Grove Academy School Improvement Plan
2017-2018
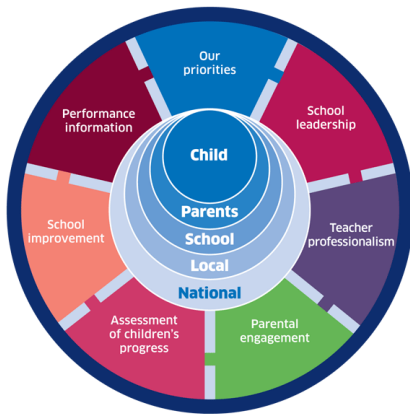
National Improvement Framework	HGIOS 4 Self-evaluation	Tayside Plan C&FS
National Improvement Framework http://www.gov.scot/Publications/2016/01/8314	HGIOS 4 Self-evaluation https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf	Tayside Plan C&FS External Link 'Tayside_Plan 1a.pdf'

The priorities for school improvement are grounded in the National Improvement Framework, self-evaluation framework, the Local Outcome Improvement Plan (LOIP), the Tayside Plan for children, young people and families and further exemplification in HGIOS4. The aims and priorities embedded in these documents underpin planning targeted at reaching our school aims, principally informed by our local/school self-evaluation.

NIF PRIORITIES:
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing, and;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Local Authority ambition:

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

Local Authority aims:
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 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.

Our Handful of Values

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.

Scottish Attainment Challenge/PEF Priorities for Improvement:

See below

Consultation and Collaborative Self-evaluation processes - description of the processes used to involve partners with self-evaluation and improvement planning (pupils, parents (council/forum), staff, including volunteers, and partners).

Pupils have been consulted through the Rector's *Five a Day* and the PRC
Parents have been consulted through the Parent Council
Staff participated in the Strategy and development Group who reviewed and evaluated the 2015-17 SIP and constructed the new SIP for 2017-18

Tools for measurement of progress:
Self-evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4)
Evidence from:
- Teacher professional judgement
- Standardised assessment data/Pitfalls/Insight
- Inspection findings
- Changing trends and profiles
- Feedback from parents and children and young people
- Pupil learning plans and achievement
- Collaborative Action Research models
- Interventions for equity
- Exclusions and Attendance data
- Targeted groups: LAC; Young Carers; SIMD

Action plan - cycle of planned activities, consultation with parents, and liaison with partners to evaluate impact of improvement activities
- Link to self-evaluation toolkit information
- Driver diagram or preferred format (to be decided at school level)

Please refer to Appendix (i) for guidance in completing the school priorities

Priority 1	To raise achievement in numeracy and literacy		
NIF priority(ies)	**To raise attainment in numeracy and literacy**	**Local Authority Aim**	2, 4
NIF Driver(s)	**Teacher professionalism** **School Improvement** **Performance Information** **Assessment of children's progress**	**HGIOS 4 QIs**	1.2, 2.2, 2.3, 3.2
Aim	**Primary driver (Action)** **(NIF/Interventions for equity)**	**Secondary driver/Action**	**Measurement tool/s used to evidence change**
To improve Learning and teaching and attainment in numeracy and literacy in the BGE and Senior Phase	Improved methodologies Contextualised learning	Training(CLPL) in: • AifL • Cooperative Learning • MTV • Visible learning • Improved use of ICT Work closely with cluster primaries to develop numeracy and literacy across the curriculum	Collaborative action Research Walkthroughs Improved self-evaluation Learning conversations Pupil Voice (5 a Day)
	Establish a tracking and monitoring system to allow progress to be monitored in numeracy and literacy	Secondment of PT to develop strategy and spreadsheet Equip staff to be data aware and use this data/knowledge to plan Learning, teaching and assessment in future Improved effective feedback to pupils, especially through learning conversations	Data available to direct pupil progress Staff using data and seeing an improvement in attainment Training questionnaires Standardised Assessments Pupils more confident in taking next steps Improved self-evaluation

	Introduce moderation/ professional judgement, between the cluster primary schools and departments to ensure consistency in establishing a level.	Staff training & time set aside to ensure that moderation/professional judgement, between primary/secondary and across departments can take place.	Staff are confident with moderation/professional judgement, pupil data becomes more accurate/reliable. Pupils more confident with numeracy and literacy. Improved reporting on numeracy and literacy progress/attainment
	Develop existing good practice in numeracy.	Re-establish the Numeracy Working Group with a whole school remit for improving numeracy. SLWG to develop Maths Week across the school DIPs to have numeracy improvement included in each department. Appointment of 0.4FTE Numeracy teacher to co-ordinate the development of numeracy Develop courses and relevant context of numeracy /maths to take account of SfLLW LEEO project on numeracy with Morgan Academy and Florida schools	Staff given the opportunity to discuss teaching and learning of numeracy across the school. CPDs on numeracy teaching and learning established. Staff more confident with the teaching of numeracy. DIPS show a consistent approach to numeracy improvement both within the BGE and Senior Phase. Pupils experience a more consistent approach to numeracy across the school. Established links with Morgan Academy and Florida schools Walkthroughs

Priority 2 Closing the attainment gap between the most and least disadvantaged children			
NIF priority(ies)	**Closing the attainment gap between the most and least disadvantaged children**	**Local Authority Aim**	**1, 2, 4**
NIF Driver(s)	**Parental engagement** **Performance Information** **Assessment of children's progress**	**HGIOS 4 QIs**	1.5, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3
Aim	**Primary driver (Action)** **(NIF/Interventions for equity)**	**Secondary driver (Action)**	**Measurement tool/s used to evidence change**
Closing the attainment gap between the most and least disadvantaged children	Establish a means of tracking pupils' attainment and their wider achievement with the BGE and within SP	Tracking of achievement through PSE	Track and Monitoring Spreadsheet Employability profiles
		Link to employability and skills development	Positive destinations (Insight) increased Better attendance
	Develop and implement learning strategies to support all pupils, particularly those in SIMD 1-2, on FME and LAAC (PEF)	Deployment of PSW and SFSW to support young people and their families in SIMD 1-2, FME Varied CPD for learning and teaching, SQA courses etc. to be determined by CPD WG	Library open as study and resource centre Wider informal study support SQA results Departmental Achievement Discussions
		Improve staff use of data, especially *Insight*, in either whole school or departmental contexts. SLWG to look at reporting and sharing good practice	Staff confidence Staff feedback
	Develop deeper parental/adult support for pupils' learning	Deployment of Family Development Worker to support families in literacy, numeracy and HWB	Pupil confidence / feedback
		Build on family initiatives in the associated primaries	Parental confidence in supporting their children positively in their learning
		Develop a mentoring system prioritising pupils in SIMD 1-2	Mentoring system in place and supporting all pupils

Priority 3 Improvement in children and young people's health and wellbeing			
NIF priority(ies)	Improvement in children and young people's health and wellbeing	Local Authority Aim	1, 3, 4
NIF Driver(s)	School Improvement Parental Engagement Assessment of Children's progress	HGIOS 4 QIs	1.4, 2.4, 2.5, 2.6, 2.7, 3.1
Aim	Primary driver /Action (NIF/Interventions for equity)	Secondary driver / Action	Measurement tool/s used to evidence change
Improvement in children and young people's health and wellbeing	Develop Growth Mindset / Resilience	Deployment of HWB worker for mental health (SAC) Working with Cluster primaries to share good practice in HWB, especially at transition	Targeted group Changing trends and profiles Exclusions and attendance improved Pupil Voice/Feedback
		Parental/adult mentoring support for young people	Changing trends and profiles
	Implement *How Nurturing is Our School?*	Develop further Restorative Approaches Improve support for pupils suffering bereavement and loss	Staff Confidence Pupil vice/feedback Improved attendance and exclusions
		Nurture training for all staff (teaching and support) LGBT charter	Targeted young people supported Improved staff understanding and confidence Improved interventions for equity
	Develop the use of PASS tests to identify HWB needs of pupils and target accordingly (SAC)	PASS test training for identified staff	Improved PASS data next session Improved targeting of pupils to support their HWB
	Improved Staff HWB	All staff share information effectively, listen to others and respond positively to ideas/issues raised.	Positive staff relationships

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF priority(ies)	Improvement in employability skills and sustained positive school leaver destinations for all young people	Local Authority Aim	1, 2, 3
NIF Driver(s)	School Leadership Teacher Professionalism Parental Engagement	HGIOS 4 QIs	1.3, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3
Aim	Primary driver /Action (NIF/Interventions for equity)	Secondary driver / action	Measurement tool/s used to evidence change
Improvement in employability skills and sustained positive school leaver destinations for all young people	Develop further flexible curricular pathways in the Senior Phase	Review and update the Curriculum Rational to reflect additional pathways development Identify and establish additional links with partners to support the development of further pathways with specific focus on S4 Review course choice process to facilitate the development and inclusion of additional pathways	New curriculum rational issued Partners identified Partners contribute to discussions and planning Course choice processes are reviewed, updated and communicated
		Improve parental awareness and understanding of new options and pathways Plan for delivery and implementation of additional employability options to be included in S5/6 options for session 18-19	Feedback from parents, children and young people Key areas for development are identified Staff in relevant departments are involved in planning Staffing allocated
		Deployment of PTG (DSYW) to develop and raise awareness of employability across the curriculum particularly in the BGE	PT DSYW appointed PT DSYW action plan created

	Implement Employability profiles	Identify a suitable long term and practical repository for information required for an employability profile for all pupils in S1-6	Appropriate and practical ICT solution is identified
		Provide CPD for staff regarding the implementation and use of a new employability profiling process from S1-6	Staff understand the employability portfolio process Staff can use relevant software to enable pupils to add to their portfolios
		Establish processes and procedures for departments to contribute to a whole school employability portfolio	Departments have identified or mapped how they are developing employability across their provision Departments have identified opportunities and timescales for contributing to an employability profile Departments include employability in Learning Intentions and Success Criteria Employability to be included in BGE tracking tool
		Create an employability skills set for Grove Academy in consultation with partners	Partners and staff are consulted Skill set is identified and all pupils and staff are aware of these
		Develop further the use of *My World of Work* across the school to include *My WoW* Ambassadors	Staff across departments can make use of *My WoW* in L & T My WoW ambassadors actively involved in spreading employability skills

Long-term SIP Overview

	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22
NIF Priority						
NIF Driver						
HGIOS 4 QI Focus						
LA Priority						

Appendix (i)

Notable sections of guidance

4.40.   Head teachers may find it helpful to consider the following challenge questions when preparing their SIP:

- Using the features of highly effective practice and the challenge questions within HGIOS 4, what overarching conclusions can be drawn about our school's strengths and aspects for development?
- How well placed is our school to deliver the strategic priorities of the National Improvement Framework?
- Building on the NIF drivers for improvement, which aspects of our school's approach to learning need to be strengthened in the coming year if we are to deliver both excellence and equity?
- What evidence can I draw on to support the school in identifying the most appropriate interventions for our learners and staff in the coming year?
- How can our school benefit from authority-wide improvement activity?
- How can we ensure that learners and parents play a central role in the life of the school over the coming year?
- How can we ensure our partners make a valuable contribution to the development of children and young people's employability skills?
- How can we support parents to become actively involved in their child's learning and progression?

4.43.   It is for individual head teachers, working in partnership with their education authority, to identify their preferred format for their SIP.   Head teachers are encouraged to set out priorities and objectives which are clear and measurable, and where the rationale behind them is explicit.   Clear links should be made to:

- the need to reduce inequalities of outcome experienced by children and young people as a result of socio-economic disadvantage;
- the Strategic Priorities of the NIF;
- the key drivers for improvement which are set out in the NIF;
- any objectives identified and agreed by the education authority with a view to supporting school improvement
- planned steps to improve outcomes, and;
- the Quality Indicators set out in HGIOS 4