

Grove Academy

School Improvement Report Session 2020-21



Grove Academy

24 Claypotts Road

Dundee DD5 1AB

Tel 436800

Email: grove@dundeeschools.scot

This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2020-21

School Vision and Values:





The school motto "In Virtute Divitiae" ("The man's the gowd for a' that"- Burns) succinctly sums up the school's approach that it is the greatness already inside our pupils that has to be elicited. This has been reflected in the School's shared Vision and Handful of Values, which are the golden threads running through the school.



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.

Context of the School:

Grove Academy is a six-year comprehensive school in Dundee and has a roll of 1305 pupils (2020 Census). It serves the suburb of Broughty Ferry and its surroundings, but due to its positive reputation, the Academy attracts pupils from across Dundee and further. The school was opened in 1889 and moved into the new PPP building in 2009, which provides an excellent environment for learning.

The school has a teaching staff allocation of 84.2 FTE, including 4 Depute Rectors, 18 Principal Teachers (Curriculum) and 8 Principal Teachers of Guidance. The school is also fortunate in the quality of its support staff.

We have taken forward during this year the determination to narrow the attainment gap and improve the levels of literacy and particularly numeracy across the school.

The issues of a lack of supply teachers and the difficulty in filling vacancies timeously has had an impact on the school's ability to move the agenda forward. Nonetheless, the staff, pupils and parents of Grove Academy have been resolute in trying to improve outcomes for our young people, ably assisted by the Parent Council which has been extremely supportive.

During the pandemic, the school operated well and in tandem with our Hub and on-line digital learning. We aimed to support all our young people as best we could under these unprecedented circumstances.

Attainment Data 2020-21 (percentages)

	<i>Reading</i>	<i>Writing</i>	<i>Talking & Listening</i>	<i>Numeracy</i>
S3 (CFE Third Level)	97.9%	97.9%	97.9%	92.6%

Local Measures Post September

Chart 1 – Literacy & Numeracy

Based on S6

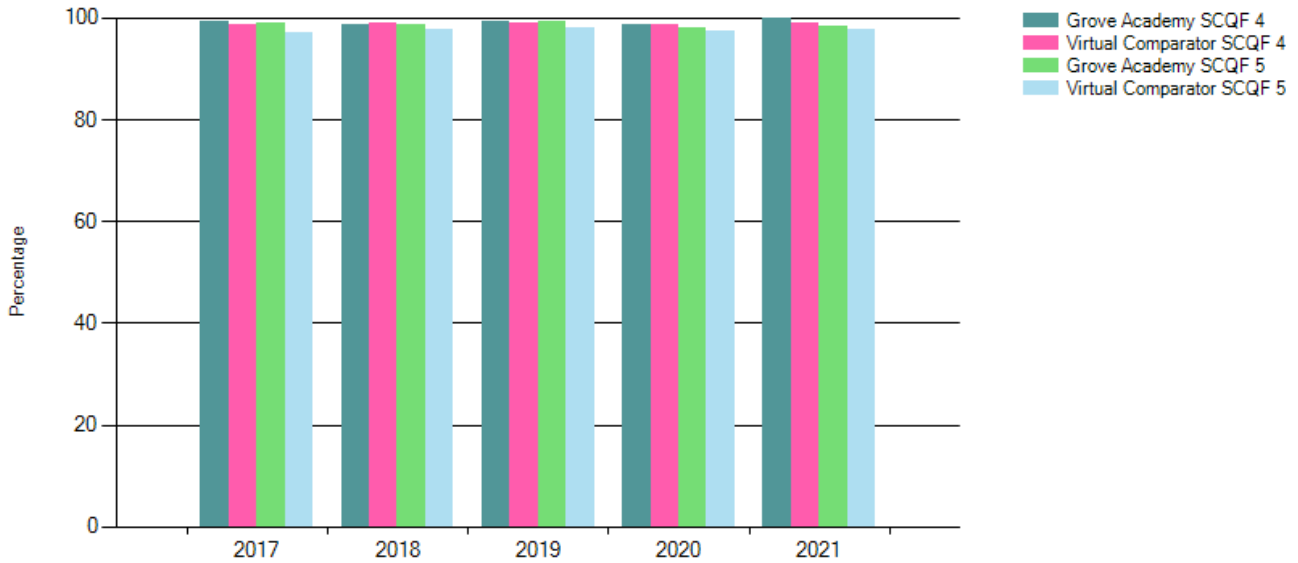
In 2021 by the end of S6, all pupils had achieved level 4 Literacy, and 98.25% achieved Level 5; these are our best results ever and illustrate that our pupils are doing well and that the teachers know the true strengths of their learners. In both cases we are ahead of the Virtual Comparator.

In Numeracy level 4 figures improved on 2020, but we are still slightly behind the 2019 figure, but only by one pupil! Level 5 numeracy has improved significantly by almost 5% on 2020 and is ahead of the Virtual Comparator.

By the end of S5, we are ahead of the Virtual Comparator in Literacy at both level 4 and 5, and slightly behind the virtual comparator in Numeracy.

Improving attainment in literacy and numeracy

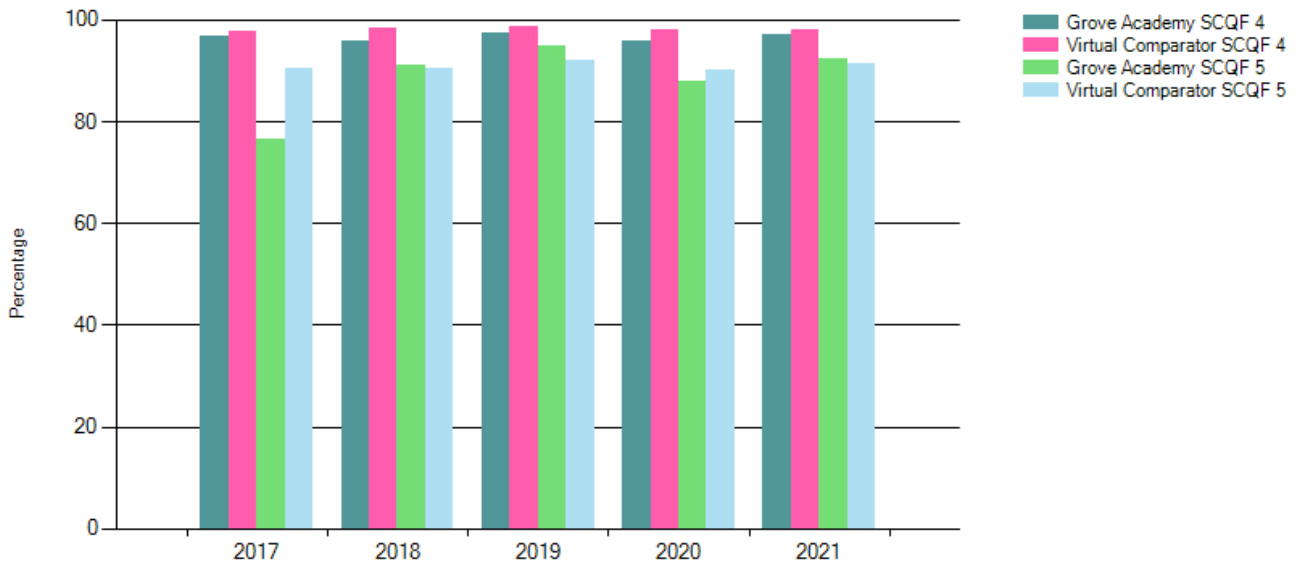
Percentage of Candidates Attaining Literacy



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Improving attainment in literacy and numeracy

Percentage of Candidates Attaining Numeracy

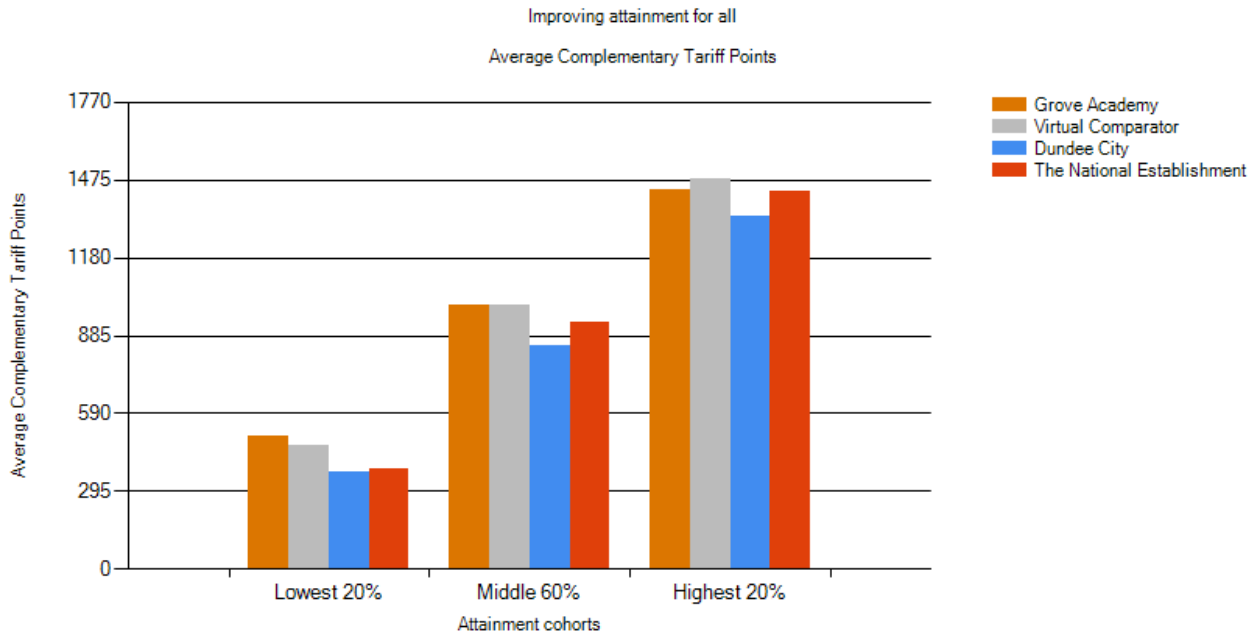


Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Grove Academy	2021	100.00	97.08	98.25	92.40
Virtual Comparator	2021	98.95	98.01	97.66	91.40
Grove Academy	2020	98.65	95.95	97.97	87.84
Virtual Comparator	2020	98.85	97.97	97.50	90.27
Grove Academy	2019	99.36	97.45	99.36	94.90
Virtual Comparator	2019	99.04	98.79	98.22	91.91
Grove Academy	2018	98.62	95.86	98.62	91.03
Virtual Comparator	2018	98.90	98.28	97.66	90.48
Grove Academy	2017	99.48	96.86	98.95	76.44
Virtual Comparator	2017	98.85	97.85	96.96	90.42

Chart 2 – Improving Attainment for All

In 2021, with regard to the S6 cohort, we did well in ensuring that pupils in the lowest 20% did better than the Virtual Comparator, the Dundee City figure and the national Figure. In the middle 60% we lagged ever so slightly with the Virtual Comparator. In the top 20% there was again a historic discrepancy where we lagged the Virtual Comparator. There is a number of courses followed by our S6 young people which are not included in the se Insight figurers – viz, Advanced Engineering Programme, FITA, etc. With regard to S5, we are ahead of the virtual Comparator in al attainment cohorts.

The selected year is 2021



Based on S6

	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cot
Grove Academy	504	344	999	611	1436	853	171
Virtual Comparator	468	322	1001	617	1480	873	1710
Dundee City	367	255	847	541	1338	790	717
The National Establishment	380	266	936	584	1431	857	32635

Chart 3 – Attainment versus deprivation

With regard to S6, we are narrowing the gap between the most advantaged and the most disadvantaged, but we need to raise the bar overall. Again, some of the courses we offer are not reflected in Insight, but if included would raise the bar higher. In S5 and S4, the line is shallower than the National Establishment, especially in SIMD1-6, showing again we are narrowing the gap. There is however underachievement in deciles 9 and 10 and this needs to be addressed further.

The selected year is 2020/21

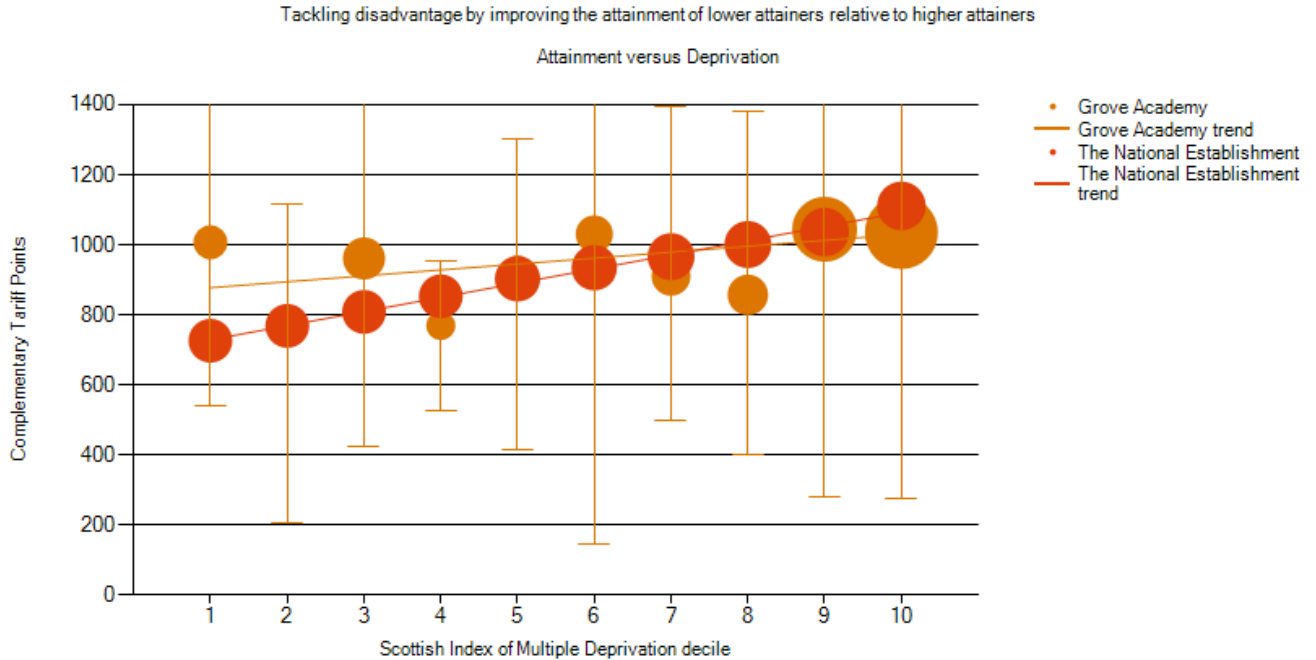
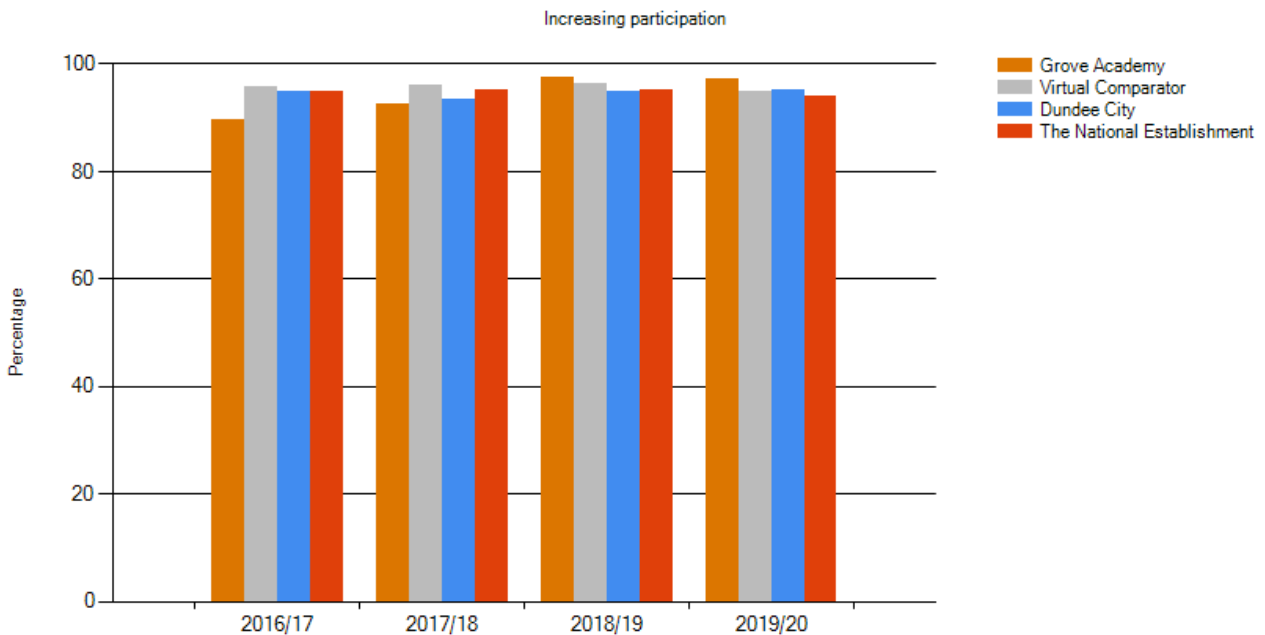


Chart 4 – Increasing post-school participation *

The latest figures are for 2019/20 and show one pupil fewer achieved a positive destination than in the previous year. We are well ahead of the virtual comparator, Dundee City and the national Establishment. Our goal is still to achieve a 100% positive destinations figure.



Establishment	Year	% of Candidates in a Positive Destination
Grove Academy	2019/20	97.30
Virtual Comparator	2019/20	94.80
Dundee City	2019/20	95.32
The National Establishment	2019/20	94.00
Grove Academy	2018/19	97.45
Virtual Comparator	2018/19	96.31
Dundee City	2018/19	94.79
The National Establishment	2018/19	95.30
Grove Academy	2017/18	92.41
Virtual Comparator	2017/18	95.93
Dundee City	2017/18	93.31
The National Establishment	2017/18	95.25
Grove Academy	2016/17	89.53
Virtual Comparator	2016/17	95.65
Dundee City	2016/17	95.01
The National Establishment	2016/17	94.99

DR

Review of Improvement Progress for Session 2020-21

School Improvement Priority 1:

LEADERSHIP and MANAGEMENT

Progress and Impact:

Revise Vision, Values and Aims in line with Dundee's aspiration/ambition to raise attainment

The Ethos WG will review the school's Vision and Values involving all stakeholders. A new set of Aims to be developed. 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.

Relationships Policy to be developed further by the HWB WG On-going

Restorative Practice to be reinforced and further developed by Guidance. On-going

Training for staff on Restorative Practices/Nurture. On-going

Further training with Seasons for Growth re Bereavement and Loss (PEF) Group up and running – more staff training to come

Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders

Further Inset/Professional Dialogues on importance of Self-Evaluation On-going through DHT links

Improved Walkthroughs and redefine classroom observation procedures in the light of the current Covid-19 Mitigations. Discussed at SLT and in final draft form

Strengthen Learning Partnerships with Royal High, Madras College, Cults Academy and Morgan Academy– Covid has prevented this from moving forward.

Embed the BGE Tracking system and Seemis Tracking and Reporting of Pupil Progress in BGE - On-going progress.

Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.

Develop use of 'wee HGIOS' yet to be developed due to Covid 19.

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)

Further embed attendance monitoring procedure, given on-going Covid-19 situation - Making progress but Loss of ERW impacting negatively

Planning and preparation for potential changes to Middle Management Structure

Ensure all staff are on board with plans for faculty structure. - Ongoing

Training as required for new Faculty Leaders – Awaiting progress from DCC

Next Steps:

Due to Covid-19, lockdown and the on-going mitigations, progress in the Plan has been slow. The operational side of school has been uppermost in our minds and the strategy for moving forward has only recently begun to increase.

The SIRP for 2021/22 has now been agreed and is a continuity of these plans, but with added relevant issues. The same three Priorities will continue. Further details on the SIRP.

Priority 1: Tasks:

- The V&V SLWG will review the school's Vision and Values involving all stakeholders. A new set of Aims to be developed.
- Relaunch 5 a Day post -Covid
- Relationships Policy to be developed further by the HWB WG
- CLPL for staff on ACES, Trauma informed Practice, Restorative Practices and Nurture.
- Further training with Seasons for Growth re Bereavement and Loss (PEF)
- Ensure staff and pupils are aware of the policy of *EDLM*
- Develop parallel policy of ***Every Grove Learner Matters***
- Further Inset/Professional Dialogues on importance of Self-Evaluation
- Further evolution of L&T policy and in-house CLPL
- Improved self-evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations.
- Strengthen Learning Partnerships with St Paul's and Craigie as well as various schools across Scotland
- Embed the BGE Tracking system and Seemis Tracking and Reporting of Pupil Progress in BGE
- Review SP Tracking
- Revise Assessment & Reporting Policy
- Develop use of 'wee HGIOS'
- Widen opportunities for young people to lead learning
- Further development of Growth Mindset
- Further embed attendance monitoring procedure, given on-going Covid-19 situation
- All staff participate in Understanding Standards
- Ensure all staff are on board with plans for faculty structure.
- Training as required for new Faculty Leaders

School Improvement Priority 2:

LEARNING PROVISION

Progress and Impact:

Ensure provision of high quality learning and teaching and learner engagement for all

(feedback; differentiation; learners leading learning)

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 - Ongoing through in house CLPL, but progress hampered by Covid-19

Improved Walkthroughs and redefine classroom observation procedures in the light of the current Covid-19 Mitigations. Very little progress due to Covid 19.

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

Continue to build further appropriate career pathways – Grove Curriculum used as case study for OECD Report

Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session

Develop moderation strategy across school and authority, especially with regard to N5 Awards – ongoing progress, especially as part of the ACM

Continued effective transition work with cluster particularly in regard to the Covid-19 mitigations – Ongoing progress

Develop further Literacy and Numeracy across the school and cluster by improving methodology, revamp S1 Literacy course, and ensure standards rise - Ongoing S1 Literacy revisited, Fresh Start recuscitated

Next Steps:

- 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
- Create a PEF funded acting PT (L&T) post
- Improved Self Evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations.
- Create acting DHT (0.6FTE) for Covid recovery and Improvement
- Use of Mudd Partnership
- Continue to build further appropriate career pathways and establish alternative SCQF Level 6 courses
- Strengthen and embed Employability Skills
- Review and update Social Education programme
- Develop moderation strategy across school, cluster and authority, especially with regard to SQA Awards and also BGE
- Continued effective transition work with cluster particularly in regard to the Covid-19 mitigations
- Develop HWB, Literacy and Numeracy further across the school and cluster by improving methodology and renew Tutor Time programme

School Improvement Priority 3:

SUCSESSES and ACHIEVEMENTS

Progress and Impact:

Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)

Continue to develop our GIRFEC policy and practice further Considerable progress made, but on-going 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 practice.

Further develop our Nurture policy (PEF) Incl. Alternatives to exclusion, mentoring, Relationships Policy, Restorative Practices On-going. Breakthrough programme in place.

Develop closer family learning and engagement - Appointment of FIW (PEF) - Not achieved due to Covid 19 and there being no candidates for the FIW post.

Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)

Develop further rigorous tracking and monitoring of all pupils – some progress made, but C-19 prevented appointments.

Wider Achievement is recognised and rewarded

Develop means to monitor wider achievement – Progress prevented by C-19

Improve staff Health and Wellbeing

Staff HWB WG to research further ways to support staff better – Communication improved via updates. Staff know there is an open door to SLT for issues. Close working with Union reps, especially re Covid concerns.

Next Steps:

- Continue to develop our GIRFEC policy and practice further
- Ensure SQA Level 4 Mental Health course is available for all pupils
- Appoint Temporary PSW and 2 extra PSAs (All PEF) to support and target young people in SIMD1-3 and with ASN
- Further develop our Nurture policy (PEF)
Incl. Alternatives to exclusion, mentoring, Relationships Policy, Restorative Practices
- Develop closer family learning and engagement
- Stakeholders feel included and engaged
- Improved staff CLPL on Culture and Diversity
- Roll out Learning for Sustainability, COP26, UNCRC – Pursue RRSA (SLWG)
- Develop mentoring for targeted young people
- Embed Cost of the School Day across the school (SLWG)
- Review school Uniform – SLWG
- Develop further rigorous tracking and monitoring of all pupils.
- Kindred Clothing EDLM project and collaborative Enquiry
- Develop means to monitor wider achievement
- Staff HWB WG to research further ways to support staff better

Improvement Priorities for Session 2018-2019

1.
LEADERSHIP and MANAGEMENT

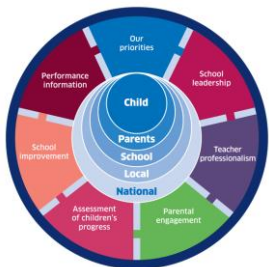
2.
LEARNING PROVISION

3.
SUCSESSES and ACHIEVEMENTS

Please submit this completed document by e mail to your link Education Officer.

Please visit <https://education.gov.scot/what-we-do/inspection-and-review/reports> for or HMIE Inspection Reports.

Further Information can be found at:



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

Tayside_Plan 1a.pdf'

Dundee Education Plan

https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf