

**Grove Academy
Dundee City Council**

3 May 2005

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1. Background

Grove Academy was inspected in January 2005 as part of a national sample of secondary education. The inspection covered key aspects of the school's work at all stages. It evaluated the structure of the curriculum, analysed pupils' performance in examinations (see Appendix 3) and assessed the quality of pupils' broader achievement. It also evaluated the quality of learning and teaching and pupil support, the environment for learning, the school's processes for self-evaluation, and its overall effectiveness and capacity for improvement. There was a particular focus on the work of the English, mathematics, chemistry and S1/S2 science and geography departments.

HM Inspectors observed learning and teaching and examined pupils' work. They analysed responses to questionnaires issued to a sample of parents and pupils and to all staff. They interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met the chairperson of the School Board, representatives of the parent-teacher association (PTA) and a group of parents.

Grove Academy is a non-denominational school serving Broughty Ferry and the residential area of Barnhill in Dundee. At the time of the inspection, the roll was 945. The percentage of pupils entitled to free school meals was well below the national average. Pupils' attendance was well above the national average.

2. Key strengths

HM Inspectors identified the following key strengths.

- A broad and balanced curriculum at all stages.
- The overall quality of attainment from S3 to S6.
- The commitment of staff to the care and welfare of pupils.
- The quality of curricular and vocational guidance.
- Successes of a high proportion of pupils in the wide range of extra-curricular activities.
- Effective partnerships with parents and the wider community.
- The strength of teamwork and the overall quality of leadership.

3. What are the views of parents and carers, pupils and staff?

Almost all of those parents who responded to the questionnaire were positive about most aspects of the work of the school. They felt that the school offered high standards of educational provision and that pupils' talents were developed through a wide range of extra-curricular activities. Almost all thought that the school had a good ethos, deserved its

good reputation in the community and was well led. They thought that most staff were caring and enthusiastic, and dealt effectively with instances of indiscipline. A few expressed concerns about staffing in some subjects and felt that problems concerning individual pupils could have been communicated to them more quickly. Most pupils enjoyed being at the school and thought highly of its provision. They appreciated the opportunities to participate in the pupils' representative council and thought that the school was well run. Many commented that teachers worked hard and set high standards for their work. Teachers enjoyed working in the school and appreciated the motivation and commitment of most pupils. They thought that all staff worked well as a team and were well led. For many, a major concern was the fact that the school was accommodated on a split site. Further details about what most pleased parents and carers, staff and pupils, and what they would most like to see improved, can be found in Appendix 2 of this report.

4. How good are learning, teaching and achievement?

The curriculum, learning and teaching

The overall quality of the curriculum was very good. The range of subjects studied at S1/S2 was appropriately broad and balanced, in line with national guidance. At S1, staff in many departments took good account of pupils' prior learning through effective curricular links with the associated primary schools and transition courses in specific subjects. Pupils' skills in information and communications technology (ICT) were being developed through a structured programme at S1 and applied widely across a range of subjects. The school had used effective rotations of subjects in some areas to help reduce the number of pupil/teacher contacts and thereby improve the conditions for effective learning. The school had significantly improved the provision for religious and moral education (RME) and had introduced national qualifications certification of these courses at S3/S4. All pupils at S3/S4 studied eight standard grade subjects, or their equivalent, from a commendably wide range. Alternative courses had been devised, within an appropriate rationale, for a few pupils with additional support needs. Staff had enabled a group of pupils to sit Higher music in S4, with very high success rates. At S5/S6, pupils were offered a wide choice of course options to ensure that they were able to continue their studies in subjects taken in S4. Pupils could study a combination of Intermediate, Higher or Advanced Higher courses. There was high uptake at Advanced Higher across 17 subjects. There were additional opportunities for specific groups of pupils to undertake the apprenticeship training initiative and courses at Dundee College. Some pupils at S6 were using distance learning courses to prepare for Advanced Higher examinations.

Standards of teaching and the quality of pupils' learning were good overall. Teachers gave appropriate emphasis to direct teaching, and generally gave clear instructions and explanations. Many were skilled in clarifying complex issues for pupils, and in using local comparisons or personal references to aid their understanding. In many subjects, teachers shared with pupils what they expected them to learn and in some cases referred to previous work covered and, where appropriate, briefly summarised the main teaching points. Almost all teachers used a variety of planned approaches and activities, including increasing use of ICT in most subjects. High-quality interactions with pupils were observed in some lessons across a number of subjects. In the best examples, teachers used open-ended questions very effectively to check pupils' understanding. Most teachers set appropriate expectations of pupils' work-rate and behaviour, but a few had not established effective working

relationships with some classes. The majority issued and marked pupils' homework appropriately to support their learning. In most classes, pupils were well motivated, hard-working and well-behaved. Almost all remained on task throughout lessons and responded well to the variety of activities provided. The pace of lessons was good in almost all subjects. In a few classes, particularly in science at S1/S2, lessons were slow to start or the misbehaviour of a minority of pupils affected the progress of others. In most classes, pupils were being challenged appropriately. They took responsibility for their own learning and in many departments, responded well to opportunities to show initiative or work together in groups. However, some teachers could expect more of pupils through encouraging them to become more actively involved in lessons and by providing more opportunities for independent learning. Teachers generally knew their pupils very well and supported them effectively. Many provided them with helpful study materials and additionally supported study sessions. Teachers often used praise effectively to encourage pupils and most gave good oral feedback to pupils. Some used ICT very effectively to motivate pupils and assist their learning. Most departments kept good records of attainment to help identify pupils in need of extra support. In the majority of cases, teachers catered well for pupils' varying needs. Some subjects at S1/S2 did not take sufficient account of these varying needs in preparing course materials. In many departments, teachers gave very good attention to correcting pupils' written work and to providing constructive feedback and targets to help pupils improve their work. However, these good practices were not consistently applied in all departments.

Achievement

The overall quality of attainment at S1/S2 was good. Pupils were making good progress in their coursework in most subjects although this was not consistent across the school. There had been significant improvements in the performance of pupils in both English and mathematics in recent years. In English, the proportion of pupils achieving appropriate levels of attainment in reading was consistently well above the national average and had risen steadily in the last three years. Overall, performance in writing was well above the national average. The proportion of pupils achieving appropriate levels of attainment in mathematics had improved steadily in recent years and was now well above the national average.

The following comments are based on Scottish Qualifications Authority (SQA) data, using the Scottish Credit and Qualifications Framework (SCQF)¹ for the three year period (2002-2004).

The overall quality of attainment at S3/S4 was very good. The proportion of pupils achieving five or more awards at SCQF level 5 by the end of S4 was well above the national average, and had increased in recent years. The proportion of pupils achieving five or more awards at SCQF level 5 by the end of S4 was much higher than in schools with similar characteristics.

¹ Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 cluster; Standard Grade at 5-6

The overall quality of attainment at S5/S6 was very good. The proportions of pupils achieving three or more or five or more A-C grades at SCQF level 6 by the end of S5 were well above the national average. The proportions of pupils achieving three or more or five or more A-C grades at SCQF level 6 by the end of S6 were also well above the national average. The proportions of pupils achieving three or more A-C grades at SCQF level 6 by the end of S5 and five or more A-C grades at SCQF level 6 by the end of S6 were better than in schools with similar characteristics. The proportion of pupils achieving 1 or more A-C grades at SCQF level 7 was well above national averages and much better than in schools with similar characteristics. Most pupils presented for Intermediate 2 courses and almost all presented for Intermediate 1 courses gained A-C grades.

Information on the subjects inspected is given later in the report. Significant features of attainment in the subjects not inspected were as follows.

- At Standard Grade, the proportions of pupils gaining Credit awards was well above national averages in craft and design, French, German, history, modern studies and technological studies.
- At Standard Grade, pupils had performed notably better in craft and design, French, German, Spanish, physical education and technological studies than in their other subjects. Pupils performed notably less well in Standard Grade biology than in their other subjects.
- At Higher, the proportions of pupils gaining A-C awards in art & design, modern studies, music and physics were well above national averages.
- At Higher, pupils performed notably better in modern studies and physical education and notably less well in biology than in their other subjects.

A high proportion of pupils took advantage of the very wide range of extra-curricular activities on offer. Many individuals, groups and teams from the school enjoyed considerable success in the arts, sports and other challenges. Pupils' self-esteem and confidence were developed and encouraged through activities such as debating. The school's debating and bridge teams had both been very successful in local and national competitions. In addition to participating in shows and musical events within the school, pupils had achieved many successes in the Dundee schools' arts festivals. Pupils from Grove Academy had won a gold award in a scheme to promote enterprise in education, and had gained a great deal from their organisation of, and participation in, activities such as the 'FARM Africa' project, the Young Enterprise Group and the Fair Trade group. Pupils' awareness of aspects of citizenship was developed further through fund-raising activities for a range of charities and the participation of a large number in the Duke of Edinburgh Award scheme. Senior pupils had won a Dundee College design competition whilst others had gained Construction Industry Training Board (CITB) awards and Nuffield bursaries. Large numbers of pupils at all stages participated in a very wide range of individual and team sports, in which they consistently performed very well both locally and nationally.

English language

Learning and teaching

Teachers used a good range of approaches, including the use of ICT, and pupils in almost all classes responded very positively and worked hard. There were some examples of very good teaching. Pupils worked well together in groups when discussing issues and experiences. In a few classes, teachers did not intervene effectively enough when the behaviour of a few pupils disrupted the learning of others. At all stages, most teachers gave very helpful and constructive written and oral advice to pupils about their strengths and individual learning needs, particularly in reading and writing. However, approaches to assessing listening and talking in S1/S2 were not sufficiently well developed, with the result that pupils were not aware of what they needed to do to improve.

Achievement

By the end of S2, almost all pupils were achieving appropriate national levels of attainment in reading and most were achieving them in writing. The school did not have a reliable approach to assessing attainment in listening and talking. Almost all pupils had made positive progress from their prior levels of attainment, including lower attaining pupils. At Standard Grade, the proportion of pupils achieving Credit awards had improved and in the current year was well above the national average. Over the last three years, almost all pupils had achieved a General award or better, with around a half achieving a Credit award. At Higher, the proportion of pupils presented for an award was above the national average but the proportion achieving A-C grades was generally below this average. Pupils generally performed less well at Higher than in their other subjects and made slower progress than expected from their performance at Standard Grade. At Intermediate 2, the proportion of pupils achieving A-C grades was above the national average. Of the small numbers of pupils presented at Intermediate 1 the majority achieved A-C grades. Most pupils presented at Advanced Higher achieved A-C grades.

Other features of pupils' achievement included the following.

- The S2 Creative Writing Club was proving successful in engaging pupils' interest and encouraging them to enjoy writing.
- Pupils at S1/S2 were developing their social skills and self-confidence through participation in the Drama Club.
- Personal reading was very well developed and pupils at all stages were able to talk with enthusiasm and understanding about the books they had read.

Mathematics

Learning and teaching

Teachers explained ideas and concepts well to pupils. In most lessons, teachers questioned pupils effectively to test their understanding and to hold their interest. Overall, teachers had good relationships with pupils, who were almost always well behaved and hardworking. Where teachers used investigative approaches, pupils were well involved in their own

learning. However, in some lessons their experiences were more passive. The department had begun to use ICT for teaching and learning, but this was at a very early stage, and pupils' use of graphics calculators varied from class to class. Pupils were given very good feedback on their progress through well-organised homework exercises and tests. Arrangements for organising classes according to pupils' prior attainment helped teachers to meet pupils' needs well. The pace of work in S1/S2 lessons varied, and in some topics pupils were not making good progress from prior levels of attainment. There was a need for some tasks and activities to be made more relevant to pupils' real life experiences.

Achievement

The majority of S1/S2 pupils were reaching or exceeding appropriate national levels of attainment, and performance at this stage had shown significant improvement in recent years. At Standard Grade, the proportion of pupils achieving Credit awards had been improving and was now well above the national average. Of the small number of candidates for Intermediate 1 mathematics, the proportion achieving A-C grades was well above the national average. The performance of candidates for Intermediate 2 was well below national averages, with a significant number failing to gain A-C grades. The proportion of pupils presented for Higher was above the national average. While the proportion of pupils achieving an A grade had been consistently above the national average in recent years, the proportions achieving A-B and A-C grades had declined slightly. The proportion of pupils failing to achieve A-C grades had been steadily increasing and was now well above the national average. About half of the small number of pupils presented for Advanced Higher gained A-C grades.

Other features of pupils' achievement included the following.

- The high rate of participation by pupils in supported study sessions.
- The lunchtime and after school maths club, which consolidates and develops wider mathematical skills, was well supported.
- Many pupils had achieved successes in school, national and international mathematics competitions, strongly encouraged and supported by staff. Competitions included the UK Mathematics Challenge, with one pupil being invited to go on to the Junior Mathematics Olympiad, and the Dundee enterprising mathematics competition.

Chemistry and S1/S2 science

Learning and teaching

In chemistry and S1/S2 science, teachers gave clear instructions and explanations. They made good use of questioning to check pupils knowledge and understanding. However, they did not explain the purposes of lessons clearly enough to pupils. In S1/S2 science, they gave too little attention to correcting and commenting on pupils' work. In chemistry and science, course materials provided good support for pupils' learning. Appropriate attention was given to developing pupils' skills in learning independently. Most pupils in chemistry were well behaved and worked conscientiously at a good pace. In some S1/S2 science classes, pupils' behaviour was not conducive to effective learning. Chemistry teachers supported pupils in their learning well with a variety of approaches and interesting practical demonstrations.

They did not always involve them actively enough in lessons to provide further challenge. Activities in science were not sufficiently well matched to pupils' prior attainment and needs.

Achievement

In S1/S2 science, the majority of pupils were performing well in their coursework. Attainment varied considerably both within and between classes. In chemistry, the proportion of pupils gaining Credit awards at Standard Grade had generally been above the national average in recent years. Until recently, however, pupils had tended to perform less well in Standard Grade chemistry than in their other subjects. At S5/S6, the number of pupils studying Higher chemistry was generally below the national average. However, the proportion who had achieved A-C grades had improved to exceed the national average. A few pupils in S5/S6 had studied Intermediate 2 chemistry in recent years, with most achieving A-C grades. Almost all pupils who had studied Advanced Higher chemistry had gained A-C grades.

Other features of pupils' achievement included the following.

- A team of S1-S6 pupils had participated annually in the national chemistry quiz run by the Royal Society of Chemistry.
- A few pupils had been selected for the Salter's Chemistry competition organised annually by St Andrew's University.

Geography

Learning and teaching

Teachers used a wide variety of approaches very effectively to motivate pupils and achieve learning outcomes. They used questions skilfully and gave clear explanations and instructions. They were beginning to use ICT very effectively to improve the quality of pupils' learning experiences. A well planned programme of fieldwork at all stages encouraged pupils to work co-operatively and helped extend their understanding of geographical concepts. Pupils worked well in class and responded well to lessons, especially when given responsibility for aspects of their own learning in, for example, investigative activities. Homework was well planned and integrated into the courses at each stage. Teachers used well presented materials and a variety of appropriate resources to support pupils in their coursework. Staff were using appropriate advice from learning support specialists to adapt some S1/S2 units. However, at these stages, staff needed to provide more challenging tasks for some pupils. At all stages, teachers provided good written feedback to pupils on the quality of their work.

Achievement

At S1/S2, most pupils were making good progress in their coursework. Pupils were developing a good knowledge and understanding of geographical concepts, including map skills. At S3/S4, the proportion of pupils achieving Credit awards in Standard Grade geography was in line with the national average and had improved in 2004. At S5/S6, the number of pupils entering Higher geography was well below the national average. However, the numbers for the current year had risen significantly. The proportion of pupils achieving

A-C grades at Higher varied widely from year to year. At Intermediate 2, most candidates achieved A-C grades. All of the small number of Advanced Higher candidates had achieved A-C grades.

Other features of pupils' achievement included the following.

- Pupils in geography had represented the school very successfully in recent years in a national geography quiz.
- Many pupils in S2 and S3 had made a significant contribution to a pilot project in virtual fieldwork.
- A large proportion of geography pupils had developed their awareness of global citizenship and enterprise through participation in the 'FARM Africa' project.

5. How well are pupils supported?

Overall arrangements for the pastoral care and welfare of pupils were very good. Staff used sound procedures for child protection, including dealing with bullying. The school had established a new pupil support team. Through their involvement in the personal and social education (PSE) programme and other contacts, the guidance staff were committed and knew their pupils well. Links with primary schools were very good. The youth workers gave good support to key groups and individuals.

The school promoted a healthy lifestyle through the PSE programme. From S1 to S4 it included key aspects of relationships, health education, sexual health, decision-making, careers education, citizenship and preparation for the world of work. The department was currently reviewing the programme in S5/S6. A good number of outside speakers were involved. However, teachers did not consistently involve pupils in reviewing the quality of the PSE experience, to ensure that it consistently met their needs.

The school provided very good curricular guidance for pupils. At key transition stages, pupils and their parents received comprehensive information on course choices. The school library, managed very effectively by the learning resource co-ordinator, included a well resourced careers library. The school prepared pupils well for making careers choices, through opportunities to evaluate their own progress and develop decision-making skills. It provided a very good range of well-organised education for work and enterprise opportunities, including work experience. Guidance teachers were currently involved in monitoring and tracking pupils' progress at S3/S4. They were not yet tracking progress at other stages in the same way.

The overall quality of support for learning was good, with some clear strengths. Staff in the department all made a significant contribution to the support of pupils with additional support needs and the overall ethos of the school. The department worked well with a large number of pupils in classrooms to improve their literacy and numeracy levels. They further supported a range of other individuals in the base room. Staff made commendable efforts to support different timetables for pupils experiencing learning or behavioural difficulties. This included the Prince's Trust XL Club where pupils developed a range of personal and life

skills. A large number of pupils had individualised educational programmes (IEPs). Within these, long-term learning targets were well focused. The IEPs did not currently include short-term targets to enable teaching staff to have a more focused involvement in supporting and reviewing individuals' progress. The school did not conduct reviews of records of needs frequently enough. Overall, the school had yet to agree a whole-school approach to addressing the range of pupils' needs. Such an approach was required to enable the department to support pupils' learning in more flexible ways.

The depute headteacher with responsibility for pupil support had a good overview of this area and was involved in a range of associated meetings. The school needed to maintain a focus on the work of all staff and agencies involved with specific young people.

6. How good is the environment for learning?

Aspect	Comment
Quality of accommodation and facilities	The overall quality of accommodation was good. The school was well-maintained, clean and relatively litter-free. The 1960s extension had been partly refurbished and extended to create additional teaching space. The section of road between the two buildings had been pedestrianised to allow pupils and staff to move between the two buildings in safety. However, the split site led to a number of problems including delays for pupils in getting to classes and a sense of isolation for some departments. The hatted accommodation did not provide an ideal environment for learning. A controlled door entry system and comprehensive CCTV coverage provided good security for the school. The existing accommodation was fully utilised and space for teaching and storage was limited in a number of areas, particularly in practical subjects. The school lacked a suitable assembly hall and social areas for pupils.
Climate and relationships, expectations and promoting achievement and equality	Pupils, parents and staff identified strongly with the school and were proud to be associated with it. The school provided access to many extra-curricular activities and recognised the achievements of the pupils involved in them. Pupils, teachers and auxiliary staff exhibited positive attitudes and morale was high. Relationships between pupils and teachers were good across almost all departments. In a few classes and corridor areas, pupils exhibited challenging behaviour at times. All pupils had opportunities to present their views through the active and democratically-elected Pupil Representative Council. Pupil representatives also participated in the Dundee City Pupil Council. Senior pupils provided good support to S1 pupils through the buddy system. Most teachers encouraged and motivated pupils through effective use of praise and written feedback on their work. Weekly assemblies, an annual prize-giving and school publications were used effectively to celebrate academic success and raise pupils' aspirations.

Aspect	Comment
	Assemblies provided regular opportunities for religious observance. Staff used the programmes for RME and PSE, as well as activities in a wider range of subjects, to make pupils aware of other ethnic groups, cultures and religions. The school's involvement in the Fair Trade and 'FARM Africa' projects had helped to develop positive attitudes amongst pupils. Staff took account of gender differences in analysing attainment data and had successfully tackled under-achievement by boys in some subjects.
Partnership with parents and the community	The school encouraged parents to participate in the work of the school and had developed productive links with the School Board and the PTA. Parents received helpful information about the school through well-presented newsletters, the school calendar, handbook and letters on specific topics. Parents had been consulted about the timing of the parents' evenings. School reports were generally informative, but the school was aware of the need to address the inconsistent quality of the teacher comments. The school had established very good links with local businesses, particularly through the well established work experience programme. Staff had developed effective links with a wide variety of organisations and support agencies, and the school was used by a variety of community groups.

7. Improving the school

Pupils in Grove Academy learned effectively within a caring and supportive environment. They had opportunities to study a very wide range of subjects at levels appropriate to their abilities and to participate in a variety of other events and activities. The school had been successful in recent years in achieving significant improvements in attainment in all measures, including in English and mathematics at S1/S2. In some departments, teachers were increasingly using innovative approaches to raise the quality of learning experiences, including highly effective use of ICT. The school had a long tradition of nurturing pupils' talents across a wide range of sporting and cultural activities. Large numbers of pupils achieved highly in their chosen fields and the many team sports and cultural events made significant contributions to the ethos of the school.

The headteacher demonstrated many strengths in leading the school. He had a clear vision for the school and provided firm strategic direction in key areas. With the support of his senior managers, he had taken forward significant improvements to the curriculum and had succeeded in embedding a culture of achievement with a clear emphasis on the importance of raising attainment. He had established very good teamwork and mutual support within his management team and across the school more widely. He had used his very good interpersonal skills to develop an open and approachable management style which had enabled him to take forward many developments without alienating staff and other stakeholders. He was ably supported by his senior management team, who carried out their

wide and varied remits with vigour and enthusiasm. Senior managers were justifiably regarded as very hard-working and supportive by other staff, teaching and non-teaching. The headteacher had begun a review of their remits to address some imbalances. The effectiveness of principal teachers varied across the school. Some demonstrated very good leadership qualities. Others had not addressed aspects of their remits with sufficient rigour.

Overall, the school had made considerable progress in monitoring and evaluating its work. A thorough audit of the work of the school had been carried out annually, using appropriate national quality indicators, and all staff had been involved in establishing the school's priorities for improvement. Senior managers and almost all department heads had analysed attainment data rigorously to monitor pupils' progress, identify weaknesses in individual subjects and draw up plans to address them. In some subjects this had led to significant improvements in performance in national examinations in recent years. The school had temporarily suspended its classroom observation programme, pending implementation of an authority-wide policy. However, senior staff now planned to resume these visits, to strengthen the range of effective quality assurance procedures. All staff valued opportunities to participate in a very well-organised programme of in-service training appropriate to their identified needs. In some cases, this included sharing good practice across subjects and observations of classes in other departments. The headteacher and his staff were therefore well placed to continue to raise attainment and to ensure that examples of good practice in learning and teaching were spread more widely across the school.

Main points for action

In taking the school forward, the school and education authority should take account of the need to:

- implement the planned procedures for classroom observation to address inconsistencies in classroom practice and share good practice more systematically across the school;
- raise attainment in S1/S2 and, in particular, improve the quality of pupils' learning experiences in S1/S2 science; and
- review and agree a whole school approach to address the range of additional support needs of pupils, including those with records of needs.

What happens next?

The school and the education authority have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents and carers. Within two years of the publication of this report parents and carers will be informed about the progress made by the school.

Jim Bruce
HM Inspector

3 May 2005

Appendix 1 Indicators of quality

We judged the following to be very good

- Overall quality of attainment: S3/S4
- Overall quality of attainment: S5/S6
- Structure of the curriculum
- Pastoral care
- Curricular and vocational guidance
- Equality and fairness
- Partnership with parents, the School Board and the community
- Leadership

We judged the following to be good

- Overall quality of attainment: S1/S2
- The teaching process
- Pupils' learning experiences
- Meeting pupils' needs
- Personal and social development
- Learning support
- Accommodation and facilities
- Climate and relationships
- Expectations and promoting achievement
- Self-evaluation
- Effectiveness and deployment of staff with additional responsibilities

We judged the following to be fair

- No aspects were found to be in this category

We judged the following to be unsatisfactory

- No aspects were found to be in this category

Appendix 2 Summary of questionnaire responses

What pleased parents and carers most	What parents and carers would like to see improved
<p>Almost all parents felt that:</p> <ul style="list-style-type: none"> • the school had a good reputation in the community and was well led; • staff made them feel welcome and parents' evenings and school reports were helpful; • staff showed care and concern for their children, treated them fairly and if they had concerns would take appropriate action; • the school encouraged children to work hard and teachers set high standards; and • school buildings were kept in good order. 	<ul style="list-style-type: none"> • Around a third of parents felt that they did not have a clear idea of the school's priorities for improvement. • About a quarter did not think that the school had explained how to help pupils with their homework.
What pleased pupils most	What pupils would like to see improved
<p>Almost all pupils thought that:</p> <ul style="list-style-type: none"> • they got on well with other pupils; and • teachers expected them to work to the best of their ability, checked their homework regularly and helped them when they were in difficulty. <p>Most felt that:</p> <ul style="list-style-type: none"> • they felt safe and secure and the school helped them keep safe and healthy; and • at least one teacher knew them well, and teachers told them when they had done something well. 	<ul style="list-style-type: none"> • About a quarter of pupils did not agree that they got the right amount of homework or that all staff were good at dealing with bullying.
What pleased staff most	What staff would like to see improved
<p>All staff thought that:</p> <ul style="list-style-type: none"> • teachers worked hard to promote good relations with community and there was effective communication between senior managers and staff; • teachers set high standards and pupil success was celebrated regularly; and • staff were aware of child protection procedures, showed care and concern for pupils and ensured that they got regular feedback on their work. <p>Almost all thought that:</p> <ul style="list-style-type: none"> • they liked working in the school, the school was well led and there was effective communication amongst all staff; • indiscipline and bullying were dealt with effectively and there was mutual respect between teachers and pupils; and • their training time was used effectively. 	<ul style="list-style-type: none"> • Teachers had no significant concerns about the work of the school. • A few non-teaching staff felt that their training time was not used effectively.

Appendix 3 Attainment in Scottish Qualifications Authority (SQA) National Qualifications

Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C
 6: Higher at A-C
 5: Intermediate 2 at A-C; Standard Grade at 1-2
 4: Intermediate 1 at A-C; Standard Grade at 3-4
 3: Access 3 Cluster; Standard Grade at 5-6

Percentage of relevant S4 roll achieving by end of S4

		2002	2003	2004
<i>English and Mathematics @ Level 3</i>	Grove Academy	95	97	95
	Comparator Schools ²	97	96	96
	National	91	91	91
<i>5+ @ Level 3 or Better</i>	Grove Academy	95	97	94
	Comparator Schools	97	96	96
	National	91	91	91
<i>5+ @ Level 4 or Better</i>	Grove Academy	89	91	86
	Comparator Schools	89	86	86
	National	77	76	77
<i>5+ @ Level 5 or Better</i>	Grove Academy	53	48	53
	Comparator Schools	44	42	43
	National	34	34	35

Percentage of relevant S4 roll achieving by end of S5

		2002	2003	2004
<i>5+ @ Level 4 or better</i>	Grove Academy	78	90	93
	Comparator schools ²	88	89	88
	National	78	78	78
<i>5+ @ Level 5 or better</i>	Grove Academy	51	60	60
	Comparator schools	57	57	57
	National	45	45	45
<i>1+ @ Level 6 or better</i>	Grove Academy	46	59	52
	Comparator schools	51	51	51
	National	39	39	39
<i>3+ @ Level 6 or better</i>	Grove Academy	28	42	31
	Comparator schools	31	31	30
	National	23	23	23
<i>5+ @ Level 6 or better</i>	Grove Academy	8	21	12
	Comparator schools	12	15	13
	National	9	10	9

Percentage of relevant S4 roll achieving by end of S6

		2002	2003	2004
5+ @ Level 5 or better	Grove Academy	65	56	64
	Comparator schools²	61	60	58
	National	46	47	47
1+ @ Level 6 or better	Grove Academy	62	57	64
	Comparator schools	60	57	55
	National	44	44	44
3+ @ Level 6 or better	Grove Academy	46	38	51
	Comparator schools	46	41	40
	National	31	31	31
5+ @ Level 6 or better	Grove Academy	31	21	38
	Comparator schools	30	27	27
	National	20	20	20
1+ @ Level 7 or better	Grove Academy	20	15	24
	Comparator schools	19	18	17
	National	12	12	12

² Comparator schools are the fifteen schools immediately above and the fifteen schools immediately below the school being inspected in terms of the percentage of pupils entitled to free meals (FME).

How can you contact us?

If you would like an additional copy of this report

Copies of this report have been sent to the headteacher and school staff, the Director of Education, local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, 3rd Floor, Argyll House, Marketgait, Dundee DD1 1QP or by telephoning 01382 349999. Copies are also available on our website at www.hmie.gov.uk.

If you wish to comment about secondary inspections

Should you wish to comment on any aspect of secondary inspections, you should write in the first instance to Dr Bill Maxwell, HMCI, at HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Our complaints procedure

If you have a concern about this report, you should write in the first instance to Hazel Dewart, Business Management Unit, HM Inspectorate of Education, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA. A copy of our complaints procedure is available from this office or by telephoning 01506 600258 or from our website at www.hmie.gov.uk.

If you are not satisfied with the action we have taken at the end of our complaints procedure, you can raise your complaint with the Scottish Public Services Ombudsman. The Scottish Public Services Ombudsman is fully independent and has powers to investigate complaints about Government departments and agencies. You should write to The Scottish Public Services Ombudsman, 4-6 Melville Street, Edinburgh EH3 7NS. You can also telephone 0870 011 5378 or e-mail enquiries@scottishombudsman.org.uk. More information about the Ombudsman's office can be obtained from the website: www.scottishombudsman.org.uk.

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