



Driving Equity and Excellence

**Improvement Planning
Session 2017-18**



School/Establishment: **Dalziel High School**

Date submitted: **May 2017**

Rationale for the Improvement Plan

Dalziel High School is a non-denominational secondary. The school incorporates a specialist Hearing Impaired Department. The current roll is 965 pupils serving the southern and central areas of Motherwell. Thirty two percent of our young people live in SIMD 1-3, and 15% of the young people on our school roll receive free meal entitlement, resulting in the allocation of additional funding of £64,800 to tackle the poverty related attainment gap.

Our aims are to create an atmosphere and learning environment where all young people are given equal opportunity to realise their maximum potential; personally, academically, physically and culturally. Distinctive features of the school include our high expectations and high levels of attainment, our successful approaches to promoting young people's health and wellbeing and our commitment to the care and welfare of our young people. We have developed strong links and effective joint working with our associated primary schools and partner agencies.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of North Lanarkshire's Aspire priorities, an audit of the previous year's improvement plan and engagement with parents/carers and young people. Current national priorities, outlined in the NIF, have also been considered (see below):

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Details of engagement with parents/carers

Parents and carers are consulted in many ways and we will continue to strive to involve them in the life of the school. We have an active Parent Council and Parent Association who are consulted regularly on school planning. The whole parent body is consulted annually through a formal school survey and parents' views are also sought formally through a questionnaire at parents' evenings. We value the opinions of parents and carers and have an open-door policy, allowing for clear and open lines of communication.

Details of engagement with young people

- Pupil Council
- Learning Groups
- School Survey
- House Group Meetings
- House Officials Weekly Meetings
- Class/Pupil Evaluations
- Event Evaluations
- Pupil Support Interviews
- Headteacher Pupil Interviews
- Assemblies
- Customer Service Audit

2017-18 Improvement Plan

Improvement Priority 1:

2.3 Learning, Teaching and Assessment

To ensure high-quality learning experiences for all our young people.

Improvement Priority 2:

3.2 Raising Attainment and Achievement

Raise attainment and achievement, promoting equity for all young people.

Improvement Priority 3:

3.1 Ensuring wellbeing, equity and inclusion

To continue to promote a culture which supports the wellbeing of all.

Pupil Equity Fund interventions and intended impact

The funding allocated to the school for session 2017-18 is £64,800. The planned interventions and impact are highlighted in red text throughout this document. The plan will focus on activities and interventions that will lead to improvements in literacy, numeracy and health and wellbeing for a targeted group of young people (S1-S3).

A Pupil Equity Funding Team will be established and led by the Depute Head Teacher with responsibility for Pupil Support. Our team will include a Nurture teacher to enhance and lead the Nurture provision, which provides focused intervention addressing barriers to learning arising from social, emotional or behavioural difficulties in an inclusive and supportive manner, and a Literacy and a Numeracy Champion to co-ordinate and support improvements in Literacy and Numeracy for a targeted group of young people. The Team has been set clear remits to work together to help close the poverty related attainment gap.

This funding is in addition to the Attainment Challenge funding from NLC which supports primary transition.

School Priorities in the context of the National Improvement Framework (NIF)

| NIF Priority | NIF Key Driver for Improvement | School Priority | HGIOS 4 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------|
| <ul style="list-style-type: none"> • Improvements in attainment, particularly literacy and numeracy • Improvements in employability skills and sustained, positive leaver destinations for all young people | School Leadership Teacher Professionalism School Improvement | To ensure high-quality learning experiences for all our young people. | 2.3 , 1.5, 1.2 |
| <ul style="list-style-type: none"> • Improvements in attainment, particularly literacy and numeracy • Improvements in employability skills and sustained, positive leaver destinations for all young people | Assessment of young people' progress Performance Information Teacher Professionalism Parental Engagement | Raise Attainment and Achievement, promoting equity for all young people. | 3.2 , 1.5, 1.1, 2.5, 2.2,3.3 |
| <ul style="list-style-type: none"> • Improvement in young people's health and wellbeing • Closing the attainment gap between the most and least deprived | Parental Engagement School Improvement | To continue to promote a culture which supports the wellbeing of all. | 3.1 , 2.6, 2.5, 1.5, 2.5, 2.1, 2.4 |

| Improvement Priority 1: 2.3 Learning, Teaching and Assessment <i>To ensure high-quality learning experiences for all our young people.</i> | Person(s) Responsible Who will be leading the improvement? | Outcome(s) What do we want to achieve? | Measures of Success which include performance data, quality indicators and stakeholders' views. | Timescale What are the key dates for implementation? When will outcomes be measured? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Continue to review, develop and implement National Qualifications in line with SQA changes. | Principal Teachers (Curriculum) Teaching Staff | Teaching staff continue to develop an expertise and confidence in delivering SQA qualifications leading to the highest levels of attainment. | Inset day planning time allocated. Department Improvement Plans. Course timelines and materials. DM minutes, self-evaluation and moderation evidence. Minutes of monitoring meetings. Monitoring and Tracking data. | N5 Session 2017-18 (Higher 2018 - 19 A Higher 2019 – 20) |
| Develop and implement support strategies for young people with additional support needs. | DHT SFL Principal Teachers (Curriculum) Support Staff | Effective support to ensure that all young people are challenged to maximise their attainment. | DM minutes. Extended Learning Support Minutes. Department Improvement Plans. Evidence of varied support strategies. | August 2017- June 2018 |
| Create opportunities for staff to engage with INSIGHT as part of the ongoing self-evaluation process. | HT Principal Teachers (Curriculum) | Staff engaged in self-evaluation impacting positively on learning and teaching. | Departments will submit reports to the HT at review meetings as part of their self-evaluation procedures. Inset day planning time allocated. | August 2017- June 2018 |
| Continue to develop teaching strategies especially the innovative use of ICT and other media outlets e.g. Edmodo. | Teaching Staff | Young people benefit from teaching approaches that are engaging and have a positive impact on learning and teaching. | Course evaluations. Self-evaluation. Improved quality of learning and teaching. | August 2017- June 2018 |
| Promote the sharing of good practice, creating opportunities for staff observations across the curriculum and visit other educational establishments. | SMT SEL Group | Ability to employ a wider range of learning and teaching strategies and further enhance learning and teaching to raise attainment. | Young people are engaged in learning. Observation feedback. Improved attainment, feedback on learning experiences. | August 2017- June 2018 |
| Continue to improve our arrangements for tracking, monitoring and recording pupil progress within the BGE, incorporating benchmarks. | DHT S1/2 Principal Teachers (Curriculum) Teaching Staff BGE Monitors | Young people are effectively supported to ensure all young people are challenged to maximise their attainment. | S1-3 course outlines updated to take account of the national Benchmarks. Monitoring & Tracking using Benchmarks to inform next steps in learning. Tracking periods in Calendar. S3 Standardised Tests. Monitoring and Tracking data. | August 2017 – March 2018 |
| Further develop and raise profile of learning groups with a focus on learning & teaching and evaluate the impact. | DHT S1/2 DHT S3/4 DHT Pupil Support | Young people are consulted effectively, and staff are more knowledgeable of the discussions taking place within the groups impacting positively on learning and teaching. | Minutes of meetings. Action is taken based on the recommendations from the minutes. | August 2017 – June 2018 |

| Improvement Priority 2: 3.2 Raising Attainment and Achievement <i>Raise Attainment and Achievement, promoting equity for all young people.</i> | Person(s) Responsible Who will be leading the improvement? | Outcome(s) What do we want to achieve? | Measures of Success which include performance data, quality indicators and stakeholders' views. | Timescale What are the key dates for implementation? When will outcomes be measured? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| To continue to work with cluster partners to improve young people's literacy and numeracy through an invested and effective transition partnership. | DHT S1/2 L McCarron E Brophy | Young people feel supported with the potential to improve their literacy and numeracy skills. | Feedback from young people involved and cluster staff on the impact. Smooth transition into S1. Profiles to measure improvement. | August 2017 – June 2018 |
| To monitor outcomes for identified groups of young people, focusing support to improve attainment in literacy and numeracy. | Literacy Champion Numeracy Champion DHT Pupil Support | Young people feel supported with the potential to improve their literacy and numeracy skills. | Pupil Profiles, varied assessments. Improved attainment in literacy and numeracy. Standardised Tests. Pupil Achievement Diary. | August 2017 – June 2018 (Funding 2017 - 2021) |
| Continue to develop the young workforce through the promotion of career opportunities and departmental links. | DHT S3/4 PT WEVE DYW Committee | Increased opportunities for young people to experience links to the workplace and gain information regarding their chosen career pathway. | Sustainable positive destinations. Appropriate progression career management plan for every young person. | August 2017- June 2018 (Year 3 of a 7 year implementation plan) |
| Further promote the vision, values and aims of the school, enhancing the positive school ethos. | All Staff | Staff, parents/carers and young people will have a clear understanding of the vision, aims and values of the school. | Feedback from staff, parents/carers, young people and the wider community, a positive school ethos and active participation in school events and wider achievement. Increased parental engagement. | August 2017- June 2018 |
| To improve and broaden our approaches to celebrating the success of our young people. | DHTs PTs Pupil support Class teachers House Officials | To commend/highlight the achievements of young people, thus giving them a sense of pride through recognition/praise. | Praise postcards, display boards – with prefects being responsible for collating/updating board, sharing success at assemblies, bulletin/newsletter. Focus week in PRAISE. Newspaper articles. | August 2017 – June 2018 |
| To increase the frequency of reporting to parents. | Monitoring and Tracking Group All Teaching Staff | Parents being provided with up to date progress and meaningful information on their child on a regular basis. | Feedback from parents and early indication of level changes. | August 2017 – June 2018 |

| Improvement Priority 3: 3.1 Ensuring wellbeing, equity and inclusion <i>To continue to promote a culture which supports the wellbeing of all.</i> | Person(s) Responsible Who will be leading the improvement? | Outcome(s) What do we want to achieve? | Measures of Success which include performance data, quality indicators and stakeholders' views. | Timescale What are the key dates for implementation? When will outcomes be measured? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| To promote nurture and to further develop strategies to support the most vulnerable young people. | Nurture Co-ordinator DHT Pupil Support | Our young people developing social skills and confidence to participate in the curriculum and the wider life of the school. | Boxall Profiles as a hard indicator. Improved attendance and participation in whole school activities. Increased parental engagement. Pupil Achievement Diary. | 4 year implementation Outcomes measured termly on an individual basis. |
| To review the anti-bullying policy and raise awareness of the role of the anti-bullying ambassadors. Establish a team to get involved with the UNICEF Rights Respecting Schools Award (RRSA). | J Tait DHT Pupil Support | The wellbeing and relationships in the school are improved and the schools positive ethos is further enhanced through successful involvement in the RRSA. | School policies on anti-bullying are revised and shared with young people at assemblies led by the anti-bullying ambassadors. | August 2017- June 2018 (Year 1 of a 3 year implementation) |
| Implement NLC GIRFME paperwork including any guidance relating to the Children and Young People (Scotland) Act 2014. | PT Pupil Support DHT SFL DHT Pupil Support | We are effective in meeting the needs of all young people, through the GIRFME planning to ensure high quality educational experiences. | Inset Day Agendas. Minutes of Pupil Support meetings and HART meetings. GIRFME Plans. Updated relevant policies. | August 2017- June 2018 |
| Review and implement an effective strategy for improving mental health and resilience of our young people including the ongoing delivery of PSHE programmes and the involvement of other agencies. | PTs Pupil Support DHT Pupil Support | A positive culture of health and wellbeing exists in our school where young people are supported to make safe choices. | PSHE course timelines. Assemblies delivered by anti-bullying ambassadors. Passport to Health to include mental health. Inset day training opportunities for staff. | August 2017- June 2018 |
| Continue to provide and encourage meaningful leadership opportunities for staff and young people. | Principal Teachers Teaching staff | Develop leadership qualities of staff and young people to have a positive impact on the ethos and environment of the school. | Pupil led assemblies. Staff attending leadership CPD. Teaching staff leading departmental/whole school events. | August 2017- June 2018 |
| Continue to promote standards within the school in terms of uniform, school rules, and litter. | All staff | Young people taking greater responsibility for the school environment, thus creating a better ethos. | The school environment and ethos will be improved. | August 2017- June 2018 |