52
APPENDIX 6 - School Terms and Holidays	53
APPENDIX 7 - Complaints Procedure	54
APPENDIX 8 - Data Exchange	55





## 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 core values such as honesty, respect, compassion and justice. 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.

Please note that we are currently consulting all our stakeholders in a review of our school Vision and Values.





## 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 by 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 123 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 2012 was 1164.

<b>S1</b>	206	<b>S4</b>	201
<b>S2</b>	215	<b>S5</b>	188
<b>S3</b>	220	<b>S6</b>	134

## 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 History, Geography, Modern Studies plus RMPE, Computing Studies and Business Studies.

Overall the school has excellent IT facilities with 11 dedicated 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 92.4 full time staff. In addition the school has 2 Pupil Support Workers and 2 School Support Workers. For a full list of staff, see Appendix 1.

The clerical and administrative staff has

- 7 Office Staff (3 full time and 4 part-time)
- 1 Auxiliary (medical)
- 2 General Assistants - Part Time
- 6 Classroom Assistants
- 2 Technicians
- 1 Facilities Coordinator
- 2 Facilities Assistants

There is also an IT Officer and a full time Librarian. The full staff list is shown in **Appendix 1**.





## SCHOOL MANAGEMENT

### The Senior Management Team is made up of

Rector (Mr Hutton)

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

Business Manager (Mrs Stewart)

Subject departments are headed by Principal Teachers.

There are also six 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 one thirty five minute and seven forty minute periods as shown below.

<b>Tutor Time</b>	8.45 to 9.05
<b>Period 1</b>	9.05 to 9.55
<b>Period 2</b>	9.55 to 10.45
<b>Break</b>	10.45 to 11.00
<b>Period 3</b>	11.00 to 11.50
<b>Period 4</b>	11.50 to 12.40
<b>Lunch</b>	12.40 to 1.40
<b>Period 5</b>	1.40 to 2.35
<b>Period 6</b>	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	Tuesday	S2	Wednesday	S3
Thursday	S4	Friday	S5 - 8.45 am - 9.05 am		
			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. There are also House Assemblies held once or twice a term.

There is also a religious aspect provided by our school chaplains on a regular basis - Rev G. Taylor, Rev C. Collins, Rev A. de Paula, Rev B Talbot & Miss L Hornall.

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:



- To experience a coherent Curriculum from 3-18
- To experience a Broad General Education (P1-S3)
- To experience a Senior Phase (S4-6) to obtain qualifications
- To develop Skills for Learning, skills for life and skills for work with a focus on literacy, numeracy and health and well-being
- To increase Personal Support to each individual pupil
- To support 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

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 experience 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. English and Mathematics are now taught in class sizes of no more than 24 pupils.

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

## **S4-6 SENIOR PHASE**

From session 2013/14, 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 first new National Qualifications (called National 3, 4, 5 or possibly even Higher) in May 2014. 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 S3. 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 study 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 Choice interview with their child's Guidance Teacher.

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](http://www.dundee.gov.uk)

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)





## NATIONAL QUALIFICATIONS

This is the name given to the qualifications currently awarded by the Scottish Qualification Authority. Awards are made at Standard Grade, Intermediate, Access, Higher and Advanced Higher levels. 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](http://www.sqa.org.uk).

## SQA RESULTS 2011 - 2012

Examination results for the period 2009/10 – 2011/12 are listed in Appendix 4.

## MERIT CERTIFICATES

As part of the school's positive behaviour policy pupils who behave, work hard and show motivation and cooperation in their classwork are awarded a Merit Certificate. These are issued three times per year. Pupils who receive commendations throughout the year are given a special gold certificate which is awarded at the end of session school prizegiving ceremony.





## 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 S5/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.

## SUPPORT FOR LEARNING

The Support for Learning Department exists to support staff and pupils and to help provide an education relevant and appropriate to the needs of all pupils within the school including those with additional support needs (see **P18 and Appendix 3**).

## 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.

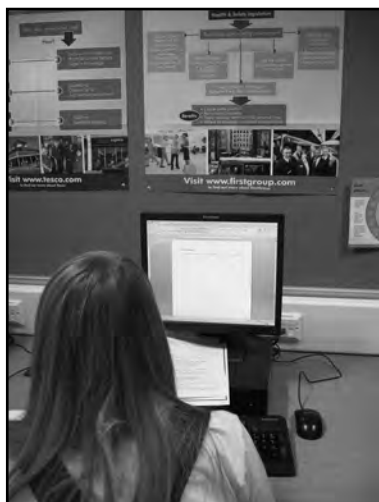
### Homework may include

- 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.



## 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 November and May) in the case of pupils in S1 and once a year for pupils in S2 to S6. Reports are issued as follows:

Year Group	Report Due
S1	October and May
S2	April
S3	February
S4	January
S5/6	March

The school follows a policy of continuous assessment in S1 and S2 with formal examinations in some subjects in May of each year. In S1, S2 and S3 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 November report is an interim report 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 and (intimated to parents via reports and parents' meetings) 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**

Grove Academy is committed to a policy of robust self-evaluation in order to improve the quality of learning and teaching and thus raise attainment and achievement of all our pupils. Through our self-evaluation we have agreed a School Improvement Plan (as well as each department's Improvement Plan) which will achieve improvements in our school over the next three years.

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 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





## SECTION 3 - SUPPORT FOR PUPILS

---

### 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 two 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

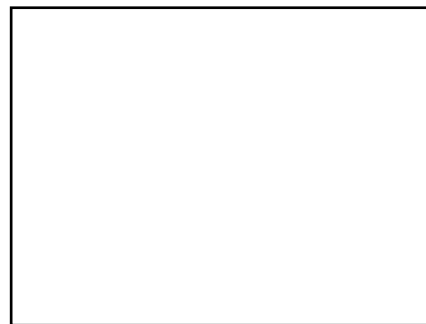
DHT Mrs McIntosh  
PT Miss Glover  
PT Mrs Milne

#### Orchar

DHT Mr Doherty  
PT Mr Nolan (0.7) / Mrs Lauder (acting 0.3)  
PT Miss Zucconi

#### Reres

DHT Ms Elder  
PT Mrs Cuthill  
PT Mrs Terroni (acting)



*Guidance Team*

### 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 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, working effectively, assertiveness, problem solving and self awareness.





The programme is varied and deals with issues such as careers education, personal safety, alcohol and drug misuse, sexuality and relationships (including HIV/AIDS education and contraception), racial issues and intolerance, and the rights and responsibilities of young people in the community.

These issues are delivered when the Guidance teacher feels it is appropriate for his/her particular class, and may be 'revisited' throughout a pupil's time at school as attitudes, opinions and experiences change as the young person grows up.

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 Leslie, who provides help and assistance with career planning. Pupils can contact Ms Leslie 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](http://www.careers-scotland.org.uk).

Parents can speak to Ms Leslie 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.

Each year a number of S6 pupils take part in the Young Enterprise scheme. This gives them experience of running their own small business for a year. Every year group also becomes involved in at least one enterprise activity during each session.

In addition to the above special programmes the Authority has an Enterprise in Education policy of encouraging all departments to actively promote enterprise education when planning and teaching their syllabuses.





## ADDITIONAL SUPPORT NEEDS



Most young people make satisfactory progress in school and their education can be fully supported by their subject teachers.

Some young people with significant additional support needs may need the support of an Individualised Education Programme in school.

A very small number of young people with significant and long-term additional support needs - may need a Co-ordinated Support Plan as well

as an Individualised Education Programme. These will be young people who will be receiving 'Direct, Continuing and Substantial' support from at least one agency outwith education, for example from health or social work staff.

If necessary, please contact the Principal Teacher for ASN, Mrs G Rae, for further advice.

For more detail of how Grove helps such pupils please see appendix 3.

## ANTI-BULLYING POLICY

One of our aims 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 support to persuade them to change their behaviour.
- allows for the parents of all involved to be fully informed.

There is a printed leaflet 'Action against Bullying' which is available on the school website.

## BUDDY SYSTEM AND PEER SUPPORT

The school has a Buddy System based on S6 pupils befriending S1 pupils in an effort to help the younger pupils settle into the school. The S6 buddies not only provide support but can act as a link between the pupils and staff with regard to specific problems such as bullying. This session, peer support has been extended into S2, S3 and S5.

## 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

Given on-going public concern on the subject of child abuse, schools are now required to report if they think any child has come to harm as a consequence of possible abuse. A member of staff in each school has been appointed to be responsible for Child Protection matters. At Grove both Miss Zucconi and Mrs Cuthill, PT Guidance, share this responsibility. Should you wish to talk further about Child Protection feel free to contact Miss Zucconi or Mrs Cuthill at the school.

The school also has good contacts with School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

The school will always ensure that you are informed 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 £16,040 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 £16,040. 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 Head Teachers or Main Reception, Dundee House.

## INSTRUMENTAL TUITION



Pupils are entitled to free instrumental tuition 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 £16,040.

Pupils are also exempt from instrumental tuition fees if their parents are in receipt of a clothing grant and/or free school meals.

## FINANCE FOR STUDY

### (i) Education Maintenance Allowances -

If children attending school are over the statutory leaving age of 16 parents can apply for an Education Maintenance Allowance. This is a government sponsored scheme which can give pupils up to £30.00 per week depending on parental income. Payment is made subject to satisfactory attendance, behaviour and academic progress. Application forms are available from schools or from the main reception Dundee House from the beginning of June.

### (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 College can be contacted at

Gardyne Campus	or	Kingsway Campus
Gardyne Road		Old Glamis Road
DUNDEE		DUNDEE
DD5 1NY		DD3 8LE

Tel: 01382 834834  
[www.dundecoll.ac.uk/services/finance.cfm](http://www.dundecoll.ac.uk/services/finance.cfm)

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](http://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](http://www.slc.co.uk)

## OTHER SOURCES OF FINANCE

### Career Development Loans

If students are over 18 and unable to get financial support, they may be eligible for a Career Development Loan. The Government manages these loans through a partnership scheme with three High Street Banks.

### Contact

Tel: 0800 585 505 or [www.lifelonglearning.co.uk/cdl](http://www.lifelonglearning.co.uk/cdl)

### Access Funds and Hardship Loans

These funds are provided by the Government. Students apply for these to their University or College.

### Educational Trust and Charters

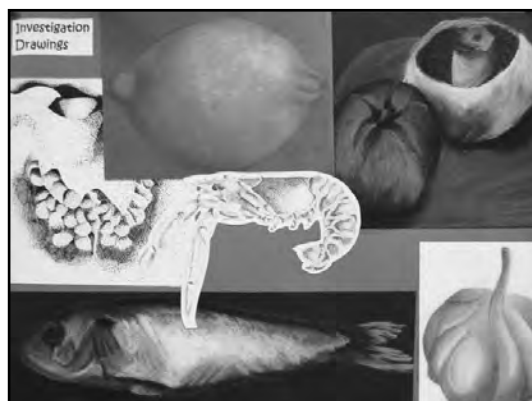
There are various Trusts and Charters which give financial assistance to students. Further information is available from the Students Awards Agency.

### The Dundee City Educational Trust

Scholarships and Bursaries are available from this Trust.

For further information contact:

Burns & Veal Solicitors  
13 Ward Road  
Dundee  
Tel: 01382 200000





## **SECTION 4 - PARTNERSHIP WITH PARENTS AND THE COMMUNITY**

---

### **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**

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. In January/February the senior staff visit each associated primary for the RoadShow evening, when parents can 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. All pupils in S1-S6 have a morning registration period when their attendance is recorded. Subject teachers note any absences from their classes during the day.

Pupils who miss classes without permission are liable to be disciplined. Parents will normally be informed of this or any other type of 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 still 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. Family holidays should not be arranged during term time if at all possible. If this is not possible then the request must be accompanied by a signed letter from the employer.

If parents intend to keep their child off school they should write a letter providing details to the appropriate Guidance Teacher.

## **MEDICAL/DENTAL APPOINTMENTS**

Pupils who have medical or dental appointments during school hours should have a dental card or parental note to show their register teacher (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@dundeeoparentcouncil.org](mailto:Grove@dundeeoparentcouncil.org)

## **PARENT TEACHER ASSOCIATION/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 PTA is designed to enable staff and parents to work together for the benefit of the school. Each year the PTA 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 PTA 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.

## COMMUNITY EDUCATION GROUPS

A welcome is given to the community using the school. For further information contact the Education Department, Dundee House.







## SECTION 5 - PARTNERSHIP WITH PUPILS

---

### 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](http://www.logoxpres-schoolwear.co.uk)

### PE KIT

#### Boys Indoor

White top  
Navy shorts  
Training shoes for indoor use

#### Boys Outdoor

White top  
Navy shorts  
Appropriate footwear

#### Boys Pool

Swimming trunks  
Cap

#### Girls Indoor

White top  
Navy shorts  
Training shoes for indoor use

#### Girls Outdoor

Tracksuit  
Appropriate footwear

#### 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.





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 1,200 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. 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 displayed on all classroom walls. Pupils who abide by the rules are rewarded by verbal praise, positive referrals and Merit Certificates.

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 the Time Out Room where they have to work in isolation from their fellow pupils.

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 and pupil concerned.

The school's policy on discipline is designed to try and ensure consistency and fairness to all. Parents 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 currently being reviewed in consultation with pupils, parents, staff and other interested parties.





## 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.

The PRC is made up of one representative from each register class plus the school Captains and Vice Captains, who chair the meetings and keep minutes. Each member of the PRC is issued with a representative's badge.

## 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 criteria for free tuition is as per the School Clothing Grant advice (see p19 of this handbook)





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.

This year 70 Grove pupils are doing their Bronze award, 9 doing Silver and 2 aiming for Gold.

## **SCHOOL EXCURSIONS**

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 France, Spain, Switzerland, Japan and Kenya.

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

## **PUPILS' ACHIEVEMENTS**

A full list of pupils' achievements during session 2011/12 is available on the school's website.





## 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 PTA.

### 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](http://www.dundee.gov.uk)

The information in this prospectus is correct at December 2012 as prescribed by The Education (School and Placing Information) Scotland Regulations 1982.





## SECTION 7 - APPENDICES

---

### APPENDIX 1 - STAFF

---

<b>LEADERSHIP TEAM</b>	Rector Depute Rector Depute Rector Depute Rector Business Manager	Mr G Hutton MA M Doherty BSc Med Ms L Elder MA Mrs F McIntosh Dip Mus Mrs L Kelly (Acting)
<b>ADDITIONAL SUPPORT NEEDS</b>	PT  (Part-time)	Mrs G Rae Dip HE Dip Ed Cert SEN Mrs A McClean MA Mrs M Holligan BSc Mrs S Kirby Dip Ed Mrs H Wilson MA PGCE Mr R Seith
<b>CLASSROOM ASSISTANTS (SEN)</b>		Mrs F Tindal Mrs J McManus Mrs H Sardella Mrs H McElroy Mrs L Culley
<b>ART and DESIGN</b>	PT  NQT	Mrs E Chisholm DA Ms P Etheridge BA Mr S Sutherland DA Mr J Smith BA Miss S McNiven
<b>BIOLOGY</b>	PT (Part-time) PT Guidance  (Part-time)	Mrs A Cowieson BSc Dip Ed Dr J Low BSc PhD Mr K Nolan B Ed Miss N Moore BSc PGDE Mrs P McLean BSc PGCE Mrs J Himpson B Ed
<b>BUSINESS STUDIES</b>	PT  (Part-time)	Mrs S King BA Mrs E Fyffe Dip Com Mrs F Rae Mrs Y Gauld
<b>CHEMISTRY</b>	PT	Mr D Porter BSc Hons MPHIL PGCE Miss J McIntyre BSc PGCE Dr J Samson BSc PhD PGDE Dr C Watson PhD PGCE
<b>COMPUTER EDUCATION</b>	PT	Mr K Stewart HND LIMA PGCE Mr B Martin HND PGDE Ms P Cassidy BSc (Hons) PGDE







<b>DESIGN &amp; TECHNOLOGY</b>	PT  (Part-time)	Mr R Donnachie HNC Dip TEEd Mr M Walker BSc Mr A Mackenzie BSc, CT Mr R Bell BEd Tech Mrs M Harper BSc B.Arch MSc Mr R Rosedam BEng PGDE LCGI Mr J McCann (Technical Support Assistant)
<b>ENGLISH</b>	PT  (Part-time)	Miss K Thomson MA Mrs M Berry MA Mrs I Edgar MA Mrs K Muir MA Miss C Dick MA
	PT Guidance PT Guidance (acting)	Mrs L Cuthill BEd Mrs F Terroni MA Mr M MacKay BA PG Dip PGDE Miss A Gunning Mrs C MacFarlane Miss A McCall
	NQT	Miss H Coburn
<b>GEOGRAPHY</b>	PT PT acting P/T PT acting P/T	Mrs M Kerr MA Dip Ed Mrs M MacKenzie Mr D Ewing MA Dip Ed Miss Kydd MA MSc (Maternity) Mrs C Christie Mr G ???
<b>HISTORY</b>	PT  (Part-time)	Mr S A Morton BA Ms C Dominy MA Mr G Hawe MA PGCE
<b>HOME ECONOMICS</b>	PT	Miss D McHardy Dip HE Mrs M Maclean Dip HE Ms S Kelly MA PGCE
<b>MATHEMATICS</b>	PT PT Curriculum Support	Mrs Y O'Brien BSc Mr S Paterson BSc
	PT Guidance	Mrs A Wells BSc Ms H Treece BSc, CT Mrs G Milne BSc Miss C Jelly Mr N Webster BSc Mrs A Payne BSc Gillian McGregor BA (Maternity Leave) Miss M Cunningham BSc Dip Ed Mr J Smyth
<b>MODERN LANGUAGES</b>	PT	Mr C Edwards MA Mrs L Young MA Mrs A McGill MA
	(Part-time) (Part-time)	Ms A Dick BA Mrs A Forbes BA Vacancy





<b>MODERN STUDIES</b>	PT (acting)	Mr M Robertson Miss D Nicoll
	PT Guidance (Part-time)	Mr A Creamer MA (secondment) Mr I McNally
<b>MUSIC AND DRAMA</b>	PT PT Guidance (Part-time)	Miss R Jack BEd (Hons) Miss L Glover B Ed (Hons) Mrs L Thomson B Ed (Hons) Mr R Waghorn BMus PGDE Ms Z Dursunovic
	(Drama)	Mr J Welch
<b>INSTRUMENTAL TEACHING STAFF</b>	Woodwind	Mr G McNeil GDM
	Strings	Mr C Sayce GRNCM
	Bagpipes	Mr Potter
	Percussion	Mr R Linn GCLCM
	Piano/Strings	Mrs V Maynes ARCM
	Brass	Mr K Murphy BA
	Piano/Strings	Ms A Davidson BA DRSAMD
	Guitar	Mr L Cannon Mr L Osborne
<b>PHYSICAL EDUCATION</b>	PT	Mr H Barlow BEd Mrs S Golden Mrs L Davies BEd
	PT Guidance (Part-time) (Part-time) Pool Technician	Miss A Zucconi BEd Mrs A Tennant Dip PE BEd Mrs K Barlow BEd Mr D Burnett
	PT (Part-time)	Mrs S Rogers BSc PGCE Mr D Milne BSc PGCE Miss T McMenemy BSc PGCE
	NQT	Mr G Jooty
<b>RELIGIOUS MORAL &amp; PHILOSOPHICAL EDUCATION</b>	PT (acting)	Mr G Dillon BD
	PT Guidance (acting)	Mrs L Lauder MA, PDGE Mr T Aiton
	(Part-time)	Mr D Scott
<b>PUPIL SUPPORT WORKERS</b>		Miss A McGinness BA Mr A Gallazzi BSC
<b>SUPPORT WORKERS</b>		Mr D Murdoch Mrs A Mitchell
<b>SCHOOL CHAPLAINS</b>	St Luke's Church	Rev G Taylor
	St James's	Rev A De Paula
	The New Kirk	Rev C Collins
	Baptist Church	Rev B Talbot
<b>ADMINISTRATIVE OFFICER</b>		Mrs L Marshall
<b>AUXILIARY</b>		Mrs P Ferrie





**CAREERS**

Ms E Leslie

**CLERICAL OFFICER (SENIOR)**

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

Mr M Callachan  
Mrs M Lewis  
Mrs D Brown  
Mrs K Watson  
Mrs A Welsh

**FACILITIES COORDINATOR / ASSISTANTS** RFM

Mr K Anderson  
Mrs H Hannah  
Mr J Hannah  
Mr P Gow  
Mr C Williams  
Mr A McGregor  
Mr I Mitchell

**GENERAL ASSISTANTS**

Mrs K O'Rourke (Part-time)  
Miss G Holman (Part-time)

**IT OFFICER**

Mr M Duncan

**LIBRARIAN**

Ms C Anderson ALA

**TECHNICIANS**

Mrs C Lorimer (Senior)  
Mr B Gibson

**SCHOOL CROSSING PATROL**

Mrs J Horne

**SCHOOL MEALS SERVICE**

Mrs M Dederó  
(Cook in Charge)





## APPENDIX 2

### GROVE ACADEMY

### S1-S6 Curriculum 2012/13

#### 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
	<b>Languages &amp; Literacy</b>																													
<b>S 1</b>	English (4)					Modern Foreign Language (3)		Mathematics & Finance (4)		PE (2)		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
	<b>Languages &amp; Literacy</b>																													
<b>S 2</b>	English (4)					Modern Foreign Language (3)		Mathematics & Finance (4)		PE (2)		RME (1)	PE (2)		PSE (1)	Integrated Science course (3)		Art & Design Music (1.2)		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
<b>C</b> <b>A</b>	<b>Languages &amp; Literacy</b>							<b>Mathematics &amp; Numeracy</b>				<b>RME</b>	<b>Health &amp; Wellbeing</b>		<b>Sciences</b>	<b>Creative &amp; Expressive Arts</b>		<b>Social Studies</b>		<b>Technologies</b>		<b>Flex</b>	<b>Choices</b>							
	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										
<b>S</b> <b>3</b>	Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes							Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes				To include a Phil unit			Choice - pupils continue to study <u>one</u> from Art & Design, Music, Drama and Dance	Choice - pupils choose <u>one</u> from Geography, History, Modern Studies,	Choice - pupils choose <u>one</u> from Home Economics, CDT, Computing, Business Studies	IDL	Choice - pupils choose <u>three</u> from the four curriculum areas – different from those already chosen. (2 periods per subject)											





**The Senior Phase: S4 from 2013/14, S4-5 from 2014/15 and S4-6 from 2015/16**

	Options					PE	PSE / RME	Flexibility
	A	B	C	D	E			
<b>S4</b>	<b>2x4 ppw</b> (200 + 200 mins)	<b>4 ppw</b> (200 mins)	<b>4 ppw</b> (200 mins)	<b>4 ppw</b> (200 mins)	<b>4 ppw</b> (200 mins)	<b>2 ppw</b> (100 mins)	<b>2 ppw</b> (100 mins)	<b>2 ppw</b>
	Maths English	Choice	Choice	Choice	Choice			
<b>S5/6</b>	<b>5 ppw</b> (250 mins)	<b>6 ppw</b> (300 mins)	<b>5 ppw</b> (250 mins)	<b>5 ppw</b> (250 mins)	<b>5 ppw</b> (250 mins)	<b>2 ppw**</b> (100 mins)	<b>2 ppw</b> (100 mins)	<b>N/A</b>

S4: English and Maths to increase to 4 periods a week. Other options to be 4 periods a week. (120 hours – currently required by SQA) 2 periods yet to be allocated – decision to be made by Senior and Middle Management together; this will probably be ½ period per week to the columns other than English and Maths.

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.





**S5/6 Curriculum Map 2013-14 and S6 Curriculum 2014-15**

	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
<b>S 5/ 6</b>	<b>Column A (6)</b>						<b>Column B (6)</b>						<b>Column C (5)</b>						<b>Column D (5)</b>					<b>Column E (5)</b>					<b>HWB (2)</b>	<b>SE (1)</b>

HWB column to offer electives to suit personalisation and choice of pupils as a result of their self-evaluation of HWB in SE: PE, HE, RME, Peer Support, HWB courses, private study.





# S2 Subject Selection Form

2013/14

Please read carefully before making your choices.



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Guidance Teacher:** \_\_\_\_\_

English, Maths, Modern Language, RME Core, Core PE and PSE are compulsory subjects in S3. Please make 7 selections from the list below:

<b>Select 1 Social Subject from:</b> History Modern Studies Geography	Selection:	<b>Select 3 from the following:</b> 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 Home Economics – Health and Food Skills Computing Science Business Enterprise and IT Asdan	<b>Selection 1:</b>
<b>Select 1 Science from:</b> Biology Physics Chemistry	Selection:		<b>Selection 2:</b>
<b>Select 1 Creative and Expressive from:</b> Art and Design Music Drama Dance	Selection:		<b>Selection 3:</b>
<b>Select 1 Technology subject from:</b> Graphic Communication Design & Manufacture Engineering Science Practical Woodwork Skills Home Economics – Health and Food Skills 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)  <b>Reserve:</b>

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







2013/14

# S3 to S4 Senior Phase Course Choice Form

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

National 5 Courses	National 4 Courses	Flexible Pathways
<p><b>National 5 Courses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administration and IT</li> <li><input type="checkbox"/> Accounting</li> <li><input type="checkbox"/> Art and Design</li> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Business Management</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Computing Science</li> <li><input type="checkbox"/> Design and Manufacture</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Engineering Science</li> <li><input type="checkbox"/> Fashion and Textiles</li> <li><input type="checkbox"/> French</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> German</li> <li><input type="checkbox"/> Graphic Communication</li> <li><input type="checkbox"/> Health and Food Technology</li> <li><input type="checkbox"/> History</li> <li><input type="checkbox"/> Hospitality Practical Cake Craft</li> <li><input type="checkbox"/> Hospitality Practical Cookery</li> <li><input type="checkbox"/> Modern Studies</li> <li><input type="checkbox"/> Music with Performance</li> <li><input type="checkbox"/> Music with Technology</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Physics</li> <li><input type="checkbox"/> Practical Woodwork Skills</li> <li><input type="checkbox"/> Religious, Moral and Philosophical Studies</li> <li><input type="checkbox"/> Spanish</li> </ul>	<p><b>National 4 Courses</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administration and IT</li> <li><input type="checkbox"/> Art and Design</li> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Business</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Computing</li> <li><input type="checkbox"/> Design and Manufacture</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Engineering Science</li> <li><input type="checkbox"/> Fashion and Textiles</li> <li><input type="checkbox"/> French</li> <li><input type="checkbox"/> Geography</li> <li><input type="checkbox"/> German</li> <li><input type="checkbox"/> Graphic Communication</li> <li><input type="checkbox"/> Health and Food Technology</li> <li><input type="checkbox"/> History</li> <li><input type="checkbox"/> Hospitality Practical Cookery</li> <li><input type="checkbox"/> Modern Studies</li> <li><input type="checkbox"/> Music with Performance</li> <li><input type="checkbox"/> Music with Technology</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Physics</li> <li><input type="checkbox"/> Practical Woodwork Skills</li> <li><input type="checkbox"/> Religious, Moral and Philosophical Studies</li> <li><input type="checkbox"/> Spanish</li> </ul>	<p><b>Flexible Pathways</b></p> <p><b><u>Dundee College</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Construction and Engineering</li> <li><input type="checkbox"/> Cosmetology</li> <li><input type="checkbox"/> Early Education and Child Care</li> <li><input type="checkbox"/> Employability</li> <li><input type="checkbox"/> Engineering Skills</li> <li><input type="checkbox"/> ESOL</li> <li><input type="checkbox"/> Fashion and Textiles</li> <li><input type="checkbox"/> Food Preparation and Cookery</li> <li><input type="checkbox"/> Health and Social Care</li> <li><input type="checkbox"/> Skills for Sport and Recreation</li> <li><input type="checkbox"/> Volunteering Award</li> </ul> <p><b><u>Grove Academy</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enterprise and Employability</li> <li><input type="checkbox"/> Duke of Edinburgh</li> <li><input type="checkbox"/> People in Society</li> <li><input type="checkbox"/> Asdan</li> </ul>





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:

	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 OPTIONS: SUBJECTS AVAILABLE FOR 2012-2013 INCLUDE

### Intermediate 1

Art & Design  
English  
Fashion & Textile Tech  
Geography  
History  
Maths

Modern Studies  
Music  
Physical Ed

### Intermediate 2

Administration  
Art & Design  
Biology  
Chemistry  
Computing  
English  
French  
Geography  
German  
Graphic Comm  
History  
Hospitality/  
Practical  
Cookery

Maths  
Philosophy  
Physical Ed  
Physics  
Product Design  
RME  
Spanish  
Tech Studies  
Travel &  
Tourism

### Higher

Accounting & Finance  
Administration  
Art & Design  
Biology  
Business Management  
Chemistry  
Computing  
English  
Fashion & Textile Tech  
French  
Geography  
German  
Graphic Comm  
Health & Food  
Managing Environmental Resources  
Photography  
Technology

History  
Mathematics  
Modern Studies  
Music  
Philosophy  
Physical Education  
Physics  
Politics  
Product Design  
Spanish  
Technological Studies

### Advanced Higher Courses

Art & Design  
Biology  
Chemistry  
Computing  
English  
French  
Geography  
German  
Graphic Communication

History  
Mathematics  
Modern Studies  
Music  
Physics  
Spanish  
Technological Studies

### Other Courses

Leisure Cookery  
Leisure Fashion and Textiles  
European Computer Driving Licence(ECDL)  
S6 Portfolio Course -  
(Preparation course for Art College)





## APPENDIX 3 - ADDITIONAL SUPPORT

---

### ADDITIONAL SUPPORT NEEDS (ASN)

The ASN Department exists to support all staff and pupils and to help provide an education relevant and appropriate to the needs of all pupils within the school. It is staffed by ASN teachers and Classroom Assistants: Special Educational Needs.

The major, stipulated roles of the ASN Department are:

- 1 To provide direct support for pupils who may:
  - have additional support needs
- 2 To support staff in the creation and/or adaptation of subject courses through co-operative teaching and consultation, so that staff are better able to meet the needs of the entire ability range of pupils within the school.
- 3 To liaise with parents and outside agencies including:
  - primary school and other educational establishments.
  - the psychology, psychiatric, social work and medical services
  - specialist services e.g. the Child Medical Health Team, various Therapy and Multi-Sensory Services Staff.
- 4 To offer Inset to colleagues with regard to appropriate provision for pupils with additional support needs.

Support offered to pupils can be in the form of:

- direct tuition
- co-operative teaching where subject and ASN staff work jointly in the class
- organising special examination arrangements within the framework and conditions stipulated by the SQA
- provision for pupils with physical disability.

Support offered to staff can be in the form of:

- consultation regarding the content and presentation of the curriculum
- co-operative teaching
- providing information re pupils and strategies for support providing relevant information from external agencies.





## ADDITIONAL SUPPORT NEEDS

Children with additional support needs are catered for in the school within the terms of Dundee City Council's policy on 'ASN'. This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being the 5 stages of Assessment and Intervention involving parents and/or carers, child, school and education department staff and other specialist agencies.

In addition to 5.8 ASN teachers, the school has 5 full-time Classroom Assistants. The work of this group is co-ordinated by the Principal Teacher (ASN), Mrs G Rae.

The school's policy is inclusive and aims to support, as much as possible, the education of pupils with additional support needs, in the mainstream classroom setting.

Individually targeted work at a level accessible to the child is normally provided by the class teacher working in conjunction with ASN staff. Progress is monitored and is regularly reported to parents who are consulted if any change in the programme of support is being considered.



Although ASN staff are regularly deployed as necessary, the aim must always be to promote the maximum degree of independence in learning, personal management and social activity of which the child is capable.

The school allows access throughout for pupils who use wheelchairs or whose mobility is in any way restricted. The ASN Department has 3 classrooms, a quiet room, a physiotherapy room and a disabled toilet, which allows flexibility in how staff work with pupils.





## **SUPPORT FOR LEARNING INFORMATION**

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.dundeeccity.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. We try to keep all our documents as current as possible. They are in the process of being revised to reflect the amendments brought in by the 2009 Act to ensure the information is as up-to-date as possible.

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**

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.





## TAKE NOTE - NATIONAL ADVOCACY SERVICE FOR ADDITIONAL SUPPORT NEEDS

Take Note is a partnership between Barnardo's Scotland and Scottish Child Law Centre. It is a, free of charge, advocacy service which 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 from the website - [www.barnardos.org.uk/takenote](http://www.barnardos.org.uk/takenote) or by enquiries to the Scottish Child Law Centre on 0131 667 633.





## APPENDIX 4

---

### SCOTTISH QUALIFICATIONS AUTHORITY/EXAMINATION RESULTS

The SQA was formed in April 1997 by merging the functions of the Scottish Vocational Education Council (ScotVEC) and the Scottish Examination Board (SEB) to create a unified Scottish qualifications system.

The SQA is responsible for most of the qualifications on offer in Scotland's schools, colleges, workplaces and education centres. These currently include Standard Grade, 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](mailto:customer@sqa.org.uk) or website [www.sqa.org.uk](http://www.sqa.org.uk)

### INFORMATION FOR PARENTS

The Scottish Executive Education Department (SEED) has provided figures for

- Examination results for 2008-2011. The figures provided are for Grove, Dundee City and Scotland. (Note: the 2011-12 results are pre-appeal).

Dundee City Education Authority wishes parents to be aware that the method of showing Examination results and Awards does not give any recognition of the very varied communities schools serve. Some children have significant social and economic advantages over others, and this can be reflected in examination performance within a school, and between schools.







# GROVE ACADEMY

## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

School: Grove Academy	Id No.: 180 - 5329434
-----------------------	-----------------------

### Estimated S5 January Roll As A Percentage Of The S4 Roll In September Of The Previous Session

2009/2010	2010/2011	2011/2012
83	91	89

### Examination Results (within Scottish Credit and Qualifications Framework)

(2011/2012 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
97	94	96	91	89	86	56	59	49	

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
61	76	70	43	49	49	26	28	27	

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
51	53	66	39	43	51	31	37	36	

#### Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.





# DUNDEE CITY

## INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

**Education Authority:** Dundee City

*Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session*

2009/2010	2010/2011	2011/2012
64	67	71

*Examination Results (within Scottish Credit and Qualifications Framework)*

*(2011/2012 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	88	90	92	69	70	71	27	28	26

Percentage of the relevant September S4 roll achieving:

By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	37	38	40	21	19	21	9	9	9

Percentage of the relevant September S4 roll achieving:

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	25	31	30	16	20	20	13	15	15

Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.





## SCOTLAND

### INFORMATION FOR PARENTS 2012 SECONDARY SCHOOLS

#### National Data

*Estimated S5 January Roll As A Percentage Of The S4 Roll  
In September Of The Previous Session*

2009/2010	2010/2011	2011/2012
72	75	77

#### Examination Results (within Scottish Credit and Qualifications Framework)

*(2011/2012 results are pre-appeal)*

Percentage of the relevant September S4 roll achieving:

By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	92	93	94	78	79	80	36	36	37

Percentage of the relevant September S4 roll achieving:

By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	43	45	46	25	26	27	11	12	13

Percentage of the relevant September S4 roll achieving:

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20	2009/20	2010/20	2011/20
	10	11	12	10	11	12	10	11	12
	33	35	36	22	24	25	15	16	16

#### Key to symbols:

Counts and percentages for year groups which contain more than 0 but less than 5 pupils are replaced by asterisks (\*\*) because they could be misleading or lead to identification of individuals.

The symbol (##) indicates that the data are not available or comparable with other years. Possible reasons for this include: the school has recently opened or merged with another school; S5 and S6 results for S1-S4 schools; S4, S5 and S6 results for S1-S2/S3 schools; cases where the relevant year group roll figure is zero.





## APPENDIX 5 - RELIGIOUS EDUCATION AND OBSERVANCE

---

### RELIGIOUS MORAL & PHILOSOPHICAL EDUCATION

RMPE at Grove Academy aims to help in the holistic education and development of all pupils. We encourage pupils to engage with a variety of religions, traditions and cultures in order to broaden their understanding of the world and people around them. Pupils are also helped to reflect on their own beliefs, attitudes, values and practices through a process of personal search, discovery and critical evaluation. The subject is not about confessional religion or religious instruction but is designed to help pupils make up their own minds on moral, social and religious issues having weighed up the evidence. The courses run for pupils are designed to be educational, engaging, entertaining and enjoyable. The skills acquired in terms of philosophical enquiry, moral decision making, empathising and taking effective action are essential in the development of successful learners, confident individuals, responsible citizens and effective contributors for our society.

### RELIGIOUS OBSERVANCE

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupils can increase their understanding of religious

practices and the experience which underlies them.



### 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 2013	Tuesday 13th August 2013	Friday 4th October 2013
Winter 2013	Monday 21st October 2013	Friday 20th December 2013
Spring 2014	Monday 6th January 2014	Friday 28th March 2014
Summer 2014	Monday 14th April 2014	Friday 27th June 2014

### Single Day Holidays

Holiday	Date
Mid Term 2014	Friday 14th February 2014
Mid Term 2014	Monday 17th February 2014
Good Friday 2014	Friday 18th April 2014
May Day 2014	Monday 5th May 2014
Victoria Day 2014	Monday 26th May 2014

### In-service Days

Holiday	Date
Monday 12th August 2013	Citywide
Thursday 14th November 2013	Citywide
Friday 15th November 2013	Citywide
Thursday 13th February 2014	Citywide
Friday 23rd May 2014	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	Mr Nolan/Mrs Lauder and Miss Zucconi
	Dawson	Ms Glover and Mrs Milne
	Reres	Mrs Cuthill and Mrs Terroni

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](http://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](mailto: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](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

