



GROVE ACADEMY SCHOOL IMPROVEMENT PLAN - 2015-18

School Vision and Values

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.

Project List

1	Attainment and Wider Achievement	3 targets
2	Impact on Learners	5 targets
3	Delivering the Curriculum	4 targets
4	Self-Evaluation	2 targets

Project 1 (4) Attainment and Wider Achievement

3 targets

School Aim

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Target 1 Improve targeting, tracking and monitoring across the school	Impact/Outcomes/Success Criteria Sustained and/or improved attainment and achievement across all areas of the curriculum	
Tasks / Task description 1 Liaise with cluster PS to develop 3-16 tracking and monitoring framework (Cluster plan) to include Incas, MidYIS and SOSCA and endeavour to increase the added value to pupils' predicted potential. 2 Develop whole school and departmental tracking framework for BGE. 3 Familiarisation of Significant Aspects of Learning across the BGE 4 Incorporate skill progression within BGE and SP tracking framework. 5 Develop and improve transition from BGE to SP	Resources Liaison with Learning partner schools and primaries. Consultation with David Matthews, Time, CPD, Seemis, SLWG. Consultation and time. Seemis. Time, Discussion, Inset Days Time. Partner consultation-SDS, K McKeown, S McKnight. Time, Seemis, SLWG, Emerging practice	Responsibility L Elder, F McIntosh and all staff. G Hutton, A Creamer and PT Subject F McIntosh, M Doherty, M Berry M Doherty, A Creamer, L Philip SLT and PT subject
Target 2 Narrowing the attainment gap	Impact/Outcomes/Success Criteria Gap between attainment and deprivation is narrowed	
Tasks / Task description 1 Continue to develop literacy (reading and writing) across the curriculum 2 Develop and improve numeracy across the curriculum 3 Develop and implement strategies to meet the identified needs of pupils in the lower SIMD deciles 1-3 and the lowest 30% 4 Improve staff use of Insight. 5 Develop the use of PASS tests to identify specific health and well-being needs of pupils and target accordingly	Resources Fresh Start continuation. Time and consultation with all staff and stakeholders. Feedback from SSLN. Time, advice from DCC. Possible purchased course to support numeracy. Possible School Numeracy Coordinator, SfL, Cluster Numeracy Project. Time, data, employer mentors, student mentors, CLD, LLP Time, CPD, Attainment Review discussions, DMs. Cost of PASS tests, CPD, consultation with A Creamer, other DCC schools and key school partners, CLD.	Responsibility F McIntosh, PT L&T M Berry Literacy SLWG. M Doherty, SLWG (Developing Numeracy Skills) G Hutton, Link SLT, PT Subject and Guidance G Hutton L Elder and Guidance team
Target 3 Promoting wider achievement	Impact/Outcomes/Success Criteria Pupils' wider achievement is tracked, recorded, recognised and celebrated	
Tasks / Task description 1 Establish a means of tracking pupils' wider achievement 2 Consider ways to recognise achievement and celebrate the conclusion of both the BGE and SP for pupils 3 Investigate ways to improve Wider Achievement for all pupils, particularly the lowest attaining 30% 4 Implement profiling and Employability portfolios	Resources Time, IT systems, CPD Time, unknown costs Time, unknown costs and resources Time, IT systems, I-pads, Wi-fi installation, Glow	Responsibility G Hutton, L Elder, Guidance G Hutton, F McIntosh, Guidance G Hutton, M Doherty, Guidance A Creamer, Guidance

Project 2 (4) Impact on Learners

5 targets

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<p>Target 1 <i>Continue to develop effective Learning and Teaching</i></p>	<p>Impact/Outcomes/Success Criteria <i>Improved experience in the classroom for learners and teachers. Improved achievement and attainment</i></p>	
<p>Tasks / Task description</p> <p>1 Review and update and implement the Learning and Teaching policy</p> <p>2 Develop the use of IT across Learning and Teaching, including the development of BYOD</p> <p>3 Develop more in-house training and use of Professional Dialogue time and In-Service Days to promote learning and teaching – AiFL, co-operative learning, flipped learning, visible learning, reciprocal reading, positive behaviour, TLC, PLC</p> <p>4 Embed and evaluate the Home Learning policy</p> <p>5 Wider use of the Library Resource Centre to support Learning and Teaching</p> <p>6 Develop Growth Mind-set and Promoting Resilience strategies</p>	<p>Resources</p> <p>Time, current policy, DCC policy</p> <p>Ipads, Hand-held Devices</p> <p>Time, CPD budget, Sharing good practice in school, across the city and with learning partners schools (Madras and RHS)</p> <p>Time, printing of leaflets, assemblies</p> <p>Time, LRC-flexibility in opening times of LRC to better meet the needs of learners</p> <p>PSE time, CPD, P Jones (DEPs), Cluster primaries, <i>Live and Learn</i> company, C Knox, James McBrearty</p>	<p>Responsibility</p> <p>WG(L & T) (plus subgroups), M Berry</p> <p>A Creamer, WG (IT for L&T)</p> <p>M Berry, Numeracy co-ordinator, SLT</p> <p>Home Learning WG, PTs, G Hutton</p> <p>WG (L&T), Librarians</p> <p>L Lauder, M Berry, SLWG</p>
<p>Target 2 <i>Improve pupil feedback</i></p>	<p>Impact/Outcomes/Success Criteria <i>Improved feedback to pupils and parents</i></p>	
<p>Tasks / Task description</p> <p>1 Broaden staff use of effective feedback to pupils</p> <p>2 Develop advice and guidance on content and timing of Learning Conversations</p> <p>3 Review format, quality and procedures for reporting and lessen teacher workload and bureaucracy</p>	<p>Resources</p> <p>CPD training, professional Dialogue allocation of time</p> <p>Time, professional dialogue time, CPD</p> <p>Time, advice from other school, authorities and Scottish Government</p>	<p>Responsibility</p> <p>M Berry, SLT, CPDWG</p> <p>SLT, WG (L&T), M Berry</p> <p>M Berry, SLT, WTC, WG(Reporting)</p>
<p>Target 3 <i>Improve and widen opportunities for pupil leadership</i></p>	<p>Impact/Outcomes/Success Criteria <i>Improved pupil leadership and participation in the school. More effective pupil voice</i></p>	
<p>Tasks / Task description</p> <p>1 Review effectiveness of the PRC and develop an improved Pupil Voice mechanism</p> <p>2 Increase pupil leadership opportunities across the Grove cluster</p> <p>3 Consider joint venture to Columba 1400 leadership Academy with another Dundee school</p>	<p>Resources</p> <p>PRC, time, visits to other schools</p> <p>Time, liaison with Cluster primaries</p> <p>Moira Stewart funding, DCC funding, Columba1400 funding</p>	<p>Responsibility</p> <p>SLWG-staff and pupils, G Hutton</p> <p>JP Curran</p> <p>SLWG, G Hutton, L Elder</p> <p>G Hutton</p>
<p>Target 4 <i>Improve parental involvement</i></p>	<p>Impact/Outcomes/Success Criteria <i>Parental involvement in Grove Academy is increased, improved and supportive</i></p>	
<p>Tasks / Task description</p> <p>1 Inform parents of the school's priorities for improving the education of its pupils.</p> <p>2 Increase the use of ICT/social media to inform parents about the school-twitter, etc.</p> <p>3 Investigate deeper involvement of parents in the school-working groups, careers advice and guidance, the curriculum, mentoring</p>	<p>Resources</p> <p>Time, printing of leaflets, parental meetings</p> <p>Time, IT</p> <p>Time, availability of parents</p>	<p>Responsibility</p> <p>G Hutton, SLT, M Berry, WG (Parental Involvement)</p> <p>SLT, SLWG, LRC coordinator</p> <p>SLT, Guidance Team</p>
<p>Target 5 <i>Promote positive parenting skills to support young people's achievement</i></p>	<p>Impact/Outcomes/Success Criteria <i>Parents are more equipped to support their young person to achieve at school</i></p>	
<p>Tasks / Task description</p> <p>1 Develop opportunities for individual parents and carers, identified as requiring support to receive information, advice and coaching on how best to support their child to achieve at school and build their own resilience.</p>	<p>Resources</p> <p>House teams, PSWs, Sfl department, SCSS</p>	<p>Responsibility</p> <p>L Elder, House Teams</p>

Project 3 (4) Delivering the Curriculum 4 targets

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<p>Target 1 <i>Implement and imbed IDL as the 4th context for learning</i></p>	<p>Impact/Outcomes/Success Criteria <i>Will enhance pupils' experience of inter-disciplinary learning in both the BGE and the Senior Phase</i></p>	
<p>Tasks / Task description 1 Improve staff understanding of IDL 2 Identify, develop and implement IDL areas to pilot in 2015/16 timetable (e.g. Scottish Studies). 3 Identify and implement IDL across the whole curriculum from session 2016-17 onwards.</p>	<p>Resources WG (IDL), Inset training, Visits to other schools, external agencies (CLD, Active Schools etc.) WG (IDL), Timetabled Time, Planning Time WG (IDL), Timetabled Time, Planning Time</p>	<p>Responsibility WG (IDL), All Staff, A Creamer, M Kerr WG (IDL), All Staff, AC, MK Timetabling team WG (IDL) , All Staff, A Creamer, M Kerr, Timetabling team</p>
<p>Target 2 <i>Developing Scotland's Young Workforce</i></p>	<p>Impact/Outcomes/Success Criteria <i>Development of flexible pathways and alternative curricula to improve learners' employability</i></p>	
<p>Tasks / Task description 1 Identify and establish links with employers and other key providers 2 Create alternative, flexible pathways and apprenticeship opportunities within the Senior Phase 3 Raise pupil and parental awareness of Employability across the curriculum 4 Identify and establish employability opportunities across BGE and SP e.g. Computing-project tied into computer games or Hospitality-deliver an event 5 Professional development of staff with regard to employability</p>	<p>Resources CPD, External Agencies, Time Time, CPD, external Agencies, Timetabling expertise, finance Time, Parents' Evenings, Parental contributions, External agencies, funding Time, external agencies, funding CPD Training, Inset days</p>	<p>Responsibility A Creamer, M Doherty, L Philip A Creamer, WG (DSYW) A Creamer, Guidance Team, WG A Creamer, PTs WG (DSYW)</p>
<p>Target 3 <i>Sustainable Development of the Curriculum</i></p>	<p>Impact/Outcomes/Success Criteria <i>There is a clear rationale for the Curriculum, meeting the needs of all learners. Attainment and achievement is maintained and increased. There is evidence of narrowing the gap without sacrificing quality of expectation for all.</i></p>	
<p>Tasks / Task description 1 Implement the 33 period week 2 Explore a flexible approach to S4-6 timetabling 3 Further develop all SQA National courses N2-N7 and alternative certification and Awards 4 Implement National 1+2 Modern Languages policy</p>	<p>Resources Time, Consultation, Working group Time, Consultation, input from national developments, learning partners, partner agencies Time, CPD Time, CPD, Visit to other schools</p>	<p>Responsibility G Hutton, All staff M Doherty, G Hutton, Timetabling Team All staff G Hutton, F McIntosh, C Edwards</p>
<p>Target 4 <i>Whole staff take responsibility to ensure we Get It Right For Every Child.</i></p>	<p>Impact/Outcomes/Success Criteria <i>Children achieving their potential. Targeted and universal support to be implemented in all learning situations</i></p>	
<p>Tasks / Task description 1 Fully implement the Single Child's Plan including ABLe planning 2 Implement <i>How Nurturing is Our School?</i> (HNIOS) best practice 3 Implement overarching monitoring body (SST) to ensure that support resources are appropriately managed 4 Identify potential partners and flexible education opportunities to support the most vulnerable 5 Plan and implement the delivery of universal support 6 Further develop Grove Academy as a Rights Respecting school by embedding values-based restorative approaches to conflict leading to a reduction in exclusions, proactive whole school anti-bullying strategies, and gender equality.</p>	<p>Resources SfL department, PSWs, Time, Professional Dialogue time, consultation Time Time Time, consultation, working group, Staff CPD DEPs, Staff CPD, information sessions for pupils and parents/carers</p>	<p>Responsibility L Elder, Integrated Pupil Support team (IPS Team) IPS Team L Elder, IPS team A Creamer, IPS team All Staff All Staff, M Robertson</p>

Project 4 (4) Self-Evaluation 2 targets

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<p>Target 1 <i>Improve staff self-evaluation</i></p>	<p>Impact/Outcomes/Success Criteria <i>Better self-evaluation leading to improved attainment</i></p>	
<p>Tasks / Task description 1 Raise awareness of Professional Standards from GTCS 2 Further training for all staff on PU/PRD procedures, including sharing of good practice in this area and with our partner schools 3 Improve leadership opportunities and collegiality across the school</p>	<p>Resources Time, In-Service training Time, In-Service training Time, discussion, visits to other schools</p>	<p>Responsibility All staff, SLT, F McIntosh All staff, SLT, F McIntosh All staff, SLT</p>
<p>Target 2 <i>Improve whole school self-evaluation</i></p>	<p>Impact/Outcomes/Success Criteria <i>Improved attainment. More awareness of standards in other schools leading to better learning and Teaching</i></p>	
<p>Tasks / Task description 1 Implement HGIOS4 and HNIOS 2 Develop the practice of self-evaluation dialogues between SLT and Principal Teachers 3 Broaden the Classroom Observation procedures to include advice from PLC and TLC. 4 Develop Learning Partnerships with Madras College and the Royal High School (and other interested schools across Scotland) at school, departmental and pupil levels. 5 Develop a programme schedule and set agenda for all DMs and PT meetings.</p>	<p>Resources Time, CPD Training Time Time, TLC, PLC Time, Insight training Time</p>	<p>Responsibility F McInotsh, L Elder G Hutton, SLT, PT Subject All staff G Hutton, SLT, PT Subject, pupils G Hutton, SLT links</p>