



Wallace High School

Improvement Plan 2016/17



Head Teacher's Introduction



“We wish for young people to have excellent experiences in Wallace High School and equitable life chances when they leave.”

Our School Improvement Plan 2016/17 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 SMT; Faculty Managers and PTs Pupil Support; teachers and support staff; Local Authority personnel; partners; pupil groups; parents (PTN and ‘drop-in sessions’); and data analysis have all led to the identification of our key priorities. This document is also complemented by detailed plans for Pupil Support, Learning Support 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.

Our aim in the new session, through re-constituted Pupil Councils and our newly elected Parent Council, is to supplement this further with pupil and parent action plans 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’ learning experiences
- Shared values and ethos (culture)
- Pupil achievement and attainment

In organising our Improvement Plan, therefore, we

have sought to structure our actions this year around the three key How Good Is Our School 4 categories to ensure rigorous focus on our internal aims in line with national priorities.

In focusing on the key Quality Indicators within Leadership and management; Learning provision; and Successes and achievements, our aim is to action improvements that will have the most significant impact on all of the above.

A key focus this year is also on embracing the key priorities of the government’s National Improvement Framework. 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:

- Improvement in attainment (particularly in literacy and numeracy)
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing; and
- 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.

Wallace High School Improvement Plan: Summary of Priorities 2016/17

<i>Leadership & Management</i>	<i>Learning Provision</i>	<i>Successes & Achievements</i>
1.1 Self-evaluation for self-improvement (QA consistency & consistent and targeted data usage)	2.3 Learning, teaching and assessment (consistency and impact of: teaching; tracking; & assessment)	3.1 Improving wellbeing, equality and inclusion (developing HWB across stages & targeted support to maximise equity)
1.2 Leadership of learning (collegiate working & pupil voice - consistent quality of experience)	2.4 Personalised support (universal and targeted) & 2.5 Family learning (targeted work on closing the gap)	3.2 Raising attainment and achievement (performance at all levels over time; NIF literacy and numeracy; & celebrating achievements of <i>all</i>)
1.3 Leadership of change (strategic planning to further target excellence & equity)	2.6 Transitions (collaborative planning/profiling)	3.3 Increasing creativity and employability (skills base; learning across faculties; & impact on positive destinations)

NB. 2.2 Curriculum – key developments here will be generated by work done in adapting the curriculum according to the above priorities and will feature in individual Faculty Improvement Plans across all curricular areas.

Leadership & Management

Key Priority	Key Actions	By Whom?	By When?	How will we evaluate impact?
1.1 Self-evaluation for self-improvement (QA consistency & consistent and targeted data usage)	Continue to focus on the consistency and quality of QA procedures across faculties – calendar and actions updated according to NIF priorities.	D Harris & H Ritchie/ Extended Management Team/ All staff	Calendar revised and implemented by Aug 2016. Actions throughout 16/17. Reviewed May 2017.	Consistency and impact of systems evident in pupil & staff feedback; data on children’s progress; and quality of learning, teaching & assessment.
	New data sharing system supports improved consistency and quality of staff tracking and targeted support for young people in order to close the gap.	G Cordiner & P Ramsay/ Pupil Support Principal Teachers/ All staff	System implemented Aug 2016. Actions throughout 2016/17. Reviewed May 2017.	Pupil Support and FMs work with DHTs to ensure it is evident that there is targeted intervention leading to greater progress and improvement for <i>all</i> pupils.
1.2 Leadership of learning (collegiate working & pupil voice - consistent quality of experience)	Collegiate working evident across the school - CPD opportunities and TLC groups’ impact on Lit, Num, HWB & DYW.	All staff/ TLC co-ordinators/ D Harris co-ordinates targeted CPD	CPD, collegiate working opportunities & TLCs on calendar throughout 2016/17.	Feedback on collegiate working and impact on core professionalism & improvement priorities fed back in EMT and faculty discourse.
	Structured capture of pupil voice through revised Pupil Council structure and focus group discourse – impact on consistent quality of learning experience.	S Pennock/ Extended Management Team/ Pupil Council Chairs/ All staff	Focus groups May 16 & termly. Pupil Councils from September 2016. Reviewed May 2017.	Stronger sense that leadership of learning and school improvement is systematically informed and affected by pupil voice.
1.3 Leadership of change (strategic planning to further target excellence & equity)	Strategic focus through revised systems (tracking and QA etc.) and whole school discourse to implement a systematic impact on achieving excellence in provision and greater equity through our improvement planning and key actions. All staff engaged with philosophy, rationale & leadership of change.	S Pennock/ Extended Management Team/ All staff	Work throughout session 2016/17 through EMT, faculty and staff meetings. Review of impact of actions through EMT, staff, pupil and parent discourse through out session. Full evaluation May 2017.	Sense that school leadership, professionalism and partner engagement is impacting on improved learning provision and targeted impact on equity through discourse, tracking data and national data measures. Coherence of impact of leadership of change evident in sustained improvement.

Learning Provision

Key Priority	Key Actions	By Whom?	By When?	How will we evaluate impact?
2.3 Learning, teaching and assessment (consistency and impact of: teaching; tracking; & assessment)	Faculty QA measures consistently review and evaluate impact of L&T.	Faculty Managers/ Link DHTs/ All staff	Throughout 2016/17 in faculty discourse.	Pupil voice; data; and professional discourse lead to reviewed action points.
	Revised tracking systems utilised for targeted interventions.	H Ritchie/ Extended Management Team/ All staff	Systems operational throughout 2016/17 at key calendar points.	Staff, pupil and parental feedback. Performance data on key national measures.
	Continue to review quality and consistency of assessment procedures in BGE & S Phase.	Faculty Managers/ Link DHTs/ All staff	Throughout 2016/17. Reviewed May 2017.	Staff and pupil feedback. Performance data on key national measures. Collegiate discourse.
2.4 Personalised support (universal and targeted) & 2.5 Family learning (targeted work on closing the gap)	Pupil Support PTs, FMs and wider staff work collaboratively to use all feedback to ensure global support for pupils and targeted interventions.	G Cordiner/ Pupil Support PTs/ Faculty Managers/ All staff	On-going interaction and actions through out 2016/17. Pupil impact reviewed through regular Pupil Support meetings.	Pupil, parent and staff feedback combines to convey support in place. Tracking and national performance data.
	More targeted, direct working with families – especially to impact on the equity gap.	G Cordiner/ Wider Pupil Support Team	Work with families on-going 2016/17. Review systems and impact termly.	Pupil, parent and staff feedback on impact of family relationships. Tracking and performance data relevant to identified families.
2.6 Transitions (collaborative planning/profiling)	Continue to develop collaborative working at key transition points, especially regarding leaver destinations.	SMT/ Pupil Support PTs/ P Smith/ F Lafferty (SDS)/ Key partners	Regular collaborative working throughout 2016/17. Targeted interventions on-going. Review may 2017.	Pupil, staff and partner feedback throughout session. National attainment and positive destination data.
	Review profiling with Wallace Learning Community and update systems to ensure consistency P7 – S1 and in S3.	S Pennock/ Primary HTs/ D. Harris	Format and key dates agreed by October 2016. Actioned and implemented by June 2017.	Consistent quality of profiles across learning establishments by June 2017.

Successes & Achievements

Key Priority	Key Actions	By Whom?	By When?	How will we evaluate impact?
3.1 Improving wellbeing, equality and inclusion (developing HWB across stages & targeted support to maximise equity)	HWB team focus on mental and emotional health and HWB committee work to improve universal impact on wellbeing.	HWB committee/ Extended Management Team/ All staff	Committee work throughout 2016/17.	SEEME evaluations and feedback information. Pupil, staff and parental voice through HWB committee.
	Pupil Support team continue to focus on GIRFEC and impact of school policies and procedures on targeted youngsters.	G Cordiner/ Pupil Support Team/ All staff	Throughout 2016/17. Reviewed through Pupil Support meetings on-going.	Key GIRFEC indicators. Pupil, staff, parent and partner feedback. Key national performance data.
3.2 Raising attainment and achievement (performance at all levels over time; NIF literacy and numeracy; & celebrating achievements of all)	Robust analysis of performance data and clear targets for improvement set.	S Pennock/ Extended Management Team/ All staff	August 2016. Action points on-going thereafter.	Insight performance data. School, authority and partner trio analysis.
	Review BGE performance through NIF literacy and Numeracy data.	T Henderson/ I MacLeod/ Link DHTs/ All staff	August 2016. Throughout 2016/17. June 2017.	Initial NIF data entry evaluated against national comparators and action points generated.
	Continue to review capture and celebration of wider achievements of <i>all</i> pupils.	D Harris with Extended Management Team	Review by Oct 2016. Action termly thereafter.	Systems and actions support on-going celebration of wider achievements.
3.3 Increasing creativity and employability (skills base; learning across faculties; & impact on positive destinations)	All faculties review impact on DYW skills base throughout the BGE and target improvements.	P Smith/ Link PTs Pupil Support and Faculty Managers	On-going throughout 2016/17.	Pupil voice regarding knowledge of DYW skills and staff and partner feedback.
	Faculties ensure clear improvement targets on learning to support employability.	Faculty Managers/ Link DHTs/ All staff	Targets by September 2016. Implementation throughout 2016/17.	Faculty curriculum planning incorporates clear DYW learning opportunities.
	Work with PTs Pupil Support, SDS and partners to continue to improve positive destinations.	SMT/ Pupil Support Team/ SDS/ Partners	Targeted intervention on-going. Impact reviewed at key data points throughout 16/17.	Initial Insight data and on-going sustained focus through SDS data and pastoral notes.



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