

# Dalziel High School

## Improvement Plan

Session: 2010/11

Date Submitted:

**May 2010**

service and people first



## **Aspirational Vision and Values**

*(developed by, and shared with, children and young people, parents and those with whom the school/centre works in partnership)*

The aims of Dalziel High School are:-

- 1 To make the best possible educational provision for the whole range of abilities of pupils entrusted to our care and to provide the means, through a wide range of educational experiences, by which pupils will be able to realise their maximum potential - personally, academically, culturally and physically.
- 2 To promote knowledge and understanding and the development of a wide range of skills.
- 3 To provide a curriculum which is in accord with national, regional and divisional guidelines, and which at all times, ensures that the needs and aspirations of the public are met.
- 4 To instil a sense of responsibility and respect and to encourage the development of good habits such as honesty, punctuality and genuine effort.
- 5 To provide a well-ordered environment in which effective teaching and learning can take place.
- 6 To make the best use of staff and resources.
- 7 To provide an effective communication and reporting system.
- 8 To provide courses, formal and informal (where resources allow) for adults.
- 9 To ensure equality of opportunity for all.
- 10 To have a high expectation of pupil performance and to identify, and correct, reasons for under-achievement.

Our priority for continued development in the School will ensure further progress towards maintaining the high standards implicit in the above aims.

## **Rationale**

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

Over the coming year(s) we will take forward each of these aspects in the following ways:

### **A Curriculum for Excellence**

We will continue to further promote and develop all aspects of “Curriculum for Excellence” including - ‘STAR-PLUS’ initiative, the new curriculum, further develop opportunities for personalisation and choice, certification for every pupil involved in volunteer activities in the community, further development and monitoring of inter-disciplinary links, continue to enhance liaison with associated Primaries.

### **Promotion of Equality**

We will continue to maintain and enhance our provision for pupils with individualised learning needs including Hearing Impaired pupils.

### **Parental Involvement**

We will continue to strive to maintain success in retaining our Customer Service Excellence Award and the successful involvement of parents in the life of the School.

### **Pupil Involvement**

We will continue to maintain the involvement of pupils in all year groups in the life of the School.

### **Staff Involvement**

We will continue to maintain opportunities for staff to be involved in the running of the School including SLWG, consulting with representatives and surveying staff where possible and appropriate.

**Improvement Priorities (A maximum of 5 over one academic session)**

*(Informed by facts, intelligence or research and expressed as outcomes for learners)*

**Priority 1:**

Continue to enhance and further develop our excellent standards in self-evaluation.

**Priority 2:**

Further plan, prepare and implement all aspects of “Curriculum for Excellence” as required and identified.

**Priority 3:**

Ensure successful second interim inspection of Customer Service Excellence Award.

**Priority 4:**

Increase staff expertise through targeted CPD.

**Priority 5:**

Widen pupil accreditation through external achievement awards.



<b>Improvement Priority 1</b> <i>(informed by facts, intelligence or research and <u>expressed as outcomes for learners</u>)</i>  Continue to enhance and further develop our excellent standard of self-evaluation		<b>Learning and Leisure Service Improvement Priority</b> <i>(Linked to National Outcomes and corporate and community plan themes 1-14)</i>  <b>Select from LLS Priorities</b> 1, 4, 5, 6, 7, 9, 11	
<b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i>	<b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i>	<b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i>	<b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i>
<b>1.1</b> (Cont)  <b>(c)</b> Review and improve pupil target-setting across S1/S2/S3/S4/S5/S6  <b>(d)</b> Update and refine the school monitoring calendar including Pupil Support Tutor interview	<ul style="list-style-type: none"> <li>• DHT Senior School</li> <li>• DHT Senior School + PTs Pupil Support</li> <li>• DHT Senior School + PTs Pupils Support</li> </ul>	<ul style="list-style-type: none"> <li>• End of May 2010</li> <li>• June 2010</li> <li>• End of May 2010</li> <li>• May/June 2010</li> <li>• End of June 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise current provision for end of unit evaluation</li> <li>• Incorporate improvements to target-setting in monitoring calendar</li> <li>• PTs to review 2009/2010 calendar</li> <li>• Meeting between PTs/DHT to amend/improve/agree monitoring calendar</li> <li>• Monitoring calendar clearly displayed in Staff bases</li> </ul>



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<b>1.4</b> Every member of staff observed twice outwith department and once within department	<ul style="list-style-type: none"> <li>• DHT Admin with selected PTs</li> <li>• DHT Admin with selected PTs</li> <li>• DHT Admin with selected PTs</li> <li>• Individual PTs</li> <li>• DHT Admin with selected PTs</li> </ul>	<ul style="list-style-type: none"> <li>• Mid September</li> <li>• End September</li> <li>• October break</li> <li>• By October break</li> <li>• June 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Committee to decide cross-curricular monitoring teams and foci of observations and timings</li> <li>• SMT approve committee's recommendations</li> <li>• Programme issued to staff and implemented</li> <li>• PTs show internal monitoring visit on monitoring calendar (with copy to DHT Admin)</li> <li>• Full evaluation concluded on completion</li> </ul>



<b>Improvement Priority 2</b> <i>(informed by facts, intelligence or research and <u>expressed as outcomes for learners</u>)</i>  Further plan, prepare and implement all aspects of “Curriculum for Excellence” as required and identified		<b>Learning and Leisure Service Improvement Priority</b> <i>(Linked to National Outcomes and corporate and community plan themes 1-14)</i>  <b>Select from LLS Priorities</b> 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12	
<b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i>	<b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i>	<b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i>	<b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i>
<b>2.3</b> Develop cross-curricular monitoring to include Literacy, Numeracy and Health and Well-being	<ul style="list-style-type: none"> <li>• DHTs + identified staff</li> <li>• DHTs + identified staff</li> <li>• DHTs</li> </ul>	<ul style="list-style-type: none"> <li>• May/June 2010</li> <li>• Throughout the session</li> <li>• April/May 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Identify foci and processes for monitoring each area</li> <li>• Monitor progress within all departments of implementation of the recommendations of SLWGs</li> <li>• Evaluation of programme and report submitted to SMT</li> </ul>

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<b>2.4</b> Full familiarisation with National Course Experiences and Outcomes	<ul style="list-style-type: none"> <li>• All Staff</li> <li>• DHT Admin</li> <li>• DHT Admin + PTs Subject</li> <li>• DHT Admin</li> </ul>	<ul style="list-style-type: none"> <li>• June 2010 - INSET</li> <li>• June 2010</li> <li>• November/December 2010</li> <li>• May/June 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Full discussion at departmental level on implications of assessment requirements with respect to national Courses</li> <li>• PTs submit report to DHT</li> <li>• Interim report from departments on progress</li> <li>• Final report and evaluation of progress</li> </ul>





<b>Improvement Priority 5</b> <i>(informed by facts, intelligence or research and <u>expressed as outcomes for learners</u>)</i>  Widen pupil accreditation through external achievement awards		<b>Learning and Leisure Service Improvement Priority</b> <i>(Linked to National Outcomes and corporate and community plan themes 1-14)</i>  <b>Select from LLS Priorities</b> 1, 2, 3, 5, 7, 9, 13, 14	
<b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i>	<b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i>	<b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i>	<b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i>
<b>5.1</b> Investigate, decide upon and implement the accreditation of those pupils involved in volunteering activities on Wednesday pm	<ul style="list-style-type: none"> <li>• PT WEVE</li> <li>• SMT</li> <li>• PT WEVE</li> <li>• PT WEVE</li> <li>• PT WEVE</li> </ul>	<ul style="list-style-type: none"> <li>• May 2010</li> <li>• May/June 2010</li> <li>• August 2010</li> <li>• Throughout session</li> <li>• May 2011</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate viability of a range of accreditation awards</li> <li>• PT reports to SMT</li> <li>• Identify suitable awards for accreditation</li> <li>• Establish monitoring and recording procedures</li> <li>• Monitor and evaluate progress</li> <li>• Report to SMT</li> </ul>



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<b>5.2(b)</b> (Cont)	<ul style="list-style-type: none"> <li>• PT WEVE</li> <li>• PT WEVE</li> <li>• PT WEVE</li> </ul>	<ul style="list-style-type: none"> <li>• August 2010</li> <li>• Throughout Session</li> <li>• Throughout Session</li> </ul>	<ul style="list-style-type: none"> <li>• Establish monitoring and recording procedures</li> <li>• Monitor and evaluate progress</li> <li>• Report to SMT</li> </ul>