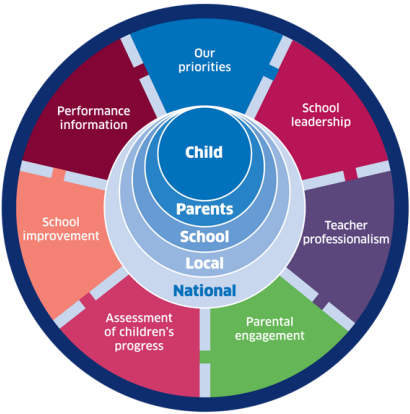


## School Improvement and Recovery Plan **2021-22** FINAL Covid-19 Mitigated

Establishment: **Grove Academy**



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
[External Link](#) 'Tayside\_Plan 1a.pdf'

Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.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:

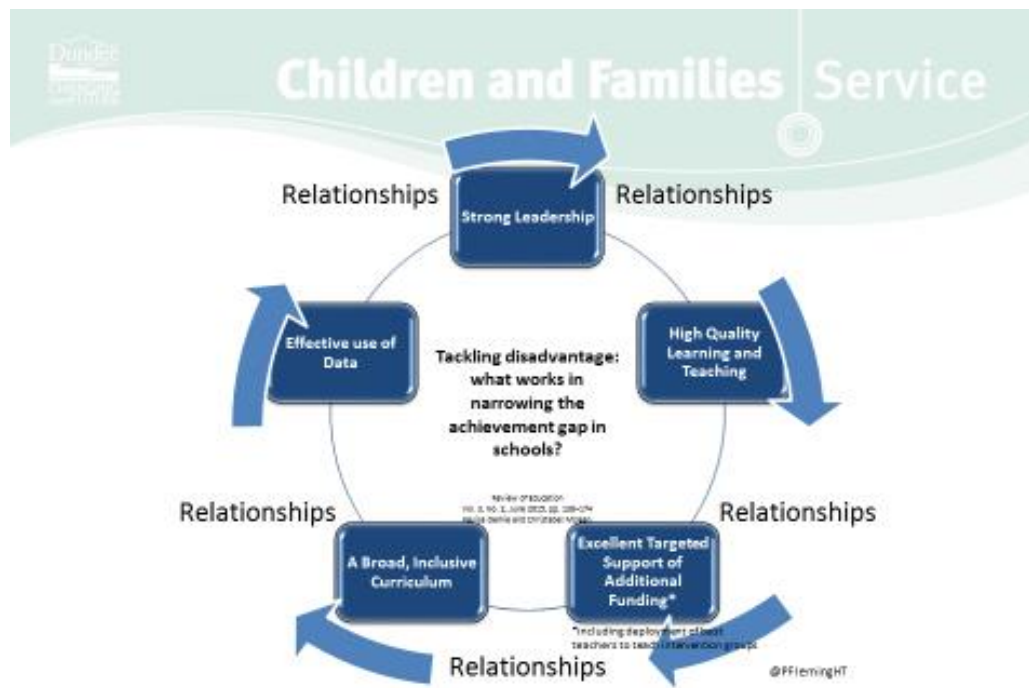
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through 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.



<p>Dundee City Council Children and Families Service</p> <p><b>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</b></p> <p>Session 2021/22</p>	<p><b>IMPROVEMENT PRIORITY 1</b></p> <p><b>LEADERSHIP and MANAGEMENT</b></p>					
<p><b>Aims</b> (what are we going to achieve?)</p>	<p><b>HGIOEL&amp; C HGIOS4 QIs</b></p>	<p><b>Expectations</b></p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement</b> (how will we know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?) BRAG – December, March, &amp; May</p>	<p><b>Timescale / Responsibility</b></p>
<p><b>Revise Vision, Values and Aims in line with Dundee’s aspiration/ambition to raise attainment</b></p>	<p><b>1.3</b></p>	<ul style="list-style-type: none"> <li>The Vision, Values and Aims must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first</li> <li>All practice across the school directly links to VVA.</li> <li>VVA conversations involve all stakeholders – pupils, families, staff, partners, community</li> <li>There is a consistent approach to relationships and restorative practice across the setting to promote presence and participation of all learners</li> </ul>	<p>The V&amp;V SLWG will review the school’s Vision and Values involving all stakeholders. A new set of Aims to be developed.</p> <p>Relaunch 5 a Day post -Covid</p> <p>Relationships Policy to be developed further by the HWB WG</p> <p>CLPL for staff on ACES, Trauma informed Practice, Restorative Practices and Nurture.</p>	<p>VVA accepted and mentioned in lessons throughout the school.</p> <p>5 a Day back up and running</p> <p>Good relationships between all school stakeholders</p> <p>Staff have better understanding of distressed behaviour and able to develop strategies to de-escalate situations</p>	<p>No progress</p> <p>Tentatively recommenced</p> <p>Ongoing</p> <p>Training to be planned</p>	<p>Mr Hutton/ SLWG (V&amp;V)</p> <p>HWB WG, Mr Doherty</p> <p>PS Team CAHMS</p>

		<ul style="list-style-type: none"> <li>The guiding vision within <i>Every Dundee Learner Matters</i> ensures the progress of all our young people.</li> </ul>	<p>Further training with <i>Seasons for Growth</i> re Bereavement and Loss (PEF)</p> <p>Ensure staff and pupils are aware of the policy of <i>EDLM</i> Develop parallel policy of <i>Every Grove Learner Matters</i></p>	<p>Restorative practice more commonly in use across school.</p> <p><i>Seasons for Growth</i> support for pupils in place</p>	<p>PEF money earmarked for further training</p>	<p>Mr Doherty</p> <p>Mr Hutton</p>
<p><b>Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders</b></p>	<p><b>1.1 (2.3)</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>There is a culture of reflective practice and responsive, continuous improvement, using evaluative language</li> <li>Classroom visits and observations focus on the quality of learning and teaching.</li> <li>There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks</li> <li>Detailed tracking and monitoring is in place throughout BGE and Senior Phase, using agreed authority</li> </ul>	<ul style="list-style-type: none"> <li>Further Inset/Professional Dialogues on importance of Self-Evaluation</li> <li>Further evolution of L&amp;T policy and in-house CLPL</li> <li>Improved self-evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations.</li> <li>Strengthen Learning Partnerships with St Paul's and Craigie as well as various schools across Scotland</li> <li>Embed the BGE Tracking system and Seemis Tracking and Reporting of Pupil Progress in BGE</li> </ul>	<p>Good self-evaluation across school and in departments</p> <p>Refined policy and CLPL in place</p> <p>New Procedures in place</p> <p>Away Day to Learning partners</p> <p>Better monitoring of attainment</p>	<p>WG met on 2/11/21 R Jack chairing. Peer observation. Trialling in WG</p> <p>L&amp;T PT appointed L&amp;T group progressing. Survey done. DCC Pedagogy Team involved</p> <p>Possibly November 2022</p> <p>Acting Pt appointed (G Reilly)</p>	<p>Mrs Larkworthy, Self Eval WG</p> <p>Mrs Larkworthy, GA Pedagogy Team, SLT, PTs</p> <p>Self Eval WG</p> <p>Mr Hutton, SLT, PTs</p> <p>Mrs Barbour D Matthews G Reilly</p>



		<p>processes to support measuring progress</p> <ul style="list-style-type: none"> <li>Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels</li> </ul>	<ul style="list-style-type: none"> <li>Review SP Tracking</li> <li>Revise Assessment &amp; Reporting Policy</li> </ul>			TMR WG Mrs Barbour Mr Pyott
<p><b>Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.</b></p>		<ul style="list-style-type: none"> <li>All schools use 'wee HGIOS' to embed learner voice and leadership</li> <li>Learner Voice – there is regular feedback from learners re quality of Learning &amp; Teaching</li> <li>Young people lead learning</li> <li>Young people are involved in school self-evaluation e.g. taking part in observations &amp; self-evaluation discussions</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of 'wee HGIOS'</li> <li>Widen opportunities for young people to lead learning</li> <li>Further development of Growth Mindset</li> </ul>	Data from learner focus groups, Pupil Councils, 5 a Day, Pupil questionnaires, PASS data	<p>SLWG set up (School captains to be involved) Focus Groups</p> <p>Leadership WG working on policies for this</p> <p>To come</p>	<p>Mrs Larkworthy SLWG</p> <p>Leadership Group</p> <p>Mrs Larkworthy</p>
<p><b>Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes</b> (Insight; BGE; SEEMiS; SQA)</p>	<p><b>2.3 (1.1)</b></p>	<ul style="list-style-type: none"> <li>Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place</li> <li>Target setting by educators and pupils is embedded across the school/setting</li> <li>Enhanced benchmarking of Standards in BGE and SP</li> </ul>	<ul style="list-style-type: none"> <li>Further embed attendance monitoring procedure, given on-going Covid-19 situation</li> <li>All staff participate in Understanding Standards</li> </ul>	<p>Attendance figures SQA results</p> <p>PEF funded PT (Raising Attainment) – remit to be finalised</p>	<p>Angie Doig and Shoko to take forward initiative to focus on non-attenders or those with very low attendance.</p> <p>PT appointed</p>	<p>Mr Doherty</p> <p>Mrs Barbour PT (RA)</p>

<b>Planning and preparation for potential changes to Middle Management Structure</b>	<b>1.3</b>	<ul style="list-style-type: none"><li>• Ensure new Faculty structure is relevant and has proper rationale and costing</li></ul>	<ul style="list-style-type: none"><li>• Ensure all staff are on board with plans for faculty structure.</li><li>• Training as required for new Faculty Leaders</li></ul>	Staff more prepared for new Faculty system	DCC have been asked for training	Leadership Group DCC Unions
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<p>Dundee City Council Children and Families Service</p> <p><b>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</b></p> <p>Session 2021/22</p>	<p><b>IMPROVEMENT PRIORITY 2</b></p> <p><b>LEARNING PROVISION</b></p>					
<p><b>Aims</b> (what are we going to achieve?)</p>	<p>HGIOEL&amp;C  HGIOS4 QIs</p>	<p><b>Expectations</b></p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement</b> (how will we know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?) BRAG – December, March, &amp; May</p>	<p><b>Timescale / Responsibility</b></p>
<p><b>Ensure provision of high quality learning and teaching and learner engagement and participation for all</b> (feedback; differentiation; learners leading learning)</p>	<p><b>2.3</b>  <b>1.2</b></p>	<ul style="list-style-type: none"> <li>A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy to promote a strong culture of quality learning</li> <li>The school has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BtC, AifL, (LTiD) and DYW.</li> <li>Co-operative learning strategies are embedded across the school to promote participation of all learners</li> <li>Review Classroom observation procedures with a focus on pedagogy and robust feedback/ reflection</li> <li>Leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Create a PEF funded acting PT (L&amp;T) post</li> <li>Improved Self Evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations.</li> <li>Create acting DHT (0.6FTE) for Covid</li> </ul>	<p>Improved L and T seen in classroom walkthroughs</p> <p>School maintains Digital learning Status</p>	<p>Piloting of learning rounds wit NQTs,</p> <p>In hand</p> <p>Acting PT appointed</p> <p>Mr Creamer</p>	<p>SLT, Grove Pedagogy Team</p> <p>Mrs Larkworthy</p> <p>PT (L&amp;T) A Speedie</p> <p>Leadership Group Mr Creamer</p>

			recovery and Improvement			
			<ul style="list-style-type: none"> <li>Use of Mudd Partnership</li> </ul>		Mr Burnett	
<b>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</b>	2.2 2.7 3.3	<ul style="list-style-type: none"> <li>Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats</li> </ul>	<ul style="list-style-type: none"> <li>Continue to build further appropriate career pathways and establish alternative SCQF Level 6 courses - DYW</li> <li>Strengthen and embed Employability Skills</li> <li>Review and update Social Education programme</li> </ul>	BGE review completed and subject choices in S2-3 impacted.	<p>Curriculum Group and individual PTs to develop courses</p> <p>AM Gillan and PTGs + DHTs working on this Input on Inset Day from L&amp;T perspective</p> <p>Working Group set up for Inset day 3</p>	<p>Mr Creamer, Curriculum Group Mr Robertson</p> <p>PT DYW (M Redford/S King) Mr Robertson</p> <p>Mr Doherty Guidance Team</p>
<b>Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session</b>	3.3  2.6	<ul style="list-style-type: none"> <li>Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs)</li> <li>There is a strong focus on continuity and progression of learning/pedagogy during transitions</li> <li>An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including</li> </ul>	<ul style="list-style-type: none"> <li>Develop moderation strategy across school, cluster and authority, especially with regard to SQA Awards and also BGE</li> <li>Continued effective transition work with cluster particularly in regard to the Covid-19 mitigations</li> </ul>	<p>Inset Days used for moderation across departments and city</p> <p>Smooth transitions</p>	<p>QAMSOs working on this.</p> <p>On-going -good meeting on 25<sup>th</sup> oct planning for improved transitions.</p>	<p>Mrs Barbour / Mrs Larkworthy</p> <p>Mr Doherty, Transition Team</p> <p>Mrs Barbour</p>

		the exchange of information and SNSA/ACEL/SQA data.	<ul style="list-style-type: none"> <li>Develop HWB, Literacy and Numeracy further across the school and cluster by improving methodology and renew Tutor Time programme</li> </ul>	Improved literacy and numeracy scores in BGE and NQ <i>Fresh Start</i> in place	On-going	Mrs Larkworthy PT English PT Maths  Mr Doherty SLWG
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<p>Dundee City Council Children and Families Service</p> <p><b>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</b></p> <p>Session 2021/22</p>	<p><b>IMPROVEMENT/PRIORITY 3</b></p> <p><b>SUCSESSES and ACHIEVEMENTS</b></p>					
<p><b>Aims</b> (what are we going to achieve?)</p>	<p><b>HGIOEL&amp;C</b>  <b>HGIOS4 QIs</b></p>	<p><b>Expectations</b></p>	<p><b>Actions</b> (what will we do?)</p>	<p><b>Measurement</b> (how will we know we are making a difference?)</p>	<p><b>Progress/Impact</b> (what has improved?) BRAG – December, March, &amp; May</p>	<p><b>Timescale / Responsibility</b></p>
<p><b>Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)</b></p>	<p>3.1  2.4  2.5</p>	<ul style="list-style-type: none"> <li>Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC.</li> <li>Involvement of all through networking and collaboration to support our pupils who are most vulnerable and at risk of underachieving, being left behind or excluded</li> <li>DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop our GIRFEC policy and practice further</li> <li>Ensure SQA Level 4 Mental Health course is available for all pupils</li> <li>Appoint Temporary PSW and 2 extra PSAs (All PEF) to support and target young people in SIMD1-3 and with ASN</li> </ul>	<p>Moderation of TAtC</p>	<p>On-going</p> <p>Progressing well</p> <p>PSW advert delayed 1 PSA to come (shortly)</p>	<p>Mr Doherty PS Team</p> <p>Mr Doherty</p> <p>Rector PT Sfl Mr Doherty</p>
<p><b>Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)</b></p>	<p>3.1</p>	<ul style="list-style-type: none"> <li>All School/Educational settings will be working towards becoming a 'Nurturing Setting'</li> </ul>	<ul style="list-style-type: none"> <li>Further develop our Nurture policy (PEF) Incl. Alternatives to exclusion, mentoring, Relationships Policy, Restorative Practices</li> </ul>	<p>Improved relationships Less disruption to L&amp;T</p>	<p>J Lovie in post (N&amp;N)</p>	<p>HWB Working group DEPS Mr Doherty / SLT</p>

<p><b>Strengthen the capacity of our schools to respond to pupil diversity</b></p> <p><b>The UNCRC Nurturing Approaches and Restorative approaches underpin all policy and practice</b></p>		<ul style="list-style-type: none"> <li>Develop family learning and engagement policy</li> <li>Develop and implement a school diversity policy through a pupil/staff SLWG</li> <li>The curriculum includes explicit activity on the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>Develop closer family learning and engagement</li> <li>Stakeholders feel included and engaged</li> <li>Improved staff CLPL on Culture and Diversity</li> <li>Roll out Learning for Sustainability, COP26, UNCRC – Pursue RRSA (SLWG)</li> </ul>	<p>Improved attainment</p>	<p>Grove Signposts</p> <p>Feb Inset 2022-SLWG to meet</p> <p>COP26 group went well</p> <p>RRSA Bronze Award by June</p>	<p>Mr Doherty Mr Hutton</p> <p>Mr Doherty</p> <p>Mrs Robertson Pupils (SLWG)</p> <p>Mr Robertson</p> <p>Mrs Mikkelsen</p>
<p><b>Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions) in line with <i>Every Dundee Learner Matters</i></b></p>	<p>1.3 (3.2) (2.3)</p>	<ul style="list-style-type: none"> <li>Focused discussions regularly take place on every individual child</li> <li>Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&amp;2, CP register (including attendance and exclusions)</li> <li>An agreed core data set is in place, which is used to monitor/track progress under the outcomes of the ‘Three Ps’: Presence, Participation and Progress</li> </ul>	<ul style="list-style-type: none"> <li>Develop mentoring for targeted young people</li> <li>Embed Cost of the School Day across the school (SLWG)</li> <li>Review school Uniform SLWG</li> </ul>	<p>Raised attainment with targeted pupils</p> <p>Curriculum Poverty-proved</p>	<p>On-going, but need system first</p> <p>SLWGs set up</p>	<p>Mrs Barbour</p> <p>Mr Doherty Pupils</p> <p>Mr Doherty Pupils</p>
<p><b>All schools are rigorous about the implementation of DCC policies re attendance and ensure the Strategy <i>Every Dundee</i></b></p>	<p>1.3 3.2 2.3</p>	<ul style="list-style-type: none"> <li>All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced</li> </ul>	<ul style="list-style-type: none"> <li>Develop further rigorous tracking and monitoring of all pupils.</li> </ul>		<p>Slow progress</p>	<p>Mrs Barbour House Teams Subject PTs</p>

<b>Learner Matters supports the contextual approach to improvement</b>		<p>status, young carer status, SIMD, CP register, ASN</p> <ul style="list-style-type: none"> <li>Our policy and practices ensure the presence, participation and progress of all learners</li> </ul>	<ul style="list-style-type: none"> <li>EDLM project and Collaborative Enquiry - Alternative Curriculum Pathways in S2:</li> <li>Kindred Clothing</li> <li>Football Academy</li> <li>VR Pilot</li> </ul>		Progressing well. need more research, surveys to ensure we are heading in the right direction.	SIG - Mr Robertson Mrs Lauder Mrs Cassidy Mr Gallazzi Mr Burnett Mr Creamer
<b>Wider Achievement is recognised and rewarded</b>	3.2	<ul style="list-style-type: none"> <li>Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Develop means to monitor wider achievement</li> </ul>	SCQF DoE Employability Portfolios	In consideration	Mrs Barbour Raising Attainment Leader
<b>Improve staff Health and Wellbeing</b>		<ul style="list-style-type: none"> <li>Ensure we acknowledge impact on staff of workload, difficult situations, home life etc.</li> </ul>	<ul style="list-style-type: none"> <li>Staff HWB WG to research further ways to support staff better</li> </ul>	Healthier staff	Christmas Doors, Supporting staff and pupils through assessment. Open door policy Regular updates. TLC once a month	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