



# Assessment Report

## CUSTOMER SERVICE EXCELLENCE





## 1. EXECUTIVE SUMMARY

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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 -

**“Continued award 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):	07-02-2020
Lead Assessor:	Robert Sullivan	Additional team member(s):	
Type of Assessment:	Annual Review		
Review of Certification Claims	Claims are accurate and in accordance with SGS guidance		



## 2. CONTEXT

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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 a 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

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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 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**

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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**

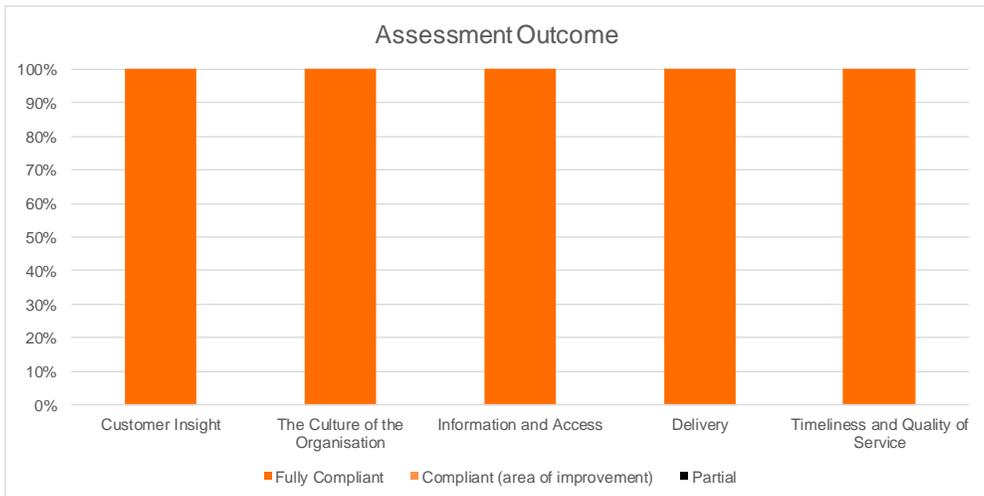
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The Assessor was accompanied throughout the assessment by Robert Birch and Leigh-Ann Scott and other personnel within the organisation were involved when assessing activities within their responsibility.

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



	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	0	11
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	0	10



## 6. AREAS OF PARTIAL COMPLIANCE

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### 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**

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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**

- At the last assessment, the Assessor noted that you were looking to involve the pupil council, in the use of How Good is Our School (HGIOS), to develop participation in a more structured way in the school self-evaluation process.

You have discussed key HGIOS areas at pupil council meetings and are looking to continue this. In addition, you have placed an increased focus on self-evaluation, learning and teaching within your learning groups

- In light of changes to data protection legislation, the Assessor discussed how you may wish to consider the use of various learning and communication platforms and their hosting and use of data. You have issued guidance on this and discussed it with your stakeholders. Pupils are advised not to share their email address when using such systems.
- At the last assessment, the Assessor noted that weekly bulletins stopped being published in the 2015-16 year but appeared 'current' on your website. You have re-iterated the need for information to be managed and kept current

### **Areas for Improvement**

- You could, 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 could take the form of a 'You Said-We Did' type of initiative



## 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 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 pack 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 use of data and a culture of evidence-based decision making that permeates the school, led by Senior Leaders
- 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 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
- 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

- The work and collaboration with vocational partners is very significant and the School welcomes and highly values the extent of the commitment from these organisations and their staff
- You have an 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
- You have again refined the 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 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
- Your School App is very popular with pupils and parents as a means of consolidating and improving access to important school information. This is becoming a vital communications channel
- 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 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
- Your staff are actively involved in teaching and supporting primary school pupils and staff prior to coming to Dalziel High. This introduces pupils to staff and aspects of work at High School prior to transition
- 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 outside as well as 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
- At the assessment, several stakeholders mentioned with pride the wide-ranging extracurricular activities and support available to pupils
- The assessor was able to speak to a range of stakeholders including partners who spoke of 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 interviews
- 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 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 as a result of this funding
- Despite ongoing financial constraints, you have once more 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 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’
- 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
- You continue to develop services to support attainment and achievement and such as your Nurture and Star Groups are continually developed
- 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 in 2019

- The Assessor was able to speak in detail about both the Nurture Groups and the Hearing-Impaired Departments at this assessment visit. The feedback from stakeholders was very good
- 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 and their pupils to improve the transition between Primary School and Dalziel High
- 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 some classes in associated Primary Schools to improve the transition experience for pupils and give Dalziel High staff improved insight
- 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
- Following on from your attendance at the SGS CSE Networking Event you have further increased and improved your meaningful engagement and involvement with stakeholders



## **Areas of Compliance Plus**

1.1.1 and 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.

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.

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.

Your work with partners across sectors to provide very meaningful and worthwhile opportunities in terms of further and higher education and careers is commendable. In doing this, you open other options and improve choices that take cognisance of the skills and aspirations of the widest range of your pupils.

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.



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.

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. This was discussed at this assessment and the Assessor was able to speak in detail with staff and pupils of this Department.

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. A staff member and an Educational Psychologist have produced an educational paper about the success of the group.

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.

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

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
- 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. You actively seek out comments and feedback from all stakeholders to improve the service. The increased use of the School App, website and social media offers a wider range and choice of ways in which stakeholders can 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. This was discussed further at this assessment visit and this demonstrates a real desire to be innovative and seek out ways to actively obtain and utilise feedback in a very positive way.

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.

Other evidence provided included Pupil Council and Pupil Learning Group minutes demonstrating opportunities for pupils to become engaged and influence their education.

At this 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. One example of this being their ongoing involvement in planning to achieve the Silver Rights Respecting School status.

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.

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. In addition, the increased involvement of Primary Pupils generally and specifically through your STEM programme, across the Primary School years, are good examples of changes to the transition customer journey.

At this assessment, the Assessor saw evidence of a wider range of activities undertaken at Dalziel High that involved those transitioning from primary schools.

You continue to work to ease the 'transition journey' through such as your improved Summer School provision.

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 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.

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.

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. They spoke with the Assessor about discussions they have had with staff about options choices and how this has led to positive changes being made.

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 that staff are critical to the ongoing development of the School and in helping pupils reach their potential in whatever they do. Throughout this CSE assessment, stakeholders told the Assessor of staff providing extracurricular 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.

The Assessor saw the publication of additional support opportunities and extracurricular activities throughout the school, on social media and on the website.

At this assessment, the Assessor learned of good work taking place in peer benchmarking with the school, in clusters and more widely to identify and utilise good practice in teaching and learning.

Once more, in speaking with staff, it was apparent 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 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.

- 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. 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.

You hold the Rights Respecting Schools bronze status and are actively working towards Silver status. Importantly staff, pupils and senior leaders spoke of the way in which Rights Respecting Schools articles were being built into the work of the school and were being embedded in school vision and values.

- 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.

- 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 an extensive and up-to-date website, School App, Twitter, local media releases, School TV, Rector newsletter and SMS text alerts.

- 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. You have further increased the use of different channels such as the School App, 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.

Your ongoing refinement and improved detail of performance given to parents is one 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 newly introduced a parent's evening booking system to improve opportunities for parents to engage more effectively with staff. In addition, you use your Home School Partnership officer to engage directly with some stakeholders.

Overall, you have improved the variety and choice of ways that parents and pupils can access information. 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 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 event. You provide an improved Summer School and a Science Fayre for Primary School pupil. Your work with Primary pupils has developed still further this year.

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 in the refurbishment of your Home Economics and 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. The range of electronic means of contact continues to be developed and includes a website, email, electronic platforms such as GLOW, Edmodo, social media and a School App

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' (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

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. Some partnerships include Morgan Stanley, Worley Parsons and Bellway Homes

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. In the past year, you have been involved in the Ben Nevis Challenge and sponsored walks

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 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.

- 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 bronze status and your 'journey to Silver' are examples 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 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 a number of 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. 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 a number of first class 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

## **8. ACTION PLANNING & NEXT STEPS**

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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.