

# **Improvement Plan**

## **Part One: Strategic Overview**

### **Session 2014/15**

School/Nursery: **DALZIEL HIGH SCHOOL**

Date submitted: **MAY 2014**

## **Aspirational Vision & Values**

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

Dalziel High School aims to create an atmosphere and learning environment where all pupils are given equal opportunity to realise their maximum potential – personally, academically, physically and culturally. The values which underpin these aims are:

Equality of opportunity

Respect for others

Self-Discipline

Responsibility and independence

Trustworthiness

Lifelong learning

To provide a curriculum which is in accordance with national and regional guidelines and to ensure the needs and aspirations of all pupils are met.

## **Rationale**

In arriving at our improvement priorities, we took account of North Lanarkshire's LLS Service Plan, our audit of last year's improvement plan, and engagement with staff, parents/carers and learners. We also took account of current national expectations in respect of Curriculum for Excellence, as outlined in Education Scotland's Inspection Advice Note (2013-14).

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

<b>Curriculum for Excellence</b>	<b>Further enhance and provide learners with programmes of study which continue to meet and further enhance CfE design principles, reflecting a broad general education and interdisciplinary learning, enabling pathways into the Senior Phase and National Qualifications.</b>
<b>Health Promotion</b>	<b>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. We will continue to further enhance Health and Wellbeing through our curriculum and the newly published Better Eating, Better Learning document.</b>
<b>Promotion of Equalities</b>	<b>We will continue to promote equality for all learners by removing all direct and indirect discrimination. We will maintain and enhance provision for pupils with individualised learning needs, including hearing impaired pupils, to ensure positive destinations for all.</b>
<b>Parental Involvement</b>	<b>Parents and carers are consulted in many ways and we will continue to strive to involve them in the life of the school. We value the opinions of parents and carers and have an open-door policy, allowing for clear and open lines of communication.</b>
<b>Pupil Involvement</b>	<b>We will continue to involve pupils in all aspects of learning and teaching and encourage pupils to develop their skills for work, skills for life and skills for learning within all curricular areas and wider school life. We will continue to encourage all pupils to be involved in an extra curricular or whole school activity.</b>
<b>Staff Involvement</b>	<b>We will continue to create opportunities for staff to be involved in the decision making of the school including membership of Short Life Working Groups (SLWGs), participation and consultation in school surveys and improvement planning, Staff and Principal Teacher Meetings and participation in extra curricular events.</b>

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

**Improvement Priority 1:** To evaluate the impact of the Broad General Education and to prepare for the National qualifications and the Senior Phase.  
5.1

**Improvement Priority 2:** The school will develop clear, consistent and systematic approaches to self-evaluation and quality assurance that focus on impact.  
5.9

**Improvement Priority 3:** To enhance learners' experiences by further promoting, developing and implementing a variety of teaching approaches. To encourage learners' to be actively involved in their own learning.  
2.1

**Improvement Priority 4:** To continue to deliver effective personal support for every learner incorporating the principles of GIRFEC.  
5.3

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

- To implement CfE for all our learners in line with the national framework.
- Develop clear, consistent and systematic approaches to self-evaluation and quality assurance across the school that focus on impact.
- To further develop effective partnerships and parental involvement.
- Build capacity at cluster level and key stages of transition to support progression.

<p><b>Improvement Priority 1:</b> (Expressed as an outcome for learners)</p> <p><b>To evaluate the impact of the Broad General Education and to prepare for the National qualifications and the Senior Phase.</b></p>	<p><b>Person(s) Responsible: All Staff</b> <b>Monitoring Groups</b> <b>DHT S3/4, PT WEVE and M Crow</b></p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <p>Learners' curricular needs are met as staff develop plans of work and course materials in line with the national framework.</p> <p>Learners will benefit from improved partnerships with New College Lanarkshire and AMEC as we work together to provide vocational opportunities for our Learners.</p> <p>The school will look at ways to provide more opportunities for Learners to experience vocational education and gain wider achievements.</p> <p>Learners understand and experience a range of valid and reliable assessment approaches, which are integral to their learning. Opportunities will be available to ensure learners' achievements are recognised within National 4 and National 5 qualifications framework.</p> <p>Increased communication with parents linked to new qualifications and learners' progress, will lead to better support from home benefiting our learners.</p>	<p><b>Measures of Success</b> Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>The curriculum reflects the needs of all learners and allows for appropriate progression. (Views, Data, Observations)</p> <p>Clear and succinct curricular pathways will ensure that learners are assertive and confident setting goals for their ongoing learning and future beyond school. (Data, Observations)</p> <p>Courses designed and styled to suit individual needs, will improve levels of participation and foster positive contributions from learners. (Data, Views)</p> <p>Through monitoring meetings and departmental meetings progress will be discussed and reviewed by Depute Head Teacher (DHT) S1/2. Principal Teachers (PT's) will observe pupils are progressing through the (Broad General Education) BGE in their curricular area through monitoring of pupil profiles and classroom observations. (Data, Observations)</p> <p>Through monitoring meetings and departmental meetings progress will be discussed and reviewed by DHT S3/4 and DHT S5/6. PT's will observe pupils are progressing through the national qualifications in their curricular area through monitoring of assessment and classroom observations. (Data, Observations)</p>

<p><b>Improvement Priority 2:</b> (Expressed as an outcome for learners)</p> <p><b>The school will develop clear, consistent and systematic approaches to self-evaluation and quality assurance that focus on impact.</b></p>	<p><b>Person(s) Responsible:</b> All Staff Self-Evaluation &amp; Leadership Group Monitoring &amp; Tracking Group DHT S5/6 DHT Admin</p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <p>Learners will benefit from the moderation of assessments across all curricular areas, ensuring relevant data gathered informs Learners' progress.</p> <p>Learners will gain from meaningful dialogue and well planned transition which recognises the importance of and builds on prior learning across all stages.</p> <p>Learners will benefit from the review and enhancement of the school's self-evaluation activities and systems. This will impact on the consistency of approaches towards the delivery and implementation of CfE across departments.</p> <p>Learners, staff and parents/carers will play a key role in supporting the school's self-evaluation agenda. A greater focus will be given to pupil voice through increased opportunities for pupil evaluation at departmental and school level.</p> <p>Learners, parents/carers will be provided with timely progress reports through the use of SEEMIS tracking and monitoring for all year groups.</p>	<p><b>Measures of Success</b> Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</p> <p>Tracking and monitoring of pupils' progress shows development of their skills across all curricular areas. (How good is our school) HGIOS 3 QI 5.1 will support the review process undertaken by PT's and DHT's to evaluate the curriculum. (Data)</p> <p>Monitoring of teachers' plans and observation of classroom practice will show increased levels of confidence in delivering the new qualifications across all curricular areas, highlighting the development of learners' literacy, numeracy and health and wellbeing skills. (Observations)</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>Minutes of Learning Group meetings encouraging pupil voice impacting positively on learning and teaching. (Data, Views)</p> <p>An improvement planning cycle with clear priorities and measurable targets set out in a whole school monitoring calendar. All members of the school community have a voice in the development of the school improvement plan. (Data, Observations)</p>

<p><b>Improvement Priority 3:</b> (Expressed as an outcome for learners)</p> <p><b>To enhance learners' experiences by further promoting, developing and implementing a variety of teaching approaches. To encourage learners' to be actively involved in their own learning.</b></p>	<p><b>Person(s) Responsible: All Staff DHT S1/2 IDL Group</b></p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <p>Learners will have more opportunities for Interdisciplinary Learning, to enable learners to make links across curricular areas.</p> <p>Learners will be increasingly self-motivating and confident in their approach to academic work, and are better organised and prepared for internal and external SQA exams.</p> <p>Teaching staff will aim to promote Learners independence in learning, enterprising attitudes, personal responsibility, creativity &amp; critical thinking through their delivery.</p>	<p><b>Measures of Success</b> Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</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 link across in what and how they learn. Learners independence in learning will also be evident. (Observations, Data)</p> <p>Monitoring the work of the IDL group and the Cross Curricular Group, through observations and feedback from all stakeholders, will show learners have had more opportunities. (Observations, Data)</p>

<p><b>Improvement Priority 4:</b> (Expressed as an outcome for learners)</p> <p><b>To continue to deliver effective personal support for every learner incorporating the principles of GIRFEC.</b></p>	<p><b>Person(s) Responsible:</b> All Staff DHT SFL DHT S5/6</p>
<p><b>Outcome(s) focused on Learning and Achievement</b> What do we want to achieve?</p> <p>Learners will be more aware of their strengths and next steps in their learning as a result of further implementation of pupil profiling and SEEMIS monitoring and tracking.</p> <p>Learners will be able to develop leadership skills through opportunities to lead assemblies and whole school events. Learners will be invited to actively participate in the leadership of the school through the Learning Group forums.</p> <p>We will continue to further enhance Health and Wellbeing through our curriculum and raise awareness of the newly published Better Eating, Better Learning document. This aspiration for every learner will be met through a concerted approach.</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><b>Measures of Success</b> Which measures of success will we use? (Data, observation, views) What will be our success criteria? (Please use evaluative language)</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>Learners leading assemblies and focus groups to develop their leadership skills. (Observations)</p> <p>Classroom visits will confirm that all Learners are experiencing Health and Wellbeing throughout the curriculum. (Observation, Data)</p> <p>Reviews of Co-ordinated Support Plans (CSP)'s and Additional Support Plans (ASP)'s in consultation with learners and parents will lead to an increase in attendance and a clear indication of learners progress. (Data)</p>