

Improvement Plan

Part One: Strategic Overview

Session 2012/13

DALZIEL HIGH SCHOOL

Date Submitted: JUNE 2012

Aspirational Vision and Values

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

We aspire to becoming a learning organisation that has the capacity for continuous improvement – renowned for excellent quality of learning and teaching, care and welfare, and pupil support that we provide to maximise student attainment and wider achievement.

In carrying out all aspects of our work, we:

- will conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
- will value diversity, promoting social inclusion and equality – in an environment where everyone is welcome; and
- will seek progress through partnership working, working closely with all stakeholders with whom we share a common purpose.

Stakeholders will include Pupils, Parents/Carers, Local Businesses and Outside Agencies who may engage and work with learners and staff.

Rationale

In arriving at our improvement priorities, we took account of the National Concordat, North Lanarkshire LLS Service Plan, the audit of the past year's Improvement Plan and engagement with staff, parents/carers and learners. We also took account of Curriculum for Excellence, legislative responsibilities in respect of parental involvement, health promotion and equality.

Over this session we will take forward each of these aspects in the following ways:

Curriculum for Excellence

Further enhance and provide learners with programmes of study in S1-S3 which meet Curriculum for Excellence (CfE) design principles, reflecting a broad general education and interdisciplinary learning, enabling pathways into the senior phase and National Qualifications.

Health Promotion

Good Health and Wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every learner will be met through a concerted approach. Our school and our partners will continue to work together closely to plan programmes for health and wellbeing explicitly, taking account of our circumstances and individual needs. We will further promote Passport to Health and our Annual Health Fayre.

Promotion of Equalities (Educational establishments have a duty to actively promote equality of opportunity, and to be able to demonstrate how they are fulfilling this duty each year.)

We will continue to promote equality for all learners by removing all direct and indirect discrimination. We will maintain and enhance provision with individualised learning needs including hearing impaired pupils to ensure positive destinations for all of our pupils.

Parental Involvement

We will continue to strive to involve our parents in the life of our school, through the Parent Council, Parent Teacher Association and War Memorial Trust. We will continue to consult parents via our annual School Survey and through the process of retaining the Customer Service Excellence Award.

Pupil Involvement

We will continue to maintain the involvement of pupils in ALL year groups in every aspect of school life, including the Pupil Council, Buddying Scheme, Extra Curricular Programme and House System.

Staff Involvement

We will continue to create opportunities for staff to be involved in the running of the school including membership of Short Life Working Groups (SLWGs), participation and consultation in School Surveys, Staff and Principal Teacher Meetings, participation in Extra-Curricular Events.

Improvement Priorities: Expressed as outcomes for learners (A maximum of 5. These may span up to three years. If appropriate please indicate year 1,2 or 3)

Improvement Priority 1: To further implement CfE for all learners.
Year 2

Improvement Priority 2: To enhance quality assurance systems to include the development of assessment and moderation to ensure all learners are making progress with CfE.
Year 1

Improvement Priority 3: To enhance learners experiences by further promoting and developing learning and teaching approaches.
Year 2

Improvement Priority 4: To continue to deliver effective pastoral support for every learner. Providing support for their academic, personal, social and health needs.
Year 1

Longer term improvement priorities over three years – can be indicative only:

- To implement CfE for all our learners in line with the national framework, over 3 years 2012 - 2015.
- To develop and enhance whole school functions in line with CfE.

<p>Improvement Priority 1 (Expresses as an outcome for learners)</p> <p>To further implement CfE for all learners.</p>	<p>Link to LLS Service Priorities (1-14): 2. Implement a Curriculum for Excellence</p> <p>Person(s) Responsible: All Staff</p>
<p>Outcome(s) Focused on Learning and Achievement What do we want to achieve?</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p>
<p>Learners will have more opportunities for Interdisciplinary Learning, to enable learners to make links across curricular areas.</p> <p>All learners in the junior phase will experience opportunities across all curricular areas to self and peer assess. Leading to individual pupil profiles.</p> <p>Learners needs are met as staff develop plans of work and course materials.</p> <p>Learners will gain from meaningful and well planned transition which recognises the importance of and builds on prior learning.</p>	<p>Monitoring the work of the CfE Steering group and the Cross Curricular Group, through observations and feedback from all stakeholders, will show learners have had more opportunities. (Observations, Data)</p> <p>Through departmental monitoring meetings progress will be discussed and reviewed by Depute Head Teacher's. PT's will observe pupils have self and peer assessed in their curricular area through the monitoring of pupil profiles. (Data)</p> <p>Tracking and monitoring of pupils progress shows development of their skills across all organisers. HGIOS (How good is our school) 3 QI 5.1 will support the review process undertaken by PT's and DHT's to evaluate the curriculum. (Data)</p> <p>Minutes of meetings and programmes of visits will indicate joint planning and professional dialogue across the cluster ensuring transition is well planned building on prior learning. (Data, Observations)</p>

<p>Improvement Priority 2 (Expresses as an outcome for learners) To enhance quality assurance systems to include the development of assessment and moderation to ensure all learners are making progress with CfE.</p>	<p>Link to LLS Service Priorities (1-14): 11. Enhance quality assurance systems</p> <p>Person(s) Responsible: All Staff</p>
<p>Outcome(s) Focused on Learning and Achievement What do we want to achieve?</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p>
<p>Learners, parents/carers will be provided with timely progress reports through the use of SEEMIS tracking and monitoring.</p> <p>Learners will experience a broad general education as a result of staff being able to plan lessons covering experiences and outcomes, facilitated by On Track With Learning.</p> <p>Learners in the junior phase of CfE will benefit from the review of current monitoring system. This will impact on the consistency of approaches towards the delivery and implementation of CfE across departments.</p>	<p>Parental reports generated through SEEMIS, enhancing communication between school and home. Parents/Carers benefit from timely feedback on progress. This will allow parents to seek guidance on next steps to learning, if required. Pupils will benefit from dialogue with teachers regarding progress and next steps. (Data, Views)</p> <p>Monitoring of teachers plans will indicate their level of confidence in working with E's and O's in all curricular areas, impacting on learners' experiences. (Data)</p> <p>Monitoring of teachers plans and observation of classroom practice will show increased levels of confidence in working with the E's and O's in all curricular areas, highlighting the development of learners' literacy, numeracy and health and wellbeing skills. (Observations)</p>

<p>Improvement Priority 3 (Expresses as an outcome for learners)</p> <p>To enhance learners experiences by further promoting and developing learning and teaching approaches.</p>	<p>Link to LLS Service Priorities (1-14): 5. Quality learning to improve outcomes for all</p> <p>Person(s) Responsible: Co-operative Learning Group DHT S1/2</p>
<p>Outcome(s) Focused on Learning and Achievement What do we want to achieve?</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p>
<p>Learners will have more opportunities to actively engage in their learning. As a result of staff embracing the principals of Co-operative Learning Techniques.</p> <p>Learners will have more opportunities for personalisation and choice in their learning.</p> <p>Learners experiences will be enhanced through the use of ICT and GLOW.</p>	<p>Departmental plans and classroom observations will show an increased range of opportunities for pupils to take the initiative and lead aspects of their learning eg, choosing how they work, which aspect of a topic they will investigate, and/or how they will present their findings. (Observations, Data)</p> <p>Classroom visits will confirm that pupils enjoy being given opportunities to exercise an element of choice in what and how they learn. (Observations)</p> <p>Interaction with learners shows they are more engaged and motivated in their learning through the use of GLOW and ICT. (Observations)</p>

<p>Improvement Priority 4 (Expresses as an outcome for learners) To continue to deliver effective pastoral support for every learner. Providing support for the academic, personal, social and health needs.</p>	<p>Link to LLS Service Priorities (1-14): 1. Partnership – better access to learning</p> <p>Person(s) Responsible: DHT S5/6 PT Pupil Support</p>
<p>Outcome(s) Focused on Learning and Achievement What do we want to achieve?</p>	<p>Measures of Success Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p>
<p>Vulnerable learners will be supported through early intervention strategies to ensure they are fully engaged in the life of the school.</p> <p>Learners have improved Health and Wellbeing knowledge to enable them to make healthy decisions in everyday life.</p> <p>Learners will be more aware of their strengths and next steps in their learning as a result of self assessment in curricular areas.</p> <p>Under the Getting it Right for Every Child (GIRFEC) principles each pupil will receive appropriate support enabling them to access the curriculum.</p>	<p>Improved attendance amongst vulnerable learners. (Data)</p> <p>Class visits to confirm that learners in S1 are all part of the Passport to Health Programme. An increase of learners attending Extra Curricular Clubs. (Data)</p> <p>Learners demonstrate increasing skills and understanding and are able to articulate their own improvements across curricular areas through their e-portfolio. (Observations)</p> <p>Reviews of Co-ordinated Support Plan (CSP)'s and Additional Support Plan (ASP)'s in consultation with learners and parents will lead to an increase in attendance and a clear indication of learners progress. (Data)</p>