School / Centre: <u>**Dalziel High School**</u>

School / Centre Improvement Report 2011

1. Key Strengths

- **Rigorous monitoring and self-evaluation, involving pupils, staff, parents and other stakeholders**

- **Pupil attainment in Standard Grade and Higher**

- **STAR provision**

- **Work experience programme**

2. Good Practice

The school's highly successful STAR (Set Targets, Achieve Results) programme has been further extended this session to include pupils of or approaching school leaving age. This STAR plus programme offers school leavers the opportunity to access careers advice through visits to colleges and local businesses. A comprehensive programme is delivered to S4 & S5 pupils who are selected to take part in the STAR Plus project, increasing their capacity to secure a positive destination on leaving school. The Star Plus initiative exposes pupils to real work related situations. Two local national / multi-national employers are just two of the employers, who have links with the school. This underpins everything we try to achieve and rely on this good relationship for the continuation of our initiatives.

3. Evaluation

What outcomes have we achieved?

Through completion of this session's improvement plan, we have improved learners' access to local employers. Local businesses are involved in life at Dalziel and our excellent data base of visiting speakers (many of whom are former pupils) ensure that all pupils are exposed to a wide range of opportunities regarding the world of work.

Close monitoring of learning by departmental monitors and pupil support tutors, indicates that learners are achieving their targets and performance at Standard Grade level has improved. This monitoring has been successfully carried forward to S4 - S6 and departmental reports indicate that learners have made good progress in Higher courses.

Classroom observations indicate that there is excellent teaching taking place across the school. This is further reinforced by pupil evaluations and the recent school survey which indicated that pupils believe they are receiving a variety of teaching styles.

How well do we meet the needs of our school / centre community?

Through our rigorous system of self evaluation, we continually assess the needs of our pupils, staff and parents. Following feedback from the annual survey, improving how we communicate via the school website was made a priority on the improvement plan and this has now succesfully taken place. The Customer Service Excellence inspection confirmed that we are meeting the needs of our community, granting us the award with no partial compliancies.

Having identified an increase in the number of our pupils who have ADHD and acknowledged the necessity to meet their particular needs, all staff were given training on dealing with ADHD and how to adapt their approach to ensure those pupils' needs are met.

The needs of teachers have been met firstly through a commitment to CPD, the timetabling course offered this session being a prime example of this. Such development activities are offered in-house and externally. Secondly, their needs have been met through opportunities to take on leadership roles throughout the school, leading other staff through new initiatives.

How good is the education we provide?

This section must now reflect the Curriculum for Excellence entitlements as detailed in Building the Curriculum 3 as appropriate for your sector; these are:

- A curriculum which is **coherent** from 3 to 18
- A **broad general education**, including well planned experiences and outcomes across the curriculum areas from early years through to S3
- A **senior phase** of education after S3 which provides opportunities to obtain qualifications as well as to continue to develop the four capacities
- Opportunities to develop **skills for learning, skills for life and skills for work** (including career planning skills) with a continuous focus **on literacy, numeracy and health and wellbeing**
- **Personal support** to enable learners to gain as much as possible from the opportunities which Curriculum for excellence can provide
- Support in moving into **positive and sustained destinations** beyond school.

Departments have made good progress in adapting their programmes of study to ensure pupils receive access to experiences and outcomes from S1 to S3, building on learners' experiences from Primary. They have begun to familiarise themselves with the National Course experiences and outcomes of the senior phase, to ensure learnes' needs are met.

Learners have benefited from their involvement in alternative studies such as the John Muir Environmental Award and Work Experience. Their achivements have been recognised through accreditation in these courses, both of which have a very positive impact on their skills for life and work. Together with the STAR Plus programme, more learners are moving onto positive destinations

The school has further developed its programme of cross-curricular observations, where the focus has been on literacy, numeracy and inter-disciplinary work. Analysis of teacher and pupil feedback has shown that these are being embedded well into the learning and teaching of every classroom and areas requiring further development have been identified and will be addressed through next session's programme.

The senior phase continues to be developed, with more choices having been added to the S4 – S6 curriculum at all levels.

How good is our management?

This year's school survey highlighted that staff felt strongly that their departments were very well managed across all levels and that children's needs were being met throughout the school. Attendance figures remain high and exclusion figures low, with pupil support staff and SMT monitoring individual pupils well and taking prompt action when issues arise. Attainment continues to improve, with many teachers taking on the role of department monitors to manage particular aspects of the curriculum within their department and work closely with SMT in ensuring learners needs are met.

How good is our leadership?

Leadership continues to be developed amongst all staff. Teachers from all levels are engaged in regular CDP activities, both as trainers and in being trained. This has included staff gaining formal qualifications in post graduate management course, undertaking SQH and attending timetabling courses. Short Life Working Groups and committees are led by both promoted and unpromoted staff, with participation in these groups being offered to all staff. New initiatives have been successfully implemented, with all being carefully monitored and evaluated throughout.

What is our capacity for improvement?

The numerous ways in which we self-evaluate, involving teachers, parents and pupils, lead naturally to areas for improvement being identified and acted upon. All stakeholders are involved in consultation, thereby ensuring that areas for improving learning and teaching are identified and action is taken.

4. Assigning levels using Quality Indicators

Quality Indicator	Level
1.1 **Improvements in performance**	5
2.1 **Learners' / Children's experiences**	4
5.1 **The curriculum**	5
5.3 **Meeting learning needs**	5
5.9 **Improvement through self-evaluation**	4

5. Areas for Improvement

This should articulate with the school / centre improvement plan

1. Enhance learners' experiences by continuing to promote and develop learning and teaching approaches in line with CfE design principles.
2. Further enhance positive school leaver destinations improving learners' pathways to employment.
3. Further develop monitoring and tracking to further enhance learners' attainment and achievement.
4. Provide learners with programmes of study to provide learners with opportunities to obtain qualifications as well as continue to further develop the four capacities.
5. Increase use of ICT and other media to further enhance opportunities for learners' and the wider community to access support materials and school related information