

Improvement Plan

Operational Overview

Session 2016/17

DALZIEL HIGH SCHOOL

Date Submitted: June 2016

Aspirational Vision and 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 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 and 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 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.

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. We will continue to further enhance Health and Wellbeing through our curriculum.

Promotion of Equalities

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.

Parental Involvement

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.

Pupil Involvement

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.

Staff Involvement

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, Staff and Principal Teacher Meetings and participation in extra curricular events. Staff are involved in strategic decision making as members of the DJNC, Calendar and School Improvement Planning Groups.

Improvement Priorities: Expressed as outcomes for learners

Improvement Priority 1: To ensure high-quality learning experiences for all our pupils.

Improvement Priority 2: To develop effective partnership working, tracking of progress and robust record keeping to support continuity in learning at points of transition.

Improvement Priority 3: To develop and maintain strong partnership approaches which improve outcomes for learners and continued self-improvement for the school community.

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

- To implement CfE for all our learners in line with the national framework.
- To further develop effective partnerships and parental involvement.
- Build capacity at cluster level and key stages of transition to support progression.

Improvement Priority 1 (2.3 – Learning, Teaching and Assessment)

To ensure high-quality learning experiences for all our pupils.

Outcomes Focused on Learning and Achievement <i>(based on evidence and data, observable and, if possible measurable)</i>	Identified Responsibilities for Implementation <i>(linked to named individuals and/or teams)</i>	Clear Timescales <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i>	Measures of Success <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i>
<p>Continue to review, develop and implement National Qualifications.</p> <p>Develop and improve differentiation in all curricular areas to ensure access for BGE pupils with additional support needs.</p> <p>Ensure all staff engage with INSIGHT as a self-evaluation strategy.</p> <p>Continue to improve our TLCs as a strategy for developing and sharing best practice.</p> <p>Further opportunities for IDL learning in the BGE with a focus on skill development.</p> <p>Keep our self-evaluation arrangements under review to ensure that they are effectively contributing to improvement including the use of HGIOS 4 and the National Improvement Framework.</p>	<p>Principal Teachers</p> <p>DHT SFL/HID Extended Learning Support Committee</p> <p>HT All Teaching Staff</p> <p>DHT S1/2 TLCs</p> <p>IDL Committee DHT S5/6</p> <p>DHT S5/6 Self-Evaluation & Leadership Group All Teaching Staff</p>	<p>August 2016 – June 2017</p> <p>August 2016 – June 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Department improvement plans. DM minutes and course timelines.</p> <p>BGE differentiated courses available in every department.</p> <p>All staff using INSIGHT to analyse exam performance and wider data to impact positively on L & T.</p> <p>Further develop and promote the use of GLOW and AIFL in learning and teaching</p> <p>The quality of learning experiences for pupils is enhanced through IDL. Skill focus months S1-6.</p> <p>Fully implement our revised and improved Lesson Observation programme. Use of teacher judgement documentation. HGIOS 4 scoping exercise. Inset day activity.</p>

Improvement Priority 2 (2.6 – Transitions)

Effective partnership working, tracking of progress and robust record keeping to support continuity in learning at points of transition.

Outcomes Focused on Learning and Achievement <i>(based on evidence and data, observable and, if possible measurable)</i>	Identified Responsibilities for Implementation <i>(linked to named individuals and/or teams)</i>	Clear Timescales <i>(extending to more than one school session, as necessary, and with milestones and deadlines)</i>	Measures of Success <i>(including performance data, quality indicators and stakeholders views)</i>
<p>Work with our Cluster partners to improve pupils' experiences, progression and attainment (see Cluster Plan for more detail).</p>	<p>DHT S1/2 Primary Transition SLWG</p>	<p>Ongoing</p>	<p>Cluster staff share best practice and apply consistency to standards and expectations in performance ensuring progressive learning experiences for pupils.</p>
<p>Continue to improve our arrangement for tracking, monitoring and recording pupil progress within the BGE.</p>	<p>DHT S1/2 DHT S3/4 Monitoring Groups</p>	<p>June 2017</p>	<p>M & T using SALs to inform next steps in learning. M & T calendar.</p>
<p>All departments support pupils to maintain an e-portfolio through planned target setting and incorporating skills for work, skills for life and skills for learning into the BGE and the senior phase.</p>	<p>DHT S3/4 All Principal Teachers Monitoring Groups</p>	<p>June 2017</p>	<p>Department contributions to pupil e-portfolios in S1-3 using GLOW. Department profiles updated to include relevant skills through the IDL committee.</p>
<p>Improve our processes for personal learning planning to inform progression pathways.</p>	<p>Principal Teachers of Pupil Support DHT S5/6</p>	<p>June 2017</p>	<p>Pupil Support interviews will focus on personal learning planning. Pupils will have a clear pathway to support transition. Input from SDS.</p>
<p>Ensure all pupils' progression pathways meet their ability.</p>	<p>DHT S5/6 DHT S3/4 Pupil Support Staff</p>	<p>Ongoing</p>	<p>Pupils are supported during personalisation and choice interviews.</p>

Improvement Priority 3 (2.7 – Partnerships)

To develop and maintain strong partnership approaches which improve outcomes for learners and continued self-improvement for the school community.

Outcomes Focused on Learning and Achievement <i>(based on evidence and data, observable and, if possible measurable)</i>	Identified Responsibilities for Implementation <i>(linked to named individuals and/or teams)</i>	Clear Timescales <i>(extending to <u>more than one school session</u>, as necessary, and with <u>milestones and deadlines</u>)</i>	Measures of Success <i>(including <u>performance data</u>, <u>quality indicators</u> and <u>stakeholders views</u>)</i>
Develop the Young Workforce through an increased focus on career education across the curriculum.	PT WEVE PT Pupil Support – Barclay DHT S3/4	Ongoing	DYW Committee established to produce a newsletter and informative displays. Tutor information sessions.
To further develop vocational education and college/industry partnerships.	PT WEVE DHT S3/4	Ongoing	Further develop and explore partnerships with AMEC/FW, Bellwood Nursery & Morgan Stanley. Further embed Wed PM Childcare & Engineering. Greater mentor involvement from our partners.
To review the anti-bullying policy and raise awareness of the role of the Bullying Champion.	Bullying Champion SLWG DHT S5/6	June 2017	Pupils have an increased awareness of bullying and a positive attitude to anti-bullying. Updated Policy. Anti-bullying committee evaluations. Senior pupil Leadership Award.
To promote nurture and to further develop strategies to support the most vulnerable pupils.	Nurture Co-ordinator DHT S5/6	Ongoing	More staff involvement. Supporting individual needs, closing the attainment gap - Evaluations.
Implement NLC GIRFEC Framework including any guidance relating to the Children and Young People (Scotland) Act 2014.	DHT S5/6 Principal Teachers of Pupil Support	Ongoing	Effective support to meet the needs of all pupils.