Wallace High School
School Improvement Plan
2022-23

Head Teacher's Introduction

Our School Improvement Plan 2022/23 is a focused and 'real' document that genuinely aims to facilitate the continuous improvement of Wallace High. A series of formal and informal meetings/discussions with SLT; Faculty and Pupil Support Leaders; teachers and support staff; Local Authority personnel; partners; pupil groups; parents (PTN, 'drop-in sessions', Parental Engagement Group and personalised parental feedback); and data analysis have all led to the identification of our key priorities. This document is also complemented by detailed plans for PEF/SEF, Gaelic and Ochil House that capture the full extent of support for all pupils, as well as individual Faculty Plans. These documents seek to comprehensively capture our commitment to continuous improvement and our emergent work as a result of the national disruption to educational provision caused by COVID-19 and the current wider socio-economic context that affects many families.

Our aim is to supplement this work through Pupil Councils and our Parent Teacher Network, with pupil and parent priorities forming 'mini' action priorities that have specific targeted improvements that are led and evaluated by these groups.

Everything that we do as a school is designed to have the consequence of improving:

▸ Pupils' health and wellbeing
▸ Pupils' learning experiences
▸ Shared values and ethos (culture)
▸ Achievement and attainment for *all*

In organising our Improvement Plan we have sought to structure our actions around four key areas of development central to school improvements that articulate with: HGIOS 4; key priorities of the Scottish Government's National Improvement Framework (NIF); COVID-19 recovery requirements; and to include our targeted work through the Strategic Equity Fund (SEF) and Pupil Equity Fund (PEF). Key drivers of the NIF (School leadership; Teacher professionalism; Parental engagement; Assessment of children's progress; School improvement; and Performance information) are laced throughout the narrative of our actions and evaluations.

The four key priorities of the NIF are:

1. Improvement in attainment (particularly in literacy and numeracy)
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing; and
4. Improvement in employability skills and sustained, positive destinations for all.

In the plan that follows, our aims strongly articulate with these aspirational and necessary priorities. Within each of the outcomes identified under our core priorities, key Quality Indicators aligning our work with Education Scotland's How Good Is Our School 4 are identified. This allows us to utilise Quality Indicators in evaluating the impact of our actions and assisting in identifying on-going priorities as we project forward. Our aim continues to be an improvement drive that will have the most significant impact on all of our young people, whilst remaining flexible as we plan education in our current, complex, evolving context.

Scott Pennock, September 2022

National and Local Priorities

National Improvement Framework Priorities	Stirling Schools, Learning and Education Priority Themes
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in attainment, particularly literacy and numeracy. 3. Closing the attainment gap between the most and least disadvantaged children. 4. Improvement in children and young people's health and wellbeing. 5. Improvement in employability skills and sustained positive destinations.	1. Community 2. Wellbeing 3. Achievement

Senior Phase and Youth Participation Delivery Plan Priorities

1. To raise **attainment and achievement** by supporting school improvement.

2. **Deliver equity** for all, whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond.

3. Support Stirling Council in its commitment to the Climate Emergency, through **learning for sustainability** in line with the Vision 2030 Report.

4. Improve **positive destinations**, through continuing to lead on DYW, No-one Left Behind and Young Person's Guarantee.

5. Support **participation and co-create community-based learning and development** opportunities ensuring young people are at the centre of local and national democracy and decision making.

School Priorities Overview

Priority 1: Culture, Care and Wellbeing

Pupil Support Covid Recovery/ Targeted priorities: PEF/SEF and Ochil House/ Attendance Focus/ Parental Engagement Strategy

NIF Priority:	**HGIOS4:**	**SPYP Delivery Priority:**
2. Closing the attainment gap between the most and least disadvantaged children. 3. Improvement in children and young people's health and wellbeing.	1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion	2.**Deliver equity** for all, whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond.

Priority 2: Quality Learning, Teaching & Assessment

Young Leaders of Learning/ Learning & Teaching Wheel/ BGE Tracking Development with Didbook/ Celebrating Success Review

NIF Priority:	**HGIOS4:**	**SPYP Delivery Priority:**
1. Improvement in attainment (particularly in literacy and numeracy). 2. Closing the attainment gap between the most and least disadvantaged children.	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	1.To raise attainment and achievement by supporting school improvement.

Priority 3: Quality, Personalised and Accessible Curriculum

Faculty Covid Recovery Targets/ Career Education Standard/ Literacy & Numeracy Targets/ Digital Skills Focus

NIF Priority:	**HGIOS4:**	**SPYP Delivery Priority:**
1. Improvement in attainment (particularly in literacy and numeracy). 2. Closing the attainment gap between the most and least disadvantaged children. 3. Improvement in children and young people's health and wellbeing. 4. Improvement in employability skills and sustained, positive destinations for all.	1.1 Self-evaluation for self-improvement 2.2 Curriculum 2.4 Personalised support 2.5 Family learning 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	1.To raise attainment and achievement by supporting school improvement. 4.Improve **positive destinations**, through continuing to lead on DYW, No-one Left Behind and Young Person's Guarantee.

Priority 4: Sustainability – Eco Education

Next Steps of Pupil-led Sustainability Agenda/ Pupil Assemblies/ Revised Council Recycling Strategy/ Sustainability Ed Plan

NIF Priority:	**HGIOS4:**	**SPYP Delivery Priority:**
3. Improvement in children and young people's health and wellbeing.	1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion	3.Support Stirling Council in its commitment to the Climate Emergency, through **learning for sustainability** in line with the Vision 2030 Report.

Priority 1	Culture, Care and Wellbeing					
	Key Actions	**By When?**	**Person/People Responsible**	**Resources Required**	**Expected Impact**	**Progress (Updated during session)**
	Pupil Support Covid recovery focus continues to review & develop systemic working (2.1/2.4-2.7/3.1): • Following audit and evaluation 2021/22, focus for 2022/23 on: information sharing; rationale and targeted outcomes for group allocations; rationale and processes for key professional allocations; focus on LAC/YC/EAL targeted support; consistent collation, sharing and actions based on learning from parental feedback at all key stages; consistent monitoring and actions from referral system.	Further review & audit – Oct 22 Key individual systemic improvements – ongoing Oct 22 – April 23 Review & Evaluation – May 23	GC/JC & PS Team – individual systemic areas led by identified key members of the team.	Key resource – staff time. Supplementary resources – digital systems investment and core copying etc.	Improved focus on **consistent, systemic** universal and targeted approaches throughout session. Evaluation of individual systems and impact contributes to improved attendance, engagement and pupil experience – evident in core outcomes data and pupil and parental feedback.	
	Targeted support to ensure focus on equity and closing the attainment gap: SEF priorities; PEF priorities; & Ochil House priorities (1.5/2.1/2.4-2.7/3.1): • Detailed plans produced to target personalised support for young people from quintile 1; Care Experienced youngsters; and young people with complex needs: ‣ PEF/SEF plan & Ochil House plan. Both available at: https://www.wallacehigh.org.uk/standards-quality-reports	See individual plans for details					

Attendance Recovery Approaches - Post-Pandemic Focus (1.5/2.1/2.4/3.1): • Systemic focus on universal attendance following recently disrupted sessions. Includes focus on: data sharing; weekly checks; suite of co-ordinated interventions; communication. • Systemic focus on quintile 1 attendance and targeted approaches to re-engaging young people with school and removing barriers to learning.	Review of systemic working – Sep 22 Implementation – ongoing Targeted working from Sep 22 Evaluation - April 22	JC/GC/PR/ link DHTs/ PSL Team/ FLWs MD/JC/FLWs/ PSL team	Staff time Systems investment Staff time Budget for targeted approaches	Global recovery of attendance by 1.5% - targeted for 91.5%+ (pre-pandemic figure). Quintile 1 recovery of attendance by 3-4% - targeted to close gap and aim to be in line with quintile 3 figure.	
Parental Engagement Strategy - Post-Pandemic Focus (1.1/2.5/2.7/3.3): • Review group composition & build the group to include Pupil Support, support staff, Ochil House input. Explore focusing on community areas to develop strong relationships with our community. • Parent partners - recruit a parent partner in each community 'working group' to ensure we have their voice and support on issues. • Community events - Parental Engagement Team to help facilitate community events and to gather feedback. • One member of the team will lead on representative Pupil Voice across communities. • Positive Destinations event in	Review – Oct 22 Parent partners – recruited by Dec 22 Ongoing – targeted throughout session Pupil reps by Dec 22 School Event – Sep 22 and	I Mac/ Parental Engagement Team (PET) PET – lead staff member PET – link members for communities and parent partners PET & pupil reps LS/FL (SDS) & PET	Staff time Photocopying and support resources Catering costs for events Transport costs for community events	Representative group established and improved data and feedback from all communities. Improved parent/carer voice and co-ordinated feedback from across communities. Community events further build positive ethos, engagement and data shows improved engagement from communities traditionally harder to reach. Sustained positive impact on positive destinations figures	

		evaluation by Oct 22 Targeted community event Dec 22 and evaluated by Feb 23	LS/FL (SDS) & PET		globally and with a focus on quintile 1 students.	

Priority 2	**Quality Learning, Teaching and Assessment**

	Key Actions	**By When?**	**Person/People Responsible**	**Resources Required**	**Expected Impact**	**Progress (Updated during session)**
	Young Leaders of Learning Programme: • YLoL pupil team engage with partner learners across schools in order to: • participate in learning visits in other establishments; • host visits in Wallace High; • and help generate quality feedback and next steps to support improved learning and teaching.	Further training dates TBC School visits and hosting TBC by arrangement Feedback and evaluation by May 2023	Pupil Young Leaders of Learning ambassadors/ LH	Pupil and staff time Transport resources	Pupil training equips young people to be able to provide quality, considered feedback on L&T experiences. School visits enhance sharing of good practice and awareness of range of learning approaches. Evaluation and feedback ensures quality pupil feedback impacts on learning and teaching planning going forward.	

Learning & Teaching Team take forward next steps with L&T Wheel to improve consistent quality of learning experience (1.2/2.3):						
• Focus on communication strategy (in-school, social media etc.) to promote staff engagement and improve profile of this work.	Nov 22 and ongoing	L&T Team	Staff time	Improved day-to-day awareness and engagement with L&T Wheel resource.	
• Improved strategic connection embedded between QA calendar, TLC groups and FL/PSL meetings to ensure quality learning and teaching and engagement with the principles of the L&T Wheel are a golden thread of shared practice.	Nov 22 and ongoing	DH/KC/ L&T Team/ FLs & PSLs	Staff time	Evident use of L&T Wheel resource as part of core QA processes brings greater consistency of engagement here.	
• Google Forms embedded in each element of the L&T Wheel to allow for the widest possible resource contribution. Focus on building a quality bank of staff CLPL resources that leads to improved learning and teaching.	Ongoing throughout session – evaluated May 2023	L&T Team/ All staff	Staff time/ digital resource/ possible purchased content for resource bank	Improved resource bank across sections of the Wheel.	
• Build on this session's cross-faculty learning and teaching visits with committed time in the staff WTA to ensure structured programme of learning visits, connected to TLCs, in the session ahead.	Ongoing throughout session – evaluated May 2023	All teaching staff	Staff time/ cover requirements	All staff engage in L&T visits and consistent quality of feedback continues to improve and inform learning and teaching next steps.	
Google Classroom BGE pupil tracking work developed to integrate with Didbook online system (1.2/2.3/3.2):						
• School team to re-connect with Sequential to further develop system infrastructure to ensure pupil learning outcomes are	Aug 22	SG/EP/PR/I Mac	Staff time and Didbook costs	Pilot system developed that allows original Google system to integrate with Didbook framework.	

	integrated.				
	• BGE Tracking and Monitoring – key focus in 2022/23 is to develop the substantial system with Didbook. Trial system with a selected group of subjects then roll out whole school. SG and EP to work together on roll out to staff and pupils. Make tutorial videos for pupils and staff to help use the system. SG and EP have admin rights to the pupil tracking system and will be able to update the system.	Oct 22 for pilot and ongoing	SG/EP/PR/I Mac	Staff time and Didbook costs	Trial system to be functional and BGE pupils to be able to engage with self-evaluation of learning progress and share with parents. Improved pupil self-evaluation of learning and quality of pupil/staff learning conversations.	
	• Pupil and parental engagement with more detailed learning outcomes of BGE courses. Feedback collated and progression completed for impact in 2023.	January 23 – ongoing thereafter and evaluated May 23	SG/EP/PR/I Mac	Time for feedback collation/ possible cover costs	Clear impact evaluation complete and next steps identified to take forward in to 2023/24.	
	Celebrating Success Review: • BGE celebrating success and recognising achievements audit completed.	Dec 22	JC/ PS Team/ FL links	Staff time	Successful capture of current systems and range of celebrating success in BGE.	
	• Collation of pupil, parent (PTN-led audit) and staff feedback.	Dec 22	JC/ Pupil Council/ PTN partners	Meeting time	Review of feedback from range of partners and suggested next steps.	
	• Refreshed BGE Celebrating Success policy completed.	Feb 23	JC/ Pupil Council/ PTN partners	Rewards costs	Policy completed with agreed suite of celebrating success approaches – bend of online; rewards experiences; assemblies and events etc.	

Priority 3	Quality, Personalised and Accessible Curriculum					
	Key Actions	**By When?**	**Person/People Responsible**	**Resources Required**	**Expected Impact**	**Progress (Updated during session)**
	Faculty individual curriculum Covid recovery targets - BGE & Senior Phase (max engagement) (1.3/1.4/2.2/3.2): • Individual faculties continue with personalised curriculum development priorities as part of next phase of COVID-19 period. • This informs learning recovery actions for teams and curriculum planning to support universal and targeted approaches - engagement & learning.	Sep 22 Ongoing 22/23 – evaluated May 23	FLs/ All relevant staff across teams FLs/ All relevant staff across teams	Staff time/ faculty budget Staff time/ faculty budget	Improved curriculum pathway options. Improved curriculum engagement – positive impact on attendance and attainment data.	
	Career Education Standard further developed (1.3/2.2/3.3): • S3 focus for the new session. Every subject working to evidence employer engagement activity which will enhance experience for pupils and support them with course choice as they will have a better understanding of career pathways within subject areas. Also, focus on S3 Profiling – this will result in re-visiting the quality of pupil reflection on transferable skills etc. • Learning visits - Focus on Skills Framework and CES as part of learning evaluation. • Skills Framework fully embedded in all curricular areas.	Oct 23 and ongoing Ongoing May 23	LS/FL/DH/S3 pastoral and support staff All staff LS/DH/Link FLs	Staff time/ profiling resource/ employer costs Staff time Staff time	Improved S3 awareness of career pathway options; ability to utilise profiling to assist with matching skills to potential pathways; and increased number of employer engagements. More consistent connection of learning to CES. CES embedded in curriculum planning.	

	- Staff CLPL with SDS further developed. - MYWOW Ambassadors to train new S1 pupils on registering for MYWOW. They will also feature at Open Evenings and Parents Evenings to showcase MYWOW to parents and families. This supports with a key focus of engaging parents with DYW and CES.	Ongoing Nov 23 and ongoing thereafter	FL/Wider staff MYWOW pupil leads	CLPL budget Potential catering etc. for engagement events	Upskilling of staff regarding employment pathways. Further improved MYWOW engagement across year groups and with parents and carers.	
	Literacy & Numeracy - Covid Recovery Actions further developed (1.2/2.2/3.2): - Moderation feedback built on with Faculty leads and key Literacy focus agreed and evaluated next session. - Literacy, Numeracy & HWB passports to be revised and reviewed based on feedback. - Plan to develop data gathering and target any gaps regarding confidence in Literacy and Numeracy across the Curriculum – data informs improvement targets. - Build on social media reading and numeracy promotion and target parental engagement here.	Nov 22 Sep 22 and ongoing Jan 23 and ongoing Ongoing	HD/ Literacy Working Group HD/AC/ key transition staff I Mac/DH/JP/LFR/ Key working group staff Lit and Num working group key staff	Staff time Copying resource Staff time Staff time	Improved core literacy regarding identified targets. Improved pupil identification of core literacy and numeracy skills across the curriculum. Smarter targeting of key literacy and numeracy skills to improve outcomes across the curriculum. Improved awareness in wider community of importance of core literacy and numeracy skills.	
	Focus on digital skills - utilising faculty & whole school systems, devices & learning approaches (1.5/2.2/2.3/2.5/3.2): Digital Champions in each Faculty - continue to grow the work of the Digital Champions in each faculty. Get new staff involved in	Ongoing	EP/FLs/Digital Lead staff	Meeting time	Full range of curricular representation of Champions and improved sharing of best practice.	

	representing their own faculties. Share good practice across the school.				
	• Digital CLPL - continue with an after school CLPL session once a term. At the beginning of the year, train new staff in using G Suite. Make staff aware of new Google developments.	Sep 22 and ongoing	EP/PR/Link staff	CLPL time and catering costs	Effective CLPL sessions delivered throughout the year and evidence of improved confidence with G Suite across staff.
	• Digital sessions for parents and carers - work alongside the Parental Engagement Team to bring digital skills into the community to help parents to be able to support learners at home.	Nov 22 and key dates thereafter	EP/Link staff – Parental Engagement Team	Staff time	Improved parental engagement and up-skilling of parents with strategies to support.
	• Pupil Digital Ambassadors - set up a group of 6th year Digital Ambassadors to promote digital learning to other pupils, create tutorial videos and help the new S1 cohort to use their Chromebooks. Recognise areas of good practice in Digital skills and share this with all pupils.	Oct 22 and ongoing	Pupil Digital Leads	Meeting time and ongoing Chromebook costs	Digital Ambassadors successfully support young learners and generate effective tutorial materials alongside personalised peer support.
	• Learner Voice - continue to gather data from pupils about how they use digital skills and how we could be supporting pupils to use digital skills. Involve pupils in evaluating impact and recognising key next steps.	Ongoing	EP/Link staff collate feedback	Meeting time	Improved capture of learner voice and utilisation of data to inform future planning.
	• Home learning - continue to support staff to create digital learning materials so pupils can be best supported for learning at school and at home. Focus on learners with barriers to attending.	Ongoing	Staff across faculties	Meeting time	Further bank of effective home learning materials developed.

	Key Actions	By When?	Person/People Responsible	Resources Required	Expected Impact	Progress
	• Pupil Profiling - starting with the S3 year group, pupils are going to create a Google Site that will be their pupil profile. This will develop digital skills along with creating a profile of learning and achievements. Launched in Health and Wellbeing but pupils can complete profiles in all classes.	Nov 22 and ongoing – complete by May 23	EP/HWB staff/ Staff across faculties	Staff time and any support resources	New S3 Pupil Profiles successfully launched, and all pupils engage with process of creating their profile. Improved pupil reflection on key skills developed across the curriculum.	

Priority 4	Sustainability - Improved Recycling & Eco Education					
	Key Actions	**By When?**	**Person/People Responsible**	**Resources Required**	**Expected Impact**	**Progress (Updated during session)**
	Following re-establishment of Pupil-led teams to take forward next stages of sustainability agenda, following key targets for 2022/23 (1.2/1.3): • Launch and weekly opening of Fashion Swap Shop, potential to connect to PTN Uniform Bank. • The Eco-Group will take a lead on paper recycling bins in classrooms. • Sustainable Period Provision at Wallace H.S. The Sustainability Group will work with the Period Poverty Group to sustain and develop this initiative. • Climate Ambassadors will continue to receive training and	Oct 22 Sep 22 & ongoing Oct 22 & ongoing Ongoing	Pupil Eco Team Pupil Eco Team MG/PS Team/ Pupil Eco Team Pupil Eco Team	Across projects: Staff & pupil time Identified budgetary resources to support key initiatives and establishing new projects	Reduced waste & increased sustainable practices. Improved paper recycling – consistent practice. Further improved period provision and peer-led education on this – evident in pupil feedback. Increased number of pupils engage with council promoted	

					programmes and spread awareness.	
	work on Climate Change and Sustainability projects both within Wallace H.S. and across Stirling Council.					
	• We will continue to work with Fuel Change Scotland to promote climate literacy across all subjects and connect with outside agencies who promote sustainability (will tie in with our Career Ready Programme and foster links between Social Subjects and employers with sustainability at their core.)	Ongoing – evaluate April 23	SB/ Pupil Eco Team		Evaluation of impact of Fuel Change Scotland programme and climate literacy – feedback on pupil engagement on this throughout the curriculum and awareness raising across disciplines – how consistent is this?	
	• Work closely with the Science Faculty to further develop a sustainable garden which will allow us to reduce biodiversity loss, promote ecosystems and encourage small-scale food production.	Ongoing – evaluate April 23	SB/Science staff/ Pupil Eco Team		Biodiversity garden established and production evaluated.	
	Pupil assemblies/ inputs planned, and clear strategy established (1.2/2.2/3.1):					
	• With Tutor Group and regular assemblies re-established for 2022/23, the pupil Eco team will creatively plan relevant inputs as part of this programme.	Oct 22 & ongoing	SB/ Pupil Eco Team	Time and relevant disposable resources/stimuli	Pupil feedback highlights improved awareness of key Eco issues and relevant impact in local communities. Pupil actions in school evidence improved sustainability and recycling.	
	Implementation of revised council recycling strategy across school campus (1.3/1.5/2.7):					
	• Engage with Stirling Council regarding provision of new	Nov 22	SP/PR	Council infrastructure &	Increased volume of recycling in general social space areas	

infrastructure. • Pupil assemblies promote full engagement with recycling.	Nov 22 7 ongoing	Eco Team	FES/contractor engagement Time allocation	– cans, bottles, paper, food waste. Improved pupil awareness of impact on environment.	
Revision of sustainability education plan (1.1/1.3/3.1): • Pupil Groups working on evaluating their work over the past 9 months and producing a new action plan for 2022/23. S&Q evaluation will form the basis of this plan for the new session.	Action plan by Nov 22 Actions ongoing Evaluation April 23	SB/Pupil Eco Team	Time and resource budget based on identification of key actions.	Improved strategic focus and plan with sustainable actions moving forward into coming three years to embed good practice.	