



Assessment Report

CUSTOMER SERVICE EXCELLENCE

Dalziel High School
1 Renewal





1. EXECUTIVE SUMMARY

The assessment method used was a full remote assessment due to the current circumstances of the Covid19 Pandemic.

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 remotely.

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 Remote (Covid19)	Date(s) of audit(s):	17-02-2021, 18-02-2021
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 many 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, counsellor, catering and cleaning staff.

At the last SQA presentation, you saw 63.8% gaining 5+ National 5 awards in S4 and 23.2% 5+ Highers in S5, the highest within the local authority.

The Covid-19 pandemic has caused significant disruption to all schools. During this recovery period the Senior Management Team at Dalziel High have ensured the safety and provision of a safe working environment for both staff and pupils. Health and safety policies have been communicated to staff, pupils and parents and are adhered to. All necessary paperwork, for example risk assessments and test & protect, has been completed promptly. Digital Learning has been integrated within Learning and Teaching and daily tasks are set online for isolating pupils. During this current lockdown you embraced remote learning and staff have delivered a high volume of live teaching throughout each year group.

All departments have now embraced digital learning and are on the same platform – Microsoft Teams. The science classrooms are now refurbished, this has made a significant impact on the teaching and learning within this department.

The online parents' evening booking system allowed you to track parents who had not signed up and connect with them. This further improved attendance at these events.



3. METHOD OF ASSESSMENT

The assessment method used was a full remote assessment due to the current circumstances of the Covid19 Pandemic. Evidence was submitted electronically via email and the assessment interviews and observations took place over the telephone and via computer. Microsoft Teams was used for the opening and closing meeting and to conduct interviews with staff and customers.

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 remotely. 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 an 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 remote assessment commenced with an opening meeting using Microsoft Teams.

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. REMOTE ASSESSMENT

The Assessor was supported throughout the assessment by Robert Birch and Leigh-Ann Scott and other personnel within the organisation were involved when assessing activities within their responsibility.

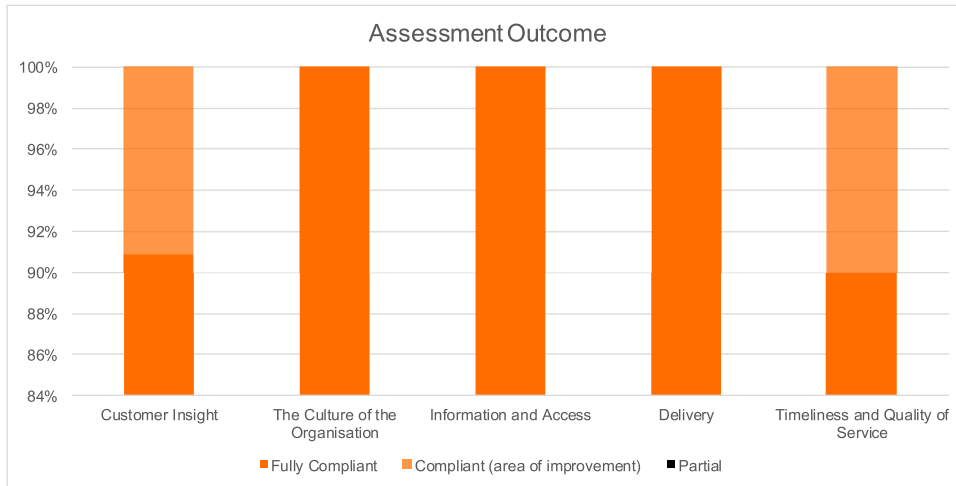
The assessment resulted in the raising of no partial compliances. A number of observations are listed in Section 7 of this report.

Number of good practices awarded during the assessment	50
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Have the partial compliance(s) raised at the last assessment been closed?	N/A
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Criterion	Maximum number of partial compliances	Actual number of non-compliances	Actual number of partial compliances	Actual number of Areas for Improvement	Fully Compliant
1 Customer Insight	2	0	0	1	10
2 The Culture of the Organisation	2	0	0	0	11
3 Information and Access	2	0	0	0	12
4 Delivery	3	0	0	0	13
5 Timeliness and Quality of Service	2	0	0	1	9



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 Partials 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 cleared from previous year

You have now reached agreement that you will more explicitly, publicise improvements resulting from stakeholder feedback, engagement, and involvement. This would further encourage others to make suggestions in the knowledge that you are a listening and learning organisation. This will take the form of a 'You Said-We Did' type of initiative and is fully supported by pupil representatives.

Areas for Improvement

- 1.3.2 Although you have very good communications and you communicate well, you may wish to better publicise your customer satisfaction target and achievement
- 5.3.2 You could better publicise your performance against your service quality standards such telephone response times

Areas of Good Practice

- The Assessor would like to thank the staff involved for their excellent preparation and production of evidence in relation to this remote Customer Service Excellence assessment. You produce very rigorous, systematic and relevant documentation and evidence that demonstrates the excellent service provided to your customers. Your Customer Service Excellence plan and other documentation used at the assessment combined with the range of participants during assessment day is testament to your commitment to CSE, continuous development and excellence in service provision. The development of this level of evidence and the rigor of your CSE processes demonstrates how you have fully embedded CSE within the School
- You understand and promote the importance of Customer Service Excellence and a strong customer focus. Your Senior Leadership is committed to customer focus and makes the CSE report available on your website, promotes this success in the media and emails the report to all school staff as well as senior officers at North Lanarkshire Council



- 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. A key theme this year was the very detailed response to the Covid-19 pandemic and restrictions on physical teaching
- There is a very strong and committed leadership team. This is led by the Rector and supported by a Senior Management Team. This sets a clear vision and direction for all staff and pupils
- The Assessor spoke to a range of pupils remotely during the assessment and they praised the commitment, accessibility and approachability of staff including the Senior Management Team
- Pupils spoke with great passion about the support they receive from staff, often outside of core teaching times
- Pupils spoke of being sure that 'teachers would do their best for them' highlighted a high degree of confidence in staff
- Throughout the assessment, in speaking with a range of stakeholders and in seeing evidence of performance it was clear that pupils were developing skills for both work and general life skills
- Pupils involved in an online group with the Assessor during this assessment were very organised, articulate and open throughout and this greatly assisted the assessment process during the remote process
- The work and collaboration with vocational partners are very significant and the School welcomes and highly values the extent of the commitment from these organisations and their staff
- You have a well-developed ethos of involvement and engagement as well as transparency through information sharing. You share information with staff using several channels including staff meetings and Principal Teacher meetings. You share information with customers through a comprehensive website, increased social media presence, Pupil Council, Assemblies, Parent Council and Parent Association Meetings, Parent Evenings and emails. During the Covid-19 pandemic, you have continued to consult, involve and inform stakeholders as effectively as possible. As a result of less physical access to the school, you have significantly improved digital and other communications and how this is used. As well as upscaling and improving the quality of digital services, you have used

the telephone to good effect. This was confirmed in discussions with pupils where they mentioned the effectiveness of the school telephoning parents to update them and to discuss any issues

- You have continued to develop the reporting on pupil performance over the past year and this has proven popular with parents/ carers and pupils
- As highlighted earlier, you continue to enhance the ways that you have dialogue and consultation with parents/ carers, and these are evaluated for effectiveness
- 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
- You share the School Improvement Report and Plan with stakeholders
- You make use of social media and other communication methods to keep the wider community updated on the latest opportunities and successes
- You use social media, particularly Twitter, at a School and Departmental level to keep stakeholders informed. This has been further developed and used during the last year to support remote learning and engagement
- Your School App is very popular with pupils and parents as a means of consolidating and improving access to important school information. This is continuing to be a vital communications channel
- You supported pupils and parents to make the best of remote or digital learning this year. One example being assisting pupils to get online and a range of tutorials online
- The Rector's Monthly newsletter is widely distributed and is available on the school website. This was read and noted by the Assessor as part of the evidence review at this visit
- 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
- You make effective use of performance planning, monitoring and management. At a micro-level pupils, parents and staff are involved at a personal level on an ongoing basis, this feeds into departmental and School level activities and comparison with peer Schools with a view to

continuous improvement in both attainment and achievement. You have very regular reporting to parents and use your frequent monitoring and reporting systems to ensure effective early intervention and action planning

- You share information and policy with Pupil Learning Groups and take feedback on these
- You recognise the importance of the transition from Primary School to Dalziel High. You have open lines of communication and engage with pupils and parents at an early stage to ease this transition. You have a wide range of presentations and open access events at various locations to support this. During the Covid-19 pandemic, the nature of your transitions work has changed. You have placed great emphasis on work with Primary School colleagues in gaining insight about individual pupils and pupil groups. You proactively use information to ensure as smooth a transition as possible for primary school pupils coming to Dalziel High
- You recognise the success of the wider school community and proactively recognise success in achievement and attainment through publicising awards and other success measures
- You publicise achievement and attainment widely including through the local press
- School awards are prominently displayed on your website as well outside and inside the school
- You have developed sports leadership awards and have enabled Dalziel High pupils to learn from and support Primary Pupils in sporting activities. This continues to be developed alongside the challenges of Covid-19
- You offer a range of extra-curricular activities and support available to pupils. This has been restricted due to Covid-19 restrictions, but the Assessor noted such as school online dance classes being offered
- You have a very innovative approach to pupil development and the ever-widening range of opportunities and choices available to pupils in their academic and career development
- Once more, the assessor was able to learn of the ongoing developments with private sector organisations that facilitate opportunities to be involved in vocational education and career paths

- With your vocational partners, you have seen the development of even more meaningful 'mock interviews' which have been well received by pupils and those in the wider School community who take part as 'interviewers'. The breadth of careers and opportunities covered continues to increase as does the degree of preparation carried out by interviewees and interviewers. The nature of this has been altered to an online delivery due to Covid-19
- 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
- Skills Development Scotland offered 'subject choice' online information sessions for parents and carers that were promoted by you
- You seek out and promote opportunities for work experience and apprenticeships and during this year have identified opportunities for virtual work experience
- You have promoted a range of online opportunities such as the Science Insights Online 2021 online work experience programme, Scottish Space School and virtual STEM events on such as cyber security innovations throughout the year
- At the last assessment, it was noted that you had secured funding to make improved facilities available in the Science Department. The Assessor was able to see the significant improvements because of this funding at this remote assessment. This project is now completed
- You have continued to invest in equipment and facility improvements and service improvements more generally
- Pupils and staff spoke enthusiastically about the pastoral support system in place and how it was successful. Pupils spoke, during this remote assessment, 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
- The school provides opportunities to become involved in whole-school initiatives and programmes. For example, the 'mental health ambassadors' and the 'anti-bullying ambassadors'
- It was noted that you actively promote good mental health. You have items such as Mindfulness activities available remotely to support this

- In recognising the importance of involvement and engagement, pupil leadership is developed through a variety of opportunities. These include such as pupil council, House roles, pupils leading wider achievement groups, leading school-wide competitions such as the Choral Shield Performance and national competitions. This may be impacted by Covid-19 restrictions
- You continue to develop services to support attainment and achievement and such as your Nurture and Star Groups are continually developed. This was discussed at this assessment
- It was also impressive to note the high degree of integration of those in the
- This integration of those pupils within the hearing impairment department was also highlighted as good practice in a Times Education (TES) article
- You developed and ran a successful and very popular 'Parents as Partners' event
- One of your partners, Skills Development Scotland provide a careers adviser who delivers focussed workshops for all year groups to help pupils develop career management skills This includes subject choice interviews, extra support for targeted learners and follow-up support for those who have left the school community
- 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 to improve the transition between Primary School and Dalziel High. This has taken a different form during this academic year due to Covid-19, but you have recognised the vital importance of these activities and have continued with them in different formats
- The Assessor was able to speak with several staff from across the school. Staff were very keen to highlight opportunities for their personal development and spoke of being empowered to highlight areas for development and to creatively implement further developments in the service they offer
- The Assessor noted that several events continued during the year. These included the Public Speaking competition, virtual prizegiving, virtual Christmas Concert and Christmas Jumper day.



Areas of Compliance Plus

- 1.1.1 You have a very detailed understanding of the wider environment, its impact on your school and of future pupil groups and individuals. At this remote assessment you discussed such as socio-economic and demographic data, Free School Meals entitlement data and other relevant information. It was clear that you understood wider trends in education and local issues too
- 1.1.2 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 visit.

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 the transition from Primary School.

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.

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.

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 exceptionally 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, intense and collaborative pupil support and tracking systems enable staff, pupils and parents/ carers to reach appropriate decisions regarding pupil progress.

In discussion with staff and pupils, this real depth of understanding was a key feature raised and evidenced.



Your tutor system that ensures the same staff member provides pastoral support to siblings supports this understanding.

During Covid-19 you monitor engagement and follow-up so that you understand the rapidly evolving needs and preferences of customers and provide support where required

- 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 needs and preferences of pupils whilst they are at Primary School and continue to do this through their time at Dalziel High.

Your work with Hearing Impaired Pupils includes the development of an enhanced transition procedure that incorporates the development of individual pupil videos that are then available to staff. This provides a more individualised and detailed insight to staff to support pupils appropriately. You have integrated those pupils in your hearing-impaired department very well into the mainstream provision and they are very valued and integral contributors to the school community.

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. Details of support provided is publicised in your School Handbook.

Your Nurture Group is viewed as very supported and useful by stakeholders.

You now also have access to counselling resources at school level

Information about the support available to pupils is publicised widely including on the School website.

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.

You have introduced 5-point plans to ensure a 'joined-up' approach to pupil support where appropriate.



As refurbishment takes place you look to provide the best possible access to those with a disability. Your new Home Economics and Science classrooms incorporate such provisions.

More generally, you have introduced a new booking system for Parents Evenings and actively monitor and target parents/ carers to encourage participation and aid a greater understanding of pupil progress and support. This has been particularly important to support pupils during the Covid-19 pandemic.

Your proactive work in primary schools to support pupils and staff in both literacy and numeracy is also worthy of mention.

You identified and advocated for pupils whose circumstances meant they would benefit from attendance at school during the pandemic. You were able to achieve this.

You ensured that pupils who required technology such as devices and dongles for Wi-Fi were prioritised and enabled to access education during the lockdown.

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

- 1.2.1 You have a strategy for engaging and involving customers using a range of methods appropriate to the needs of identified customer groups. You have a calendar of events including meetings of stakeholders, parents' evenings, staff events and surveys that are pre-planned and have become an integral part of the school year. You continue to innovate with new ideas to engage and consult with stakeholders. This has been altered due to Covid-19 restrictions, but very high levels of consultation are in place due to ongoing engagement with pupils and parents through phone calls. This was supported and mentioned as very helpful by students the Assessor was able to speak with at this remote assessment
- 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 Voice. An example of this being your involvement of pupil representatives in development of a 'You Said-We Did' system. You actively seek out

comments and feedback from all stakeholders to improve the service. You consult more with the development of new Broad General Education and achievement reports. The increased use of the School App, website and social media offers a wider range and choice of ways in which stakeholders can be consulted with, receive and give information to staff

- 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.

At this remote assessment, the Assessor also spoke with pupils who confirmed their contribution to be welcomed and to be meaningful, their ideas having led to changes taking place.

You involve pupils in developing initiatives and planning for continuous improvement

- 1.3.1 You once more evidenced the use of 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. Methods include a comprehensive stakeholder survey, staff survey, parent evening evaluations and feedback from the range of stakeholder meetings held throughout the year. 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 and Senior Leadership Team



are aware of even individualised feedback and there is a genuine desire to act on feedback wherever possible.

The Assessor was able to see many 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.

In discussion with pupils, they identified several areas where changes had occurred due to pupil feedback.

You use your website, Improvement Plan, newsletter, pupil learning groups, the media, social media to publicise data

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 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 ongoing commitment and presence of Dalziel High staff in associated Primary Schools to ease the transition.

Although a significant part of the physical transition process was impacted on by Covid-19, staff were increasingly proactive in meeting with those teaching and supporting those pupils transitioning to Dalziel High. This enabled decisions to be taken around how-to best support pupils.

You continue to improve the customer journeys of pupils at the school. Examples include the ongoing refurbishment of classroom facilities. The Assessor was able to see significant improvements to Science classrooms at this remote assessment.

To make best use of remote learning during the Covid-19 pandemic you introduced a new 'double period' timetable

2.1.1 You have a very strong and embedded customer focus within the School and 'doing the best for pupils', 'monitoring and tracking', 'evidence-based decision making' and 'continuous improvement' were strong themes that were highlighted during this remote assessment visit.



There is a clearly articulated and active 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.

You make public commitments about the School ethos and commitment to excellence across a variety of channels including the website, whole school staff meetings, Principal Teacher meetings, parents' meetings, school assemblies and on an ongoing way with both individuals and groups.

The whole school community demonstrates a strong determination for all learners to be successful.

There were numerous evidenced examples of where you advocated for pupils. This included supporting pupils with technology and facilitating the physical attendance of some at school during the lockdown.

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 the 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. This is done through close contact with parents and pupils and more formalised structures such as regular meetings. The minutes of these provide robust evidence of gathering customer insight and using it to inform policy, strategy and service improvements.

Pupils understand the role their views and opinions play in the school.

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. 4 During this year the school and the delivery of education has been significantly impacted by Covid-19 restrictions and closure of main services for significant parts of the year.



To enable disadvantaged pupils to access lessons and to provide fairness and equity, you have taken several proactive measures and these were discussed and evidenced on site (remote).

You identified those with needs around home learning during Covid-19. You prioritised those identified as in need of devices to engage in the virtual delivery of classes. You also identified those with a requirement for internet access or improved access and provided a dongle.

You have tracked pupil engagement with virtual learning provision and have quickly followed-up on those pupils where there was some concern in order to support them. Where there has been a lack of engagement or no contact you have worked with local authority colleagues to engage with parents to ensure the wellbeing of young people and families.

As noted earlier, you also advocated for young people where their physical attendance at school would be of benefit and enabled this to happen.

In many ways you have identified needs of disadvantaged customers and adapted your service provision to meet their needs and promote fairness of opportunity

2.1.6 It is recognised that staff are critical to the ongoing development of the School and in helping pupils reach their potential in whatever they do.

The Assessor noted that staff have been eager and encouraged to promote in the customer focused ethos of the school.

At this remote assessment, the Assessor learned of the good work taking place in remote learning during Covid-10. Pupils highlighted that staff were quick to support them through remote learning and the quality of this had improved throughout the pandemic.

This empowerment of staff is supported where staff identify where equipment could further improve teaching and learning. An example being the procurement of USB cameras or visualisers to support areas such as mathematics.

There is a real sense of pride and belonging from the staff spoken to by the Assessor.

Staff echoed the drive and commitment of the headteacher, senior leadership team and pupils which enables high levels of achievement.



There was a very encouraging, 'can do', positive attitude across the whole school community which is helping to ensure successful outcomes for all

- 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.

You have invested in Solihull training for staff that supports staff in dealing with trauma and to enhance emotional wellbeing, improve home-school relationships, improve attendance, and improve behaviour.

Overall, staff have good Professional Development opportunities, Curriculum Planning consultation, INSET day focus groups and training and Departmental Review meetings as ways of reflecting on performance and teaching and learning practices.

During Covid-19 staff have had access to online opportunities for development

- 2.2.2 In all discussions during the remote 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 again highlighted an ethos of mutual respect between pupils and staff being prevalent. You achieve this through this climate of mutual respect and a sense of belonging supported and integrated into the culture of the school through departmental contracts, learning group discussions, praise posters on display and such as your involvement in the Rights Respecting Schools movement.

At this assessment, pupils spoke of their confidence in staff supporting and 'doing the right thing' for them

- 2.2.3 You prioritise customer focus at all levels of your organisation and evaluate individual and team commitment through your feedback systems. You have several ways in which staff benefit from peer and other observations that can highlight areas of good practice and opportunities for further development

- 2.2.5 It is very clear that 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 and is viewed as of great importance to all stakeholders.

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.

There is a sense of belonging and of being part of an inclusive community of learners where individual and group attainment and achievement is valued, encouraged and celebrated across the school and wider community.

This strength of community and mutual support was very strong during this remote assessment and was a particular strength during Covid-19

- 3.1.1 You have an increasingly wide and diverse range of information available across your service and you use many different formats and provide a choice of how it is accessed.

You have a comprehensive and up-to-date website, School App, Twitter, local media releases, School TV, Rector newsletter and SMS text alerts. During the current Covid-19 pandemic, you have made more frequent telephone contact with parents to support young people and families.

- 3.2.1 You have continued to provide your customers with the information they need in ways that meet their needs and preferences, using a variety of appropriate channels. This has been particularly the case over the past year during the Covid-19 pandemic. You have further increased the use of different channels such as the School App, MS Teams, 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 choices to stakeholders in the ways they communicate with the School.

Staff at the school, including the senior leadership team, are very accessible and committed to providing stakeholders with information in accessible and meaningful ways.

As noted earlier, your ongoing refinement and improved detail of performance given to parents is an example of this

- 3.2.2 You take reasonable steps to make sure your customers have received and understood the information you provide. You are using the School App and social media to advise parents that information has been sent

and to check on its receipt and understanding. You have a parent's evening booking system to improve opportunities for parents to engage more effectively with staff. You monitor this and follow-up to ensure people take advantage of opportunities and seek to offer alternative channels where that is helpful. You have increased telephone contact with parents to keep in touch with the support needs of pupils during remote teaching. You have moved significant amounts of teaching and other contact to electronic means and MS Teams during the current lockdown. In addition, you use your Home School Partnership officer to engage directly with some stakeholders.

Overall, you have transformed the ways that parents and pupils can access information because of the Covid-19 pandemic and Scottish Government restrictions. You evidenced that you are focused on ensuring information is received and understood and make special efforts to ensure this is the case

- 3.2.3 You have continued to improve information available across the School. These include cluster meetings minutes, transition information, intake events and newsletters

- 3.3.1 You make your services accessible to all customers through the provision of a range of alternative channels. You have improved physical accessibility and quality of the physical environment in the refurbishment of your Science classrooms. You have a Senior Leadership Team that is accessible to all stakeholders and this was confirmed during this assessment visit in discussion with stakeholders. You continue to increase the ways in which stakeholders can contact staff as well as access information. During Covid-19, for a significant part of the year, for most pupils, physical access to the school has been limited. It was clear however that even in the digital environment, you rationalised the platforms used to ensure a more consistent approach to service delivery. You have continued to upskill staff, pupils and parents to get the most from remote learning. To ensure ease of accessibility you have continued to improve the quality of your online remote delivery throughout the pandemic

- 3.4.1 You have continued to build on already excellent partnership working over the past year.

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



this work and the opportunities it offers through your website, DYW newsletter and publicity about related awards and achievements

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 and is recognised by Education Scotland.

You were awarded a 'Gold Centre' for your work and promotion of the TeenTech Awards and STEM both to the wider community and within the school.

You work in partnership with partners within and outside of the local authority to support pupils in a range of ways. During Covid-19 you have monitored engagement with online teaching to help identify areas where further support may be needed. This support can be offered alongside partners and in doing so you are able to offer benefits for your customers

3.4.2 You have developed meaningful partnerships with partners that have clear lines of accountability. It is recognised that you continue to develop relationships with external partners that benefit your pupils. It was clear that parties were aware of their roles, responsibilities and accountabilities.

3.4.3 You support your wider community in several ways. Your pupils and staff are involved in many charitable activities, your support students, research students, work placements and so forth. In addition, you are involved in litter management and are an eco-school.

4.1.1 You set challenging standards taking account of national and statutory targets and standards. You closely monitor the performance of individuals, groups and the school and compare this to the performance of others including virtual comparators. At this assessment, the Assessor was able to discuss and see evidence of your standards and targets against those of others, which demonstrated the high degree of challenge that you build into your systems. It is also accepted that at an individual pupil level the school, has high aspirations and expectations informed by insight.

To support such a pupil-centric and data-driven approach, an INSIGHT information pack was sent to all staff and this was supported by training

- 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.

Your tracking and reporting calendar is shared with parents, pupils and staff through the homework diaries, website and poster displays. You have several individual pupil reports that are sent to parents each year.

Attainment and achievement levels are very high, and this is recognised by stakeholders and others. The School performs very well in key indicators when compared with other neighbouring schools across the Local Authority area.

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 and supported study information on individual pupil achievement and attainment and newsletters

- 4.1.3 You continue 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.

As noted earlier, you share the tracking and reporting calendar with parents/ carers, pupils and staff through publication in homework diaries, your website and notice boards. You produce frequent 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.

You have continued to refine and improve the data and the way it is presented to help stakeholders make better use of it.

You have involved pupil representatives in considering and developing your 'You Said-We Did' system that will report on issues identified and changes made as a result

- 4.2.1 You meet with individual customers to discuss performance expectations and you also have developed several publications outlining the roles, responsibilities and rights of your customers and staff. The regular feedback given to pupils and parents is a vital component in planning and achievement/ attainment. Your achievement of the Rights Respecting



School status is an example of this. Your ongoing target setting and monitoring of achievement and attainment also supports the setting of expectations

- 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, pre-Covid, 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. Staff are involved and lead several subject-specific groups across the Local Authority. The Assessor saw evidence of peer benchmarking at several levels at this assessment. 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 by sharing its good practice in a variety of ways. The Nurture Group has seen the publication of an educational paper on its work. The Hearing-Impaired Department saw its work covered in the Times Education Supplement. During the assessment visit, the Assessor learned of visits to and from other schools to learn from and share good practice. Staff are involved in several e-forums and Local Authority wide groups. Staff are involved locally and nationally with several bodies in the education field and a number support the work of the SQA as markers and verifiers. Your staff have been involved in identifying good practice using the digital platform and have shared the authority wide
- 4.3.1 You monitor your performance against standards at pupil, class, Departmental and School level in great detail using a variety of tools throughout the year. You take many opportunities through regular parental reporting, discussion with pupils and staff to identify performance and take remedial action where appropriate. You explain performance more widely to your Parents Council and Parents Association. SQA results are highlighted on your webpage, in the media and through social media. At individual pupil and other levels, you have clear remedial actions where appropriate.



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 development 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 the 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.