

Improvement Plan

Operational Overview

Session 2015/16

DALZIEL HIGH SCHOOL

Date Submitted: June 2015

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 and the newly published Better Eating, Better Learning document.

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: 5.1 To review and evaluate the impact of the Broad General Education and the National qualifications to prepare for the Senior Phase.

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

Improvement Priority 3: 2.1 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.

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

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.

Improvement Priority 1 (5.1)

To review and evaluate the impact of the Broad General Education and the National qualifications to prepare for the Senior Phase.

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>
1. Implementation of CfE Highers & Advanced Highers.	PTs Teaching Staff	August 2015 – May 2016	Monitoring & departmental minutes. Staff & pupil evaluations. SQA results.
2. Continue to improve the Primary Transitions Programme to include more robust curricular links.	SMT PTs Visiting Staff	Ongoing	Inset day opportunity for Dalziel staff and primary school staff to discuss curriculum content. Feedback from staff.
3. Review of the BGE.	PTs Teaching Staff	Ongoing	Observations. Staff & pupil feedback.
4. Further coverage of Literacy and Numeracy across the curriculum, including assessment.	DHT S1/2 PTs SLWG	Ongoing	Pupil awareness of Literacy & Numeracy across curriculum. Observations. Feedback from staff & pupils. Options available, achievements and attendance of S4 pupils.

<p>5. Further explore options for National 4 pupils during exam leave.</p>	<p>DHT S3/4 PT WEVE SLWG</p>	<p>April 2016</p>	<p>Feedback from PTs on available courses that can be offered. College update & awards achieved. SMT and DM minutes.</p>
<p>6. Continue to explore options for life skills and vocational courses.</p>	<p>SMT PTs</p>	<p>June 2016</p>	<p>Personalisation and Choice forms. Staff awareness of DSYW Commission.</p>
<p>7. Develop and improve differentiation in all curricular areas to ensure access for S1 pupils with additional support needs.</p>	<p>Jacqui Agnew Working group</p>	<p>August 2015 – June 2016</p>	<p>S1 differentiated course available in every department.</p>

Improvement Priority 2 (5.9)

The school will continue to develop clear, consistent and systematic approaches to self-evaluation and quality assurance that focus on impact.

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>
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2.1 Provide increased opportunities for pupils to comment on curricular areas.	SEL Group All Teaching Staff	August 2015 – June 2016	Use of self-evaluation calendar. Minutes from departmental meetings. Unit evaluations by pupils. Minutes from learning group meetings.
2.2 Continue to improve our arrangement for tracking, monitoring and recording pupil progress within the BGE, using SEEMIS as appropriate, and improve measurement of impact.	Tracking and Monitoring Group SMT	August 2014 – June 2015	Tracking and Monitoring reports issued.
2.3 Enhance the use by departments of the new standards for CPD/PRD interviews.	HT PTs	August 2015 – June 2016	Completed interviews. Leadership opportunities for staff.
2.4 Opportunities for moderation and quality assurance activities for the New Higher, as well as continued opportunities for National courses and BGE courses.	Monitoring Groups All teaching staff	August 2015 – June 2016	Use of self-evaluation calendar. Minutes of departmental meetings.
5. Ensure all staff engage with INSIGHT.	SMT SLWG All Teaching Staff	Aug 2015 – Oct 2015 Feb 2016	All staff using INSIGHT to analyse exam performance and wider data. Targets set using INSIGHT data led by the SLWG. Feedback from staff on the use of INSIGHT.

Improvement Priority 3 (2.1)

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.

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>
3.1 ICT Committee to continue to evaluate and share good practice of the use of ICT across all curricular areas, in particular the use of iPads.	Chair and Members	August 2015 - June 2016	Update ICT Policy. Innovative teaching approaches taking place in our classrooms will enhance learners' experiences through classroom observations. Link to TLC Groups.
3.2 Further embed, develop and promote interdisciplinary learning through engaging with other curricular areas and whole school events.	IDL Working Group DHT S5/6	August 2015 - June 2016	Learners are able to understand and make connections in their learning across activities and subjects. Learners can also contextualise their learning. Pupil evaluation and IDL display.
3.3 All departments to contribute to TLC groups enabling good practice to be shared across the school.	All Teaching Staff	August 2015 - June 2016	Classroom observations. In-set day sharing good practice session. New TLC groups established.
3.4 Further develop and promote the use of GLOW in teaching and learning. Use GLOW to share good practice.	All Teaching Staff	August 2015 - June 2016	Classroom observations. In-set day sharing good practice session. S1 pupils to use GLOW at least twice in every curricular area over the course of the year.

Improvement Priority 4 (5.3)

To continue to deliver effective personal support for every learner incorporating the principles of GIRFEC.

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, quality indicators and stakeholders views</u>)</i>
4.1 Ensure staff are fully informed about the implications of GIRFEC and the role of the named person.	PT Pupil Support DHT S5/6	Ongoing	Staff actions are influenced by GIRFEC. SHANNARI indicators displayed in every class. Staff know who the named person is for each pupil and are aware of their role.
4.2 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.	All Teaching Staff PT Pupil Support S3/4 DHT	August 2015 – June 2016	Implementation of e-portfolio in S1 – S3 using GLOW. Completed electronic version of e-portfolio by end of S3. Produce an information leaflet for parents to explain the e-portfolio of achievement.
4.3 Vulnerable pupils will be identified and supported through access to the nurture provision.	Pupil Support Team Y Savage – Co-ordinator	August 2015 – June 2016	Nurture groups will be implemented to support the individual needs of pupils.
4.4 Ensure all pupils' progression pathways meet their ability.	All SMT PT Pupil Support	On-going	Appropriate choices are offered to all pupils. Pupils are supported by pupil support through personalisation and choice interviews and input from SDS.