



Assessment Report

CUSTOMER SERVICE EXCELLENCE





1. EXECUTIVE SUMMARY

Following the assessment, Dalziel High School were found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from Senior Management levels through to operations and front-line staff.

I would like to take this opportunity to thank those people involved in the overall assessment process. It has been a pleasure meeting with your team and having the opportunity to observe your service in action.

The outcome of the assessment was -

Renewal of the Customer Service Excellence Standard has been recommended”

Address:	Crawford Street, Motherwell, ML1 3AG		
Standard(s):	Customer Service Excellence	Accreditation Body(s)	UKAS
Representative:	Robert Birch		
Site(s) assessed:	Dalziel High School	Date(s) of audit(s):	23-11-2017, 24-11-2017
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Renewal		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		



2. CONTEXT

Dalziel High School is a six-year, non-denominational comprehensive school serving Motherwell. The school has three associated primary schools – Knowetop, Ladywell and Glencairn although the large number of placing requests means that, each year, the school is involved with over 20 primaries from throughout North Lanarkshire and beyond.

The school is staffed by around 90 staff and the school roll is served by teaching staff, a school librarian, janitors, clerical assistants, classroom assistants, technicians and SEN assistants. They are supported by other non-school specific staff including the home/school partnership officer, the educational psychologist, social worker, catering and cleaning staff.

3. METHOD OF ASSESSMENT

The assessment was undertaken in two stages; the first was a review of your self-assessment submission. This review enabled the assessor to gain an understanding of how the organisation has met the requirements of the Customer Service Excellence standard.

The next stage was to review the actual service delivered on-site. This was conducted through reviewing practice as well as speaking to staff, partners and customers. This included following customer journeys through your processes and how these aligned with customer insight.

During the assessment process the criteria are scored on a four-band scale:

COMPLIANCE PLUS - Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as exemplar to others, either within the applicant's organisation or the wider customer service arena.

COMPLIANT - Your organisation has a variety of good quality evidence which demonstrates that you comply fully with this element. The evidence which reflects compliance is consistent throughout and is embedded in the culture of the organisation.



PARTIAL COMPLIANCE - Your organisation has some evidence but there are significant gaps. The gaps could include:

- Parts of the applicant's organisation which are currently not compliant and/or
- Areas where the quality of the evidence is poor or incomplete and/or
- Areas which have begun to be addressed and are subject to significant further development and/or
- Areas where compliance has only been evident for a very short period of time

NON COMPLIANT - Your organisation has little or no evidence of compliance or what evidence you do have refers solely to a small (minor) part of your organisation.

The current scheme allows applicants a maximum number of partial compliances, equating to a pass mark of 80% for all criteria.

4. OPENING MEETING

The on-site assessment commenced with an opening meeting.

The assessment activity was discussed. The itinerary had been agreed with Dalziel High School in advance. The organisation was informed that all information obtained during the assessment would be treated as strictly confidential.

The scope of Assessment was confirmed as: Dalziel High School

5. ON-SITE ASSESSMENT

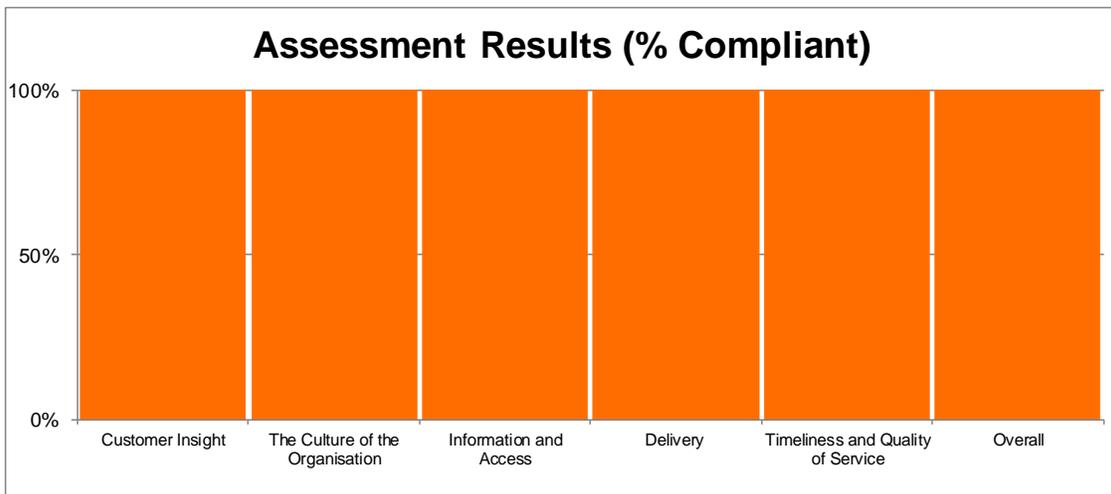
The Assessor was accompanied throughout the assessment by Robert Birch and Claire Kelly and other personnel within the organisation were involved when assessing activities within their responsibility.

The assessment resulted in the raising of no partial compliances. A number of observations are listed in Section 7 of this report.



Criterion		Maximum number of partial compliances	Number of non-compliances	Number of partial compliances	Number of Full compliances
1	Customer Insight	2	0	0	11
2	The Culture of the Organisation	2	0	0	11
3	Information and Access	2	0	0	12
4	Delivery	3	0	0	13
5	Timeliness and Quality of Service	2	0	0	10

Good practices awarded during the assessment	32
Compliance Plus awarded during the assessment	22



6. AREAS OF PARTIAL COMPLIANCE

CRITERION 1

No Partials Raised

CRITERION 2

No Partials Raised

CRITERION 3

No Partials Raised

CRITERION 4

No Partials Raised

CRITERION 5

No Partially Raised

7. OBSERVATIONS

During the site assessment the following general observations were made. These include: positive areas scored as Compliance Plus; areas of good practice; areas for improvement identified throughout the entire assessment process, as listed below.

Areas for Improvement

- You should continue to progress, with Head Office colleagues where appropriate, areas requiring upgrading throughout the School (3.3.3)

Areas of Good Practice

- At the previous CSE assessment, it was noted that you should ensure that whenever possible your reception foyer plasma screen is switched on and operational, even if muted, when the School is open. This is part of the initial impression and is a welcoming facility showing the good work of the School.

You have installed a new system which now gives useful information including key events and dates as well as highlighting pupil achievements. This is an attractive addition to the information provision and was seen during the assessment visit by the Assessor (3.2.1)

- At the last CSE assessment visit, some pupils noted that toilet facilities could be improved and that the 'management' of the ongoing provision of hygiene consumables in toilet facilities could be improved. As a result of this, there were discussions with janitorial staff and regular checks conducted with Pupil Council representatives to ensure standards have been improved. This has led to improved pupil feedback and satisfaction (3.3.3)
- The Assessor would like to thank the staff involved for the excellent preparation and production of evidence in relation to this Customer Service Excellence assessment. You produced very rigorous, systematic and relevant documentation and evidence that demonstrated the excellent service provided to your customers. The development of this level of

evidence and the rigor of your CSE processes demonstrates how you have embedded CSE within the School

- The ongoing and continuous improvement against the CSE Standard is commendable and evidences a School that is well led and uses performance management, monitoring, review and self-evaluation to good effect
- There is very clear, committed leadership from the Rector and the Senior Management Team that sets direction for all staff and pupils. This was very clear in discussion with the Senior Management Team, staff and pupils during this assessment
- The Assessor spoke to a range of pupils during the assessment and they praised the commitment, accessibility and approachability of staff including the Senior Management Team
- At the last assessment, it was noted that you had secured funding to make improved facilities available in the Home Economics Department. Although this had not progressed in the period intended, it is now projected to occur in the near future. The refurbishment will address several ongoing issues and provide a more effective teaching and learning environment
- Despite ongoing financial constraints, you have once more continued to invest in equipment and facility improvements and service improvements more generally
- One of your strong points is that you continue to monitor achievement, attainment and outcomes and do so in a variety of ways. Your pupils are involved in target setting and monitoring as well as staff
- You have further improved the frequency of reporting on pupil performance over the past year and this has proven popular with parents/ carers and pupils
- You continue to enhance the variety of ways that you have dialogue and consultation with parents/ carers and these are evaluated for effectiveness
- You have again improved on the management of confidential data by staff within teaching areas. You continue to highlight the importance of good operational practices in relation to data and information handling



- You have further improved the ways in which you publicise your CSE success through placing the CSE report on your website, emailing the report to staff, copying the report to Council Senior Management and through media coverage. This shares your good practice as well as any areas for improvement with a wide audience
- You feedback details of any consultations together with actions that result to stakeholders through a variety of channels including the website, Parent Council and Parent Association meetings
- In the past year, you have further developed the degree of involvement and engagement of stakeholders. You spoke of the involvement of parents/ carers involved in the preparation and writing of the School Improvement Plan. Parents/ carers have also been involved in reviewing the style and review of pupil reports and other important aspects of school life. Parents/ carers serve on several working groups
- All parents/ carers are members of the Parent Association and are represented on the Parent Council
- In performance terms, you share performance and related information in many ways and using a variety of channels. The School Improvement Plan, SQA performance data, tracking and reporting and so forth are all shared in appropriate ways
- You publicise your successes in many ways including through a display at the entrance to the School, the website and the local media. You have further improved your media channels over the past year
- Your School website is very comprehensive and kept up to date, this was seen on site. In addition, you use Twitter as a means of communication
- Overall you demonstrated an in-depth understanding and commitment to the value of good communications and you produce information in many ways to best meet the needs and preferences of customers
- The Rector's Monthly newsletter is widely distributed and is available on the school website
- Pupils continue to highlight the importance and added value placed on participation in extra-curricular clubs and activities. Participation in such activities is encouraged by staff and such activities are highlighted around

the School on noticeboards, through the website and through publication in appropriate newsletters

- Pupils and staff spoke enthusiastically about the pastoral support system in place and how it was successful. Pupils spoke of the fact that they felt comfortable to speak to staff about challenges they face and that they did not necessarily have to raise issues, pastoral or otherwise, only with their designated tutor
- You continue to develop new services to support attainment and achievement and such as your Nurture and Star Groups are continually developed.
- An important aspect of the School is its links with the 'world of work' in a number of meaningful ways. In the last year, you have further developed your work with external partners in ways that have clear benefits to pupils. This included work, in a vocational context, with a range of organisations including Morgan Stanley and Worley Parsons
- With your vocational partners you have seen the development of more meaningful 'mock interviews' which have been well received by pupils and those in the wider School community who take part as 'interviewers'
- The work and collaboration of these vocational partners is very significant and the School welcomes and highly values the extent of the commitment from these organisations and their staff
- At this assessment visit, the Assessor heard of the very significant efforts of staff, pupils, partners and other stakeholders in the development of Science, Technology, Engineering and Maths (STEM) within the School. There is a very varied and extensive programme of activities to promote STEM within the School. In addition to activities at Dalziel High, further activities with associated Primary Schools from pupils in Primary 1 upwards are planned for the coming year
- As with other 'activities' at Dalziel High, the STEM programme has evolved since its beginnings in 2008 and is continually evaluated and improved upon
- In recognition of the diverse needs and preferences of Primary School pupils scheduled to attend Dalziel High, you continue to develop the work with Primary Schools and their pupils to improve the transition between Primary School and Dalziel High. This work is recognised and praised by stakeholders. The Assessor was advised about several aspects of your transition work including 'Summer School', 'Bridges to Science' and so forth



- It was noted that you have continued to build on your commitment to easing the transition and to move towards a more seamless transition. Such work includes the way in which subjects are taught in both Primary and Secondary Schools. You have several staff who now teach in the associated Primary Schools to improve the transition experience for pupils and give Dalziel High staff improve insight of their future pupils
- Staff spoken to by the Assessor we keen to highlight opportunities for their personal development and noted that opportunities existed for their career development. The School has supported staff in many ways in staff development. Staff are empowered to highlight areas for development and to creatively implement further developments in the service they offer

Areas of Compliance Plus

- 1.1.1 and 1.1.2 You clearly evidenced that you have very high levels of understanding about your current and prospective customers. This was supported by pupils and staff who spoke of this during the assessment.

It is increasingly evident that you see the real value in understanding the needs and preferences of individual pupils at a very early stage in their time at Dalziel High and in transition from Primary School.

You have further developed your use a full range of data and knowledge from a variety of sources to be fully prepared for pupils and understand their individual needs and preferences before they start at Dalziel High.

Your work with associated Primary Schools to determine specific needs and preferences is well developed and is used in meaningful ways to tailor the transition to your School.

The increasing use of Dalziel High staff within the Primary School setting to develop a more seamless teaching experience is valuable by stakeholders.

It was abundantly clear in the discussions that the Senior Management Team use resources such as 'Insight' to drill into the available data to identify areas for development as well as to celebrate success. This has been further refined and has evolved over the past year.

Your pupil support system is an integral part of understanding the evolving needs and preferences of pupils and you use this to quickly identify and respond to these changing needs.



You continue therefore to demonstrate very high levels of understanding about the characteristics of customers and potential customers. In addition, you have developed high levels of insight as to the needs and expectations of pupils throughout their school experience at Dalziel. The ever-evolving pupil support and tracking systems enable staff, pupils and parents/ carers to reach appropriate decisions regarding pupil progress.

- 1.1.3 You make efforts to identify hard to reach and disadvantaged groups and individuals and have developed your services in response to their specific needs.

As noted earlier, you identify particular needs and preferences of pupils whilst they are at Primary School and continue to do this through their time at Dalziel High.

You have further developed a strong tutorial system for all pupils and supplement this by staff specialising in assisting pupils with additional support needs. This team would include teaching staff, the home partnership officer and other support staff as well as the wider staff group.

You are using your enhanced 'insight' to identify needs and be increasingly proactive in supporting pupils. You have specific events organised to support pupils with specific needs as part of the 'Closing the Gap' process.

Your 'nurture' programme was visited by the Assessor at the last assessment visit and an educational research paper on the work of the Nurture Group has been prepared and published by a staff member in conjunction with an Educational Psychologist.

Your work with Hearing Impaired Pupils includes the development of enhanced transition procedures which incorporates the development of individual pupil videos that are then available to staff. This provides more individualised and detailed insight to staff to support pupils appropriately.

Overall it was apparent that you identify and develop services to support pupils who have been identified as benefiting for additional specialised or tailored support

- 1.2.2 You have continually improved the ways in which you engage with and involve parents/ carers and pupils in the work of the School. You are now also involving and engaging customers and parents/ carers in the

development of the School Improvement Plan. You consult and engage members of the Parent Council and Parent Association and your Pupil Learning Groups

- 1.2.3 You regularly review your strategies and opportunities for consulting and engaging with customers to ensure that the methods used are effective and provide reliable and representative results.

It is recognised that some traditional methods of collecting customer feedback can be limiting and as such you review the effectiveness of your feedback mechanisms regularly.

You have been increasingly successful in engaging stakeholders in more meaningful ways such as the direct involvement of parents/ carers in the development and writing of the School Improvement Plan.

There were numerous examples of pupil involvement and engagement that led to changes in service provision and where pupils were involved in the ongoing monitoring of the effectiveness of changes

- 1.3.1 You use reliable and accurate methods to measure customer satisfaction on a regular basis. You regularly measure customer satisfaction through both surveys and individual feedback and do this across a range of stakeholder groups. The extent of your measurement of satisfaction is commendable

- 1.3.2 You analyse and publicise satisfaction levels for the full range of customers for all main areas of your service you have improved services as a result.

You have a very comprehensive analysis of all feedback and this is understood by staff at all levels. The Rector is aware of even individualised feedback and there is a genuine desire to act on feedback wherever possible.

During the assessment, the Assessor found numerous examples where both qualitative and quantitative data from various feedback mechanisms had been used to make very real changes to your delivery that were meaningful to customers, often on an individualised basis

- 1.3.5 You have made positive changes to services because of analysing the customer experience, including improved customer journeys.

There were several individual pupil journeys that the Assessor was able to see evidence of changes being made to so as to provide a tailored solution to specific challenges faced.

Your work in the 'transition to High School' journey is continually analysed and put under scrutiny to make meaningful changes to support pupils. An example of this would be the increased presence of Dalziel High staff in associated Primary Schools to ease the transition. In addition, the increased involvement of Primary Pupils generally and more specifically through your STEM programme in the early years of Primary School are good examples of changes to the transition customer journey

- 2.1.1 You have a very strong and embedded customer focus within the School and 'doing the best for pupils', 'monitoring and tracking' and 'continuous improvement' were strong themes that emerged during this assessment visit. Many stakeholders also spoke of a School that had high expectations of its pupils and that supported attainment and achievement in young people

There is a clearly articulated and demonstrable commitment from the Rector and the Senior Management Team to putting pupils and parents/carers at the heart of service delivery and they actively support this and advocate for customers. This theme emerged from all stakeholders throughout the review.

It was clear that numerous processes and systems are in place to review pupil and parent/ carer feedback and that wherever possible to be truly customer focused when delivering an excellent service

- 2.1.2 You use customer insight to inform policy and strategy and to prioritise service improvement activity. Through direct involvement of parents/carers, pupils and staff you gain ongoing and regular insight into the changing needs of pupils and use this to tailor actions to reach pupil specific goals. In addition, through good links with Further and Higher Education providers and Business Partners, you use insight into their needs to develop such as classes and other learning opportunities that will be meaningful

- 2.1.6 It is recognised the staff are critical in the ongoing development of the School and in helping pupils reach their peak performance in whatever they do. Throughout this CSE assessment, stakeholders told the Assessor of staff providing extra-curricular activities, engaging in pupil support activities, providing additional study and learning opportunities and

being creative in the development of many teaching and learning tools and practices.

In speaking with staff, it was very clear that they were customer focused and they gave numerous examples of when, on their own initiative, they have supported pupils to meet their goals. Staff could relate stories of their involvement in promoting customer service and encouraging pupils to achieve and attain at high levels.

There was a real sense of pride and belonging from the staff spoke to by the Assessor.

- 2.2.1 You demonstrated your commitment to developing and delivering customer focused services through your training and development policies for staff. You continue to develop your staff to provide excellent service to your customers. Several staff are involved in training, education and career development. This includes staff participating in the Aspiring Principal Teacher, Aspiring Depute Head Teacher and Aspiring Head Teacher programmes.

Overall, staff spoke of good Professional Development opportunities, Curriculum Planning consultation and Departmental Review meetings as ways of reflecting on performance and teaching and learning practices

- 2.2.2 In all discussions during the assessment visit, through observation as well as by analysing a variety of feedback, it was very clear that your staff are polite and friendly to customers and understand customer needs. Stakeholders spoke of an ethos of mutual respect between pupils and staff being prevalent

- 2.2.5 You value the contribution your staff make to delivering customer focused services, and leaders, managers and staff demonstrate these behaviours. In all satisfaction measures the pupil/ customer focus of staff comes to the fore. In discussion with pupils there were numerous examples of all staff, including the Rector, being exceptionally focused on the best outcomes for individual pupils taking account of their ambitions, aspirations and talents

- 3.1.1 You have a wide and extensive range of information available across your service and use many different formats and provide choice of how it is accessed. These include an extensive and up-to-date website, Twitter, local media releases, School TV, Rector newsletter and SMS text alerts



- 3.2.1 You continue to provide your customers with the information they need in ways which meet their needs and preferences, using a variety of appropriate channels. You have further increased the use of different channels such as SMS text, Twitter, an extensive website and e-forum as well as e-learning to supplement traditional paper based methods of communication. In this way you continue to review opportunities to offer choice to stakeholders in the ways they communicate with the School
- 3.2.3 You have continued to improve the volume, range and quality of information available across the School. The information available to pupils and parents/ carers at the point of transition from Primary School to Dalziel High is a good example of the various ways in which you provide information. You provide written information, your staff visit primary schools to take classes, your staff and Senior Team visit primary schools to speak with pupils and parents/ carers and you have a P7 Intake Evening. You provide a summer school and a Science Fayre for Primary School pupils. Your work with Primary pupils is scheduled to develop still further with involvement from Primary 1 with the STEM programme
- 3.4.1 You have continued to build on already excellent partnership working over the past year. You have an extended range of partners and providers who supply co-ordinated services and these arrangements have demonstrable benefits for your customers.

As part of the 'Developing Scotland's Young Workforce' initiative you have built on your existing provision and continue to extend, develop and enhance opportunities for partnership working.

The relationship that has been developed with Worsley Parsons and local FE Colleges being examples of this. The partnership of Dalziel High and Worsley Parsons led to the partnership winning The Education Partnership of the Year Award at the Education Investor Awards in London on 16th November 2016.

You continue to develop vocational experiences with such as Morgan Stanley and Page Group Consultancy which offer a wide range of opportunities in different economic sectors. This pioneering work with business partners is recognised by Education Scotland and is likely to lead to the sharing of good practice.

This work continues to evolve and offers alternative vocational, education and training pathways for pupils on leaving School as well as opportunities during their time at Dalziel High.



This work has been externally recognised with many Awards including The Education Business Awards 2016 – STEM and Partnership Award Highly Commended and The Education Investor Awards 2016 – Dalziel High School & Amec Foster Wheeler (now Worsley Parsons) Education Partnership of Year being recent achievements.

- 4.1.2 You continue to comprehensively and robustly monitor and meet your standards, key departmental and performance targets, and tell your customers about your performance.

Attainment and achievement levels have improved, and this is recognised by stakeholders and others.

The results from the Scottish Qualification Authority (SQA) exams in 2017 are the best results ever for Dalziel High with significant improvements in many areas.

In S4-65% of pupils achieved at least five National 5 Awards, the best performance ever in S4

In S5-27.6% of pupils achieved five Higher grade passes, this the best performance in S5. A record number of 12 pupils achieved five A Grade Higher passes.

In S6-44.6% of pupils achieved five Higher grade passes, this being an increase on the previous year and 25.4% of pupils achieved at least one Advanced Higher grade pass which is your best performance.

Overall the results show continued improvement on previous years.

The Assessor noted the numerous different ways in which the Rector keeps pupils and parents/ carers updated on performance and other issues. This is publicised in several ways including SQA data on your website, local media coverage of results, national media coverage, School reports on individual pupil achievement and attainment and newsletters.

- 4.1.3 The school continues to work closely with pupils to set, review and monitor mutually agreed targets for each pupil. This process involves teaching, pupil support staff and senior management as well as pupils and parents/ carers.

You have shared the tracking and reporting calendar with parents/ carers, pupils and staff through publication in homework diaries, your website and

notice boards. You produce 3-4 School Reports that are sent to parents/ carers each year to monitor and review progress. Parents/ carers are involved and engaged in developing and reviewing the ways in which you report on pupil performance and additional, more regular, streamlined reporting has been introduced.

4.2.3 You were able to demonstrate that you benchmark your performance against that of other schools and have used that information to improve your service. As well as facilitating schools to visit Dalziel High to learn from your experiences, you actively seek out good practice and you gave examples of where performance benchmarking has been used at subject and topic specific levels to learn lessons from others. This led to the implementation of Good Practice from elsewhere which had a positive impact on your performance

4.2.4 The School continues to contribute to the wider education community through sharing its good practice in a variety of ways. During the assessment visit, the Assessor learned of visits to and from other schools to learn from and share good practice. Staff are involved locally and nationally with several bodies in the education field and a number support the work of the SQA

8. ACTION PLANNING & NEXT STEPS

The achievement of Customer Service Excellence is an ongoing activity and it is important that Dalziel High School continues to meet the elements of the criteria throughout the three years the hallmark is awarded for. Efforts must be made by Customer Service Excellence holders to continually improve their service.

We recommend that you develop an action plan based on the findings of this report. The action plan does not need to be a separate document and is likely to be more effective if the actions are embedded in your normal improvement and service developments plans.

We will undertake an annual review that will look at your continued compliance with the Customer Service Excellence. As part of the review we will also look at progress on any findings of the previous assessments.

In addition to reviewing progress outlined above, we will also review the services delivery, done so by following customer journeys.

For more information on the annual review please refer to our document “Building on your Customer Service Excellence success – Preparing for the annual review”.



Holders must inform SGS of any major changes in the service provision covered by the scope of the certificate. This includes reorganisation or mergers.

In addition, SGS must be informed should the certified service experience a significant increase in customer complaints or critical press coverage.

If you are in doubt at any stage, we strongly recommend contacting the Customer Service Team for advice on the significance of any service or organisational change, or issues surrounding customer complaints.

SGS will visit within the next 12 months for the annual review.

SGS recommends that Dalziel High School retains a copy of this report to aid continuous improvement, and as a reference document for future assessment reviews.