

Dalziel High School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

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. 32% 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 £64,800 allocated to the school to tackle the poverty related attainment gap.

Our aims are to create an atmosphere and learning environment where all learners 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 learner's health and wellbeing and our commitment to the care and welfare of our learners. We have developed strong links and effective joint working with our associated primary schools and partner agencies.

Review of progress for previous session

This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1: To ensure high-quality learning experiences for all our pupils.

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged young people <p><u>NIF Driver</u></p> <table style="width: 100%;"> <tr> <td style="width: 50%;">School Improvement</td> <td style="width: 50%;">Performance Information</td> </tr> <tr> <td>Young Peoples' progress</td> <td>Teacher Professionalism</td> </tr> </table>	School Improvement	Performance Information	Young Peoples' progress	Teacher Professionalism	<p><u>HGIOS?4 QIs</u> 2.3, 3.2</p> <p><u>NLC Priority</u></p> <p>Supporting all children to realise their full potential.</p>
School Improvement	Performance Information				
Young Peoples' progress	Teacher Professionalism				

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

Our curriculum is in line with National and Local Curriculum guidance, meets the needs of all pupils, and facilitates the highest quality of educational experiences leading to highest levels of attainment and achievement and positive sustained destinations for all pupils. Learner's attainment at the end of S4 is consistently well above the national average. In 2016 59% of the S4 cohort achieved 5+ National Awards. 19% of S5 pupils achieved 5 higher grade passes in their first sitting. 44% of S6 pupils achieved 5 higher grades by the end of S6, contributing to the outstanding achievements of the school. There were strong performances in Graphic Communication, Human Biology, and English at higher level. Our excellent SQA results demonstrate the impact of effective learning and teaching taking place in our classrooms.

Sharing of good practice and opportunities for discussion have allowed the successful implementation of Curriculum for Excellence BGE and the National Qualifications. This style of forum offers support to staff in managing change through collaborative working approaches. The focus of this will now progress smoothly to support the moderation of BGE; sharing of standards and further changes to NQ courses and assessment. The school is on track with regards to 'Developing the Young Workforce.' Progress with this has resulted in changes to our curriculum and partnership working which has been recognized by Education Scotland as an example of good practice.

Learners' views are regularly taken into account through pupil council, the annual school survey and learning groups. In all cases, learners are informed of how their views have been taken into account via school assemblies and the school web site. The S2 Learning Morning (based on exploring Growth Mind Set) creates a learning culture among our pupils and enables them to have greater confidence and skills in leading their own learning and that of others. The Science Fayre allows learners to take responsibility for their own projects and to become confident individuals when presenting them. We support learners through this process effectively and celebrate their successes and achievements.

Learners continue to regularly self-evaluate in classes, a process which includes identifying their next steps and is often completed at the end of a unit of work. Many departments feed this information to parents, via a profile sheet and learners are given a copy to keep for reference. Many learners take part in peer marking across the curriculum and are given the opportunity to engage in dialogue about their learning with their peers. In addition to this, they meet with their pupil support tutor to discuss and set subject targets as well as health and wellbeing targets. Learners from S4, S5 and S6 participate in a target setting process within each of their subjects. Pupils from S4-S6 also meet with the Rector to discuss progress and targets twice per year. Learners' increase in skills and progression is very good as can be evidenced from the strong results in SQA examinations, wider achievement awards and the very high number of learners gaining a positive destination.

Next Steps: (What are we going to do now?)

- To continue to actively seek out and share good practice within and beyond the school.
- Review and develop our approaches to assessing and tracking progress within the BGE.
- Plan and develop the senior phase curriculum in line with SQA qualification changes.
- Actively seek out and share good practice within and beyond the school.
- Departments to implement varied assessment strategies for ASN pupils.

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

NIF Priority

- Closing the attainment gap between the most and least disadvantaged young people
- Improvement in employability skills and sustained positive school leaver destinations

NIF Driver

School Improvement
Parental Engagement

School Management
Young Peoples' progress

HGIOS?4 QIs 1.1, 2.2, 2.6, 2.7, 3.3

NLC Priority

Supporting all children to realise their full potential.

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

We continue to enhance our already established transition programme in collaboration with our cluster primary schools. We work closely with all partnerships and agencies to ensure we provide a comprehensive transition for entire cohorts and for individuals, including holding regular HART meetings. We have a successful enhanced transition programme in place which has been further strengthened through our Nurture Unit. We conduct several meetings with our Primary Heads, P7 Teachers and our Pupil Support Staff to establish good communication links and feed valuable information back and forth. Our regular Cluster Meetings allows us to make informed decisions about our learners' next steps for development. This session with the additional funding from the authority we allocated a Math's teacher to work in our cluster primary schools with a targeted group of P7 pupils to improve their numeracy skills. This initiative has been well received by our primary colleagues and is having a positive impact on closing the poverty related attainment gap. Our delivery of Primary to Secondary transition includes many opportunities for young people to become familiar with the school and make friends before their August start.

Our Pupil Support system plays a vital part in transitions. Each Extended Pupil Support Team is responsible for the pastoral, vocational and curricular care of the pupils in their group. The system ensures that each child is known personally and in some depth by at least one member of staff. This allows valuable guidance to be given to each of our young people during any period of transition.

Transitions at other key milestones are carefully planned and consultation with parents/carers is always carried out via Options Evenings and correspondence home. During INSET days and at our monthly Monitoring Meetings we develop a shared understanding of progress across levels and this allows us to plan effectively for the Senior Phase.

Our young people make transitions smoothly and confidently and continue to progress well. This allows us to continually raise attainment. The post-16 transition arrangements are exceptionally strong, with 94% of leavers going on to a positive destination in 2016. An outstanding programme of consultation and support ensures learners develop CVs and interview skills and techniques. The careers service and career events within the school offer information and advice to both pupils and parents. Pupils are thoroughly supported through the UCAS application process by Pupil Support Teachers, once again ensuring that pathways are appropriate and attainable.

Next Steps: (What are we going to do now?)

- Improve our Reporting, Monitoring and Tracking timelines and approaches.
- Plan additional funding to ensure we are working towards closing the poverty related attainment gap.

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

NIF Priority

- Closing the attainment gap between the most and least disadvantaged young people
- Improvement in employability skills and sustained positive school leaver destinations
- Improvement in young people's health and wellbeing

NIF Driver

School Improvement
School Management
Parental Engagement

HGIOS?4 QIs 2.7, 1.1

NLC Priority

Improving relationships with communities and the third sector.

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

We have made great progress this session with the establishment of the Developing the Young Workforce Committee to lead this agenda. The committee have focused on developing key skills for young people to prepare them for the world of work. Our extensive Work Experience Programme reflects the Work Placements Standard, these placements enhance our work-based learning opportunities over an afternoon every week so that each pupil has a meaningful opportunity to learn in varied ways and to make contributions to the real world of work. In conjunction with this, S3 World of Work Ambassadors support pupils' and parents' knowledge of wider opportunities and career pathways at parents' evenings and assemblies. The introduction of many events, lesson inserts and enhanced pupil opportunities in support of DYW has been recognised by Education Scotland as an example of good practice.

Over recent years we have further strengthened our partnership with AMEC Foster Wheeler (AMECFW) one of the world's leading engineering, project management and consultancy companies. The partnership framework breaks down social/economic barriers to allow a number of pupils to not only realise their science/engineering dreams but to have a much deeper educational experience in order to develop key skills. It has enhanced the up-take of STEM related subjects and work-based learning opportunities with business partners in this area. An extensive programme has been developed to engage learners from P1/2 through to P7/transition to senior phase. In line with the key recommendations of the Commission for Developing the Young Workforce, this is a successful example of business, schools and at certain points, colleges working together in collaboration to enrich the opportunities available to young people. Our partnership with Morgan Stanley provides learners with work placements as well as staff with in-service training in relation to career opportunities. This partnership has supported skills days, development of interview skills with pupils and CV development lessons.

All learners are included, engaged and involved in the life of the school, including our hearing impaired learners. Our young people are encouraged to participate in at least one of our many available extra-curricular activities on offer throughout the school year. Deaf Awareness is delivered to pupils and staff to ensure that the needs of deaf learners are understood and addressed. A Soundfield System is used in most classes to ensure that deaf learners can access the curriculum in line with their peers. There is also a focus on ensuring that deaf learners retain their deaf identity by making links with agencies such as NDCS (National Deaf Children's Society), Action on Hearing Loss and The West of Scotland Deaf Children's Society. The Nurture Base in the school has targeted young people who were identified through enhanced transitions to help them adapt to new surroundings and to encourage the development of their social skills bringing families together.

Next Steps: (What are we going to do now?)

- Further develop and raise the profile of learning groups with a focus on learning and teaching.
- Continue to enhance our approaches to developing the young workforce.

Pupil Equity Fund/Attainment Challenge Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation and impact:

The allocation for this session has come from the attainment challenge fund in the form of 0.4 FTE. We have allocated a Math's class teacher for 0.2 of the time to work with associated primaries, to improve numeracy outcomes for targeted groups. This strategy has been well received by primary staff and pupils and we will continue this support next session. 0.2 FTE has been allocated to the Principal Teacher of Pupil Support with responsibility for primary transition to enhance our cluster working further. The Principal Teacher has been visiting cluster schools regularly to engage with vulnerable young people to ensure a smooth transition from primary to secondary.

Next Steps:

- To implement the proposed strategic pupil equity fund plan for session 2017-2018.
- To secure and utilise an attainment mentor.
- To continue to support our cluster primaries through investing a 0.2 FTE Math's teacher and a 0.2 FTE English teacher to work with each school to improve literacy and numeracy outcomes for learners'.

Key priorities for improvement planning next session

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

- To ensure high-quality learning experiences for all our pupils.
- Raise Attainment and Achievement, promoting equity for all young people.
- To continue to promote a culture which supports the wellbeing of all.

What is our capacity for continuous improvement?

This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:

- how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement
- staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process
- the effectiveness of arrangements to monitor and track progress using a range of data and information
- evidence of the impact of improvement planning on learners' successes and achievements

Overall the quality of self-evaluation is very good. Examinations results are analysed carefully through INSIGHT to identify opportunities for further improvement. The Head Teacher expects nothing but the best from all young people, staff and others who work in the school. There is a culture of self-evaluation which aids school improvement. Deputies lead monitoring groups that support rigorous self-evaluation. Monitoring meetings facilitate the sharing of good practice, challenge and support department development. Effective procedures to monitor and track attainment and achievement ensures senior managers and pastoral staff can support individual pupils.

The collation of departmental timelines for moderation has ensured sharing of standards and moderation of courses across all departments. The strengthening of moderation across all departments has inevitably enhanced staff understanding of assessment standards and ultimately staff capability and confidence in the delivery of the new qualifications has grown. This supports learning and teaching and ensures inclusion and that equal opportunity and standards are offered to all pupils.

We have a genuine collegiate approach to school improvement through the establishment of the Self-Evaluation and Leadership Group. The school's improvement process is now completely transparent, encouraging staff to take ownership of the improvement plan and to increase the capacity for change across the school. Staff are involved in evaluating and auditing their work against 5 key HGIOS 4 quality indicators through an annual scoping exercise. Staff have developed the use of evaluative language and departments engage in meaningful dialogue, which focuses on the impact which their practices have on learners. This collaborative approach ensures all staff have a shared understanding of their contribution to taking forward the agreed areas for improvement. Collegiate time is being used to good effect to respond to educational issues and to refine learning experiences.

Leadership continues to be developed amongst all staff. Teachers from all levels are engaged in regular Continued Professional Development activities both as trainers and in being trained. In order to develop leadership across the school both promoted and unpromoted staff lead short life working groups and committees.

Our annual school survey continues to feature as part of our self-evaluation strategies. Views expressed are taken into account in drawing up the school improvement plan and in refining practice. Levels of parental support and satisfaction are evident in the parental responses to our planned survey over a number of years.

We have retained the Customer Service Excellence Award with no categories marked as only Partial Compliance. Once again we have achieved 13 Compliance Plus categories (defined as 'Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others, either within the applicant's organisation or the wider public service arena').

Assigning levels using quality indicators

School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	5	
2.3 Learning, teaching and assessment	5	
3.1 Ensuring wellbeing, equity and inclusion	5	
3.2 Raising attainment and achievement	5	

Additional Quality Indicator

It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	School self-evaluation
1.1 Self-evaluation for Self-improvement	5