# Children and Families | Service

School Recovery Improvement Plan 2020-21
Covid-19 Mitigated

Establishment: **Grove Academy**
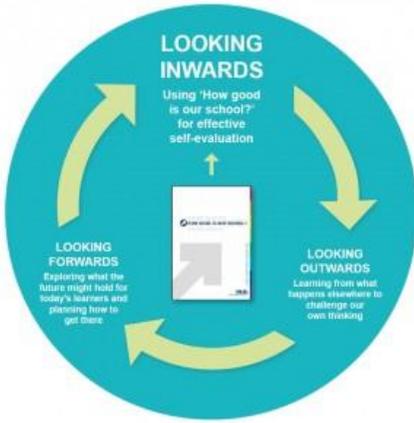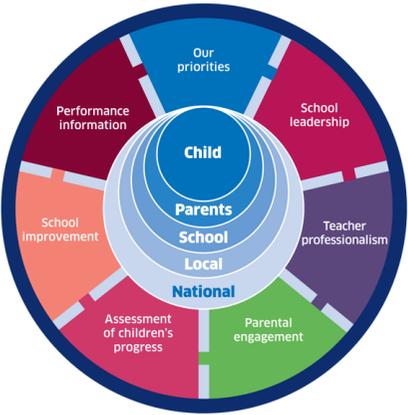
National Improvement Framework	HGIOS 4 Self-evaluation	Tayside Plan C&FS	Dundee Education Plan
http://www.gov.scot/Publications/2016/01/8314	https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf	External Link ' Tayside_Plan 1a.pdf'	https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf

The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information.

NIF Priorities:
1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing, and;
4. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people

NIF Drivers:
1. School / Educational Setting Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School / Educational Setting Improvement
6. Performance Information

Tayside Vision for Children, Young People and Families

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

Tayside's Five Priorities for Children, Young People and Families

1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

School/Setting Vision, Values, Aims:

Our Vision

Together the Grove Learning Community is building an excellent school where we all:

- VALUE learning and aim to be the best we can be

- BUILD positive relationships so everyone feels included, valued and safe.

- DEVELOP confidence, leadership, commitment and a strong sense of values

- REACH out to the wider world and make a difference to others.

HONESTY
Be true to yourself and others.

RESPECT
Treat others the way you would like to be treated yourself.

RESPONSIBILITY
Understand and accept the positive and negative consequences of your actions.

FAIRNESS
Consider everyone as individual and give them a fair chance.

DETERMINATION
Aim to achieve the best you can, even when it is challenging.

Consultation and Collaborative Self-Evaluation Processes
(the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)

This plan was constructed in consultation with the Staff Strategy and development Working Group. It was also discussed with the Parent Council (September 2019) and with pupil representatives at the PRC.

Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)

Evidence from:
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
- Pupil learning plans, achievement and learning conversations
- Collaborative Action Research
- Interventions for Equity
- Model for Improvement activities
- Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Dundee School Improvement Framework
- Inspection Findings

2019-20 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE

We must continue to raise attainment and close the outcome gaps that exist across our School/Educational Settings *at pace*, **and with a sense of urgency***.*

This is the core business of all Dundee School/Educational Settings and establishments. There is, therefore, no such thing in Dundee as a 'non-attainment challenge School/Educational Setting'.

All School/Educational Setting Improvement Plans will include the Key Aims / Expectations / Actions outlined within the plan on the following pages. Whilst all establishments should feel free to add additional aims and actions specific to their own setting as required, all improvement activity should be designed to improve outcomes for all learners and close identified outcome gaps.
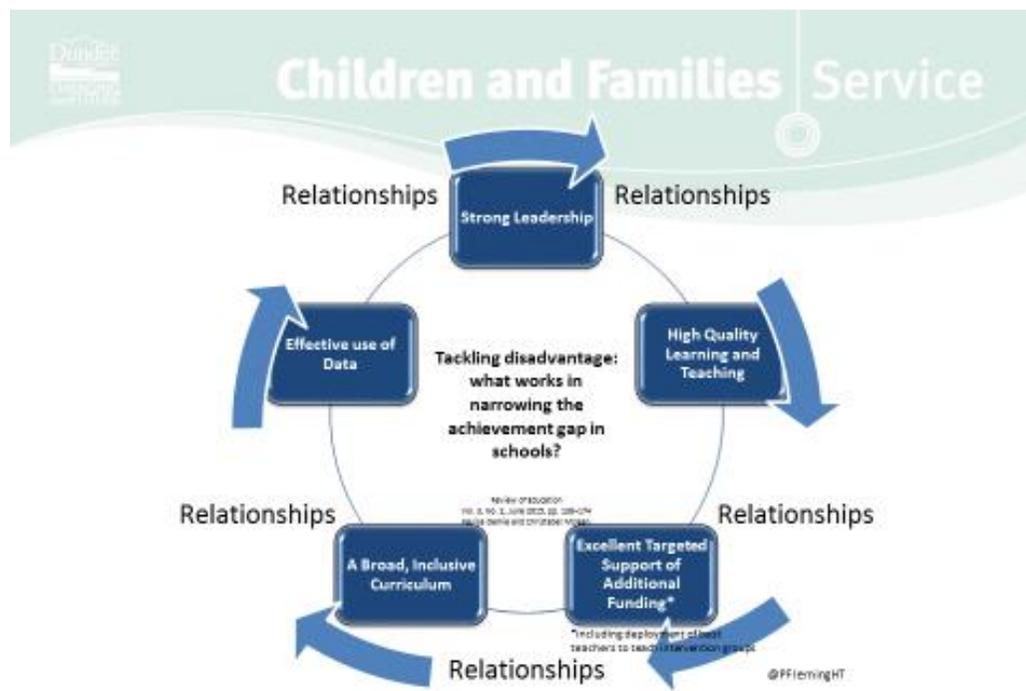
Dundee City Council Children and Families Service RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS Session 2019/20	**IMPROVEMENT PRIORITY 1** **LEADERSHIP and MANAGEMENT**					
Aims (what are we going to achieve?)	**HGIOEL&C HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Revise Vision, Values and Aims in line with Dundee's aspiration/ambition to raise attainment	1.3	• The Vision, Values and Aims must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first • All practice across the school directly links to VVA. • VVA conversations involve all stakeholders – pupils, families, staff, partners, community • There is a consistent approach to relationships and restorative practice across the setting.	The Ethos WG will review the school's Vision and Values involving all stakeholders. A new set of Aims to be developed. Relationships Policy to be developed further by the HWB WG Restorative Practice to be reinforced and further developed by Guidance. Training for staff on Restorative Practices/Nurture. Further training with Seasons for Growth re Bereavement and Loss (PEF)	VVA accepted and mentioned in lessons throughout the school. Good relationships between all school stakeholders Restorative practice in use across school. *Seasons for Growth* support for pupils in place	Ethos Committee formed and is looking at V and V. HT discussing V and V at 5 a Day – no wish so far to change Values. Discussion at PRC to come. On-going On going Group up and running – more staff training to come	Mr Hutton/Mr Doherty HWB WG, Mr Doherty PS Team Mr Doherty Mr Doherty

Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders	**1.1 (2.3)**	• All educators must have a clear understanding of the purpose of their role in self-evaluation for improvement and subsequent impact on children's progress. • There is a culture of reflective practice and responsive, continuous improvement, using evaluative language • Classroom visits and observations focus on the quality of learning and teaching. • There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks • Detailed tracking and monitoring is in place throughout BGE and Senior Phase, using agreed authority processes • Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels	• Further Inset/Professional Dialogues on importance of Self-Evaluation • Improved Walkthroughs and redefine classroom observation procedures in the light of the current Cobdi-19 Mitigations. • Strengthen Learning Partnerships with Royal High, Madras College. Cults Academy and Morgan Academy. • Embed the BGE Tracking system and Seemis Tracking and Reporting of Pupil Progress in BGE	Good self-evaluation across school and in departments New Walkthrough procedures in place Away Day to Learning partners Better monitoring of attainment	On-going through DHT links Discussed at SLT and in final draft form Closer links On-going.	Mr Hutton, Mrs Berry, Pedagogy Team Mr Hutton, PTs Link DHTs Mr Hutton, SLT, PTs Mrs Barbour
Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.		• All schools use 'wee HGIOS' to embed learner voice and leadership • Learner Voice – there is regular feedback from learners re quality of Learning & Teaching	• Develop use of 'wee HGIOS'	Data from learner focus groups, Pupil Councils, 5 a Day, Pupil questionnaires, PASS data	• To be developed	Mr Creamer Mrs Berry

		• Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions	• Further development of Growth Mindset		• N5 HWB covering GM. Posters up . Focus in walkthroughs J McBrearty to be invited in again	
Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (Insight; BGE; SEEMiS; SQA)	**2.3 (1.1)**	• Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place • Target setting by educators and pupils is embedded across the school/setting	• Further embed attendance monitoring procedure, given on-going Covid-19 situation	Attendance figures SQA results	• Loss of ERW impacting negatively	Mr Doherty
Planning and preparation for potential changes to Middle Management Structure	**1.3**	• Ensure new Faculty structure is relevant and has proper rationale and costing	• Ensure all staff are on board with plans for faculty structure. • Training as required for new Faculty Leaders	Staff more prepared for new Faculty system	• With agreement this week, we can move again on this by consulting staff.	Mr Hutton SLT SCEL DCC Unions

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** **Session 2019/20**	**IMPROVEMENT PRIORITY 2** **LEARNING PROVISION**					
Aims (what are we going to achieve?)	**HGIOEL&C** **HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Ensure provision of high quality learning and teaching and learner engagement for all (feedback; differentiation; learners leading learning)	2.3 1.2	• A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy • The school has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BtC, AifL, (LTiD) and DYW. • Co-operative learning strategies are embedded across the school/setting • Review Classroom observation procedures with a focus on pedagogy and robust feedback/ reflection	• Ensure Learning and Teaching policy is in line with DCC Policy and is adapted for blended learning and on-line digital learning as well as other adapted methodologies • Improved Walkthroughs and redefine classroom observation procedures in the light of the current Cobdi-19 Mitigations.	Improved L and T seen in classroom walkthroughs School maintains Digital learning Status	Ongoing through in house CLPL Work to do here On-going	SLT, IT WG, Pedagogy Team

Provision of an engaging and exciting BGE which provides learner pathways through to the Senior Phase and beyond and meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW	2.2 2.7 3.3	• Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats	• Continue to build further appropriate career pathways	BGE review completed and subject choices in S2-3 impacted.	Ideas to come	Mr Creamer, Curriculum Group
Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session	3.3 2.6	• Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs) • There is a strong focus on continuity and progression of learning/pedagogy during transitions • An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA/ACEL/SQA data.	• Develop moderation strategy across school and authority, especially with regard to N5 Awards. • Continued effective transition work with cluster particularly in regard to the Covid-19 mitigations • Develop further Literacy and Numeracy across the school and cluster by improving methodology, revamp S1 Literacy course, and ensure standards rise.	Inset Days used for moderation across departments and city Smooth transitions Improved literacy and numeracy scores in BGE and NQ	On-going On-going Ongoing S1 Literacy revisited Fresh Start recusitated	Mrs Berry / Mrs Barbour, Mr Doherty, Transition Team Mrs Barbour

Dundee City Council Children and Families Service **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS** **Session 2019/20**	IMPROVEMENT/PRIORITY 3 SUCCESSES and ACHIEVEMENTS					
Aims (what are we going to achieve?)	**HGIOEL&C** **HGIOS4 QIs**	**Expectations**	**Actions** (what will we do?)	**Measurement** (how will we know we are making a difference?)	**Progress/Impact** (what has improved?) BRAG – December, March, & May	**Timescale / Responsibility**
Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)	3.1 2.4 2.5	• Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. • DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families	• Continue to develop our GIRFEC policy and practice further	Moderation of TAtC	On-going .	Mr Doherty PS Team
Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches) **The UNCRC Nurturing Approaches and Restorative approaches underpin all policy and practic**	3.1	• All School/Educational settings will be working towards becoming a 'Nurturing Setting' • Develop family learning and engagement policy	• Further develop our Nurture policy (PEF) Incl. Alternatives to exclusion, mentoring, Relationships Policy, Restorative Practices • Develop closer family learning and engagement - Appointment of FIW (PEF)	Improved relationships Less disruption to L&T Improved attainment	On-going Breakthrough programme. On-going	HWB Working group DEPS Mr Doherty / SLT Mr Doherty Mr Hutton

Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)	**1.3 (3.2) (2.3)**	• Focused discussions regularly take place on every individual child • Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions) • An agreed core data set is in place, which is used to monitor/track progress	• Develop mentoring for targeted young people • Embed Cost of the School Day across the school	Raised attainment with targeted pupils Curriculum Poverty-proved	As above On-going.	Mrs Barbour, Mr Doherty
All schools are rigorous about the implementation of DCC policies re attendance	**1.3 3.2 2.3**	• All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN	• Develop further rigorous tracking and monitoring of all pupils.		On-going	Mrs Barbour House teams Subject PTs
Wider Achievement is recognised and rewarded	**3.2**	• Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils	• Develop means to monitor wider achievement	SCQF DoE Employability Portfolios	On-going	Mrs Barbour Raising Attainment Leader
Improve staff Health and Wellbeing		• Ensure we acknowledge impact on staff of workload, difficult situations, home life etc.	• Staff HWB WG to research further ways to support staff better	Healthier staff	On-going	Mr Doherty, SLT HWB group

Curriculum, Pedagogy and Performance Strategy and Action Group – On-going Priorities

- agree implementation and monitoring periods for use of the BGE tracking tool and SEEMiS Progress and Achievement Module for all city School / Educational Settings
- finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy
- support all School / Educational Settings to have an agreed curriculum rationale which drives improvement, including a BGE that transitions into the SP to ensure progression pathways for all learners and raises attainment
- finalise revised policy and arrangements re reporting to parents
- finalise revised learning and teaching policy
- strategically plan and deliver CLPL on evidence-based approaches to raising attainment to both primary and secondary sectors

Scottish Attainment Challenge – Dundee

Recommendations from ILA inspection:

- ❖ simplify the landscape - what's working- see 2019-20 bid
- ❖ review the matrix and it's use re informing improvement
- ❖ use evidence base to plan exit strategy from SAC funding
- ❖ further embed SAC within the secondary sector
- ❖ increase the focus on raising attainment and closing the gap in secondary
- targeted interventions - PTs Maths/Numeracy – CEO and AA, lead EO
- roll out School / Educational Setting measurement plans – Attainment Advisor
- Reinforce the expectations within and the contribution of the School / Educational Setting Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary School / Educational Settings
- Strengthen the synergy between the work of the Attainment Advisor and the Educational Services Management Team
- targeted focus on secondary SQA results e.g. subject departments with a trend of negative value course comparator
- focussed and targeted work on HGIOS4 and pupil version of HGIOS 4 and generic input for all Head Teachers
- re-focus the matrix re Dundee Measures

- Prioritise support for curriculum and moderation
- targeted support from the Attainment Advisor for School / Educational Settings identified using performance data
- Review cross-sector and subject / curriculum networks