

EARLY YEARS, PRIMARY AND SECONDARY SELF-EVALUATION TOOLKIT 2016/2017



SCHOOL: GROVE ACADEMY

SEED: 5329434

[HGIOS 4](#)

[HGIOELC](#)

[National Improvement Framework](#)

[National Improvement Hub](#)

[Evaluating and improving our curriculum - Primary](#)

[CfE Implementation Plan 16-17](#)

[Appendix 3: The six-point scale](#)

1.3 LEADERSHIP OF CHANGE	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change <p>Features of effective practice and Challenge Questions</p>	<p>Supported by a highly effective senior leadership team, the Head Teacher provides strong leadership in driving forwards school improvement. Staff feel included, involved and engaged in collegiate whole-school processes for determining school improvement priorities and in both leading and supporting their implementation. A number of school working groups, including the school's strategy and development group, provide a range of distributed leadership opportunities for staff who report feeling empowered in supporting the school's journey of improvement. The school's SLT has been successful in managing the pace of change particularly in relation to the implementation of curriculum for excellence, relevant pedagogy and the evolving senior phase and associated national qualifications. Staff, parents and importantly young people are fully aware of the school's vision and handful of values. In addition to providing a strong foundation for curriculum design and delivery the values serve as a daily compass for supporting pupils and their learning. In continuing the management of school cultural change, the Head Teacher and senior leadership team have made good progress in developing an</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • The school's bedrock of values and focus on quality learning and teaching. • The effective leadership of the Head Teacher and senior leadership team. • The impact of the Principal Teacher for Improving Learning and Teaching in driving forwards effective learning and teaching and associated professional learning for staff. • The commitment of staff to school improvement and the range of distributed leadership opportunities available to staff in leading and supporting school improvement priorities. <p>The results of Walkthroughs focussing on the self-evaluation of two departments (English, History) indicate departments are implementing change through their DIP and managing and leading that change well.</p> <p>The Review of the SIP (2015-18) by the Strategy and Development Group (which includes members of staff from all levels) was the</p>	<p>The new 207-18 SIP highlights all areas we are addressing in this QI.</p> <p>The Extended review highlighted the following issues:</p> <ul style="list-style-type: none"> • In line with identified school priorities, accelerate improvements in whole-school / cluster approaches to improving numeracy outcomes for young people throughout the broad general education and senior phase. • Extend opportunities for pupil voice in shaping school improvement priorities. A re-vamped PRC is being constituted, arising from pupil voice. <p>There is a constructive programme of Professional Dialogues, allowing time for collegiate learning, discussion and reflection, allowing all staff to contribute to the continuous improvement of the school.</p>	<p style="text-align: center;">Very Good</p>

	<p>inclusive culture in parallel with GIRFEC developments. In extending such developments, the continued formation of inclusive/adaptive classrooms will be supported by staff engagement with the ABLe assessment and intervention framework and specifically the classroom environment map.</p> <p>A strong sense of staff commitment to change leading to improved outcomes for all young people pervades the school community. Ably supported by the Principal Teacher for Improving Learning and Teaching, the school's Teacher Learning Community and Professional Learning Community provide excellent opportunity for professional discussion, learning and self-evaluation. A formal professional dialogue programme successfully augments such approaches. The Head Teacher's '5 a day' meetings with pupils are valued by staff and pupils and successfully inform school priorities for improvement. Outcomes from such meetings support a culture of praise in the school with positive and immediate feedback offered to staff by the Head Teacher. Principal teachers value the solution orientated support and challenge provided by link DHTs.</p> <p>In successfully implementing an evolving broad general education and senior phase curriculum, principal teachers and staff continue to demonstrate significant professionalism.</p>	<p>collegiate basis for the new annual SIP which outlines the school's strategic planning for continuous improvement.</p> <p>Feedback from the Rector's 'Five a Day' also informed the new SIP, ensuring the pupil voice was heard.</p>		
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- [GTCS Professional Standards](#)
- [Self-evaluation wheel: Headteachers](#)
- [Self-evaluation wheel: Middle Leaders](#)
- [Self-evaluation wheel: CLPL](#)

- [Self-evaluation wheel for Learning for Sustainability](#)
- [Building the curriculum series](#)
- [Learning Together: Opening up the Learning](#)
- [Improving Leadership in Scottish schools](#)

2.3 LEARNING, TEACHING AND ASSESSMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching/ interactions • Effective use of assessment • Planning, tracking and monitoring <p>Features of effective practice and Challenge Questions</p>	<p>During the DCC Extended review, over 60+ learning episodes were observed. SLT have continued to observe classes through the development of a departmental "Walkthrough". Both approaches have found that young people learn and achieve very well through a wide range of positive learning experiences. They feel safe, respected and included and are proud to be part of Grove Academy. At all stages, relationships between staff and young people are consistently positive and high expectations communicated as part of the school ethos. In almost all classes, young people are well behaved and engaged in their learning. Young people enjoy learning and have very positive experiences across the school. They feel that they are treated with fairness and respect and view staff as caring and approachable.</p> <p>In accordance with the school's focus on improving the quality of learning and teaching, a number of teachers have successfully driven forward changes in pedagogy including the introduction of co-operative learning strategies. The application of such approaches is not yet, however, consistent across all departments. The</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • Very positive relationships evident and mutual respect demonstrated between staff and young people. • A very caring, supportive and inclusive learning environment with widespread use of praise and encouragement • Responsible, courteous and confident young people • Pupils' contribution to the wider local and global community • Staff commitment to providing a rich and broad programme of extra-curricular opportunities to enhance pupils' achievement • Through the Home Learning Policy, the school is actively promoting young people as independent learners. <p>The results of Walkthroughs focussing on the self-evaluation of two departments (English, History) indicate good quality learning and teaching. The widespread use of learning intentions and success criteria, accompanied by the growing use of social skills highlight the drive to ensure quality</p>	<p>The new 2017-18 SIP highlights all areas we are addressing in this QI. There is a pronounced stress on improving methodologies across the school, particularly with respect to AifL, Co-operative Learning, MTV, Visible Learning and Improved use of ICT to improve teaching and learning.</p> <p>We have also seconded a PT to develop and establish a tracking and monitoring system to allow progress to be monitored across the BGE, but particularly in numeracy and literacy</p> <p>We are planning to introduce moderation/ professional judgement, between the cluster primary schools and departments to ensure consistency in establishing a level, particular in numeracy and literacy.</p> <p>The Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • Extend opportunities for learners to reflect on and evaluate their own learning • Continue to encourage the consolidation, sharing and extension of excellent practice 	<p>Very Good</p>

	<p>new Walkthrough development should help to bring more consistency to all departments.</p> <p>Where well-crafted learning intentions are outlined, pupils are clear about what they are learning and are engaged, however the team observed a number of lessons where these were not evident. Very good examples were noted in relation to the planning for social goals and skills. Where co-operative learning was effectively deployed, it had a positive impact on both pupils' enjoyment and engagement in their learning. The majority of lessons are well planned and varied with active pupil engagement in a wide range of interesting activities with some examples of excellent practice in evidence. Successful approaches include good use of collaborative and co-operative learning strategies in some subjects to extend pupils' literacy abilities. Whilst there are notable strengths in the way that young people learn and achieve, with the pace of learning generally good, there could be more opportunities for young people to be challenged.</p> <p>Teachers should continue to provide opportunities for learners to reflect on and evaluate their learning through regular feedback and learning conversations. In a wide range of classes, young people benefit from opportunities to work together in pairs or groups. Some use of hand-held technology was observed although</p>	<p>feedback to pupils on their work and how to improve it. The purpose of learning is increasingly being communicated in a positive way. We are also seeing an improvement in our questioning strategies and the opportunities of our young people to use higher-order thinking skills in many classes.</p> <p>All staff have participated in Professional Dialogues on how to improve Feedback and Learning conversations</p>	<p>in learning and teaching and co-operative learning strategies and where required the articulation of learning intentions</p> <ul style="list-style-type: none"> • Continue to encourage young people to take increased responsibility for their own learning including individual accountability when working co-operatively with others • Continue to extend opportunities for learners to develop higher order thinking skills through extended questioning • With the support of the ABLe classroom map, extend approaches to differentiation to better meet individual learning needs. • Early intervention through more frequent short reports • Train all staff to use data more effectively, especially in relation to SIMD 1+2, LAC, FME, Young Carers and ASN • Further promote the use of Peer and Self assessment in all classes 	
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	<p>there is a need for greater consistency of opportunity. Although pupils were actively involved in a number of lessons, a ‘teacher led’ approach was more commonly adopted. In some lessons, there was a lack of formative discussion with young people to help them identify their strengths and next steps.</p> <p>The school is working hard to enable young people to develop a broad range of skills for learning, life and work with young people particularly excelling in cultural, musical, sporting, volunteering and leadership activities and events. A number of young people have gained recognition at national and international level.</p>			
<ul style="list-style-type: none"> • <u>Education Scotland - Learning & Teaching</u> • <u>Monitoring and tracking progress and achievement in the BGE</u> • <u>Self-evaluation wheel for Learning for Sustainability</u> • <u>What makes great teaching? (Sutton Trust)</u> 	<ul style="list-style-type: none"> • <u>Building the curriculum series</u> • <u>Assessing progress and achievement SAL resource</u> • <u>Learning Together: Opening up the Learning</u> • <u>Outdoor Learning self-evaluation resource</u> • <u>Using evidence of impact</u> 			

3.1 ENSURING WELLBEING EQUALITY AND INCLUSION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality <p>Features of effective practice and Challenge Questions</p>	<p>Staff and pupils have a growing and shared understanding of GIRFEC and the UNCRC. Staff increasingly understand the importance and relevance of their role and responsibility in supporting learners' health and wellbeing. They are aware of the SHANARRI indicators and use them increasingly in their dealings with young people.</p> <p>The school is moving towards achieving the Rights Respecting School Award and establishing the climate to ensure we are worthy of the LGBT+ Charter, as we consider each young person as an individual with their own needs, risks and rights. As such, we strive to involve, engage and include all learners in the life of the school and support them to be the best they can be.</p> <p>Tutors and the integrated Pupil Support Team promote a climate where young people feel safe and secure. Most staff and partners are sensitive and have a growing responsive to the wellbeing of individual and groups of young people and of their colleagues. We have created a positive listening environment where young people feel listened to and respected and feel there is an adult whom they can approach in the school to discuss personal and sensitive</p>	<p>SLWG on developing and embedding <i>How Nurturing is Our School?</i> Established.</p> <p>Data from PASS tests used to identify HWB needs of pupils and target accordingly, particularly with regard to support to achieve a positive destinations.</p> <p>Feedback from Rector's "Five a day".</p> <p>Feedback from House Team meetings and Pastoral Notes.</p>	<p>The new 207-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Improved effective feedback to pupils, especially through learning conversations • Deployment of PSW and FDW to support young people and their families in SIMD 1-2, FME • Deployment of Family Development Worker to support families in literacy, numeracy and HWB • Build on family initiatives in the associated primaries • 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 • Develop further Restorative Approaches • Improve support for pupils suffering bereavement and loss • All staff to be trained in Emotional Health and Wellbeing • Revise and re-launch the Equality and Inclusion Policy • Ensure all staff regularly use 	<p>Good</p>

	<p>aspects of their lives.</p> <p>The school continues to build positive relationships so everyone feels included, valued and safe. This is founded on the school's clear and shared Vision and its Handful of Values, - Honesty, Respect, responsibility, Fairness and Determination. Staff and partners are proactive in promoting positive relationships across the learning community.</p> <p>The school complies with statutory requirements and codes of practice, particularly with reference to those pupils with ASN. We try to ensure we improve outcomes for all our young people. Staff are conversant in using ABLe plans for a wide range of individual pupils</p> <p>Many staff encourage equality, equity and inclusion through their methodology of Cooperative Learning</p> <p>Our wider curriculum provides our young people with opportunities to explore diversity and multi-faith issues, and to challenge racist and religious intolerance.</p> <p>In evaluating the attainment of young people we investigate and address any issues faced by group of individuals facing barriers to learning, including poverty, their SIMD decile, being LAC, being a Young Carer, those with ASN, etc.</p>		<p>Cooperative Learning in lessons – focus of observation and Walkthroughs</p> <ul style="list-style-type: none"> • Continued CLPL to staff on Promoting positive relationships • Work with DEPs to develop the use of a Nurturing Space and publish a Nurture Policy 	
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- [Education Scotland - Inclusion & Equalities](#)
- [GIRFEC evaluating wellbeing guide](#)
- [Monitoring and tracking progress and achievement in the BGE](#)

- [Building the curriculum series](#)
- [Assessing progress and achievement SAL resource](#)
- [Learning Together: Opening up the Learning](#)
- [Outdoor learning self-evaluation resource](#)

3.2 RAISING ATTAINMENT AND ACHIEVEMENT SECURING CHILDREN'S PROGRESS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Progress in health and wellbeing • Attainment over time • Overall quality of learners' achievement • Ensuring equity for all learners <p>Features of effective practice and Challenge Questions</p>	<p>Pupil attainment at Grove Academy at the point of leaving school is consistently very good with average total tariff points above virtual, Dundee City and national comparators. Young people in Grove Academy are confident and able to effectively contribute to discussions in a reflective considered manner. Almost all of the young people are able to demonstrate achievement through the four capacities and have developed, or are developing, skills to enhance their life chances. Young people in Grove Academy, through various events, overseas trips and activities are aware of their place in a global society.</p> <p>Whilst the majority of subject departments provide engaging learning experiences for pupils, there are some specific subjects which require to provide more challenge to the young people to effect improvement. The new tracking and reporting system which has been developed and introduced should begin to address this at the same time as opening up more dialogue between teachers and the young people and their parents/carers. The Head Teacher has made a good start towards ensuring that Insight data is being used across the school by practitioners at all levels.</p> <p>Young people have made positive</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • Literacy at level 4 is consistent with the virtual comparator over time • Literacy at level 5 outperforms the virtual comparator over time • Almost all learners consistently enter positive destinations upon leaving school • The increased opportunity for wider achievement awards and in a range of vocational qualifications • A consistently high standard of attainment across almost all subject areas. <p>The 2017 Insight data on Literacy and Numeracy shows a significant improvement in Numeracy at level 5, although we are still behind the Virtual Comparator. This was as a result of the maths department introducing National 5 Numeracy units for pupils who may not have otherwise attained level 5 before leaving school.</p>	<p>The new 2017-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Establish a means of tracking pupils' attainment and their wider achievement with the BGE and within SP • Develop and implement learning strategies to support all pupils, particularly those in SIMD 1-2, on FME and LAAC (PEF) • Develop deeper parental/adult support for pupils' learning • Develop existing good practice in numeracy. <p>The Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • The school should review its whole school strategy for improving pupil attainment in numeracy led by the Principal Teacher of Mathematics, supported by the Mathematics department and the Senior Leadership Team 	<p>Very Good</p>

	<p>progress in their attainment in literacy at SCQF level 4. At SCQF level 5 literacy consistently compares favourably with the virtual comparator. Numeracy attainment at SCQF level 5 in 2012, 2014 and 2015 is significantly lower than the virtual comparator. Improvement in numeracy attainment is a significant area of development for the school. In accordance with existing plans for improvement, the school should consider targeted interventions throughout the Broad General Education for young people at risk of not achieving National 4 numeracy at the point of exit from school.</p> <p>Early indications are that teaching staff are beginning to use ABLe to ensure that all young people have an equitable access to their education. The support for pupils team should provide further opportunities to help teaching staff to develop a deeper understanding in the use of ABLe to ensure that all young people can achieve to their highest level.</p> <p>Through work with employers, Dundee & Angus College, Abertay University and other partners, the school excels at ensuring young people enter a positive destination and is always in line with or better than its virtual comparator. Through the senior phase parental information evening, the school has made a good start to increasing parental understanding of the different options within senior phase pathways.</p>	<p>The 2017 Insight Data shows a positive improvement in the attainment of young people in S4 regarding achievement at National 5. These are the best N5 results we have experienced at grove since NQ's began in 2014.</p>	<ul style="list-style-type: none"> • Collation and use of data to support “early intervention” in numeracy with specific pupils/groups of pupils • Increase rigour in the BGE in numeracy to prepare young people more fully to achieve SCQF level 4 by the end of S4 • In line with the school’s monitoring and tracking procedures, ensure early intervention strategies are utilised for pupils at risk of not achieving SCQF level 4 numeracy prior to leaving school. 	
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1.1 SELF EVALUATION FOR SELF- IMPROVEMENT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Collaborative Approaches to self-evaluation • Analysis and evaluation of intelligence and data • Evidence-based improvement • Ensuring impact on learners' success and achievements 	<p>The school is committed to using self-evaluation as an integral part of the process of continuous improvement and has articulated clear plans for extending its use. A collegiate approach to consultation, involving all staff across the school, is apparent and working groups have been established to address whole school priorities. A willingness to reflect regularly on progress and to identify next steps is demonstrating impact.</p> <p>The Quality Indicators in <i>How Good is our School? (4th Edition)</i> are being used by the SLT in their weekly strategic meetings and by departments in framing their improvement plans based on the school improvement plan. Staff, parents and pupils are consulted on the improvement planning process.</p> <p>Classroom observations are an essential source of information on the quality of learning and teaching with teachers expected to analyse lessons as part of the process of identifying improvements. There is a well-developed, structured programme of classroom observations in place. The departmental "Walkthrough" has now been developed and implemented and is seen as a way of addressing teacher workload with regard to observations. Feedback</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • The collegiate approach to the development of the school improvement plan and its links to departmental improvement plans • Weekly strategic SLT meeting focuses on self-evaluation • Regular "link" meetings between SLT and Principal Teachers, using a structured agenda with a focus on improvement. • Head Teacher's "5 a Day" encourages young people to share their opinions, particularly with regard to learning and teaching <p>The collegiate development of "Departmental Walkthroughs" is leading to better and more consistent self-evaluation across the school. Documentation of the walkthroughs is sufficiently detailed and evaluative and the final report has a clear purpose, highlighting good practice within the department to be shared, and identified areas for</p>	<p>The new 207-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Collaborative action, Research Walkthroughs, better learning conversations, Pupil Voice (5 a Day with Rector and also within departments) • Equip staff to be data aware and use this data/knowledge to plan Learning, teaching and assessment in future • Improved CLLPL, linked to the results of self-evaluation and PRD/PU process, particular with regard to methodologies • Staff training & time set aside to ensure that moderation/professional judgement, between primary/secondary and across departments can take place. • Better parental involvement in their young person's learning <p>The Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • The school should adopt a more consistent approach to quality assurance across the school, with all Principal Teachers taking an active role in monitoring learning and 	<p style="text-align: center;">Good</p>

	<p>from Walkthroughs is used to share best practice and to structure the in-house professional learning programme.</p> <p>Teachers are encouraged to self-evaluate as part of the annual Professional Review and Development process. Progress with agreed learning goals from previous reviews are also reviewed and discussed.</p> <p>Participation in the Teacher Learning Community and Professional Learning Community is developing a staff cohort which is mutually supportive and reflective. These groups continue to attract both new and regular attendees. Sharing and self-reflection are core to these groups. Increasingly the groups are playing a central role in the development and delivery of In-Service activities and Professional Dialogues. Staff are also encouraged to look outwards, to share best practice, challenge thinking and to participate in professional discussion to further inform areas for improvement.</p> <p>It is evident that data from several sources, including INSIGHT, Dartington, MidYIS, SOSCA and the SIMD, is being used more extensively to support self-evaluation. In addition, an audit across the school using <i>How Nurturing is our School?</i> is currently being undertaken.</p>	<p>improvement.</p>	<p>teaching. The ongoing development of the Departmental Walkthroughs should address this use.</p> <ul style="list-style-type: none"> • Increase engagement with parents/carers and partner agencies to include them in the improvement cycle • Continue to extend opportunities for pupil voice in relation to continuous improvement and revisit the structure and purpose of the PRC. 	
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1.2 LEADERSHIP OF LEARNING	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career-long professional learning • Children and young people leading learning 				

1.4 LEADERSHIP AND MANAGEMENT OF STAFF	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Governance framework • Building and sustaining a professional team • Staff wellbeing and pastoral support • Practitioner wellbeing and pastoral support 				

1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none">• Management of finance for learning• Management of resources and environment for learning				

2.1 SAFEGUARDING AND CHILD PROTECTION	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Arrangement for safeguarding and child protection • Arrangements to ensure wellbeing • National guidance and legislation 				

2.2 CURRICULUM	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Rationale and design • Development of the Curriculum • Learning Pathways • Skills for learning, life and work 	<p>Grove Academy's curriculum model has been carefully planned to allow progression for young people to attain at the highest level possible. There is clear evidence that ongoing developments in the curriculum are taking account of recent national and local guidance. The Curriculum Working group has developed Grove Academy's curriculum ensuring there are opportunities available for all young people across the 4 contexts of learning – Subject Areas, Ethos and Life of the school, IDL and wider achievement. Recent developments in S2 IDL, S3 Masterclasses and KIKO Employability Skills are as a result of an evaluation of curriculum provision. Staff have ownership in developing the curriculum.</p> <p>The rational for our curriculum is based on the vision and values for our school.</p> <p>Learning for Sustainability requires a whole-school commitment to develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world.</p> <p>The design of the curriculum, therefore, is based on the flexibility required to ensure effective teaching and learning is taking place. It provides a platform</p>	<p>The recent DCC Extended Review highlighted the following strengths:</p> <ul style="list-style-type: none"> • Leadership of curriculum planning and development through the curriculum working group • Curriculum planned across the 4 contexts for learning • Ambitious and innovative plans for further developing the curriculum • The evolving number of learner pathways available to young people to better meet individual learning needs. <p>During the last year, we have seen a development of IDL, with an employability mode, across S2/3 and in S5/6, pupils' Health and Wellbeing is being better catered for through the Electives, which involved spiritual, physical, mental, digital and nutritional aspects.</p> <p>Tutor time evaluation lead to a change in the structure of the school timetable to accommodate 10min registration/tutor time at the start</p>	<p>The new 207-18 SIP highlights all areas we are addressing in this QI:</p> <ul style="list-style-type: none"> • Review and update the Curriculum Rational to reflect additional flexible curricular pathways development, involving further personalisation and choice. • Improve parental awareness and understanding of new options and pathways • Deployment of PTG (DSYW) to develop and raise awareness of employability across the curriculum particularly in the BGE • Implement Employability profiles, including the creation of an employability skills set for Grove Academy in consultation with partners • DIP will include literacy and numeracy. This will allow us to promote good practice across the school and also between the BGE and Senior Phase. • Curriculum Committee will look again at Masterclasses. Pupils this year have commented that they see Masterclass as an extension of the IDL they did in S2 to 	<p>Very Good</p>

	<p>where the school can narrow the attainment gap.</p> <p>It aims is to ensure that all learners are valued and are given the opportunity to aim for their best, through inclusion and by building positive relationships and a strong commitment to their learning.</p> <p>The number of courses available in the senior phase has expanded year on year. This broadening of the curriculum has enabled us to better cater for all academic abilities and also provide valuable opportunity for pupils who will be joining the workforce post school. Our commitment to ensuring flexible pathways for all learners is the cornerstone of our curriculum within the Senior Phase.</p> <p>There is a cultural shift throughout the school towards extending opportunities for learning across a range of contexts to prepare young people for their future e.g. the introduction of the Apprenticeship Programme; S2 IDL, S3 Masterclasses, NPA in Cyber Security, Baccalaureate programme and the I-Gem initiative. The school has ambitious and innovative plans for developing digital learning across the school including joint projects with a school in USA and engagement with Microsoft to expand learning opportunities for young people. The school has developed a range of learner pathways to demonstrate the range of opportunities available for young people in Grove Academy, which is helpful in supporting discussions with pupils and parents.</p>	<p>of each day. A locality arrangement is in place to ensure guidance staff/classes are in the same proximity.</p>	<p>deepen their level of understanding and skills.</p> <p>The Extended Review highlighted the following issues:</p> <ul style="list-style-type: none"> • Following evaluation, further develop the S3 Masterclass programme to include opportunities for assessment and feedback to allow young people to reflect on their learning and the skills they have developed • Following evaluation, extend opportunities for the study of Level 4 E's and O's within the S3 Masterclass programme. • Monitor and evaluate the impact of tutor time to ensure it adds value to young people's learning and their entitlement to support • In the proposed revision of the learning and teaching policy, the school should articulate its strategy for Literacy and Numeracy as a whole school responsibility. • Implement Employability profiles, including the creation of an employability skills set for Grove Academy in consultation with partners 	
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In delivering the universal entitlement to support for pupils, the school provides young people with an opportunity to meet with a tutor teacher twice a week. A structured programme is in place enabling young people to be involved in for example, learning conversations and charity work. The school has a range of partners who are beginning to plan learning with school colleagues. There are many opportunities for young people to extend their learning outwith the school, e.g. the SFA Coaching Academy, S2 taster sessions at D&A College, work experience, Duke of Edinburgh and Saltire Awards for volunteering.

The school has considered the priorities of Literacy, Numeracy and Health and Wellbeing and has implemented a range of curricular interventions to support improvements in these areas for example, Fresh Start programme, Scottish Studies Award, additional period of Numeracy in S1 and the Youth Philanthropy Initiative.

2.4 PERSONALISED SUPPORT	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Universal Support • Role of practitioners and leaders • Targeted Support • Identification of learning needs and targeted support • Removal of potential barriers to learning 				

2.5 FAMILY LEARNING	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes 				

2.6 TRANSITIONS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Arrangements to support learners and their families • Quality of support for children and their families • Collaborative planning and delivery • Continuity and progression in learning 				

2.7 PARTNERSHIPS	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • The development and promotion of partnerships • Engagement of parents and carers in the life of the setting • The promotion of partnerships • Collaborative learning and improvement • Impact on learners • Impact on children and families 				

3.3 INCREASING CREATIVITY AND EMPLOYABILITY DEVELOPING CREATIVITY AND SKILLS FOR LIFE AND LEARNING	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS 4 six-point scale?
<ul style="list-style-type: none"> • Creative Skills • Developing creativity • Digital Innovation • Developing digital skills • Digital Literacy • Increasing employability skills • Developing skills for life and learning 				