Grove Academy
Agile Improvement Plan

Grove Academy School Improvement Plan – 2022/23: Overview

Themes	Improvement Projects	Maintenance Agenda	Good Practice in self-evaluation
Learning and teaching	Grove Standard for Learning and Teaching	Tracking and Monitoring	SP Moderation
	CLPL for Faculty Leadership	Digital Learning	
	BGE Moderation		
Curriculum	EDLM	Alternative Pathways (NPAs)	Curricular Pathways
	SCQF Framework	DYW Skills Portfolio	Non-traditional curricular options
	Family Curricular Engagement		
	Tutor Time development		
Relationships	Restorative Practice	Child Protection	Family Engagement (Signposts)
	Bereavement and Loss Support, Trauma Informed Practice & LGBTQ+	Positive Relationships	P7 Transition
	House Spirit	Signposts	
		Vision and Values	

Priority 1:
Teaching & Learning

Clarify Canvas

Improvement Area: **Learning and Teaching**

IMPACT

Q1. What impact do we want to have?

- Consistent, high quality of learning and teaching across the school
- A range of methodologies are used to meet differentiated needs, engage and motivate learners
- An ethos of achievement

PROBLEM

Q2. What problem/s are we trying to solve?

- Lethargic/demotivated senior pupils
- Some pupils not meeting their potential
- Lack of resilience / determination amongst pupils
- Loss of momentum in learning and teaching methodologies (eg: co-op learning) due to impact of COVID mitigations

CHANGE

Q3. What change/s could we make that will result in improvement?

- Embed Grove Standard for Learning & Teaching and evaluate its use and impact
- Ensure all CLPL on L&T in 2022-23 is linked to Grove Standard to support staff and ensure the Standard is a key focus for all
- CLPL for Faculty Leadership
- Develop more effective TMIR process – focus on stronger interventions at both BGE and SP levels

What research evidence supports this approach?

- Rosenshine
- Education Endowment Foundation
- Tom Sherrington

EVIDENCE

Q4. How will we know if we are having the desired impact?

- Improved achievement for all
- More positive ethos
- Better attendance – particularly in senior phase
- Reduction in requests to change levels/withdraw
- More innovative approaches to L&T / sharing good practice
- Learner feedback / pupil voice

Simon Breakspear

Priority 2: Curriculum

Clarify Canvas

Improvement Area: <mark>**Curriculum**</mark>

Date: <mark>March 2022</mark>

IMPACT

Q1. What impact do we want to have?

- Improved attainment for pupils
- Improved pupil attendance and engagement
- More and clearer curricular pathways for all pupils
- DYW skills are embedded in the curriculum
- Pupil voice is amplified
- Family learning is engaging and participatory

PROBLEM

Q2. What problem/s are we trying to solve?

- SP pupil lack of curriculum resilience
- BGE pupils disengaged with learning
- Pupils needing to make more considered curricular pathways
- Pupils and families don't see the importance of 'non-traditional learning'
- Many pupils passive in engaging with school culture
- Many parents disengaged form their child's learning
- Some staff unaware of local employment trends and purpose of employability skills

CHANGE

Q3. What change/s could we make that will result in improvement?

- Offer further EDLM curricular projects in the BGE
- Inform pupils, parents and staff of SCQF framework
- Provide more opportunities for family learning
- Development of Tutor Time

What research evidence supports this approach?
- Muir Report
- Curriculum, Ruth Ashbee
- 'Wee HGiOS?'

EVIDENCE

Q4. How will we know if we are having the desired impact?

- Improved attainment in SP (2+ @ level 6)
- Improved attendance
- Reduction in requests to change / drop subjects
- SCQF Ambassador programme in school
- Family learning programme implemented and attended
- Wee HGiOS? Data generated and informing strategy

Simon Breakspear

Priority 3: Relationships

Clarify Canvas

Improvement Area: **Relationships**

Date: May 2022

IMPACT

Q1. What impact do we want to have?

- Build on existing good relationships by establishing a culture of restorative practice
- All Grove pupils to feel included and supported
- Improve Mental Health of all
- Improve House and School Ethos
- Shared clarity of school goals with parents and the community

PROBLEM

Q2. What problem/s are we trying to solve?

- Adherence to school values, uniform and House and School ethos, post Covid
- Capacity to support increasing numbers of young people with support needs (especially mental health issues)
- Dependence on punitive sanctions
- Some parents do not have skills, knowledge and understanding to support young people

CHANGE

Q3. What change/s could we make that will result in improvement?

- Change Relationships policy to align with UNCRC and Restorative Practice
- Build staff capacity in Trauma Informed Practice, Restorative Practice, Bereavement and Loss, LGBTQ+
- Improve House Spirit through the promotion of House Activities
- Raise profile of Grove Signposts

What research evidence supports this approach?
- LGBTQ+ document, UNCRC, DCC policy on trauma informed practice

EVIDENCE

Q4. How will we know if we are having the desired impact?

- Improved school uniform, school and house ethos
- Reduction in referrals, exclusions.
- Waiting Time for appropriate support for individual pupils is reduced
- Feedback from parents, community showing better understanding of school goals.
- More engagement with Grove Signposts
- Achieve RRSA Silver Award

Simon Breakspear