

Dalziel High School

# Improvement Plan

Session: 2009/10

Date Submitted:

May 2009

## **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 further promote and develop all aspects of “A Curriculum for Excellence” including - STAR initiative, alternative curriculum, personal learning planning, extra-curricular involvement of every pupil in the school, preparation for world of work and cross-curricular learning.

### **Health Promotion**

We will maintain high standards as Health Promoting School Gold Award winner and look to implement Health and Wellbeing across the school in every way.

### **Promotion of Equality**

We will maintain and enhance our provision for pupils with individualised learning needs including deaf pupils, pupils with Aspergers and Dyslexia and other learning/physical difficulties.

### **Parental Involvement**

We will continue to maintain total involvement of parents in life of the school in line with current arrangements. We will also try to maintain our Customer Service Excellence Award over the coming years.

### **Pupil Involvement**

We will maintain the involvement of pupils in all yeargroups in the life of the school.

### **Staff Involvement**

We will continue to involve staff in all aspects of running the school including SLWG/consulting representatives where appropriate 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 sector leading standard of self-evaluation.

**Priority 2:**

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

**Priority 3:**

Ensure successful first interim inspection of Customer Service Excellence Award.

**Priority 4:**

Further develop staff expertise in dealing with pupils with particular difficulties ie Aspergers and Dyslexia.

**Priority 5:**

**Improvement Priority 1**  
*(informed by facts, intelligence or research and expressed as outcomes for learners)*

**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

**1** Continue to enhance and further develop our sector leading standard of self-evaluation.

1, 3, 4, 5, 6, 9, 11

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>1.1(a)</b> Provide a more detailed monitoring calendar for all aspects of departmental management.</p> <p><b>1.1(b)</b> Provide a more detailed monitoring calendar for departmental courses and attainment.</p>	<ul style="list-style-type: none"> <li>• DHT Admin + PT Subjects</li> <li>• DHT Middle School + PT Subjects</li> <li>• DHT Middle School</li> </ul>	<ul style="list-style-type: none"> <li>• end of May</li> <li>• May/June 2009</li> <li>• end June 2009</li> <li>• end of May</li> <li>• by end June 2009</li> <li>• by end June</li> </ul>	<ul style="list-style-type: none"> <li>• PTs construct annual departmental monitoring calendar</li> <li>• Meeting between PTs/DHT to amend/improve/agree monitoring calendar</li> <li>• monitoring calendar clearly displayed in staff bases</li> <li>• PTs construct timelines for <b>all</b> courses on offer in department</li> <li>• meeting between PTs &amp; DHT to amend/improve/agree monitoring calendar</li> <li>• DHT constructs detailed monitoring calendar for all SQA courses</li> <li>• monitoring calendar clearly displayed in staff bases</li> </ul>

**Improvement Priority 1**  
*(informed by facts, intelligence or research and expressed as outcomes for learners)*

**1** Continue to enhance and further develop our sector leading standard of self-evaluation.

**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 3, 4, 5, 6, 9, 11

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>1.1(c)</b> Provide a more detailed monitoring structure for Pupil Support Tutors.</p>	<ul style="list-style-type: none"> <li>• DHT Upper School + Pupil Support</li> <li>• DHT Upper School + Pupil Support</li> <li>• DHT Upper School + Pupil Support</li> <li>• DHT Upper School + Pupil Support</li> </ul>	<ul style="list-style-type: none"> <li>• end of May</li> <li>• early June 2009</li> <li>• by end June 2009</li> <li>• August Inset 2009</li> </ul>	<ul style="list-style-type: none"> <li>• DHT + PTs Pupil Support construct a detailed Pupil Support Tutor monitoring calendar incorporating target-setting for every pupil</li> <li>• DHT + PTs Pupil Support construct individual yeargroup target-setting templates</li> <li>• monitoring calendar clearly displayed in staff bases</li> <li>• provide In-service training</li> </ul>

**Improvement Priority 1**  
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**1** Continue to enhance and further develop our sector leading standard of self-evaluation.

**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 3, 4, 5, 6, 9, 11

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>1.2</b> Every member of staff observed twice - outwith department and once within department.</p>	<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>• DHT Admin with selected PTs</li> <li>• Individual PTs</li> </ul>	<ul style="list-style-type: none"> <li>• mid September</li> <li>• end September</li> <li>• October break</li> <li>• June 2010</li> <li>• by October break</li> </ul>	<ul style="list-style-type: none"> <li>• committee to decide cross-curricular monitoring teams, foci of observations and timings</li> <li>• SMT approve committee's outcomes</li> <li>• outcomes issued to staff and implemented</li> <li>• full evaluation concluded on completion</li> <li>• PTs show internal monitoring visit on monitoring calendar (with copy to DHT Admin)</li> </ul>

**Improvement Priority 2***(informed by facts, intelligence or research and expressed as outcomes for learners)*

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

**Learning and Leisure Service Improvement Priority***(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 2, 3, 5, 8, 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>
<p><b>2.1</b> Every S1/2/3 pupil involved in one or more school activities.</p>	<ul style="list-style-type: none"> <li>• PT WEVE</li> <li>• All Pupil Support staff</li> <li>• DHT Upper School and office staff</li> </ul>	<ul style="list-style-type: none"> <li>• by end August</li> <li>• by October break updated January/ February 2010</li> <li>• Ongoing throughout session</li> </ul>	<ul style="list-style-type: none"> <li>• list of school activities produced</li> <li>• Pupil Support staff identify S1/2/3 pupil involvement, positively encourage those not involved and monitor involvement of all</li> <li>• formal record of S1/2/3 involvement created and regularly updated</li> </ul>



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**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 2, 3, 5, 8, 11

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>2.2</b> Monitoring of impact of Wednesday vocational courses on S4 pupils.</p>	<ul style="list-style-type: none"> <li>• all Pupil Support staff</li> <li>• PT Pupil Support/ PT WEVE/DHT</li> <li>• PT WEVE</li> <li>• PT WEVE</li> </ul>	<p>Throughout Session 2009-2010</p> <p>Throughout Session 2009-2010</p> <p>Throughout Session 2009-2010</p> <p>Christmas 2009 and June 2010</p>	<ul style="list-style-type: none"> <li>• Pupil Support Tutors include Wednesday pm activities as topic in S4 interviews</li> <li>• feedback to PTs and DHTs at monthly House Tutor meetings</li> <li>• PT WEVE conducts random and regular pupil interviews in relation to Wednesday pm activities</li> <li>• PT WEVE produces interim report at Christmas and final report in June</li> </ul>

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**Learning and Leisure Service Improvement Priority**

*(Linked to National Outcomes and corporate and community plan themes 1-*

1, 2, 3, 5, 8, 11

<p><b>Outcomes Focused on Learning and Achievement</b> <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b> <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b> <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b> <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>2.3</b> Plan S1 cross-curricular learning for session 2010-2011.</p>	<ul style="list-style-type: none"> <li>• All PTs including PTs Pupil Support</li> <li>• DHT Lower School</li> <li>• DHT Lower School with identified PTs</li> <li>• PTs and departments</li> </ul>	<ul style="list-style-type: none"> <li>• June 2009</li> <li>• by end September</li> <li>• October-February</li> <li>• March-June 2010</li> </ul>	<ul style="list-style-type: none"> <li>• all PTs to produce S1 timelines and course content</li> <li>• DHT Lower School to collate and identify common themes</li> <li>• DHT Lower School to hold meetings with relevant/identified PTs</li> <li>• revised timelines produced with lesson content to be implemented in S1 from August 2010</li> </ul>

**Improvement Priority 2**

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

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

**Learning and Leisure Service Improvement Priority**

*(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 2, 3, 5, 8, 11

<p><b>Outcomes Focused on Learning and Achievement</b> <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b> <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b> <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b> <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>2.4</b> Further ensure appropriate methodology and resources are available for every pupil's individualised learning needs.</p>	<ul style="list-style-type: none"> <li>• individual PTs</li> <li>• DHT (ASN)/ individual PTs/ assigned teacher</li> <li>• DHT (ASN)/ individual PTs/ assigned teacher</li> <li>• PT/departmental staff → DHT (ASN)/ assigned teacher</li> <li>• individual PTs</li> </ul>	<ul style="list-style-type: none"> <li>• early June 2009</li> <li>• by mid June</li> <li>• mid June</li> <li>• throughout session</li> <li>• throughout session and May/June</li> </ul>	<ul style="list-style-type: none"> <li>• PTs produce S1 timeline</li> <li>• individual interviews with DHT (ASN)/PTs/assigned teacher support</li> <li>• identify curricular areas requiring further development</li> <li>• materials/resources produced for identified areas - verified</li> <li>• materials/resources used and evaluations produced</li> </ul>

**Improvement Priority 2**

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**Learning and Leisure Service Improvement Priority**

*(Linked to National Outcomes and corporate and community plan themes 1-14)*

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<p><b>Outcomes Focused on Learning and Achievement</b> <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b> <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b> <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b> <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>2.5</b> To prepare for implementation of “A Curriculum for Excellence” requirements on Literacy, Numeracy and Health and Wellbeing across the school.</p>	<ul style="list-style-type: none"> <li>• HT</li> <li>• HT</li> <li>• Chair of SLWG</li> <li>• HT</li> <li>• SMT</li> <li>• HT</li> </ul>	<ul style="list-style-type: none"> <li>• September 2009</li> <li>• September 2009</li> <li>• October-March 2010</li> <li>• April 2010</li> <li>• May 2010</li> <li>• June 2010</li> </ul>	<ul style="list-style-type: none"> <li>• establish SLWG in Literacy and Numeracy with SLWG in Health and Wellbeing maintained</li> <li>• remits given to SLWG</li> <li>• meetings held and draft policies created</li> <li>• draft policy issued for consultation</li> <li>• amendments discussed</li> <li>• final policy issued for implementation</li> </ul>

**Improvement Priority 2**

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

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

**Learning and Leisure Service Improvement Priority**

*(Linked to National Outcomes and corporate and community plan themes 1-14)*

1, 2, 3, 5, 8, 11

<p><b>Outcomes Focused on Learning and Achievement</b> <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b> <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b> <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b> <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>2.6</b> Staff familiarisation with and planning for new Assessment and Qualifications arrangements.</p>	<ul style="list-style-type: none"> <li>• all staff</li> <li>• PTs</li> <li>• PTs</li> <li>• PTs in conjunction with all staff</li> <li>• PTs</li> <li>• PTs/DHT Admin</li> </ul>	<ul style="list-style-type: none"> <li>• August/September 2009</li> <li>• September/October</li> <li>• October/November</li> <li>• December</li> <li>• January-April 2010</li> <li>• May/June 2010</li> </ul>	<ul style="list-style-type: none"> <li>• all staff read relevant documents</li> <li>• full discussion at department level on implications for individual departments</li> <li>• current courses audited in line with new requirements</li> <li>• new timelines produces with associated course content</li> <li>• full departmental familiarisation with all of this</li> <li>• to be completed in conjunction with DHT Admin</li> </ul>

**Improvement Priority 3**  
*(informed by facts, intelligence or research and expressed as outcomes for learners)*

**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

**3** Ensure successful first interim inspection of Customer Service Excellence Award.

1, 10, 11, 13

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>3.1</b> Ensure successful first interim inspection for Customer Service Excellence Award.</p>	<ul style="list-style-type: none"> <li>• HT/DHT Middle School</li> <li>• Writing team</li> <li>• Writing team</li> </ul>	<p>Timeframe unknown as this is a new development in Customer Service Excellence</p>	<ul style="list-style-type: none"> <li>• receive notification of areas of inspection</li> <li>• convene writing team to update previous submission in these areas</li> <li>• present updated submission to Customer Service Excellence Assessor</li> </ul>

**Improvement Priority 4**  
*(informed by facts, intelligence or research and expressed as outcomes for learners)*

**Learning and Leisure Service Improvement Priority**  
*(Linked to National Outcomes and corporate and community plan themes 1-14)*

**4** Further develop staff expertise in dealing with pupils with particular difficulties ie Aspergers and Dyslexia.

1, 4, 7, 8, 9

<p><b>Outcomes Focused on Learning and Achievement</b>  <i>(based on evidence and data, observable and, if possible measurable)</i></p>	<p><b>Identified Responsibilities for Implementation</b>  <i>(linked to named individuals and/or teams)</i></p>	<p><b>Clear Timescales</b>  <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i></p>	<p><b>Measures of Success</b>  <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i></p>
<p><b>4</b> Further develop staff expertise in dealing with pupils with particular difficulties.</p>	<ul style="list-style-type: none"> <li>• DHT (ASN)/ Educational Psychologist</li> <li>• DHT (ASN)/ Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• August In-service</li> </ul>	<ul style="list-style-type: none"> <li>• presentation to staff prepared by DHT (ASN) and Educational Psychologist</li> <li>• presentation to all staff</li> </ul>