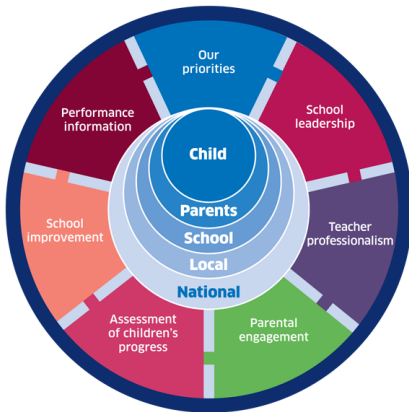


GROVE ACADEMY

Standards & Quality Report 2016-17



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'

Creating an annual standards and quality report

Schools must provide an annual standards and quality report, as a record of progress with their annual improvement plan over the previous session and defining the local and NIF priorities for the coming year.

The annual report should ensure that:

- Progress towards NIF drivers and local priorities is communicated clearly and briefly;
- Evaluation of the impact of the school's actions to improve excellence and equity, and achieve positive outcomes for all children and young people is clear;
- Strategies which have been successful in engaging children and young people, staff, parents and the wider community are highlighted;
- Evaluations for the following QIs are provided: 1.3 Leadership of Change; 2.3 Learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion; 3.2 Raising attainment and achievement; any other QIs linked to improvement work; and
- An overall evaluation of the school's capacity for continuous improvement is stated.

Context of the school - including some or all of the following; school vision, values, aims; local contextual issues; Scottish Attainment Challenge involvement; challenges affecting progress; outcomes of authority reviews/inspection.

Grove Academy is a six-year comprehensive school in Dundee and has a roll of 1258 pupils (2016 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 86.1 FTE, including 18 Principal Teachers (Curriculum) and 7 PT Guidance. A PT Improving Learning and Teaching is also in post. The school is also fortunate in the quality and quantity of its support staff.

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 thread 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.

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.

The school has only been involved in the Scottish Attainment Challenge during this last session (2016-17) having previously been excluded from the Programme, as none of the associated Primary schools were involved. 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 September 2016, the school was subject of an Extended Review of its performance. Using the *HGIOS? 3* QI's, the school attainment very good in four of these QI's and a good in self-evaluation. We have been working particularly on this latter QI during this session to raise it to very good. Other areas for development and improvement mentioned in the Extended Review report were added to the School's Improvement Plan during this session and will continue to be a focus for improvement during 2017-18, particularly with regard to raising the levels of numeracy in the school.

Capacity for continuous improvement - an overall evaluation of the school's capacity for continuous improvement

Quality Indicator	School self-evaluation		Authority review/HMle Inspection (Level, where relevant)
	Level	Detail reason for any change	
1.3 Leadership of change	Very good	N/A	This is the same evaluation as in the DCC Extended Review, September 2016.
2.3 Learning, teaching and assessment	Very good	N/A	This is the same evaluation as in the DCC Extended Review, September 2016.
3.1 Ensuring wellbeing, equity and inclusion	Good	This is the first evaluation of this QI.	N/A
3.2 Raising attainment and achievement	Very good	N/A	This is the same evaluation as in the DCC Extended Review, September 2016.
2.2 Curriculum	Very good	N/A	This is the same evaluation as in the DCC Extended Review, September 2016.

Review of progress for session 2016-2017

School priority 1: **Improving Attainment and Wider Achievement**

- Improving Targeting, tracking and monitoring across the school
- Narrowing the attainment gap (especially literacy and numeracy)
- Promoting wider achievement

NIF Priority

To raise achievement in numeracy and literacy
Closing the attainment gap between the most
and least disadvantaged children

NIF Driver

Teacher professionalism
School Improvement
Parental engagement
Performance Information
Assessment of children's progress

HGIOS 4

1.2, 2.2, 2.3, 3.2

Progress and impact:

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. 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. Pupils' wider achievement is varied and extensive and includes achievement in the Duke of Edinburgh Award at all three levels, Crest awards, Saltire Awards and innumerable sporting, cultural and leisure activities.

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.

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 in the Senior Phase which has been developed and introduced is beginning to address this at the same time as opening up more dialogue between teachers and the young people and their parents/carers. Staff are beginning to use Insight data to help direct improvement.

The 2017 Insight data shows a positive improvement in the attainment of young people in S4 regarding achievement at National 5. Over 51% of the young people in S4 achieved 6 or more National 5 passes, the highest ever. 92% of pupils in S4 attained 1 or more National 5 passes, which is the best achieved since National 5 courses began. These are the best N5 results we have experienced at Grove since NQ's began in 2014. Attainment in S5 was good and on a par with 2014-15, but down on the 2016 results. The number of pupils achieving 5 or more Highers in S5 has dropped to 22.22%, but this is mainly due to the breadth of employability courses now being offered which are not included in the Insight data but which many pupils are now pursuing. Attainment by the end of S6 showed a positive upturn, with pupils leaving with the highest number of National 5 passes than ever before. This was also the case for pupils leaving with 1 or more Highers (81.39%) and 3 or more Highers (65.37%)

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 Numeracy through Nat 5 Maths before leaving school. In literacy both at Level 4 and 5, the school remained well ahead of the Virtual comparator.

The Local benchmarking Measure: Attainment versus Deprivation shows that we are supporting our young people in the most deprived deciles to achieve better than the National Trend, although we need to do more to support our young people in the middle and least deprived deciles to achieve better.

At National 5 level, 16 subjects out of 27 had a significantly positive comparator value. Only one subject had a significantly negative comparator figure and this was due to significant staffing difficulties throughout the session. At Higher level all subjects, bar five, had a positively significant or not significant comparator value. Again staffing issues were at the root of these results. History, Art and Design and Music Technology had outstanding results at both levels.

Next steps:

See 2017-18 School Improvement Plan, Priorities 1 and 2

School priority 2: Improving Impact on Learners

- Continue to develop effective learning and teaching
- Improve pupil feedback
- Improve and widen opportunities for pupil leadership
- Improve parental involvement
- Promote positive parenting skills to support young people’s achievement

NIF Priority

Improvement in children and young people’s health and wellbeing

NIF Driver

School Improvement
Parental Engagement
Assessment of Children’s progress

HGIOS 4

2.3, 3.1, 2.4, 2.5

Progress and impact:

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. The widespread use of learning intentions and success criteria, accompanied by the growing use of social skills highlight the drive to ensure quality 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.

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.

All staff have participated in Professional Dialogues on how to improve Feedback and Learning conversations. 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.

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 new Walkthrough development should help to bring more consistency to all departments.

Young people at Grove Academy 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. They feel they are offered extensive opportunities to widen their experiences and achievement, and their leadership skills, be it through the PRC, as prefects and being part of the Captaincy Team, as part of the Eco schools groups, as Peer Supporters or leading assemblies.

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. In working with parents, the school tries to ensure these values are at the forefront.

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.

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 aspects of their lives.

The school continues to build positive relationships so everyone feels included, valued and safe. This is founded on the school's clear Vision and its Values, - Honesty, Respect, responsibility, Fairness and Determination. Staff and partners are proactive in promoting positive relationships across the learning community.

Many staff encourage equality and inclusion through their methodology of Co-operative Learning

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.

During this session the school (staff, parents and pupils) has participated in a project with Robert Gordon University which we hope will help us improve support for pupils suffering bereavement and loss.

The school has also been exploring ways to involve parents more in the school's improvement and discussion have been held with the Parent Council on this topic. The school has also explored the possibility of an additional Family Involvement Worker to work with young people and their families to learn together and improve support for their young person's achievement.

Next steps:

See 2017-18 School Improvement Plan Priorities 2 and 3

School priority 3: Delivering the Curriculum

- Implement and imbed IDL as the fourth context for learning
- Developing Scotland's Young workforce
- Sustainable development of the curriculum
- Whole staff responsibility to ensure we Get It Right For Every Child

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School Leadership
Teacher Professionalism
Parental Engagement

HGIOS 4

2.2, 2.7, 3.3

Progress and impact:

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 on-going 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.

The rationale for our curriculum is based on the vision and values for our school.

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.

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 where the school can narrow the attainment gap.

It aims 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.

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.

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.

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.

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.

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.

Tutor time evaluation lead to a change in the structure of the school timetable to accommodate 10min registration/tutor time at the start of each day. A locality arrangement is in place to ensure guidance staff/classes are in the same

Next steps:

See 2017-18 School Improvement Plan, Priority 4

School priority 4: Improving Self-Evaluation

- Improve staff self-evaluation
- Improve whole school self-evaluation

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School Improvement
Teacher professionalism
Performance Information

HGIOS 4

1.1, 1.3

Progress and impact:

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.

The Quality Indicators in *How Good is our School? (4th Edition)* 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.

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. In the light of the Extended Review in 2016, the well developed, structured programme of classroom observations has now been developed into the departmental "Walkthrough" and this is seen as a way of addressing teacher workload with regarding to observations. 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 improvement. Feedback from Walkthroughs is also used to structure the in-house professional learning programme.

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.

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.

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 *How Nurturing is our School?* is currently being undertaken.

The Head Teacher's "5 a Day" encourages young people to share their opinions, particularly with regard to learning and teaching, and successfully inform school priorities for improvement. Outcomes from these 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.

Next steps:

See 2017-18 School Improvement Plan, Priorities 1-4

Session 2017/18 Priorities - [See SIP for 2017-18](#)

School Priority	NIF Priority	NIF Driver	HGIOS 4
1.			
2.			
3.			
4.			