



Driving Equity and Excellence

Improvement Action Plan

Session 2018-19

School/Establishment:	Dalziel High School
Date Submitted:	May 2018

Scottish Attainment Challenge School:	No
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Pupil Equity Fund Allocation:	£58,800
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Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

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 9% of the young people on our school roll receive free meal entitlement, resulting in the allocation of additional funding of £58,800 to tackle the poverty related attainment gap.

School Vision and Values

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 Education, Youth and Communities' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

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 learners

- 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

2018-19 Improvement Plan

Establishment Priority 1:	2.3 Learning, Teaching and Assessment To ensure high-quality learning experiences for all our young people.
Establishment Priority 2:	3.2 Raising Attainment and Achievement Raise attainment and achievement, promoting equity for all young people.
Establishment Priority 3:	3.1 Ensuring wellbeing, equity and inclusion To continue to promote a culture which supports the wellbeing of all.

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education, Youth & Communities Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> Improvement in attainment, particularly 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 	<ol style="list-style-type: none"> Early intervention and prevention Social and emotional wellbeing Promoting healthy lifestyles Targeted approaches to literacy and numeracy Promoting a high quality learning experience Differentiated support Using evidence and data Employability and skills development Engaging beyond the school Partnership working Professional learning and leadership Research and evaluation to monitor impact 	<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ol style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and Improvement in employability skills and sustained, positive school leaver destinations for all young people

<i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>	Developing in Faith Themes	<i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i> <i>The articles can be found here.</i>
	1. Honouring Jesus Christ as the Way, the Truth and the Life	
	2. Developing as a community of faith and learning	
	3. Promoting Gospel Values	
	4. Celebrating and Worshiping	
5. Serving the common good.		

IMPROVEMENT PRIORITY 1: To ensure high-quality learning experiences for all our young people.

Person(s) Responsible Who will be leading the improvement?	Various staff will be leading aspects of the priority as highlighted in the resource column.				
HGIOS Quality Indicator	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
2.3 Learning, Teaching and Assessment. (1.5,1.2)	5,11	1,2,5	1,4	1,4	28

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Teaching staff continue to develop an expertise and confidence in delivering BGE and SQA qualifications leading to the highest levels of attainment.	Continue to review and develop the use of BGE Benchmarks and implement National Qualifications in line with SQA changes.	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.	Principal Teachers (Curriculum) Teaching Staff	BGE 2018-2019 Higher 2018-2019 A Higher 2019 -2020
Further enhance learning and teaching to raise attainment by employing a wider range of effective and innovative teaching strategies.	Initiate TLC groups (technologies, teaching styles and profiling) to promote the sharing of good practice. Showcase event in November inset.	Young people are engaged in learning. Observation feedback and feedback on learning experiences. Increase use of ICT in classrooms.	DHT S1/2 Teaching Staff TLC working group Learning to Learn Working Group – D Gallagher	August 2018- June 2019
Young people are effectively supported to ensure all young people are challenged to maximise their attainment.	Continue to improve our arrangements for tracking, monitoring and recording pupil progress within the BGE, incorporating benchmarks. Ensure moderation is consistent across all departments when assessing BGE levels.	S1-3 course outlines updated to take account of the national Benchmarks. Monitoring & Tracking to inform next steps in learning. Tracking periods in Calendar. S3 Standardised Tests. BGE monitoring group objectives and minutes.	DHT S1/2 DHT S3/4 Principal Teachers (Curriculum) Teaching Staff BGE Monitors	August 2018 – June 2019
Young people are consulted effectively, and staff are more knowledgeable of the discussions taking place within the groups impacting positively on learning and teaching.	Further develop and raise profile of learning groups with a focus on learning & teaching and evaluate the impact.	Minutes of meetings. Action is taken based on the recommendations from the minutes.	DHT S1/2 DHT S3/4 DHT Pupil Support	August 2018 – June 2019

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2:	Raise attainment and achievement, promoting equity for all young people.				
Person(s) Responsible Who will be leading the improvement?	Various staff will be leading aspects of the priority as highlighted in the resource column.				
HGIOS Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
3.2 Raising Attainment and Achievement.	1,4,5,8	4,6,2,3	1,4	1,4	26,28,29

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Young people feel supported and have opportunities to improve literacy and numeracy skills in preparation for secondary school.	To continue to work with cluster partners to improve young people's literacy and numeracy through an invested and effective transition partnership.	Feedback from young people involved and cluster staff on the impact. Smooth transition into S1.	DHT S1/2 L McCarron Maths teacher Pupil Equity Funding	August 2018 – June 2019
Young people have improved literacy and numeracy skills, as well as improved self-esteem and confidence.	To monitor outcomes for identified groups of young people, focusing support to improve attainment in literacy and numeracy and Health and Wellbeing.	Pupil Profiles, varied assessments. Improved attainment in literacy and numeracy. Standardised Tests.	Literacy Champion – J Kazeminia Numeracy Champion – A Maguire DHT Pupil Support	August 2017 – June 2018 (Funding 2017 - 2021)
Increased opportunities for young people to experience links to the workplace and gain information regarding their chosen career pathway.	Continue to develop the young workforce through established DYW programme.	Sustainable positive destinations. Appropriate progression career management plan for every young person.	DHT S3/4 PT WEVE DYW Committee DYW Champion	August 2018- June 2019 (Year 4 of a 7 year implementation plan)

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**IMPROVEMENT
PRIORITY 3:**

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

Person(s) Responsible Who will be leading the improvement?	Various staff will be leading aspects of the priority as highlighted in the resource column.				
HGIOS Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	RRS Article(s)
3.1 Ensuring wellbeing, equity and inclusion.	1,4,5,6,11,12	3,5	2,3	2,3	3,26,27,29

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
The wellbeing and relationships in the school are improved and the schools positive ethos is further enhanced through successful involvement in the RRSA.	Implementation of the Silver Action Plan in order to achieve the Silver Award for RRSA.	RRSA base line audit survey for pupils, parents and staff.	J Tait DHT Pupil Support RRSA steering group Pupil Equity Fund	August 2018- June 2019 (Year 2 of a 3 year implementation)
A positive culture of health and wellbeing exists in our school where young people are supported to make healthy and safe choices.	Continue to implement an effective strategy for improving the mental health and resilience of our pupils involving Parents and Carers as appropriate.	PSHE course timelines. Assemblies delivered mental health ambassadors. Inset day training opportunities for staff. Further enhancement of the mental health ambassadors.	PTs Pupil Support DHT Pupil Support NLC pilot fund	August 2018- June 2019
An enhanced nurturing ethos within the school.	Continued nurture provision and development of the Solihull schools approach.	Audit to be completed and analysis of results to be collated. All PTPS to be trained on 2 day Solihull Training.	Y Savage PTs Pupil Support	August 2018 - June 2019
Parents are confident in their understanding of the curriculum and progression pathways and feel well equipped to support their child's learning and development.	Continue to improve parental/carer engagement in the life and work of the school with a particular focus on the curriculum and Developing the Young Workforce.	H/W planner spot checked in PSHE. Use of the App. Updated website course material.	DHT S3/4 - App SLWG Learning to Learn Working Group – D Gallagher DYW parent and pupil group	August 2018-April 2019
An increased staff awareness to further support young people.	Raise staff awareness of the impact of Adverse Childhood Experiences on young peoples, by recognising the factors which might affect them.	Tutor system to support young people. Build on positive ethos within the school. Identify a safe place. Adverse Childhood Experiences questionnaires to be used as a tool for identification.	L Kerr and M Clyde Resilience Champions S5/S6 PSHE curriculum Pupil support tutors Twilight course Student Social Worker – P Owens Link Worker INSET day presentations	August 2018-June 2019
Staff are updated and made aware of strategies to further support young people who have ASD.	Raise staff awareness of the triage of impairment of pupils on the autistic spectrum and given strategies to further support these pupils.	Extended Learning Support. Committee Meetings. Presentation to staff at INSET.	DHTs SFL ASD Link Staff	August 2018-June 2019

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