

School Handbook

December 2015

Grove Academy



Contents

Section 1	Welcome & Vision
Section 2	School Ethos
Section 3	School Information
Section 4	School Policies and Practical Information
Section 5	Parental Involvement
Section 6	Curriculum
Section 7	Support for Pupils
Section 8	School Improvement
Section 9	Extra Curricular Activities

Section 1: Welcome and Vision

Dear Parent/Carer,

Welcome to Grove Academy!

This handbook is designed to provide some basic information about the school. It is primarily written with 'new' parents in mind. It should, however, also be of interest to parents of existing pupils. If after reading the handbook you would like more information, please do not hesitate to contact me. I am happy to speak to you and show you the school so that you can judge its values and atmosphere for yourself.

At Grove we aim to establish a warm, welcoming open ethos where everyone feels included, valued and safe. We endeavour to develop pupils' spiritual, moral, social and cultural values. We do this through our curriculum and through the attitudes and positive behaviour we foster in the school.

We work in partnership with parents in this task and take account of their views as well as the individual needs of each pupil. We try to inspire our young people to aspire to better and achieve the best they can. It is our aim to nurture their aspirations and we celebrate their achievements as much as we can.

We welcome and encourage diversity and individuality while emphasising a commitment to our core values: honesty, respect, responsibility, fairness and determination. In doing so, we support the principle that all staff and pupils have the right to be respected as individuals and a responsibility to act in a considerate and respectful way towards others.

We adhere to a policy of Equal Opportunities and are committed to the elimination of any form of discrimination on the grounds of race, religion, gender, sexual orientation or disability. We try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school.

Section 1: Welcome and Vision

Our shared Vision and Our Handful of Values are printed for you in Section 2 of this handbook. These were agreed by pupils, parents and staff after nearly two years' consultation and discussion. They are the golden thread running through our school. The Values are not just for school but for life.

I believe pupils of all levels of ability benefit from their education at Grove and very many achieve distinction in academic studies, sporting interests and leisure pursuits. It has been my experience that new pupils very quickly feel 'at home'. I am sure that within a short period of time your child will begin to make his or her own particular contribution to the life of the school.

Graham Hutton
Rector



Section 2: School Ethos

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.

Section 3: School Information

School Address: Grove Academy, 24 Claypotts Road,
Broughty Ferry, DUNDEE, DD5 1AB

Telephone: 01382 436800

Fax: 01382 436851

Email Address: grove@dundee.gov.uk

Website: grove.ea.dundee.city.sch.uk

Senior Leadership Team

Rector: Graham W Hutton

Depute Head Teacher: Lesley M Elder
Fiona McIntosh
Mark G Doherty
Andrew Creamer

Business Manager: vacant

School Status: Non-denominational S1-6

School Roll: 1247

School Hours: 08.45 - 3.30

Parent Council Contact Info: Penny Lewis (Chair)
Clare Jefferson (Clerk)
grove@dundeeparentcouncil.org

School Chaplaincy Team: Rev G. Taylor, Rev C. Collins, Imam Vali
Hussein, Rev A. de Paula, Rev B Talbot,
Gary Torbet, Patrick Sullivan, Rev F
Bridger, Rev H Bridger, pupils from S1-6,
Mr Dillon, Mrs Berry

Section 3: School Information

Catchment Area

Grove Academy serves the Broughty Ferry area of Dundee. Our associated feeder primary schools are Barnhill Primary, Eastern Primary and Forthill primary. The catchment area for the school is the combined catchment areas of the associated schools. Pupils are admitted in August each year but others coming to live in the area may be admitted at any time during the session on application to the Education Department.

History of School

The school is 126 years old. The significant dates in its history are:

- 1889 - Founded by Broughty Ferry School Board as a fee paying primary and secondary school
- 1909 - Main Building in Camperdown Street is completed
- 1938 - Infant and primary departments were transferred to the former Western Primary School (the 'Wee Grove') subsequently the Annexe and now a Health Centre.
- 1956 - Extension Building opened to house Science, Technical and Home Economics departments
- 1989 - Centenary Building opened
- 1995 - Extension Building upgraded and a new further Extension opened
- 2008 - Phase 1 of PPP Building opened and old extension building demolished
- 2009 - Phase 2 of PPP Building opened

Section 3: School Information

How parents can communicate with the school

Parents are warmly invited to contact the school - by letter, phone or email - **at any time** should they have a concern about their child. The first port of call is always the child's Guidance Teacher. Appointments can be arranged very quickly with the Guidance teacher, should the need arise.

Parents do not need to wait for a report or Parent Contact evening, if they are worried about their child's progress. Please contact the school via the Guidance teacher for any clarification required.

How the school communicates with parents

The school communicates with parents through a variety of means. This can be letters via the pupils ("Bag drop") or by phone, mail, text or email.

The school also uses the Website to give information to parents on a wide range of issues and parents are asked to visit the website regularly. Events, achievements and other news items are posted regularly on the website.

School reports are issued to parents as follows:

S1 - October (Settling-In report) and May

S2 - April

S3 - December

S4 – September and November (On-Track reports) and February

S5/6 - September and November (On-Track reports) and March

Parent Contact evenings are held as follows:

S1 – December

S2 – January

S3 – January

S4 – February

S5/6 - November

Section 4: School Policies & Practical Information

AUTUMN TERM

Monday 15 August 2016 - Staff resume

Tuesday 16 August 2016 - Pupils resume

Friday 7 October 2016 - Mid Term, All break

WINTER TERM

Monday 24 October 2016 - All resume

Thursday 10 November 2016 - In service day, schools closed

Friday 11 November 2016 - In service day, schools closed

Monday 14 November 2016 - All resume

Friday 23 December 2016 - Term ends

SPRING TERM

Monday 9 January 2017 - All resume

Thursday 9 February 2017 - In service day, schools closed

Friday 10 February 2017 - Mid term, all break

Monday 13 February 2017 - Mid term, all break

Tuesday 14 February 2017 - All resume

Friday 31 March 2017 - Term ends

SUMMER TERM

Monday 17 April 2017 - All resume

Monday 1 May 2017 - May Day, schools closed

Tuesday 2 May 2017 - All resume

Friday 26 May 2017 - In service day, schools closed

Monday 29 May 2017 - Victoria Day, schools closed

Tuesday 30 May 2017 - All resume

Thursday 29 June 2017 - Term ends

Further information about future school holiday dates can be found on the Dundee City Council website at <http://www.dundee.gov.uk/education/schoolholidays1/>

Section 4: School Policies & Practical Information

School Uniform

Parents are asked to support the school by encouraging a smart appearance and the wearing of the recommended uniform. Through the wearing of uniform pupils are encouraged to take a pride in their appearance, a pride in their school and correspondingly a pride in their work. Rightly or wrongly members of the public and prospective employers often judge a school by the appearance (as well as the behaviour) of its pupils. It is important therefore that Grove pupils create a good impression of themselves and of the school.

School security is also of great importance. Wearing uniform can help identify those who do not belong to our school

BOYS	GIRLS
School blazer and tie Charcoal grey or black trousers White shirt Navy blue or black jumper Suitable black footwear (not trainers)	School blazer and tie Navy blue or black mid-length skirt or trousers White blouse Navy blue or black jumper Suitable black footwear (not trainers)
BOYS/GIRLS (Indoor P.E. Kit)	BOYS/GIRLS (Outdoor P.E. Kit)
White top Navy shorts Training shoes for indoor use	White top Navy shorts Tracksuit Appropriate footwear
BOYS (Pool)	GIRLS (Pool)
Swimming trunks Cap	Swimsuit Cap

Section 4: School Policies & Practical Information

Some items of the school uniform, including the blazer, tie, jumpers and skirts can be purchased on-line from Logoxpres, our recommended schoolwear supplier. Visit their website at: www.logoxpres-schoolwear.co.uk

Alternatives To Uniform

If there is any difficulty in providing the full school uniform, parents are asked to ensure that their sons/daughters wear a black pullover/cardigan top and shirt/blouse with school tie and dark trousers/skirt.

Leggings, Trainers, denim jeans and jackets, leather jackets, track suits, hoodies, T-shirts and garish sweatshirts and very short skirts or shorts are not considered suitable for school wear, especially if they are embellished with slogans or other emblems. The wearing of football scarves and jerseys is not allowed nor is the wearing of badges or emblems liable to offend others. Jewellery and fashion belts should not be worn; the exception to this being stud earrings.

School Clothing Grants

If parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, Child Tax Credit or Working Tax Credit and an annual income of less than £16,105, the Authority will consider one application per year for a grant towards the cost of purchasing essential clothing to enable their children, up to the age of 16, to attend school. The school clothing grant payment will be made through BACS transfer into a nominated bank account or paid by cheque.

Application forms can be made online at:

<https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

Section 4: School Policies & Practical Information

School Meals

School lunches cost £2.00 per day and all children are provided with a lunch menu by Tayside Contracts.

All children staying for lunches within school will eat in the dining hall. Safety flasks containing hot food may be brought to school, but not the glass vacuum type, which may be dangerous, as they are liable to break. Glass bottles should not be brought to school.

Please inform us in writing if your child has any special dietary needs so that arrangements can be put in place to accommodate their needs.

The dining room is supervised by support staff at all times. Please note that the school does not approve of pupils going out of school to buy their lunch due to safety reasons.

Free School Meals

Free school meals are available to all pupils in Primary 1 – 3 from January 2015. For all other stages, free school meals are available to pupils whose parents are in receipt of Income Support, Income based Job Seekers Allowance, Income Related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Guaranteed Pension Credit, or in receipt of Child Tax Credit only and have an annual income of less than £16,105 or Working Tax Credit and have an annual income of less than £6420.

Application forms can be made online at <https://mydundeeaccount.dundee.gov.uk/secure-info> or are available from the school office or from Dundee House.

Instrumental Tuition

Tuition fees are currently free and instrument hire is £83.00 per year.

Section 4: School Policies & Practical Information

EMA

EMA is part of the Scottish Executive's agenda of encouraging access to, and participation in, further and higher education by young people from low-income families.

EMAs provide financial support for 16–19 year olds who stay on in full time non advanced education after their statutory school leaving date (i.e. those continuing in post-compulsory education).

To be eligible for an EMA in 2015/2016 the student must:

- Have been born between 1 March 1995 and 28 February 1999.
- Have a household income of £22,403 or below (for families with more than one dependent child in the household) based on 2014/15 income or
- Have a household income of £20,351 or below (for families with a single dependent child in the household) based on 2014/15 income.

EMA is a weekly allowance of £30 payable to eligible young people who have achieved 100% attendance per week. It is payable in arrears, generally on a 2 weekly basis.

EMA Application forms will be available in all Dundee Secondary Schools from June 2015.

Leaving Dates

Summer Leaving Date

A pupil whose sixteenth birthday falls on or after 1st March and before 1st October, is judged to have reached school leaving age on the 31st May.

Winter Leaving Date

A pupil whose sixteenth birthday falls on or after 1st October and before the last day of February, is judged to have reached school leaving age on the first day of the Christmas holidays.

Section 4: School Policies & Practical Information

Emergency School Closure Procedures

In exceptional circumstances the school may be unable to function normally. The school may be affected by severe weather or power failures. We shall do all we can to let you know about the details of closure and re-opening through the local radio, press, text messages and letters home. You can be assured that we will never send a child home without first checking that there is an adult at home.

Placing Requests

Parents of children living out with the school's catchment area, who wish their child to attend the school, are asked to make a placing request. Forms can be obtained from Customer Services, 50 North Lindsay Street, Dundee. The child's birth certificate and a proof of address, in the form of a Benefit Book, Council Tax book or recent (within two months) utilities account must be shown.

Prospective parents who wish to come to see the school are invited to telephone the school office to make an appointment to visit.

Section 4: School Policies & Practical Information

School Absence procedures

Please contact the school as soon as possible if your child is absent. Please send a note to school with your child on their return explaining the reason for the absence.

If your child is absent and no contact is made by you, a text message will be sent from the school. If three days pass without explanation for an absence an Education Welfare Officer will arrange to visit you and your child at home.

The following points are included in the Education Authority's **Attendance Initiative**

- If your child is ill and cannot attend school please contact the school before, or as soon as possible after 9.00am on the first day of absence.
- If the absence is planned, e.g. a hospital appointment, we ask you to let us know prior to the absence.
- If your child is absent for more than three days please call again or write to tell us.
- If you have not contacted the school to say your child is absent and have received a text message please contact us as soon as possible.

Regular attendance at school ensures your child is receiving the continuous education they are entitled to. Dundee City Council asks that, where possible, parents do not take children out of school for family holidays during term time. In accordance with Scottish Executive guidelines for pupil attendance, most holidays are recorded as unauthorised unless there is proof from an employer that this is the only time when holidays could be taken.

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Section 4: School Policies & Practical Information

Appointments

If your child has an appointment during the school day or needs to leave school for any other reason, please put this in writing. We would appreciate it if routine appointments could be made outwith school hours but understand that this isn't always possible.

If your child does need to leave school during the school day they must be collected by a parent/carer at the main reception. In the interest of safety we cannot allow children to leave the school unaccompanied.

Accidents/Illness at School

In the event of a child having an accident or becoming ill at school we will attempt to contact the parents so that they can collect the child from school. However, if we cannot contact the parents, we will contact the Emergency Contact whose name and telephone number should be given to us by the parents.

Therefore it is very important that parents inform the school of the name, address and telephone number of the Emergency Contact and advise the school immediately of any changes that occur.

Section 4: School Policies & Practical Information

Promoting Positive Behaviour

The School's rules are based on the philosophy of promoting positive behaviour. The rules are simple and straightforward and centred on our Values, displayed on all classroom walls. Pupils who abide by the rules are rewarded by verbal praise, positive referrals and Responsibility for Learning Awards.

Those who choose not to behave are faced with a series of behaviour checks which include formal warnings, standard punishment exercises, detention and referral to either Heads of Department, the Depute Heads or to the Rector.

Pupils who persistently misbehave or seriously misbehave may be referred to Time Out where they have to work in isolation from their fellow pupils and are detained over interval and lunchtime.

The ultimate sanction is exclusion. A pupil is then put out of school for a period of time and is allowed back on the basis of an undertaking by both parents/carers and pupil concerned.

The school's policy on discipline is designed to try and ensure consistency and fairness to all. Parents/carers have a vital role to play in helping the school achieve its aims.

It is essential that they ensure the good behaviour of their children and that their youngsters comply with the school's rules and regulations.

The school will always try to keep parents fully informed to enable both school and home to work together to solve the problem. The school's policy is available on the school's website.

The school is a community of over 1,300 pupils and staff. If it is to function effectively it needs to have a set of rules and regulations which are fair, easily understood and accepted by all concerned, including parents and carers. The rules have not been designed to impose restrictions but rather to provide sensible precautions for the safety and welfare of pupils whether it be in classrooms, corridors, social areas or when travelling to and from school. They

Section 4: School Policies & Practical Information

have also been designed in the belief that the vast majority of pupils want to come to a school where the atmosphere is one of care and concern for each of them as individuals.

The rules are designed above all to ensure effective teaching and learning. Staff should be able to teach without disruption and pupils should be able to learn without interference or interruption from others.

School Concerns and Complaints Procedures

If you want to talk to your child's teacher or a member of the senior staff it is generally better to make an appointment. This ensures that the member of staff is available, that classes are not disturbed and that pupils' lessons are not affected.

If you have made a complaint to the school and you are not satisfied with the outcome, you can have your complaint reviewed by a senior officer in the Education Department.

Education Department publications can be found at:

<http://www.dundecity.gov.uk/department-publications/Education>

Section 5: Parental Involvement

“The school works very well with parents and a wide range of agencies, including health partners and community learning and development workers, to ensure all young people can learn and develop skills for the future.”

Parental Involvement

Parents are a vital part of our partnership working. They are the third side of our partnership triangle of pupils, teachers, parents. Parent involvement in their child’s education is encouraged and welcomed at Grove.

Parents can contact the school at any time for support and advice on how to support their child’s learning and development, and particularly at key stages when choices are being made.

Transfer from Primary School

“There are very good pastoral links with the associated primary schools. This forms a good basis on which to build effective subject links to ensure progression in learning from P7”

The school is actively engaged in promoting close liaison with its associated feeder primary schools. Part of that liaison includes Guidance staff visiting P7 classes to meet the new S1 pupils. An information evening is held annually in January for the parents of prospective S1 pupils, when parents can tour the building, learn more about Grove and ask any questions about their child’s impending transition to Secondary school. The pupils are brought to the school for 3 days in June and parents are invited to a special evening meeting to meet staff, and to find out about the organisation of the school.

Parents of prospective S1 pupils are also most welcome to come to the school at any time to talk to the Rector and/or to tour the school if desired.

Section 5: Parental Involvement

Newcomers to the area

Parents who have just moved or are in the process of moving to the area and are seeking or have been offered a place for their child at the school are asked to make an appointment to visit the school to meet either the Rector or a Depute. A tour of the school can be organised and parents provided with any information they require. Parents must complete an application form and return it to Dundee House for processing.

School Appointments

Parents may contact the school at any time to discuss their child's progress. This should be done through the relevant Guidance teacher or if unavailable, the House Head, i.e. the Depute Head. If the matter is particularly serious then contact can be made directly with the Rector.

In the case of a long-term absence the school will make every effort to arrange for work to be done at home. Parents are asked to contact the appropriate Guidance teacher to make such arrangements.

Parent Council

The Parent Council is a group of parents who have been selected in accordance with the Parent Council constitution to represent all the parents of children at our school. Parents of any child at Grove Academy can seek to be part of the Parent Council in line with arrangements set out in the constitution.

The Parent Council can co-opt other members as it sees fit.

Section 5: Parental Involvement

The aims of the Parent Council are:-

- to work together with everyone involved in the life of the school – parents, learners, teachers, school staff and the wider community
- to make sure that all parents have a say in their children's education – and are able to express their views and wishes
- to build links between the school, parents, pupils, nurseries and pre-school groups and the community

Our Parent Council meets at least once each term and meetings are open to all parents.

If you would like more information about the Parent Council please contact the school or see our website or email the Parent Council at: Grove@dundeeparentcouncil.org

Friends of Grove Academy

The school encourages parents to take an active interest in their child's education and in all aspects of the school.

The Friends of Grove Academy (FOGA) is designed to enable staff and parents to work together for the benefit of the school. Each year the FOGA organises social events to raise funds for the school.

All parents who have children at the school automatically become members. An outline programme is drawn up each year by the FOGA and is issued to parents via the Head Teacher's newsletter, special information sheets and the local press.

Section 6: The Curriculum

S1 - S3 Broad General Education

Our S1-3 courses are based on the prior learning that pupils have experienced in

Primary School and continue to build on the set of Experiences and Outcomes which allows them to progress in all areas and continue to improve their skills in literacy, numeracy and health and well-being in every area of the curriculum. There is wide liaison between the Primary schools and Grove Academy in order to ensure as smooth a transition as possible for all our young people. (Please see Section 5 – Transfer from primary to secondary).

The Broad General Education allows pupils to learn about the appropriate skills for work, learning and life. There are also opportunities for pupils to experience learning in different contexts in and out of the classroom, for instance Inter-Disciplinary Learning, cooperative learning, visiting speakers, trips and excursions. Should any aspect of the learning in S1-3 be deemed sensitive, the view of parents will be sought by letter.

S4 - S6 Senior Phase

Towards the end of S3, pupils will be given advice, support and guidance in choosing these subjects for S4. Parents will be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S4 Choice interview with their child's Guidance Teacher.

When they go into S5 or S6, pupils will build on the qualifications they have achieved in S4 and may wish to broaden or deepen their qualifications. Courses in S5/6 will be available at National 3, 4, 5 levels as well as Higher and Advanced Higher. Pupils in S5/6 will be expected to pursue 5 courses, plus Social Education and Tutor Time as well as a Health and Wellbeing option. The latter includes options for physical, nutritional, spiritual and mental wellbeing. Each pupil's curriculum will be negotiated to suit the

Section 6: The Curriculum

needs of that pupil but also maximise their chances of achieving the best qualifications they can in order to leave school for a positive and sustained destination in Further or Higher education or the world of work. Parents will again be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S5/6 Choice interview with their child's Guidance Teacher.

Leaving School

Each pupil's curriculum will be negotiated to suit the needs of that pupil but also maximise their chances of achieving the best qualifications they can in order to leave school for a positive and sustained destination in Further or Higher education or the world of work. Parents will again be involved in supporting their children through this process, by being invited to Parental Information Evenings, sharing information on the school's website regarding the Senior Phase curriculum and through participation in the final S5/6 Choice interview with their child's Guidance Teacher.

Getting it Right for Every Child (GIRFEC)

The GIRFEC approach is about how staff in all children's services meet their needs by working together to ensure that children reach their full potential.

www.scotland.gov.uk/gettingitright

Section 6: The Curriculum

Sensitive Issues

Part of our curriculum involves teaching the children about issues which could be considered sensitive i.e. sexual health and relationships education or drugs and alcohol awareness. Parents should be assured that whenever these topics arise, we will communicate as appropriate with home. On some occasions we may send a letter just to raise awareness that specific issues are to be covered, on other occasions we will actively seek permission to include your child/ children in a series of lessons. If any parent is concerned about what is being covered within the curriculum however, they should feel free to speak to a member of staff about this.

Religious Observance

Through the ethos and curriculum, we provide opportunities for pupils to explore morals and values. We help learners develop their own beliefs, values and a responsible attitude to others. Pupils are encouraged to develop an understanding of Christianity and other religions. Pupils develop skills of reflection, critical thinking and how to act when making moral decisions. The school welcomes diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of the school that all who are involved in the life of the school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Under the terms of the Education (Scotland) Act 1980 “any pupils may be withdrawn by his/her parents from instruction in religious subjects and from religious observance” Parents wishing to exercise this right should discuss with the Head Teacher.

Section 7: Support for Pupils

Most children make satisfactory progress in school and their education can be fully supported by their class teacher. Some children may, however, need additional support to help them access learning in the classroom. Assessment and planning for their needs will be done through a Child's Plan which identifies their strengths, barriers to learning and what action or support required to meet their additional needs. A very small number of children with significant and long-term additional support needs may meet the criteria for a Co-ordinated Support Plan. These will be children who receive a lot of support from people outside education; for example, from health and social work staff.

Support for learning takes place in every class and is the responsibility of all staff in the school. All of our pupils are encouraged to work to the highest level of their ability and extra help is available for children who may require it to help them achieve their potential. The Head Teacher, teachers and other staff work closely to ensure that children and young people's individual learning needs are met.

The work of Support for Learning staff is co-ordinated by the Head Teacher, is regularly reviewed and is based upon pupil need. Support may be given within the class or within another setting, and may be within a group although it is always based upon the needs of the individual child.

The procedures and processes by which an individual child's needs are identified and addressed are set out in Dundee City Education Department's policy on Supporting Learners. Central to this is the assessment of need using a staged intervention model and the involvement of parents. We also maintain very valuable partnerships within education and with agencies beyond to support pupils who have additional needs of any kind.

To help assess the specific needs of any pupil who may require extra help the school is able to call upon the services an Educational Psychologist from Dundee Educational Psychology Service. Before such a step is taken, parents are always contacted and the reason for such a referral is fully explained and parental co-operation sought.

Section 7: Support for Pupils

As a parent/carer you can access a wide range of information with regard to additional support needs. The information is available both at your local school and on the Dundee City Council website on this internet page <http://www.dundee.gov.uk/education/support/>

The following are available for you at the above internet page.

- Assessing Additional Support Needs
- Attending Pupil Support Planning Meetings
- Co-ordinated Support Plan
- Dispute Resolution
- Dispute Resolution Referral Form
- Mediation - Parent to Parent leaflet
- Supporting Learning (Dundee City Council Education Department, Support for Learning Policy)
- Supporting Learning in Dundee

This internet page also has many other leaflets on related topics which might be of interest to you.

If you cannot access the internet, please ask the School Office if you would like a copy of any of these documents.

The Additional Support for Learning (Scotland) Act 2004 as amended by the 2009 Act came into force on 15 November 2010. The recommendations of the Children and Young People's Act (2014), in particular the Child's Plan and the responsibility of the Named Person, also affects how we assess and plan for all children and young people.

Section 7: Support for Pupils

Information on additional support needs is also available to you from outside Dundee City Council:

Enquire - The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

a telephone helpline - 0845 123 2303

an email enquiry service - info@enquire.org.uk

an online enquiry service

two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Let's Talk ASN

Let's Talk ASN is a free service for the parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. It is a joint initiative of Govan Law Centre (Charity No. SC030193) and Kindred Advocacy (Charity No. SC000264). It provides support for parents and young people from the time they have grounds to make a reference to the Additional Support Needs Tribunal for Scotland (ASNTS).

Advice and information regarding this service can be obtained by email or phone-call:

letstalkasn@edlaw.org.uk 0141 445 1955

Scottish Child Law Centre

The Scottish Child Law Centre is a charitable body registered in Scotland under registration number SCO12741." It offers advice and support for families in regard of additional support needs.

Section 7: Support for Pupils

The Scottish Government website's Additional Support for Learning page also provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs: <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

The 'Supporting Children's Learning Code of Practice (Revised edition)' - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended: <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

'Getting It Right For Every Child and Young Person', is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers. Find it at <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

'Supporting Learners - guidance on the identification, planning and provision of support' is at <http://www.educationscotland.gov.uk/supportinglearners/>

Section 8: School Improvement

Main achievements over the last 12 months

– please see the school's Website.

Improvements in Performance

The HMI report in February 2013 stated:

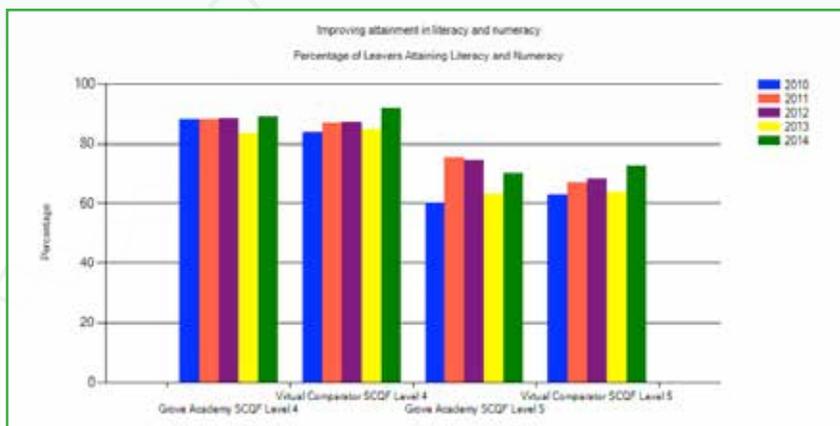
“Young people learn and achieve very well through a rich range of experiences.”

They also commented further:

“Overall, young people are making very positive progress in subject areas from S1 to S3. They are developing important skills and knowledge in health and wellbeing, literacy and numeracy. The school performs consistently to a very high standard in national examinations. At S5/S6, young people perform better or much better than schools serving young people with similar needs and backgrounds. Almost all go on to further study, employment or training on leaving school.”

The following information on School Attainment & Achievement (S4-S6 Leavers) is taken from the national Insight website and indicates the high attainment and achievement during 2013-14 of Grove pupils.

Improving attainment in literacy and numeracy



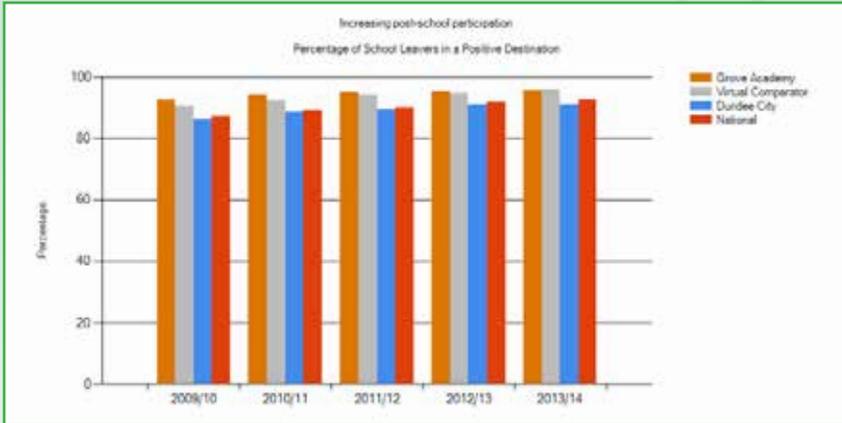
Section 8: School Improvement

Whilst Performance in Literacy and Numeracy at SCQF Level 5 in 2011 and 2012 was greater than our Virtual Comparator, this has fallen behind in the last two years. We are now addressing that through better presentation and appropriate presentations at level 5. In 2014 our performance a Level 5 improved by 5.74%, but our virtual comparator rose at a higher rate. This was also true of Level 4 performance. We are still well ahead of both the Dundee and National performance at both levels.

Year	Establishment	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
2010	Grove Academy	88.16	59.87	152
	Virtual Comparator	83.82	63.03	1,520
	Dundee City	69.8	38.16	1,318
	National	73.93	47.91	52,833
2011	Grove Academy	88.2	75.16	161
	Virtual Comparator	86.96	67.02	1,610
	Dundee City	70.56	43.24	1,369
	National	74.89	49.31	53,209
2012	Grove Academy	88.64	74.43	176
	Virtual Comparator	87.16	68.3	1,760
	Dundee City	71.48	45.75	1,213
	National	76.69	52.23	49,744
2013	Grove Academy	83.51	63.3	188
	Virtual Comparator	84.73	64.15	1,880
	Dundee City	73.68	43.07	1,379
	National	77.92	52.47	51,632
2014	Grove Academy	89.25	69.89	186
	Virtual Comparator	91.88	72.53	1,860
	Dundee City	78.9	46.19	1,327
	National	81.28	55.68	50,035

Section 8: School Improvement

Improving post-school participation (% of school leavers in a positive destination)



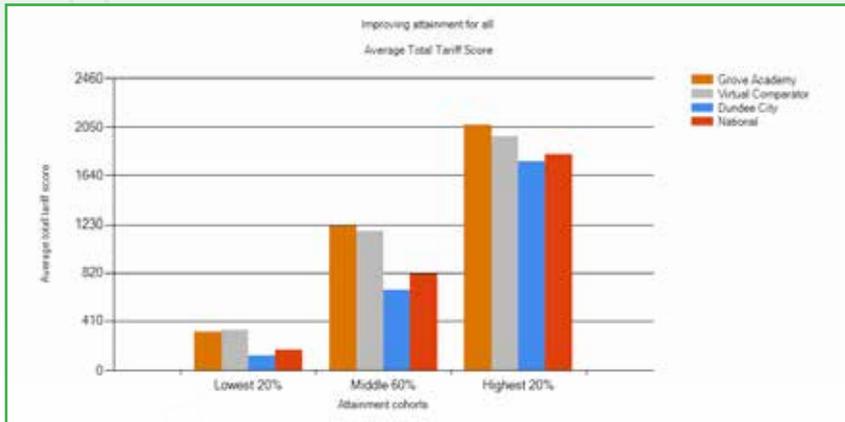
Year	% of Schools Leavers in a Positive Destination	% of Schools Leavers in a Positive Destination	Number in Cohort
2009/10	Grove Academy	92.76	152
	Virtual Comparator	90.53	1,520
	Dundee City	86.27	1,318
	National	87.18	52,833
2010/11	Grove Academy	94.41	161
	Virtual Comparator	92.36	1,610
	Dundee City	88.39	1,369
	National	89.12	53,209
2011/12	Grove Academy	94.89	176
	Virtual Comparator	94.32	1,760
	Dundee City	89.53	1,213
	National	90.12	49,744
2012/13	Grove Academy	95.21	188
	Virtual Comparator	94.73	1,880
	Dundee City	91.08	1,379
	National	91.7	51,632

Section 8: School Improvement

Year	% of Schools Leavers in a Positive Destination	% of Schools Leavers in a Positive Destination	Number in Cohort
2013/14	Grove Academy	95.7	186
	Virtual Comparator	95.81	1,860
	Dundee City	91.11	1,327
	National	92.57	50,035

In 2013/14 Grove attained the highest percentage ever of school leavers achieving a positive destination reaching 95.7%, well above both Dundee and National levels. We still strive to achieve a higher percentage and our virtual comparator indicates for the first time what our target should be for the coming year. Better careers guidance has been a priority during 2014/15 and we are positive that will lead to a rise in this measure.

Improving Attainment for All (Average total tariff score)



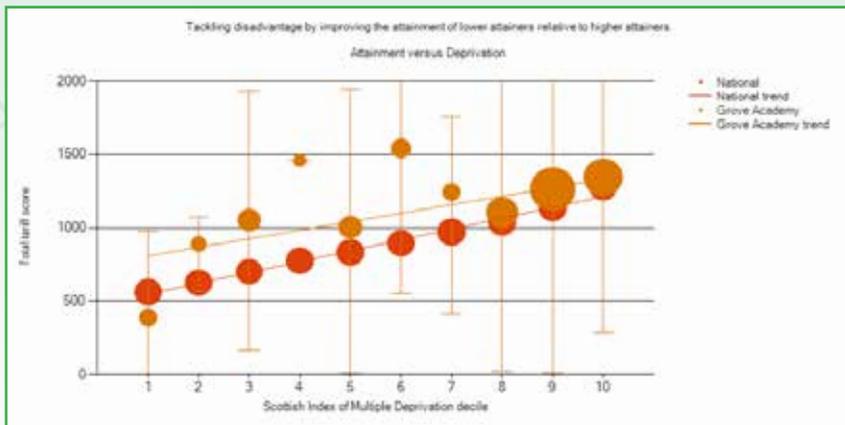
Establishment	Lowest 20%	Middle 60%	Highest 20%	No. in Cohort
Grove Academy	315	1,218	2,068	186
Virtual Comparator	333	1,173	1,973	1,860
Dundee City	120	671	1,761	1,327
National	163	805	1,817	50,035

Section 8: School Improvement

Attainment in the Lowest 20% still needs to improve. More suitable courses for this cohort are being designed, and the principle of Free Choice as pupils choose their learning pathways to suit their individual needs is a strength. We need to ensure that the curriculum offered and pursued by the Lowest 20% is suited to and valid for their needs. The Virtual Comparator underlines the known fact that we have work to do here.

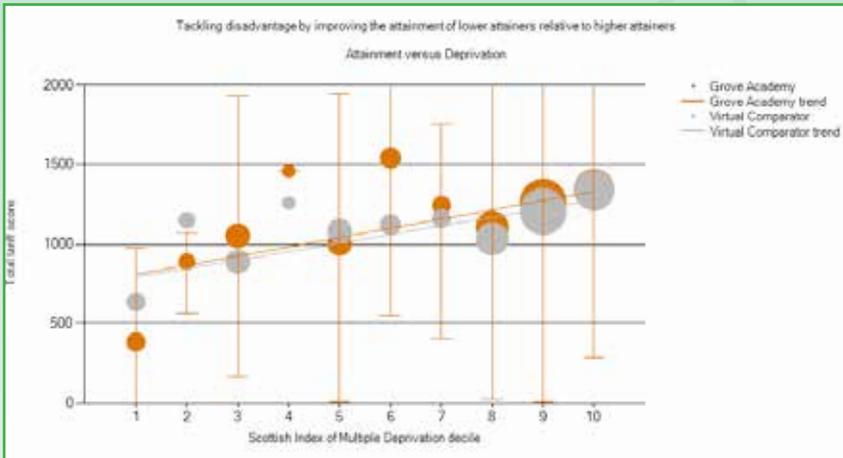
For 2013/14 in both the Middle 60% and the Top 20%, the school has out-performed Dundee, Scotland and the Virtual Comparator, which is excellent. For five years Males and Females in the top 20% have scored better than the Virtual Comparator and we hope this will continue.

Improving Attainment for All (Average total tariff score)



The decile here are based on post codes and reflect the deprivation and affluence of the school community. In all SIMD deciles, except decile 1, Grove has outperformed the national trend. In SIMD decile 6, we have performed much greater than the National Establishment. In SIMD decile 3, we have performed greater than the National Establishment. The underperformance in decile 1 reflects again the comments made in the preceding section.

Section 8: School Improvement



Against the virtual comparator, we are still performing on average better but there are a few areas (deciles 1, 2 and 5) where some work is required to raise the performance of pupils.

SQA Exam Results 2013 - 2015

	2013	2014	2015
By end of S4			
1+ @ N5	0	88	92
3+ @ N5	0	76	76
5+ @ N5	0	51	58
6+ @ N5	0	39	40
By end of S5			
1+ @ Higher	68	69	77
3+ @ Higher	49	48	54
5+ @ Higher	26	28	31

Section 8: School Improvement

	2013	2014	2015
By end of S6			
1+ @ AH	35	35	28
2+ @ AH	16	18	12
3+ @ AH	5	4	4
1+ @ Higher	75	73	76
3+ @ Higher	63	58	61
5+ @ Higher	50	45	46

NB – National 5 exams only commenced in 2014.

In attaining these excellent figures several strategies were used:

- Excellent support from Guidance staff
- A focus on high quality teaching and learning in all departments, with particular stress on co-operative learning strategies
- Maintenance of high expectations by all staff
- Effective and consistent tracking and monitoring of pupils to ensure they achieve their potential
- Robust analysis of prelim results in S4-6 with all departments and subsequently extra support for specific pupils who were underachieving
- HT meeting with a large number of pupils individually in S4-S6 who were not on target
- Extensive supported study offered by most departments for all pupils in S4-6

“The school has introduced a number of helpful approaches to finding out what it does well and where it needs to improve. For example, along with departmental staff, senior managers undertake rigorous analysis of national examination results to identify areas for improvement.” (HMI Report)

Section 8: School Improvement

In addition, the Inspection report highlighted the following areas:

“The school supports young people well to develop and learn. Courses and programmes from S1 to S3 include a good degree of choice which meets young people’s interests and aspirations well. This includes S3 work experience and a number of Skills for Work courses through links with Dundee College. Teachers have revised courses S1 to S3, and almost all subject courses include relevant and challenging contexts for learning.”

Plans for next three years and school’s plans to involve parents in that future development

School Improvement Plan 2015-2018

1 Attainment and Wider Achievement

Target 1 - Improve targeting, tracking and monitoring across the school

Target 2 - Narrowing the attainment gap

Target 3 - Promoting wider achievement

2 Impact on Learners

Target 1 - Continue to develop effective Learning and Teaching

Target 2 - Improve pupil feedback

Target 3 - Improve and widen opportunities for pupil leadership

Target 4 - Improve parental involvement

Target 5 - Promote positive parenting skills to support young people’s achievement

Section 8: School Improvement

3 Delivering the Curriculum

Target 1 - Implement and imbed IDL as the 4th context for learning

Target 2 - Developing Scotland's Young Workforce

Target 3 - Sustainable Development of the Curriculum

Target 4 - Whole staff take responsibility to ensure we Get It Right For Every Child.

4 Self-Evaluation

Target 1 - Improve staff self-evaluation

Target 2 - Improve whole school self-evaluation

The Parent Council was consulted and involved in setting out the priorities for the current plan. The Head Teacher will report back to the Parent Council regularly on progress of the Plan. Parents will also be involved in some of the Working Groups to be created and who will be responsible for taking forward specific targets in the Plan.

Section 9: Extra Curricular Activities

These are available on the school's website.





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