IMPROVEMENT PLAN

SESSION: 2011/12

SCHOOL: DALZIEL HIGH SCHOOL

DATE SUBMITTED: MAY 2011

Aspirational Vision & Value

(Developed by, and shared with, children and young people, parents and those with whom the school/centre works in partnership)

We aspire to becoming a learning organisation that has the capacity for continuous improvement – renowned for excellent quality of learning and teaching, care and welfare, and pupil support that we provide to maximise student attainment and wider achievement.

In carrying out all aspects of our work, we:

• will conduct our business with integrity, impartiality, fairness, tolerance and mutual respect;
• will value diversity, promoting social inclusion and equality – in an environment where everyone is welcome; and
• will seek progress through partnership working, working closely with all stakeholders with whom we share a common purpose. Stakeholders will include Pupils, Parents/Carers, Local Businesses and Outside Agencies who may engage and work with learners and staff.

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 Curriculum for Excellence, legislative responsibilities in respect of parental involvement, health promotion and equality.

Over the coming year(s) 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 meet 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: our school and our partners will continue to work together closely to plan programmes for health and wellbeing explicitly, taking account of our circumstances and individual needs. We will further promote Passport to Health & our Health Fayre.

Promotion of Equality

We will continue to promote equality for all learners by removing all direct and indirect discrimination. We will maintain and enhance provision with individualised learning needs including hearning impaired pupils to ensure positive destinations for all of our pupils.

Parental Involvement

We will continue to strive to involve our parents in the life of our school, through the Parent Council; PTA; War Memorial Trust. We will contunie to consult parents via our annual School Survey and through the process of retaining the Customer Service Excellence Award.

Pupil Involvement

We will continue to maintain the involvement of pupils in ALL year groups in every aspect of school life, including the Pupil Council; Buddying Scheme; Extra Curricular Programme and House System.

Staff Involvement

We will continue to create opportunities for staff to be involved in the running of the school including membership of Short Life Working Groups (SLWGs); participation and consultation in School Surveys, Staff & Principal Teacher Meetings; participation in Extra-Curricualr Events.

Improvement Priorities (A maximum of 5 over one academic session)
(Informed by facts, intelligence or research and expressed as outcomes for learners)

Priority 1:

Enhance learners' experiences by continuing to promote and develop learning and teaching approaches in line with CfE design principles

Priority 2:

Further enhance positive school leaver destinations improving learners' pathways to employment

Priority 3:

Further develop monitoring and tracking to further enhance learners' attainment and achievement

Priority 4:

Provide learners with programmes of study to provide learners with opportunities to obtain qualifications as well as continue to further develop the four capacities

Priority 5:

Increase use of ICT and other media to further enhance opportunities for learners' and the wider community to access support materials and school related information

Improvement Priority 1 (Informed by facts, intelligence or research and expressed as outcomes for learners) Enhance learners' experiences by continuing to promote and develop learning and teaching approaches in line with CfE design principles		**Learning & Leisure Service Improvement Priority** (Linked to National Outcomes and Corporate and Community Plan themes 1-14 and CfE Strategic Plan 2010-13) Maximum of 2 LLS priorities. **2. Implement a Curriculum for Excellence** **5. Quality learning to improve outcomes for all**	
Outcomes Focused on Learning and Achievement (Based on evidence and data, observable and, if possible measurable)	**Identified Responsibilities for Implementation** (Linked to named individuals and/or teams)	**Clear Timescales** (Extending to more than one school session, as necessary, and with milestones and deadlines)	**Measures of Success** (Performance data, quality indicators including observations of learning & teaching and stakeholders views)
1.1 CO-OPERATIVE LEARNING **(a) SLWG established to outline aims and objectives** **(b) Timescale for implementation established** **(c) Identify staff development needs** **(d) Begin implementation, with regular monitoring through classroom observations and pupil evaluations to ensure co-op learning is impacting positively on learners** **(e) Evaluation of implemetation, with further development needs and next steps identified**	**DHT S1/S2 SLWG Chair and Members** **All Staff** **SLWG**	**August 2011** **October 2011 - June 2012** **June 2012**	**SLWG established with aims and objectives cleary stated and shared with all staff** **Learners become more actively engaged in their learning** **Through classroom obseravtions, co-operative learning approaches are evident across the school** **Impact of co-operative learning is measured through pupil evaluations, showing an increase in pupil engagement**

1.2	**CfE - Pupils' experiences through courses and programmes of study**	**Principal Teachers and departmental staff**	**August 2011 - April 2012**	**Learners benefit from clear lesson plan based around the experiences and outcomes. This will be evidenced through regular tracking and monitoring.**
(a)	**Departments continue to develop programmes of study for S1 - S3, in line with the CfE framework, enabling pathways into the senior phase.**	**Principal Teachers**	**April 2011**	**Developed programmes of study and planned assessment procedures are submited to SMT to ensure pupil entitlements are met.**
(b)	**Departments submit programmes of study to SMT, detailing experiences and outcomes covered and assessment procedures**	**DHT S1/2 and identified staff**	**November/December 2011 Ongoing throughout Session**	
1.3	**PRIMARY TRANSITION**			**Learners and staff will benefit from well planned transition that builds on prior learning. This will be evidenced through staff discussions.**
(a)	**Identify staff from across the curricular areas to meet with primary 7 teachers to discuss learning across descriptors which builds on prior learning**	**DHT S1/2 Identified staff**	**Sept 2011 Sept 2011 - Jan 2012**	
(b)	**Teachers identify prior learning in P7 and agree strategies to ensure continuity into S1**	**Identified staff**	**Jan 2012 - April 2012**	
(c)	**Amend and implement S1 programmes of study to reflect changes made to current provision**	**DHT S1/2 and identified staff**	**Aug 2011 and ongoing throughout session**	**Programmes of study will be in place. Pupil, staff and parental views indicate that planning has become more effective.**

(d) **Agree on curricular area to be moderated. Appropriate staff meet to moderate pupil work to ensure consistency of standards**			

Improvement Priority 2 (Informed by facts, intelligence or research and expressed as outcomes for learners) Further enhance positive school leaver destinations improving learners' pathways to employment		**Learning & Leisure Service Improvement Priority** (Linked to National Outcomes and Corporate and Community Plan themes 1-14 and CfE Strategic Plan 2010-13) Maximum of 2 LLS priorities. **3. Improve learning pathways to employment** **13. Promote community planning P/ship working**	
Outcomes Focused on Learning and Achievement (Based on evidence and data, observable and, if possible measurable)	**Identified Responsibilities for Implementation** (Linked to named individuals and/or teams)	**Clear Timescales** (Extending to more than one school session, as necessary, and with milestones and deadlines)	**Measures of Success** (Performance data, quality indicators including observations of learning & teaching and stakeholders views)
2.1 CAREERS SERVICE **(a) Promote the Careers Service among all pupils via the school website, year group assemblies and Pupil Support Tutor interviews** **(b) Target vulnerable school leavers, ensuring that they made use of the Careers Service** **(c) Track and monitor pupil use of Careers Service** **(d) Provide work experience for pupils not undertaking this in S4**	**All DHT's & Pupil Support Tutors Careers Officer** **PT WEAVE** **PT WEAVE**	**Throughout Session** **August 2011** **Throughout session** **August 2011**	**Increased effective use of Careers Service by all year groups.** **Increased number of pupils who are of school leaving age, moving on to positive destinations, in particular, vulnerable pupils.**

2.2 STAR PLUS PROGRAMME **(a) Further enhance the STAR plus programme for pupils in building partnerships with local employers and colleges** **(b) Further enhance the use of the MCMC co-ordinator in identifying possible training and/or courses for learners**	**DHT S5/S6 & Star Co-ordinator** **DHT S5/S5 & MCMC Co-ordinator**	**August 2011 and throughout Session**	**Increased involvement of local employers and colleges with STAR plus pupils.** **Positive feedback from STAR plus pupils.**

Improvement Priority 3 (Informed by facts, intelligence or research and expressed as outcomes for learners) Further develop monitoring and tracking to further enhance learners' attainment and achievement		**Learning & Leisure Service Improvement Priority** (Linked to National Outcomes and Corporate and Community Plan themes 1-14 and CfE Strategic Plan 2010-13) Maximum of 2 LLS priorities. **4. Close the attainment gap** **7. Support staff through high quality CPD**	
Outcomes Focused on Learning and Achievement (Based on evidence and data, observable and, if possible measurable)	**Identified Responsibilities for Implementation** (Linked to named individuals and/or teams)	**Clear Timescales** (Extending to more than one school session, as necessary, and with milestones and deadlines)	**Measures of Success** (Performance data, quality indicators including observations of learning & teaching and stakeholders views)
3.1 SEEMIS			
(a) Set up SLWGs to plan and implement greater use of SEEMIS / in registration, pastoral notes, tracking, monitoring and reporting.	**DHT Admin DHT S5/S5 SLWG members**	**June 2011**	**SLWG established with aims and objectives cleary stated and shared with all staff.** **Staff become more actively engaged in using SEEMIS for registration. Registration errors are reduced and attendance tracking becomes more accurate, ensuring vulnerable pupils are identified to allow support to be put in place for them.**
(b) Complete audit of current use of SEEMIS in supporting pupils in above areas and identify areas requiring further development.	**SLWG Chairs to Collate Audit**	**September 2011**	
(c) Complete audit of current p.c. provision in classrooms and identify any upgrades required	**DHT Admin & ICT Technician**	**August 2011**	**Target setting and tracking becomes more focused resulting in pupil attainment increasing.**
(d) Identify and prioritise training requirements such as courses, visits to other schools etc.	**SLWG members**	**October 2011 - June 2012**	

(e)	SLWGs write an implementation strategy and carry this out, ensuring pupils are given maximum support.	SLWG members DHT Admin & DHT S5/S6 All staff		
(f)	Review of implementation and identify next steps	SLWG members DHT Admin	June 2011	
3.2	On Track with Learning			
(a)	DHT and identified English & Maths personnel attend information sessions with NLC	DHT S1/2 & identified English & Maths staff	June 2011	Puropse and uses of Ontrack with Learning in supporting learners is clear to all staff.
(b)	English & Maths staff informed of use of On Track in supporting S1 pupils with CfE.	English & Maths staff	TBC	
(c)	English & Maths staff beginning using On Tack to record S1 pupil progress.	English & Maths staff	TBC	On Track with Learning is used to track S1 pupil progress in experiences and outcomes.
3.3	CAT TESTING			
(a)	DHT to meet with NLC representative to establish procedures for carrying out CAT testing and use of data collected.	DHT S1/ 2	Aug 2011 - Oct 2011	CAT tests used to aid in target setting to ensure pupils are coursed appropriately.
(b)	Agree on timescale for testing to take place.	DHT S1/2		
(c)	CAT testing takes place and data collected.	DHT S1/2 DHT S1/2	TBC Jan 2012 - June 2012	Underperforming pupils are tatgeted to raise their attainment and CAT scores will aid in setting target grades for pupils.

(d) Make use of CAT testing results.			

Improvement Priority 4 (Informed by facts, intelligence or research and expressed as outcomes for learners) Ensure rogrammes of study are in place to provide learners with opportunities to obtain new qualifications		**Learning & Leisure Service Improvement Priority** (Linked to National Outcomes and Corporate and Community Plan themes 1-14 and CfE Strategic Plan 2010-13) Maximum of 2 LLS priorities. **2. Implement a Curriculum for Excellence** **Select from LLS Priorities**	
Outcomes Focused on Learning and Achievement (Based on evidence and data, observable and, if possible measurable)	**Identified Responsibilities for Implementation** (Linked to named individuals and/or teams)	**Clear Timescales** (Extending to more than one school session, as necessary, and with milestones and deadlines)	**Measures of Success** (Performance data, quality indicators including observations of learning & teaching and stakeholders views)
4 PREPARING PUPILS FOR THE NEW QUALIFICATIONS **(a) Staff to familiarise themselves with the new qualifications as and when they are released by SQA.** **(b) Departments identify planning needs and audit current provision** **(c) CPD needs identified, including collaborative working.**	**All Staff** **Principal Teachers** **Principal Teachers & DHT Admin**	**Ongoing throughout session**	**Learners will benefit from a range of appropriate learning experiences designed to meet their needs. Pupil evaluations will guage success of new qulaifications offered in the senior phase once they are introduced.** **Staff will benefit from increased confidence and understanding of the new curricular structures.** **Collaborative working will allow staff to develop new resources relating to National Qulaifications as they emerge.**

Improvement Priority 5 (Informed by facts, intelligence or research and expressed as outcomes for learners) Increase use of ICT and other media to further enhance opportunities for learners' and the wider community to access support materials and school related information		**Learning & Leisure Service Improvement Priority** (Linked to National Outcomes and Corporate and Community Plan themes 1-14 and CfE Strategic Plan 2010-13) Maximum of 2 LLS priorities. **13. Promote community planning P/ship working** **1. Partnership - better access to learning**	
Outcomes Focused on Learning and Achievement (Based on evidence and data, observable and, if possible measurable)	**Identified Responsibilities for Implementation** (Linked to named individuals and/or teams)	**Clear Timescales** (Extending to more than one school session, as necessary, and with milestones and deadlines)	**Measures of Success** (Performance data, quality indicators including observations of learning & teaching and stakeholders views)
5.1 Use of GLOW by teachers and pupils **(a) SLWG established to outline aims and objectives of implementation of GLOW** **(b) Timescale for implementation established** **(c) Identify staff development needs** **(d) Begin using resources from GLOW to enhance learning and teaching, with regular monitoring of use and impact on learners.** **(e) Evaluation of implemetation, with further development needs and next steps identified**	**DHT S3/S4** **Chair SLWG & Members** **SLWG members** **SLWG members** **All staff** **SLWG members**	**August 2011** **Sept 2011** **Oct 2011** **Ongoing throughout session** **June 2012**	**Learners will be able to access a variety of online tools to enhance learning experiences.** **Pupils will be able to undertake 'Virtual Learning' to share information and take part in a lesson.** **Staff will have rich opportunities to share and collaborate.** **Innovation in learning and teaching approaches by engaging and immersing young people in powerful and relevant learning experiences.** **Motivation and support for individualised learning, personalisation and choice** **Evaluation of implemetation will determin success.**

5.2 SCHOOL WEBSITE **(a) All departments to maximise the learning resources available to pupils on the school website.** **(b) Increase use of website to promote pupil achievement.** **(c) Increase use of website to disseminate information to pupils, parents/carers and the wider school community** **5.3 SCHOOL HANDBOOK** **Update format and content of the school handbook**	**DHT S5/S6** **Identified member of Staff** **Identified member of staff**	**Ongoing throughout the session** **June 2011 - Dec 2011**	**Views will be sought from all stakeholders and partners as to the effectiveness of the website in improving learning opportunities for pupils.** **School handbook will be evaluated by all users.**