

EARLY YEARS, PRIMARY AND SECONDARY SELF-EVALUATION TOOLKIT 2017/2018



SCHOOL: GROVE ACADEMY

SEED: 5329434

[HGIOS 4](#)

[HGIOELC](#)

[National Improvement
Framework](#)

[National Improvement
Hub](#)

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

[CfE Implementation Plan
16-17](#)

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

1.3 LEADERSHIP OF CHANGE	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<p>•Developing a shared vision, values and aims relevant to the school and its community</p> <p>•Strategic planning for continuous improvement</p> <p>•Implementing improvement and change</p> <p>Features of effective practice and Challenge Questions</p>	<p>The senior leadership team provides strong leadership in driving forwards school improvement. Staff feel included, involved and engaged in collegiate whole-school processes for determining school improvement priorities and in both leading and supporting their implementation. School working groups provide a range of distributed leadership opportunities for staff who report feeling empowered in supporting the school's journey of improvement.</p> <p>As part of the WTA, all staff are involved in either one of the four main Working Groups (Literacy, Numeracy Health and Wellbeing, Curriculum) or participate in a Practitioner Enquiry.</p> <p>The school's SLT has been successful in managing the pace of change particularly in relation to the implementation of curriculum for excellence, relevant pedagogy, the developing school curriculum tailored to the needs of our young people and the continuing changes to national qualifications. Staff, parents and importantly young people are fully aware of the school's vision and handful of values. In addition to providing a strong foundation for curriculum design and delivery the values serve as a daily compass for supporting pupils and their learning.</p> <p>We also ensure the school's Vison and</p>	<p>The previous DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • The school's bedrock of values and focus on quality learning and teaching. • The effective leadership of the Head Teacher and senior leadership team. • The impact of driving forwards effective learning and teaching and associated professional learning for staff. • The commitment of staff to school improvement and the range of distributed leadership opportunities available to staff in leading and supporting school improvement priorities. <p>The results of Departmental Walkthroughs focussing on the self-evaluation of most of the departments indicate departments are implementing change through their DIP and managing and leading that change well.</p> <p>The Review of the SIP (2017-18) by the Strategy and</p>	<p>The new 2018-19 SIP highlights all areas we are addressing in this QI.</p> <p>The Extended review highlighted the following issues:</p> <ul style="list-style-type: none"> • In line with identified school priorities, accelerate improvements in whole-school / cluster approaches to improving numeracy outcomes for young people throughout the broad general education and senior phase. • Extend opportunities for pupil voice in shaping school improvement priorities. <p>There is a constructive programme of Professional Dialogues and CLPL, allowing time for collegiate learning, discussion and reflection, so that all staff are able to contribute to the continuous improvement of the school.</p> <p>WG's are to lead developments across the piece.</p>	<p>Very Good</p>

	<p>Values live through our communication with all stakeholders via Twitter, School Website, School App, Show My Homework and Parents' Information Evenings.</p> <p>We have made good progress in developing an inclusive, nurturing culture thereby embedding GIRFEC. The continued formation of inclusive classrooms is supported by staff engagement with the ABLe assessment and intervention framework and the considered use of a wide range of data.</p> <p>A strong sense of staff commitment to change leading to improved outcomes for all young people pervades the school community. The school's Teacher Learning Community and Professional Learning Community (Co-op Learning) provide excellent opportunity for professional discussion, learning and self-evaluation. A formal professional dialogue programme successfully augments such approaches. The Head Teacher's '5 a day' meetings with pupils are valued by staff and pupils and successfully inform school priorities for improvement. Outcomes from such meetings support a culture of praise in the school with positive and immediate feedback offered to staff by the Head Teacher. Almost all Principal Teachers value the solution orientated support and challenge provided by link DHTs.</p> <p>In successfully implementing an evolving broad general education and senior phase curriculum, principal teachers and staff continue to demonstrate significant professionalism.</p>	<p>Development Group (which includes members of staff from all levels) was the collegiate basis for the new annual SIP which outlines the school's strategic planning for continuous improvement.</p> <p>Feedback from the Rector's 'Five a Day' also informed the new SIP, ensuring the pupil voice was heard.</p> <p>A re-vamped PRC has been constituted, arising from pupil voice, and is having an impact, e.g. the one way system.</p> <p>Rector's Open Q and A Sessions allow pupil voice to have an impact.</p> <p>Feedback from Inset days</p> <p>Increased attendance</p> <p>Improved pupil behaviour through the new Behaviour policy.</p> <p>Departments' own Self-Evaluation through QIs</p>		
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2.3 LEARNING, TEACHING AND ASSESSMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching/ interactions • Effective use of assessment • Planning, tracking and monitoring <p>Features of effective practice and Challenge Questions</p>	<p>Through our programme of departmental Walkthroughs, SLT have observed over 300 learning episodes in most of the departments. We have found that young people learn and achieve very well through a wide range of positive learning experiences. They feel safe, respected and included and are proud to be part of Grove Academy. At all stages, relationships between staff and young people are consistently positive and high expectations communicated as part of the school ethos. Pupils regularly acknowledge good positive relationships as a valued criterion for good learning and teaching. In almost all classes, young people are well behaved and engaged in their learning. Young people enjoy learning and have very positive experiences across the school, which they value. They feel that they are treated with fairness and respect and view staff as caring and approachable.</p> <p>In accordance with the school's continuous focus on improving the quality of learning and teaching, a number of teachers have successfully driven forward changes in pedagogy such as AiFL, co-operative learning strategies, ICT and project-based learning, some of which have been embedded in many departments.</p>	<p>The last DCC Extended Review highlighted the following strengths, which have been witnessed in our Walkthroughs during this session:</p> <ul style="list-style-type: none"> • Very positive relationships evident and mutual respect demonstrated between staff and young people. • A very caring, supportive and inclusive learning environment with widespread use of praise and encouragement • Responsible, courteous and confident young people • Pupils' contribution to the wider local and global community • Staff commitment to providing a rich and broad programme of extra-curricular opportunities to enhance pupils' achievement • Through the Home Learning Policy, the school is actively promoting young people as independent learners. <p>The results of Walkthroughs focussing on the self-evaluation of most of the departments indicate good quality learning and teaching. The prevalent use of learning intentions and success criteria, social or employability skills</p>	<p>The new 2018 -19 SIP highlights all areas we are addressing in this QI. There is a continued pronounced stress on improving methodologies across the school, particularly with respect to AifL, Co-operative Learning, MTV, Visible Learning and Improved use of ICT to improve teaching and learning.</p> <p>We shall continue to second a PT to continue developing and establishing a tracking and monitoring system to allow progress to be monitored more rigorously across the BGE, but particularly in numeracy and literacy. A majority of departments are already using their tracking systems for pupils in S1.</p> <p>We are planning to introduce moderation/ professional judgement, between the cluster primary schools and departments to ensure consistency in establishing a level, particular in numeracy and literacy.</p>	<p>Very Good</p>

	<p>During the walkthroughs SLT have seen a clear improvement in the use of well-crafted learning intentions with pupils being clear about what they are learning. Success criteria, often discussed with learners, are becoming more structured in most departments. Very good examples have been noted in relation to the use of clear social goals and employability skills in many classrooms. Increasingly, teachers are relating learning to relevant employability contexts. A wide range of methodologies, particularly co-operative learning, is effectively deployed, and has a positive impact on both pupils' enjoyment and engagement in their learning. The majority of lessons are well planned and varied with active pupil engagement in a wide range of interesting activities with some examples of excellent practice in evidence. Whilst there are notable strengths in the way that young people learn and achieve, with the pace of learning generally good, there could be more differentiated opportunities for young people to be challenged and develop resilience.</p> <p>Teachers are providing opportunities for learners to reflect on and evaluate their learning through regular, effective feedback and learning conversations. In a wide range of classes, young people benefit from opportunities to work together in pairs or groups. Increasingly, the use of hand-held technology is occurring in classes. However, this development is being hindered by current limitations in the IT infrastructure.</p> <p>Teachers engage in a wide range of continuous relevant assessment techniques and frequent reporting through</p>	<p>highlight the drive to ensure quality feedback to pupils on their work and how to improve it. The purpose and relevance of learning is increasingly being communicated in a positive way. We are also seeing an improvement in our questioning strategies and the opportunities of our young people to use higher-order thinking skills in many classes.</p> <p>All staff have participated in Professional Dialogues on how to improve Feedback and Learning conversations, as well as the structure of Learning Intentions and success criteria.</p> <p>Feedback from the Rector's 5 a Day</p> <p>Departmental Achievement Discussions</p> <p>Prelim Achievement Discussions</p> <p>Attainment Reviews</p> <p>Feedback from Parent Contact Evenings – conversations and questionnaires</p> <p>Monitoring and Tracking in the BGE and the SP.</p> <p>Staff undertaking Practitioner Enquiries have identified an area for improvement in their classrooms and are carrying out research to</p>	<p>Practitioner Enquiries: Re-establish partnership with Braeview after they have settled back to normal.</p> <p>Share successes and encourage more staff to begin enquiries.</p> <p>Use enquiries to promote leadership opportunities within the school and the authority.</p>	
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	<p>conversations and dialogues with pupils to ensure they know how they are progressing. The feedback given to pupils has improved enormously in the last few years, and pupils are very clear that the quality of feedback given to them including how to improve their work, is very good. The school continues to work hard to enable young people to develop a broad range of skills for learning, life and work with young people particularly excelling in cultural, musical, sporting, volunteering and leadership activities and events. A number of young people have gained recognition at national and international level.</p> <p>A collaborative group of staff from Grove and Braeview established a Practitioner Enquiry partnership in June 2018. 18 Grove staff have begun Practitioner Enquiries.</p> <p>Assessment A variety of assessment methods are employed by staff including Peer and Self Assessment, and Formative and Summative Assessment. Over the past two years, staff have had training on giving more effective feedback on Formative assessment, and this has led to a sharper focus on how to improve learning. Learning conversations and/or learning records or logs, also give opportunities to assess how well pupils are progressing Tracking and Monitoring system in the Senior Phase is well established and we are currently developing a whole school Tracking and Monitoring system in the BGE via the secondment of PT Modern Studies</p>	<p>implement change. The impact will be measured throughout the session and presented to staff at an INSET day.</p> <p>The recent HMIE Thematic Inspection Visit witnessed the Impact of our Teaching and Learning policy and clarity of consistency in teaching and learning. There is a clearly understood standard of teaching and learning across the school and a very collegiate approach</p> <p>Pupils comment very positively about the level of feedback they receive in many subjects, during Rector's 5-a-day. Staff are required to have learning conversations about pupil progress before target setting and report writing.</p>		
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3.1 ENSURING WELLBEING EQUALITY AND INCLUSION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality <p>Features of effective practice and Challenge Questions</p>	<p>Staff and pupils have a growing and shared understanding of GIRFEC. Staff increasingly understand the importance and relevance of their role and responsibility in supporting learners' health and wellbeing. They are aware of the SHANARRI indicators and use them increasingly in their dealings with young people. The school has achieved the LGBT+ Charter, and we consider each young person as an individual with their own needs, risks and rights.</p> <p>Tutors and the integrated Pupil Support Team promote a climate where young people feel safe, secure and nurtured. Most staff and partners are sensitive and responsive to the wellbeing of individual and groups of young people. We have created a positive listening environment where young people feel listened to and respected and feel there is an adult whom they can approach in the school to discuss personal and sensitive aspects of their lives.</p> <p>The school continues to build positive relationships so everyone feels included, valued and safe. This is founded on the school's clear and shared Vision and its Handful of Values, Staff and partners are proactive in promoting positive relationships across the learning community.</p> <p>Through the SAC/PEF, we have engaged the services of a worker to support pupils with Mental health issues in S1-3.</p>	<p>Data from PASS tests used to identify HWB needs of pupils and target accordingly, particularly with regard to support to achieve a positive destinations.</p> <p>Feedback from Rector's "Five a day".</p> <p>Feedback from House Team meetings and Pastoral Notes.</p> <p>Supported Pupil Spreadsheet provides an overview to key support staff of the resources able within the school and how they are targeted for individual pupils. Data is provided on LAC/TATC2 & 3/Able ETC. and is linked with pass data and SIMD. The spreadsheet allows us to look at the provision we have within the school and how best to use it to support our learners.</p> <p>Attendance review group, which links attendance to SIMD. Changes to our approach to encouraging attendance has helped maintain an overall figure of 93%. This has included a more</p>	<p>The new 2018-19 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Almost all staff have been trained by CAMHS in Emotional Health and Wellbeing • Walkthroughs • Continued CLPL to staff on Promoting positive relationships • Work with DEPs to develop the use of a Nurturing Space and publish a Nurture Policy • Survey pupil/parents re Cost of the School Day to inform an action plan. • A lot of changes have been made and continue to be made to ensure that we continue to be an inclusive school, which promotes positive relationships and learning for the increasing spectrum of needs our pupils have. It will take time to embed these changes and time is needed to reflect with staff/pupils/parents/partners, make changes and further develop our strategies. Future inset days and Professional Dialogue time will focus on 3.1. • We continue to develop Growth Mindset and Resilience across the school. As such, we strive 	<p>Good with potential to Very Good</p>

	<p>Four staff have been trained in <i>Seasons of Growth</i> to support young people suffering from bereavement and loss. Through the PEF fund we have employed an additional PSW and SFDW to support young people and their families in SIMD 1-2, on FME, or LAC. The Family Development Worker is beginning to support families with pupils' attendance and transition through their HWB.</p> <p>Health and Wellbeing has been a significant focus for us over the past year for both pupils and staff. GIRFEC places wellbeing at the centre of all assessment and planning</p> <p>Signposts: Health issues need to be tackled in a sensitive and innovative way in order to ensure all pupils & parents are included, involved and learning. To do this we have come up with the concept of Grove Signposts. The signposts are leaflets to parents about mental health issues such as anxiety, resilience, bullying. To support this the Grove Signposts goes further:</p> <ul style="list-style-type: none"> - Guest Speakers – anxiety, the teenage brain, resilience and risk taking behaviour. - Grove Staff Professional Dialogue - Inspirational Messages - Children's mental health week <p>Nurture. At the heart of our nurture training is a focus on wellbeing and relationship to support the growth and development of young people. Our Education Psychologist has led staff on an in-service day through the nurture principles. Nurture Area - in SfL a nurture area is being</p>	<p>positive message home when dealing with unknown absences and pupil assemblies on positive attendance.</p> <p>Information from ToK/Edinburgh Warwick survey</p> <p>Statistics from positive behaviour procedures (Punishment Exercises)</p> <p>Includem involvement.</p>	<p>to involve, engage and include all learners in the life of the school and support them to be the best they can be.</p> <ul style="list-style-type: none"> • Working groups are now part of the professional dialogue programme. The HWB group now has 4 distinct parts: <ul style="list-style-type: none"> ○ Pupil Health and Wellbeing - looking at good practice especially in relation to nurture. Looking at 'catching staff doing the right thing'. ○ Staff Health and Wellbeing – taking forward Staff Health and Wellbeing and also looking at Mental Health first aid. ○ Parental Involvement – continuing to look at how we can get parents more involved with the signposts and health and wellbeing. ○ Ethos – Promoting the Positive Behaviour Policy, giving the pupils the opportunity to take part in promote house identify. ○ Cost of the School Day - established 	
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created which includes a sensory areas.
Peace Room - a quite space aimed at reflection and reducing anxiety.
The school complies with statutory requirements and codes of practice, particularly with reference to those pupils with ASN. We try to ensure we improve outcomes for all our young people. Staff are conversant in using ABLe plans for a wide range of individual pupils and encourage equality, equity and inclusion through their methodology of Cooperative Learning

Behaviour
Relaunch of our discipline for learning policy which promote positive relationships & achievement and approaches to behaviour to promote learning and inclusion.

Supported Pupil Spreadsheet
To ensure resources are targeted appropriately across the school we have generated a spreadsheet that can track targeted pupils. Linked to this is SIMD, LAC, FME, ABLe, SST, TATC2/3 and PASS data. This has allowed us to ensure the resources we have are as effectively deployed as possible.

In evaluating the attainment of young people we investigate and address any issues for individuals facing barriers to learning, including poverty, their SIMD decile, being LAC, being a Young Carer, those with ASN, etc.

Staff HWB: We have a TLC each Friday morning before school where staff and meet socially and support each other. Thy social committee is very active and ensures the staff's wellbeing is cared for when necessary with the sending of flowers, cards etc.

3.2 RAISING ATTAINMENT AND ACHIEVEMENT SECURING CHILDREN'S PROGRESS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Progress in health and wellbeing • Attainment over time • Overall quality of learners' achievement • Ensuring equity for all learners <p>Features of effective practice and Challenge Questions</p>	<p>Pupil attainment at Grove Academy at the point of leaving school is consistently very good with average total tariff points above virtual, Dundee City and national comparators. Young people in Grove Academy are confident and able to contribute effectively to discussions in a reflective considered manner. Almost all of the young people are able to demonstrate achievement through the four capacities and have developed, or are developing, skills to enhance their life chances. Young people in Grove Academy, through various events, overseas trips and activities are aware of their place in a global society.</p> <p>The majority of subject departments provide engaging learning experiences for pupils, although there are some specific subjects which require to provide more challenge to the young people to effect improvement. Insight data is being used effectively across the school by practitioners at all levels.</p> <p>Young people have made positive progress in their attainment in literacy at SCQF level 4 with 100% of leavers achieving this level.. At SCQF level 5 literacy consistently compares very favourably with the virtual comparator and has reached almost 92%, the highest in four years. Numeracy attainment at</p>	<p>The previous DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • Literacy at level 4 is consistent with the virtual comparator over time • Literacy at level 5 outperforms the virtual comparator over time • Almost all learners consistently enter positive destinations upon leaving school • The increased opportunity for wider achievement awards and in a range of vocational qualifications • A consistently high standard of attainment across almost all subject areas. <p>The 2018 Insight data on Literacy and Numeracy shows a significant improvement in both skills at levels 4 and 5, although we are still behind the Virtual Comparator in Numeracy. This was as a result of the maths department introducing National 5 Numeracy units for pupils who may not have otherwise attained level 5 before leaving school.</p>	<p>The new 2018-19 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Establish a means of tracking pupils' attainment and their wider achievement within the BGE • Develop and implement learning strategies to support all pupils, particularly those in SIMD 1-2, on FME and LAAC (PEF) • Develop deeper parental/adult support for pupils' learning • Continue to develop existing good practice in numeracy and literacy. • Curriculum Review of BGE will lead to better dovetailing at key transitions with curriculum pathways in the SP • Departments to identify curriculum career pathways for their subject to enable young people to make better career decisions. 	<p>Very Good</p>

	<p>SCQF level 5 has improved to its highest level in four years (71.12%) but this is still significantly lower than the virtual comparator. Improvement in numeracy attainment is a significant area of development for the school throughout the Broad General Education.</p> <p>Teaching staff are using ABLe plans to ensure that all young people have an equitable access to their education. The support for pupils team has provided opportunities to help teaching staff to develop a deeper understanding in the use of ABLe to ensure that all young people can achieve to their highest level.</p> <p>Through work with employers, Dundee & Angus College, Abertay University and other partners, the school excels at ensuring young people enter a positive destination and is always in line with or better than its virtual comparator. Through the senior phase parental information evening, the school has increased parental understanding of the different options and curriculum pathways within senior phase which are more suitable for young people.</p> <p>In S5 we have achieved the best results in 5+, 3+ and 1+ Highers ever. At 3+ we saw a distinct narrowing of the gap for those pupils who underachieve in attaining between 1 and 3 Highers. S6 results (Based on S6) saw an improvement in Highers results across the board from 2017</p>			
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1.1 SELF EVALUATION FOR SELF- IMPROVEMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Collaborative Approaches to self-evaluation • Analysis and evaluation of intelligence and data • Evidence-based improvement • Ensuring impact on learners' success and achievements 	<p>The school is committed to using self-evaluation as an integral part of the process of continuous improvement and has articulated clear plans for extending its use. A collegiate approach to consultation, involving all staff across the school, is apparent and working groups have been established to address whole school priorities. A willingness to reflect regularly on progress and to identify next steps is demonstrating impact.</p> <p>The Quality Indicators in <i>How Good is our School? (4th Edition)</i> are being used by the SLT in their weekly strategic meetings and by departments in framing their improvement plans based on the school improvement plan. Staff, parents and pupils are consulted on the improvement planning process. Classroom observations are an essential source of information on the quality of learning and teaching with teachers expected to analyse lessons as part of the process of identifying improvements. The departmental "Walkthrough" has now been developed and implemented and is seen as a way of addressing teacher workload with regarding to observations. Feedback from Walkthroughs is used to share best practice and to structure the in-house professional learning programme.</p>	<p>The previous DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • The collegiate approach to the development of the school improvement plan and its links to departmental improvement plans • Weekly strategic SLT meeting focuses on self-evaluation • Regular "link" meetings between SLT and Principal Teachers, using a structured agenda with a focus on improvement. • Head Teacher's "5 a Day" encourages young people to share their opinions, particularly with regard to learning and teaching <p>The collegiate development of "Departmental Walkthroughs" is leading to better and more consistent self-evaluation across the school. Documentation of the walkthroughs is sufficiently detailed and evaluative and the final report has a clear purpose, highlighting good practice within the department to be shared, and identified areas for improvement.</p>	<p>The 2017-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Collaborative action, Research Walkthroughs, better learning conversations, Pupil Voice (<i>5 a Day</i> with Rector and also within departments) • Equip staff to be data aware and use this data/knowledge to plan Learning, teaching and assessment in future • Improved CLLPL, linked to the results of self-evaluation and PRD/PU process, particular with regard to methodologies • Staff training & time set aside to ensure that moderation/ professional judgement, between primary/secondary and across departments can take place. • Better parental involvement in their young person's learning <p>The previous Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • The school should adopt a more consistent approach to quality assurance across the school, with all Principal Teachers taking an active role in monitoring learning and 	<p style="text-align: center;">Good</p>

	<p>Teachers are encouraged to self-evaluate as part of the annual Professional Review and Development process. Progress with agreed learning goals from previous reviews are also reviewed and discussed.</p> <p>Participation in the Teacher Learning Community and Professional Learning Community is developing a staff cohort which is mutually supportive and reflective. These groups continue to attract both new and regular attendees. Sharing and self-reflection are core to these groups. Increasingly the groups are playing a central role in the development and delivery of In-Service activities and Professional Dialogues. Staff are also encouraged to look outwards, to share best practice, challenge thinking and to participate in professional discussion to further inform areas for improvement.</p> <p>It is evident that data from several sources, including INSIGHT, PASS, FME and SIMD, is being used more extensively to support self-evaluation. In addition, an audit across the school using <i>How Nurturing is our School?</i> is currently being undertaken.</p> <p>A self-evaluation calendar has been launched this session which identifies 6 of the QIs for all staff to reflect on and discuss at specified times of the year during Departmental meetings. The key points from each department are collated and discussed at SLT and with PTs.</p>	<p>The calendar creates opportunities for departments to self-evaluate key QIs regularly, and all staff have the opportunity to reflect on their own practice and contributions.</p>	<p>teaching. The ongoing development of the Departmental Walkthroughs should address this use.</p> <ul style="list-style-type: none"> • Increase engagement with parents/carers and partner agencies to include them in the improvement cycle • Continue to extend opportunities for pupil voice in relation to continuous improvement and revisit the structure and purpose of the PRC. <p>The collated key points from the QIs, and the subsequent discussion should inform priorities for the school.</p> <p>It would be hoped that this self-evaluation process would inform both the SIP and the DIPs, as well as contributing to Department Scoping reports for Walkthroughs, and an increasing awareness of progress and development needs in relation to HGIOS 4.</p>	
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2.2 CURRICULUM	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Rationale and design • Development of the Curriculum • Learning Pathways • Skills for learning, life and work 	<p>Grove Academy's curriculum model has been carefully planned to allow progression for young people to attain at the highest level possible. There is clear evidence that ongoing developments in the curriculum are taking account of recent national and local guidance. The Curriculum Working group has developed Grove Academy's curriculum ensuring there are opportunities available for all young people across the 4 contexts of learning – Subject Areas, Ethos and Life of the school, IDL and wider achievement. Recent developments in S2 IDL, S3 Masterclasses and KIKO Employability Skills are as a result of an evaluation of curriculum provision. Staff have ownership in developing the curriculum.</p> <p>The rational for our curriculum is based on the vision and values for our school and was recently commended by the HMIE as solid, thoughtful document</p> <p>Learning for Sustainability requires a whole-school commitment to develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world.</p> <p>The design of the curriculum, therefore, is based on the flexibility required to</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • Leadership of curriculum planning and development through the curriculum working group • Curriculum planned across the 4 contexts for learning • Ambitious and innovative plans for further developing the curriculum • The evolving number of learner pathways available to young people to better meet individual learning needs. <p>During the last year, we have seen a development of IDL, with an employability mode, across S2/3 and in S5/6, pupils' Health and Wellbeing is being better catered for through the Electives, which involved spiritual, physical, mental, digital and nutritional aspects.</p> <p>Tutor time evaluation lead to a change in the structure of the school timetable to accommodate 10min registration/tutor time at the start</p>	<p>The new 2017-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Review and update the Curriculum Rational to reflect additional flexible curricular pathways development, involving further personalisation and choice. • Improve parental awareness and understanding of new options and pathways • Deployment of PTG (DSYW) to develop and raise awareness of employability across the curriculum particularly in the BGE • Implement Employability profiles, including the creation of an employability skills set for Grove Academy in consultation with partners • DIP will include literacy and numeracy. This will allow us to promote good practice across the school and also between the BGE and Senior Phase. • Curriculum Committee will look again at Masterclasses. Pupils this year have commented that they see Masterclass as an extension of the IDL they did in S2 to 	<p>Very Good</p>

	<p>ensure effective teaching and learning is taking place. It provides a platform where the school can narrow the attainment gap.</p> <p>It aims is to ensure that all learners are valued and are given the opportunity to aim for their best, through inclusion and by building positive relationships and a strong commitment to their learning.</p> <p>The number of courses available in the senior phase has expanded year on year. This broadening of the curriculum has enabled us to better cater for all academic abilities and also provide valuable opportunity for pupils who will be joining the workforce post school. Our commitment to ensuring flexible pathways for all learners is the cornerstone of our curriculum within the Senior Phase.</p> <p>There is a cultural shift throughout the school towards extending opportunities for learning across a range of contexts to prepare young people for their future e.g. the introduction of the Apprenticeship Programme; S2 IDL, S3 Masterclasses, NPA in Cyber Security, Baccalaureate programme and the I-Gem initiative. The school has ambitious and innovative plans for developing digital learning across the school including joint projects with a school in USA and engagement with Microsoft to expand learning opportunities for young people. The school has developed a range of learner pathways to demonstrate the range of opportunities available for young people in Grove Academy, which is helpful in supporting discussions with pupils and</p>	<p>of each day. A locality arrangement is in place to ensure guidance staff/classes are in the same proximity.</p>	<p>deepen their level of understanding and skills.</p> <p>The previous Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • Following evaluation, further develop the S3 Masterclass programme to include opportunities for assessment and feedback to allow young people to reflect on their learning and the skills they have developed • Following evaluation, extend opportunities for the study of Level 4 E's and O's within the S3 Masterclass programme. • Monitor and evaluate the impact of tutor time to ensure it adds value to young people's learning and their entitlement to support • In the proposed revision of the learning and teaching policy, the school should articulate its strategy for Literacy and Numeracy as a whole school responsibility. • Implement Employability profiles, including the creation of an employability skills set for Grove Academy in consultation with partners 	
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	<p>parents.</p> <p>In delivering the universal entitlement to support for pupils, the school provides young people with an opportunity to meet with a tutor teacher twice a week. A structured programme is in place enabling young people to be involved in for example, learning conversations and charity work. The school has a range of partners who are beginning to plan learning with school colleagues. There are many opportunities for young people to extend their learning outwith the school, e.g. the SFA Coaching Academy, S2 taster sessions at D&A College, work experience, Duke of Edinburgh and Saltire Awards for volunteering.</p> <p>The school has considered the priorities of Literacy, Numeracy and Health and Wellbeing and has implemented a range of curricular interventions to support improvements in these areas for example, Fresh Start programme, Scottish Studies Award, additional period of Numeracy in S1 and the Youth Philanthropy Initiative.</p>			
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