Grove Academy

School Improvement Report
Session 2021-22

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 2021-22

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.

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 93.24 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.

Once again, 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.

Attainment Data 2021-22 (percentages)

	Reading	*Writing*	*Talking & Listening*	*Numeracy*
S3 (CFE Third Level)	**93%**	**97%**	**95%**	**92%**

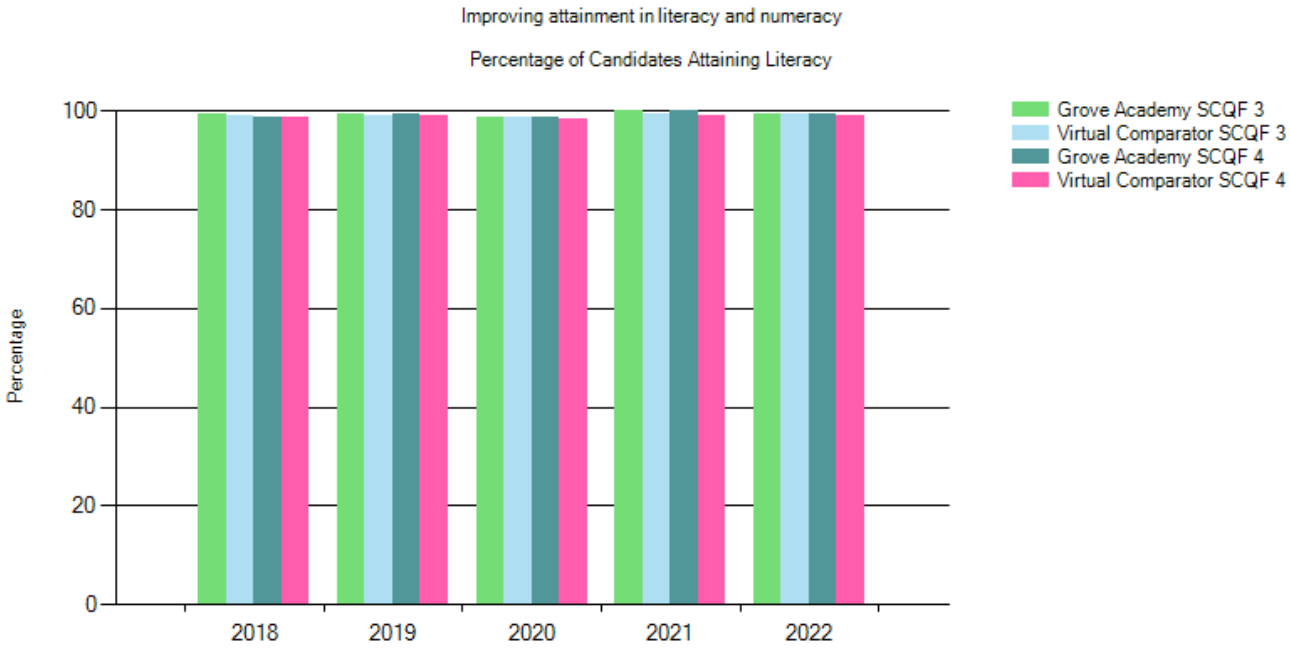
Ther ahs bena slight slip in the levels of attainment in reading and Talking and Listening, which is disappoitnign bu could be explaiend by the impact of Covid. Writing and Numeracy are practicallay at the same leevsl as last year.

Local Measures Post September

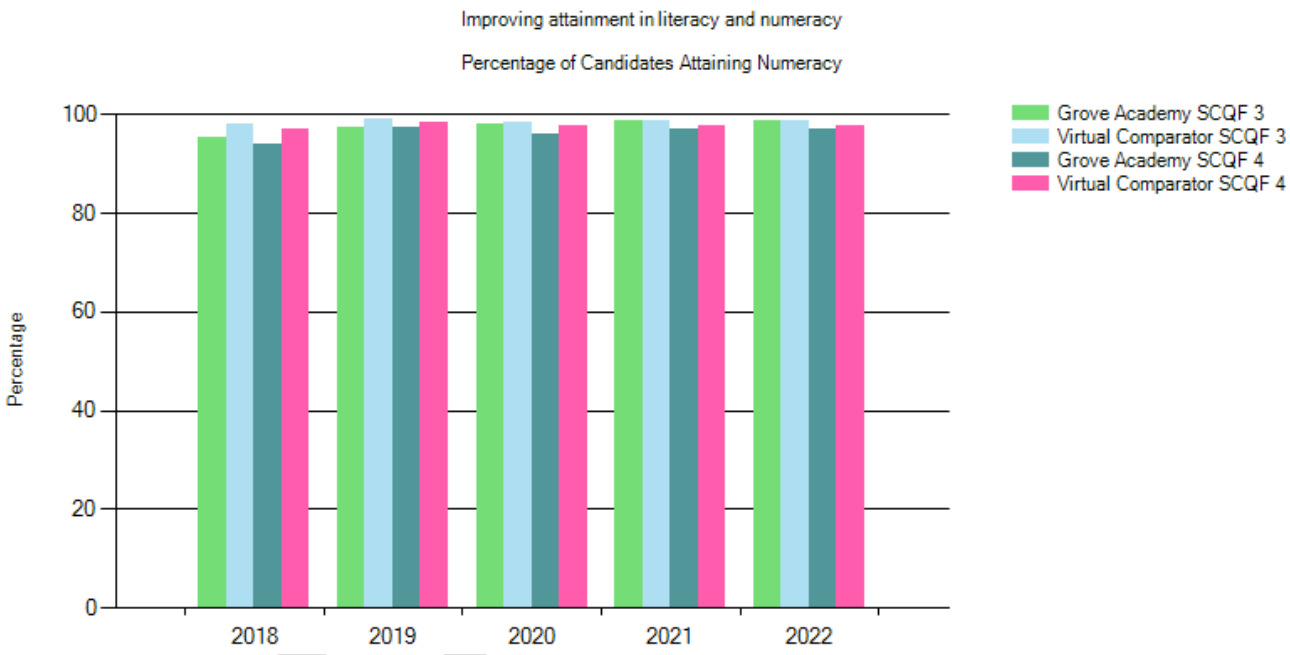
Chart 1 – Literacy & Numeracy

Based on S6
In 2022 by the end of S6, all pupils bar one had achieved level 4 Literacy, and the same for Level 5; these results illustrate that almost every one of our young people our pupils are doing well and that the teachers know the true strengths of their leaners. In both cases we are on par with the Virtual Comparator.
In Numeracy level 3 and 4 figures are on a par with 2021 and Level 4 slightly behind the Virtual Comparator. Level 5 numeracy has slipped back from 2021 and is behind the Virtual Comparator. This is something we need to work on. Level 6 numeracy has improved and almost back to 2020 levels, catching up with the Virtual Comparator.

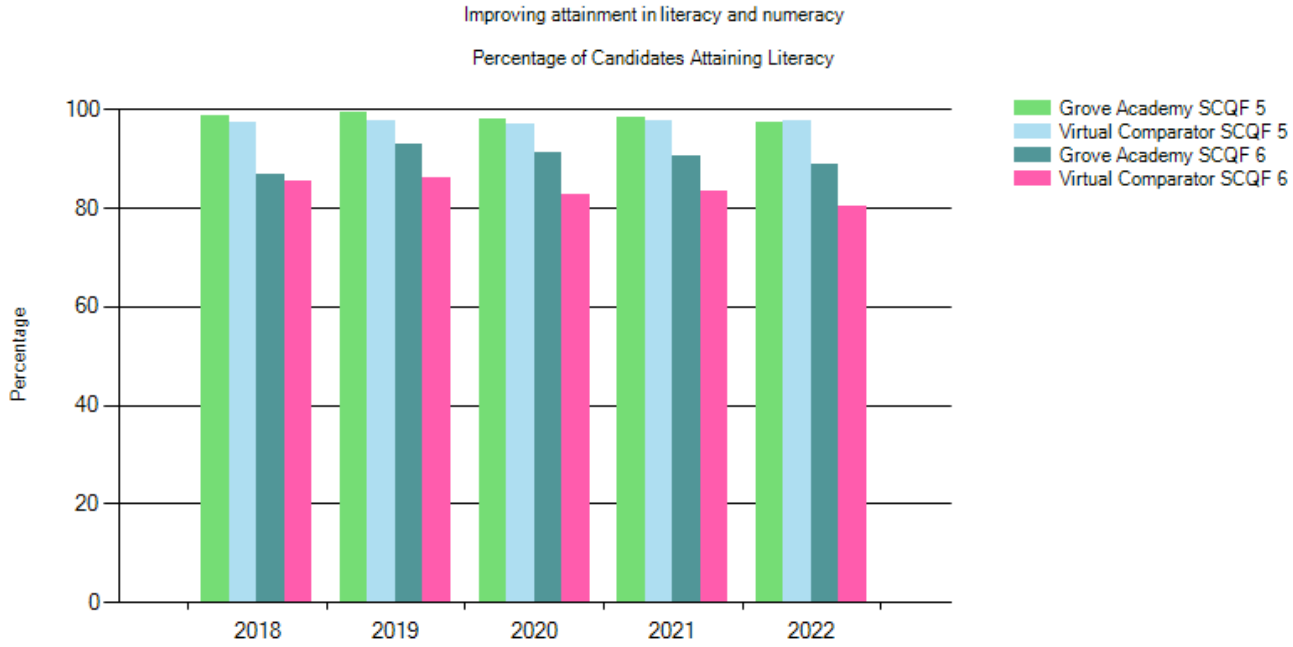
DRAFT



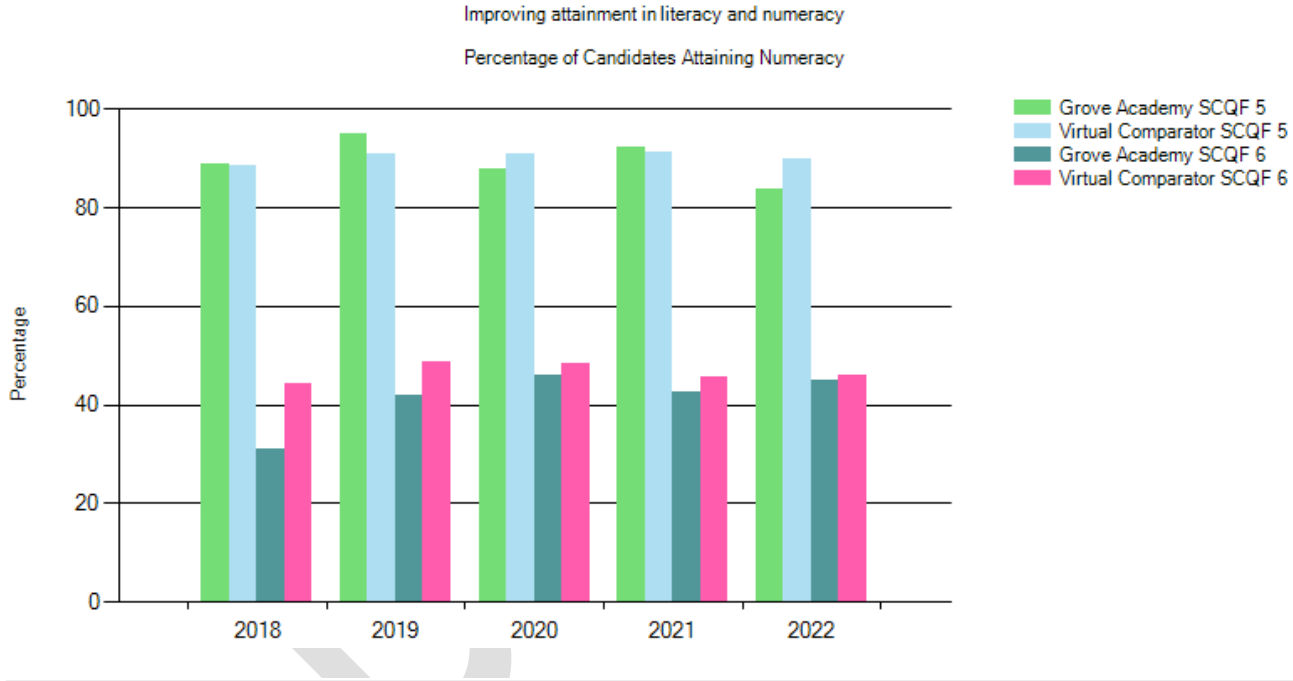
Add to personal dashboard



Establishment	Year	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	Number in Coho
Grove Academy	2022	99.38	98.75	99.38	96.88	160
Virtual Comparator	2022	99.38	98.69	99.06	97.63	1600
Grove Academy	2021	100.00	98.83	100.00	97.08	171
Virtual Comparator	2021	99.24	98.65	99.01	97.72	1710
Grove Academy	2020	98.65	97.97	98.65	95.95	148
Virtual Comparator	2020	98.65	98.31	98.51	97.57	1480
Grove Academy	2019	99.36	97.45	99.36	97.45	157
Virtual Comparator	2019	99.17	98.92	98.92	98.41	1570
Grove Academy	2018	99.31	95.17	98.62	93.79	145
Virtual Comparator	2018	98.97	97.93	98.62	97.03	1450



ld to personal dashboard



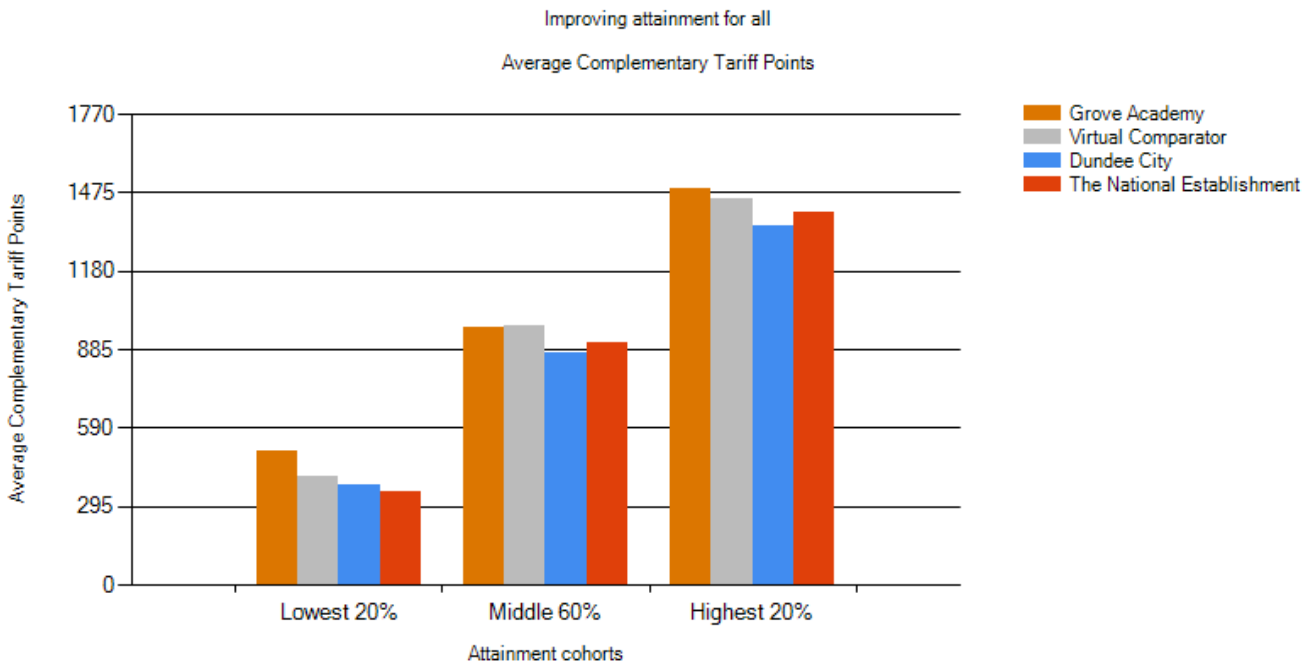
Establishment	Year	% Level 5 Literacy	% Level 5 Numeracy	% Level 6 Literacy	% Level 6 Numeracy	Number in Cohor
Grove Academy	2022	97.50	83.75	88.75	45.00	160
Virtual Comparator	2022	97.63	89.88	80.19	45.94	1600
Grove Academy	2021	98.25	92.40	90.64	42.69	171
Virtual Comparator	2021	97.60	91.35	83.39	45.79	1710
Grove Academy	2020	97.97	87.84	91.22	45.95	148
Virtual Comparator	2020	97.16	90.81	82.84	48.51	1480
Grove Academy	2019	99.36	94.90	92.99	42.04	157
Virtual Comparator	2019	97.83	90.96	86.18	48.66	1570
Grove Academy	2018	98.62	88.97	86.90	31.03	145
Virtual Comparator	2018	97.31	88.55	85.38	44.28	1450

Chart 2 – Improving Attainment for All

In 2022, with regard to the S6 cohort, we again 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 for the second year in succession and this has to be a focus for improvement. In the top 20% we performed very well and jumped ahead of the Virtual Comparator for the first time in a number of years. There is a number of courses followed by our S6 young people which are not included in the Insight data which would improve it even more, were they aligned in this way – viz, Advanced Engineering Programme, FITA, etc.

Based on S6

The selected year is **2022**



	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in C
Grove Academy	506	340	966	607	1493	881	160
Virtual Comparator	408	283	978	608	1455	878	1600
Dundee City	376	260	871	557	1350	816	738
The National Establishment	352	247	913	576	1400	857	33621

Chart 3 – Attainment versus deprivation

With regard to S6, we are attaining roughly parallel to the Virtual comparator Again, some of the courses we offer are not reflected in Insight, but if included would raise the bar higher in SIMD 9 and 10. We do particularly well in SIMD 2,3 6, 7 and 8 and 10. For S6 we need to pull up those in decile 1 and 5, and although these numbers are small, it is important to keep in mind that every Grove learner matters.

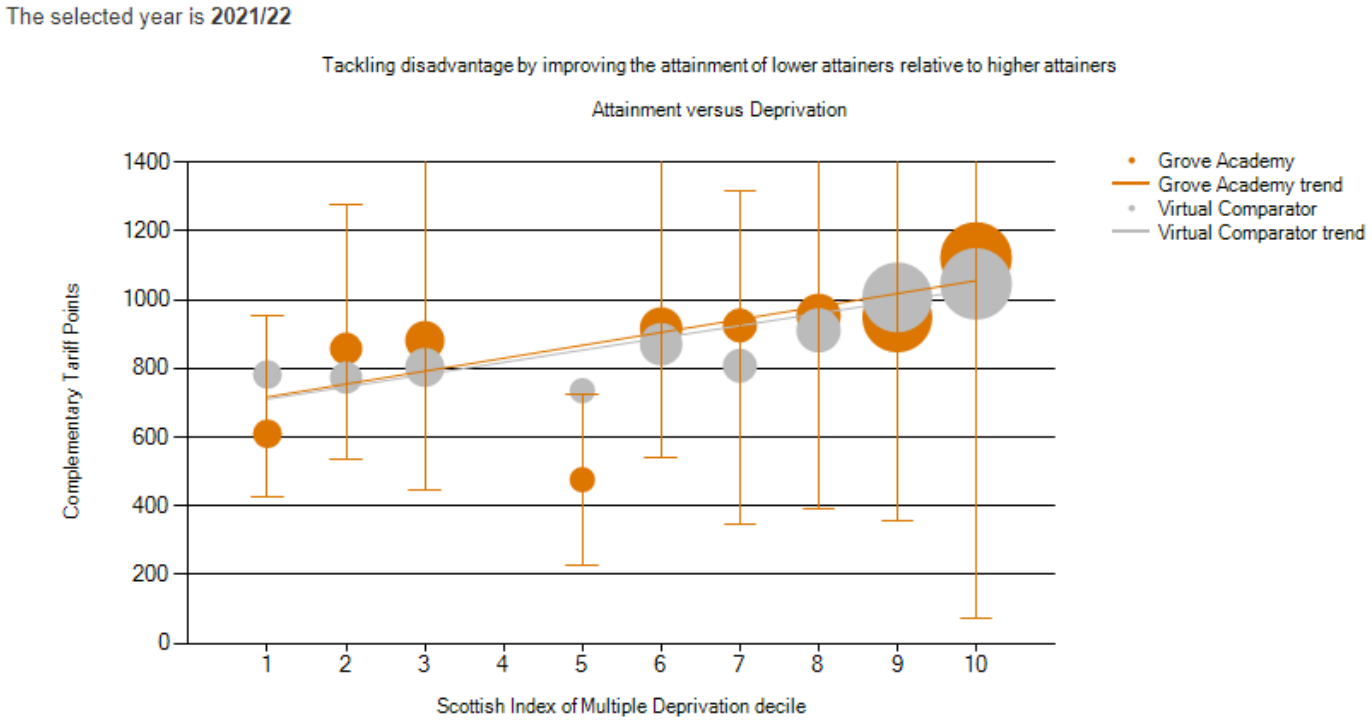
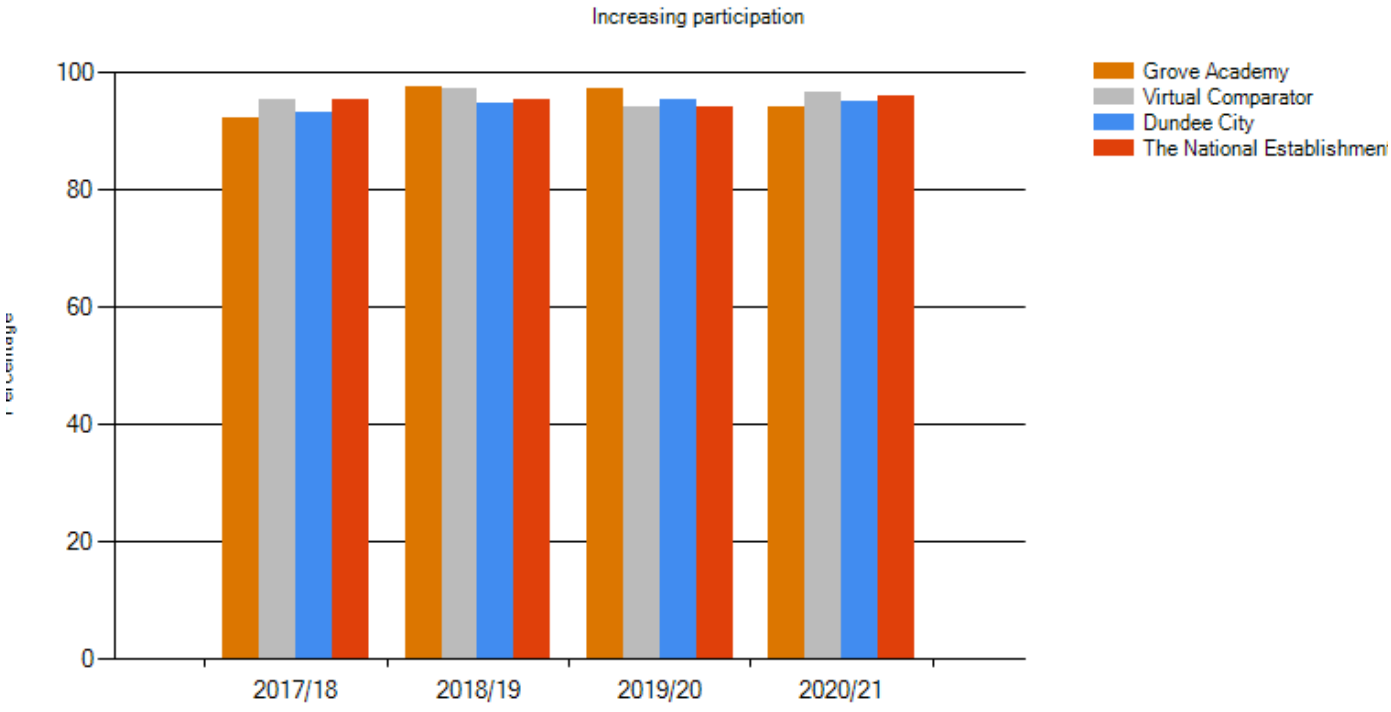


Chart 4 – Increasing post-school participation *

The latest figures are for 2020/21 are slightly disappointing and show a distinct fall of 3% in the percentage of pupils leaving with a positive destination. Much of this fall can be accounted for by the number of pupils who deferred applying for university due to Covid. From being well ahead of the virtual comparator, Dundee City and the national Establishment we are now behind all of these comparators. The absence of our careers advisor has not helped the situation. Our goal is still to achieve a 100% positive destinations figure through close collaboration of all interested parties, especially SDS.



Establishment	Year	% of Candidates in a Positive Destination	Number in Cohort
Grove Academy	2020/21	94.15	171
Virtual Comparator	2020/21	96.61	1710
Dundee City	2020/21	95.12	717
The National Establishment	2020/21	95.96	32635
Grove Academy	2019/20	97.30	148
Virtual Comparator	2019/20	94.19	1480
Dundee City	2019/20	95.32	662
The National Establishment	2019/20	94.00	30481
Grove Academy	2018/19	97.45	157
Virtual Comparator	2018/19	97.20	1570
Dundee City	2018/19	94.79	730
The National Establishment	2018/19	95.30	31254
Grove Academy	2017/18	92.41	145
Virtual Comparator	2017/18	95.38	1450
Dundee City	2017/18	93.31	643
The National Establishment	2017/18	95.25	31852

Review of Improvement Progress for Session 2021-22

Due to Covid-19, lockdown and the on-going mitigations, progress in the Improvement and Recovery 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 Agile SIP for 2022/23 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 SIP.

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 V&V SLWG will review the school's Vision and Values involving all stakeholders. A new set of Aims to be developed. – Through 5 a Day consultation, it was agreed that the Vision and Values should remain as is. Work on the new set of Aims/ Mission statement would begin next year.
Relaunch 5 a Day post Covid - Successfully done.
Relationships Policy to be developed further by the HWB WG – Relationships WG formed and working on the policy.
CLPL for staff on ACES, Trauma informed Practice, Restorative Practices and Nurture – We planned to take this forward but it was decided to run with the DCC approach over 2022/23.
Further training with Seasons for Growth re Bereavement and Loss (PEF) – In progress.
Ensure staff and pupils are aware of the policy of *EDLM* All staff aware of EDLM and three projects commenced, all with great success – Whitton Park Football programme (DUCT), Kindred Clothing (Front Lounge) and Tech Hub (showcase the Street).
Develop parallel policy of *Every Grove Learner Matters* - Reflected in the above programmes as part of our Inclusion policy and ensuring all Grove pupils are given the best possible deal.

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
Further evolution of L&T policy and in-house CLPL – Acting PT (Learning and Teaching) and DHT for Learning and teaching have successfully introduced the Grove Standard for L and T, after considerable staff, pupil and parent input.
Improved self-evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations. Acting PT, DHT and L&T Working Group have developed a new policy in this respect.
Strengthen Learning Partnerships with St Paul's and Craigie as well as various schools across Scotland - In progress, but more impetus required.
Embed the BGE Tracking system and Seemis Tracking and Reporting of Pupil Progress in BGE Review SP Tracking – Acting PT (Raising Attainment) has allowed BGE tracking system to be developed and introduced. Acting PT (RA) has developed CLPL for staff on Tracking and Monitoring.
Revise Assessment & Reporting Policy – In progress

Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.
Develop use of 'wee HGIOS' – "Rising Star" progamme participant Andrew Taylor leading on Pupil Voice
Widen opportunities for young people to lead learning – This came to a standstill during the pandemic and is slowly coming back to life. DHT/Acting PT (L&T) organising former DHT (M berry) to lead Co-operative learning session for 22/23 to upskill and improve pupil involvement in leading learning.
Further development of Growth Mindset – On hold

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 – Guidance Team and SLT working on this continuously.
All staff participate in Understanding Standards - Staff building on the experiences of the pandemic and the ACM to develop a sound understanding of SQA Standards. More work required on moderation of the BGE standards. Lead QAMSOs supporting DCC moderation development.

Planning and preparation for potential changes to Middle Management Structure
Ensure all staff are on board with plans for faculty structure. – One CLPL opportunity led by Faculty Head from one of our partner schools arranged and successfully completed.
Training as required for new Faculty Leaders – On hold due to Interim Interdict on Faculties.

DRAFT

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 - New Grove Standard for Learning and Teaching negotiated, agreed with pupils, staff and parents and launched.
Create a PEF funded acting PT (L&T) post – Appointed .
Improved Self Evaluation and redefine classroom observation procedures in the light of the current Covid-19 Mitigations. – Trios established to observe and feedback to NQTs as pilot.
Create acting DHT (0.6FTE) for Covid recovery and Improvement – Established but terminated in January 2022 when Mr Creamer left for Education Scotland.
Use of Mudd Partnership – A number of Middle Leaders participated and developed accordingly as leaders both in their departments and across the school. Rising Star programme also pursued by unpromoted member of staff.

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 and establish alternative SCQF Level 6 courses – Almost all departments developing alternative SCQF courses.
Strengthen and embed Employability Skills – Employability skills now at start of each lesson; appointment of acting PT DYW to embed Employability across the school.
Review and update Social Education programme: Ongoing development with input from new Guidance Staff
Continue to build further appropriate career pathways: Ongoing work being carried out by acting PT DYW

Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session.
Develop moderation strategy across school, cluster and authority, especially with regard to SQA Awards and also BGE: QAMSOs developing Inset day programme on moderation, departments working with other schools in Dundee on moderation.
Continued effective transition work with cluster particularly in regard to the Covid-19 mitigations: Close working with feeder primaries
Develop HWB, Literacy and Numeracy further across the school and cluster by improving methodology and renew Tutor Time programme : Ongoing development work. WG set up to develop Tutor Time programme.

School Improvement Priority 3: SUCCESSES 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: Ongoing.
Ensure SQA Level 4 Mental Health course is available for all pupils: Ongoing.
Appoint Temporary PSW and 2 extra PSAs (All PEF) to support and target young people in SIMD1-3 and with ASN: PSW appointed for financial year and making a positive impact. Unable to appoint PSAs due to lack of applicants.

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: Slow progress in all areas due to the fallout from pandemic.
Develop closer family learning and engagement: Ongoing but progress hampered by the pandemic; use of MS Forms to gather 'parental pulse' to better inform decision making – e.g., Parent Contact Evenings.
Improved staff CLPL on Culture and Diversity: Ongoing, and one DHT involved in Education Scotland: Building Racial Literacy programme.
Roll out Learning for Sustainability, COP26, UNCRC – Pursue RRSA (SLWG): Much work done here with pupils leading learning with regard to COP26. Definite progress on UNCRC and the GTCS Standard for Learning and Teaching.

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 *Every Dundee Learner Matters*
Develop further rigorous tracking and monitoring (T&M) of all pupils: good progress made by the acting PT (Raising Attainment) in getting a viable T&M system working for the BGE; further progress made on SP T&M system by PT Computing.

DRAFT

Embed Cost of the School Day across the school (SLWG): Good progress on this with regard to trips and excursions, hardship fund, and trying to open up trips to all pupils, irrespective of financial background.
Review school Uniform – SLWG: Gathering pace, and awaiting results from the Scottish Government Consultation.

All schools are rigorous about the implementation of DCC policies re attendance and ensure the Strategy *Every Dundee Learner Matters* supports the contextual approach to improvement.
Develop further rigorous tracking and monitoring of all pupils: See above; also, good data being collected for practitioner enquiry into these projects.
EDLM project and Collaborative Enquiry -Alternative Curriculum Pathways in S2:

- Kindred Clothing – very positive feedback from pupils and staff- skills development, confidence building, friendship and fun
- Football Academy - good progress here with some of our most challenging pupils in S2; proposed to widen the group into S1 and S3– examine options for further curricular adaption for this specific group moving into S3.
- Tech Hub – making a very positive impact on a targeted set of vulnerable young people.

Wider Achievement is recognised and rewarded.
Develop means to monitor wider achievement – ongoing.

Improve staff Health and Wellbeing
Staff HWB WG to research further ways to support staff better – WG continues to work on this with our social committee. Friday FIKA stared on a regular basis.

DRAFT

Improvement Priorities for Session 2022-2023

1. **Teaching and Learning** • **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**
2. **Curriculum** • **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**
3. **Relationships** • **Change Relationships policy to align with UNCRC and RRSA 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**

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.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf

DRAFT