



Wallace High School

Standards & Quality Report 2017





Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2016/17.

It is always interesting, as we look back on another very rich and busy year, to reflect on the range of successes for our young people across the school curriculum and beyond. As I spoke to proud parents after our S3 and S6 Graduations and Junior and Senior Awards Ceremonies, their reflections focused on how time has passed so quickly for their children (now young adults) and how modern education has provided so many opportunities for them. This document, as well as providing an evaluation of our school's performance in the past session, seeks to celebrate the range of opportunities for our young people and, crucially, their ability to make the most of these and succeed.

Once again this session, as I have come and gone from events within and beyond school, I have been struck by the range of cultural, sporting, technological and creative activities that pupils in Wallace High School embrace and enjoy. I am also moved by regular displays of altruism and teamwork, where various combinations of pupils, parents, staff and partners combine to support each other in order to achieve. Nowhere was this more evident than in our S6 Anthony Nolan Champions signing up a record number of seniors to the bone marrow register – thus significantly increasing awareness of the work of the Anthony Nolan Trust and increasing our ability to affect others' lives. Such work will live with our pupils well beyond their schooldays.

This was also evident in many activities across the school I had the pleasure to observe and join in the past session, some of which are captured herein. In constructing this report, we do intend to address some important evaluative questions. Two key questions are:

1. How well do children in Wallace High learn and achieve?
2. How well do we support children to develop & learn?

Our key sections on overall attainment, the evaluation comments on our improvement priorities from the past session and our more specific faculty appendices aim to convey summary information as to key work in 2016/17 and its efficacy. SQA Insight data provides effective evaluative information on our performance in national examinations - the end product of learning and teaching throughout the session.

We are also interested in how well we improve the quality of our work and what we will focus on in the session ahead. This is evaluated under key headings from last session's Improvement Plan. A full summary of improvement priorities for 2017/18 is published on our website.

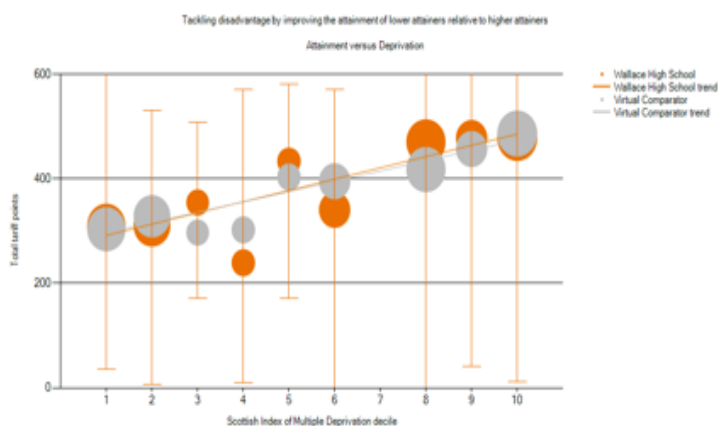
There is very good reason to be exceptionally proud of our youngsters across the school. As ever, reflection on the past year only fuels excitement about what is to come in session 2017/18 and our on-going work on maximising opportunities, experiences and, consequently, achievement for *all* of our young people.

SQA Attainment 2016/17 (Insight Data)



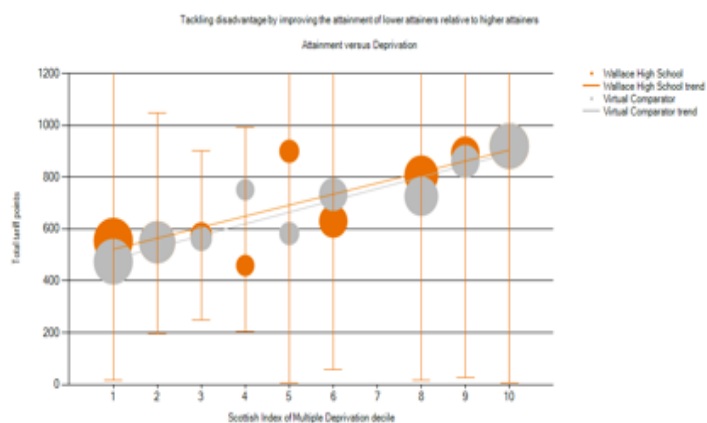
“The pages that follow utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a very strong performance this session. Our S4 Nationals figures, indeed, convey 49% of pupils achieving 5 awards at National 5 level – our highest on record. Our figures for pupils achieving five at National 4 and one, three and five Highers (19% - our highest on record), indeed, remain above historical comparator averages and convey sustained, improved performance across stages.”

Attainment vs. Deprivation (Wallace = orange; Virtual Comparator = grey)



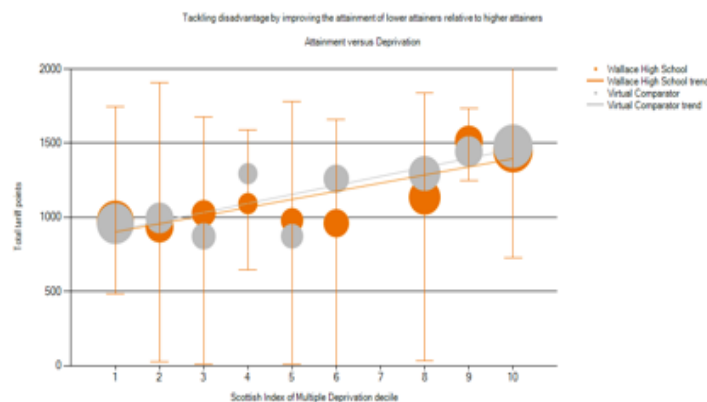
S4 – 2016/17

- Overall this graph reflects a very positive performance across deciles – with the mean line being equal to and then extending above the virtual comparator mean line for upper deciles.
- Targeted work on lower deciles reveals improvement.
- Only 2 deciles from 10, deciles 4 and 6, remain a focus. Note, however, that decile 4 = only 7 pupils and that 2 of these are pupils from Ochil House, where attainment measures are necessarily different.



S5 – 2016/17

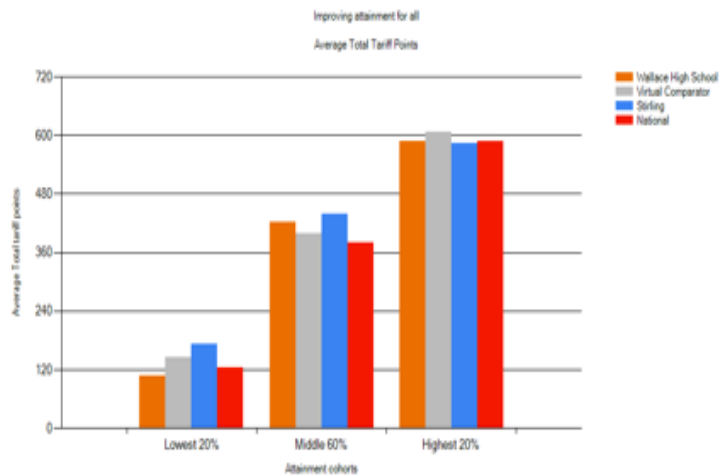
- Overall this graph reflects a very positive performance across deciles – with the mean line being above the virtual comparator mean line throughout.
- Interestingly, again, deciles 4 and 6 are the only 2 deciles of 10 presented that are below comparator. Although, again, decile 4 = only 4 pupils.



S6 – 2016/17

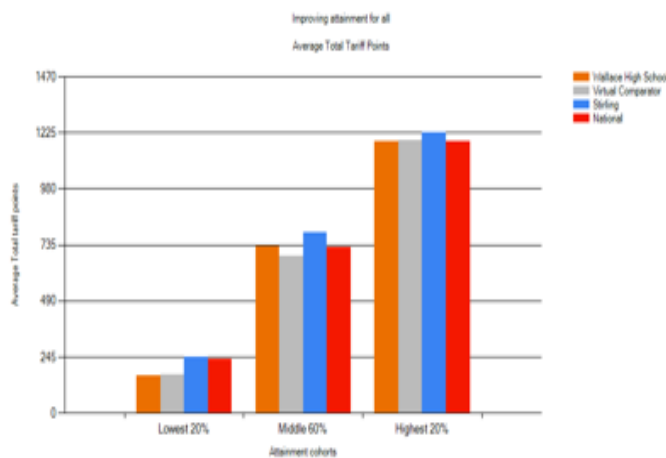
- S6 extreme lower and upper deciles remain secure.
- The sense from this graph is that a focus on course completion in deciles 6-8 would bring about even more improved performance.
- S6, however, must be weighed against wider participation and achievement – a focus on fuller accreditation of wider S6 achievement will further improve tariff performance here.

Improving Attainment for All – Average Total Tariff Score (Wallace = orange; Virtual Comparator = grey)



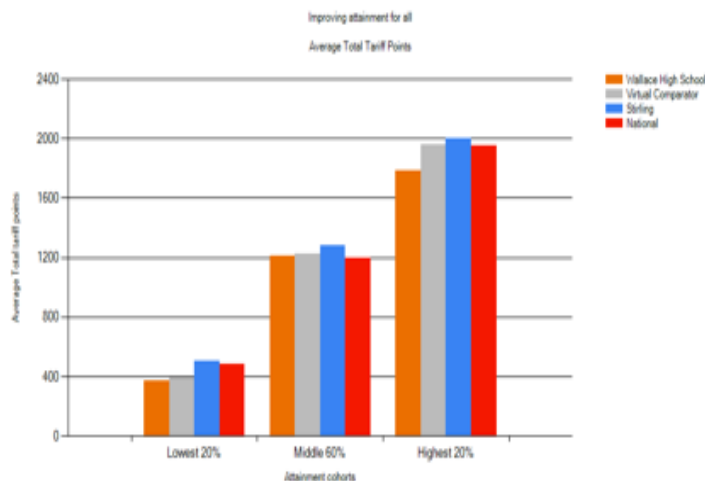
S4 – 2016/17

- For S4, we have shown sustained improvement over the past three years across all measures.
- In terms of both 2017 and 3-year average figures, 80% of the year group are (middle 60% and highest 20%) performing well alongside virtual, national and Stirling comparators.
- The figure for lowest 20% of performance is affected by the fact that this includes 14 pupils on the SCOTS college programme, which is not accredited. A focus on maximising accreditation of personalised curriculum will help to bring further improvement here.



S5 – 2016/17

- For 2017, our S5 performance against virtual comparators across all levels is strong, with the middle 60% performing particularly well.
- Our 3-year average figures against virtual comparator reveal sustained, improved performance.
- This represents a sustained, consistent performance for young people in S5.



S6 – 2016/17

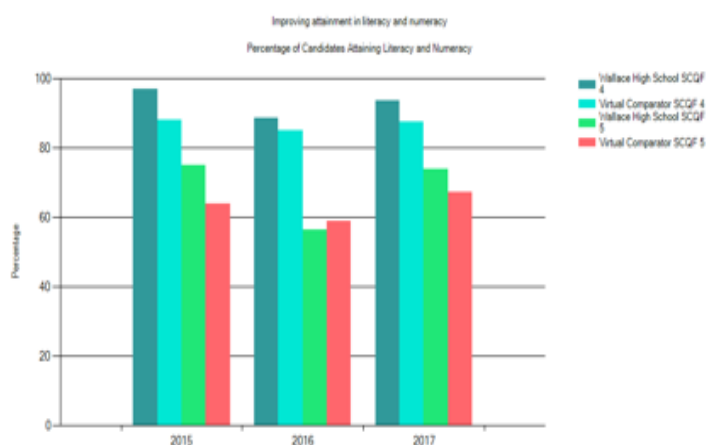
- Our lowest 20% and middle 60% have performed soundly against virtual comparators in 2017, with 80% of pupils performing close to comparator. The S6 picture is improving, especially when we evaluate 3-year averages for middle 60% performance and 2016/17 lowest 20%.
- Our highest 20%, however, remain a key area for focus in terms of course completion and maximising attainment – this includes sustaining performance after university entry is confirmed and maximising accreditation of wider achievement.

Literacy and Numeracy at levels 4&5 (Wallace = dark aqua & green; Virtual Comp = light aqua & pink)



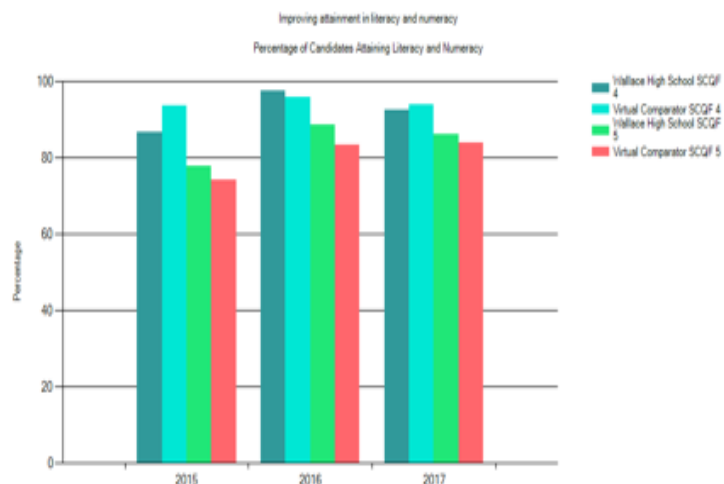
S4 – 2016/17

- Our S4 baseline performance in Literacy and Numeracy remains strong at levels 4 and 5, both in terms of 2017 performance and 3-year average performance, which exceeds our virtual comparator in all measures.
- Level 4 is above virtual comparator and Level 5 = only 1.5% less than comparator. This is alongside our highest combined National 5 English and Maths performance in the last three years and National 5 pass rates both 5% above the national average.



S5 – 2016/17

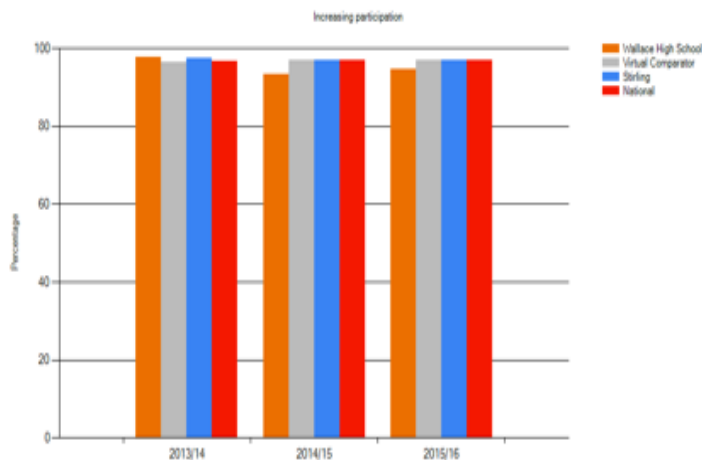
- This is a very strong measure as 2017 and 3-year average performance remains strongly above virtual comparator for all levels.
- We must work hard to sustain this performance.



S6 – 2016/17

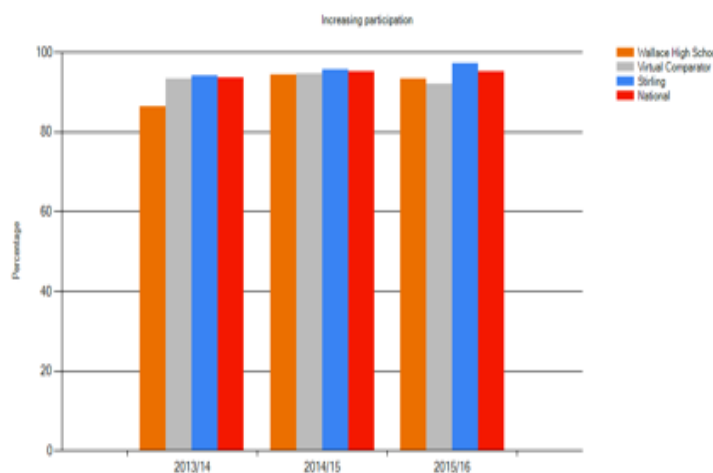
- Level 5 achievement by the end of S6 remains very strong against virtual comparator over 3-year average and 2017 figures.
- Level 4 figure is only 1.4% behind for 2017 set against a 2.24% difference over 3 years. This suggests a secure performance at Level 4.
- Across S4-6 Literacy and Numeracy combined performance is strong.

Increasing Participation Figure - Pupils in Positive Leaver Destination or Remaining at School (Wallace = orange; Virtual Comparator = grey) NB 2016/17 figures not published until February 2018



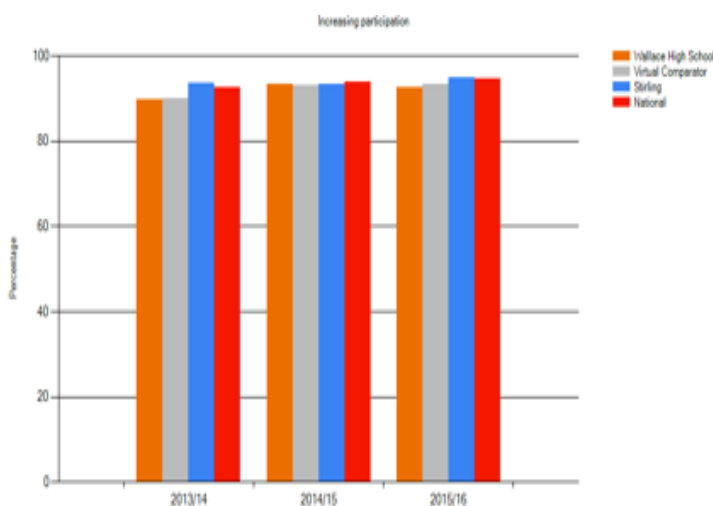
S4 – 2015/16 – latest figures

- Our 3-year average for the S4 participation figure is 95.23% as set against a virtual comparator average of 96.72%. Key focus is a push for 1.5% improvement.



S5 – 2015/16 – latest figures

- Our S5 participation figure shows clear improvement over the past three years, with our 2015/16 figure above virtual comparator for the first time (by 1.2%).



S6 – 2015/16 – latest figures

- Our S6 participation figure is consistently in line with virtual comparator over the past three years.
- Wallace's average figure = 91.90%, as set against a virtual comparator average of 92.13%, a difference of only 0.23%.



Improvement Priorities 2016/17

Improvement priorities for 2016/17 are noted below alongside a concise evaluation of progress in each key area

The full WHS Improvement Plan for 2017/18 is published on our website

“Attendance has sustained a 3-year average over 91%, with a figure of 91.26%, and exclusions remain firmly below historical comparator averages with fewer than 30 individual episodes in 2016/17 for the fourth consecutive year.”



| Key Priority | Key Actions | Improvements | Areas for Further Development |
|---|---|---|--|
| 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. | <ul style="list-style-type: none"> QA calendar and practice much more firmly embedded. FL and PSL QA meetings have improved sharing of practice and consistency. | <ul style="list-style-type: none"> Continue to develop planned sharing of best practice and evaluation of impact of key interventions. |
| | New data sharing system supports improved consistency and quality of staff tracking and targeted support for young people in order to close the gap. | <ul style="list-style-type: none"> Data sharing system introduced and utilised by staff. Range of targeted data developed throughout session. | <ul style="list-style-type: none"> Fully embed system and QA staff usage to ensure comprehensive attention to updates – information sharing has <i>impact</i> on pupil learning experiences. |
| 1.2 Leadership of learning (Collegiate working & pupil voice - consistent quality of experience) | Collegiate working evident across the school - CLPL opportunities and TLC groups' impact on Lit, Num, HWB & DYW. | <ul style="list-style-type: none"> Good range of staff CLPL targeted and delivered. TLC groups work effectively to develop core curricular areas. | <ul style="list-style-type: none"> Continue to develop CLPL to maximise impact – utilise school partnerships more. TLCs reviewed in terms of feedback for 17/18. |
| | Structured capture of pupil voice through revised Pupil Council structure and focus group discourse – impact on consistent quality of learning experience. | <ul style="list-style-type: none"> Pupil Councils reviewed and function with wider staff involvement and structured year group approach. | <ul style="list-style-type: none"> Consistent and regular pupil feedback requires more systemic focus – work on developing consistently used system 17/18. |
| 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. | <ul style="list-style-type: none"> Revised QA and tracking systems successfully implemented – especially with a view to sharing useful information to impact on learning and tracking progress in the BGE. On-going discourse and core meetings utilized to develop shared vision and focus relating to SAC & Excellence & equity agenda. | <ul style="list-style-type: none"> Continue to evolve smart use of systems to share key information and impact on learning – further develop <i>shared</i> ownership and leadership of change. Continue to develop focus on SAC and evaluation of impact in 17/18 to inform future interventions around excellence and equity. |

| Key Priority | Key Actions | Improvements | Areas for Further Development |
|--|---|--|--|
| 2.3 Learning, teaching and assessment (Consistency and impact of: teaching; tracking; & assessment) | Faculty QA measures consistently review and evaluate impact of L&T. | <ul style="list-style-type: none"> QA further developed with ELT and shared leadership of learning strengthened. | <ul style="list-style-type: none"> Consistency of systems and evaluation of impact still requires focus in some areas. |
| | Revised tracking systems utilized for targeted interventions. | <ul style="list-style-type: none"> Tracking systems reviewed and new systems in place. | <ul style="list-style-type: none"> Further evaluate consistent impact of <i>interventions</i> to bring about positive changes. |
| | Continue to review quality and consistency of assessment procedures in BGE & S Phase. | <ul style="list-style-type: none"> BGE further developed across the school to ensure skills lead to S Phase readiness. | <ul style="list-style-type: none"> Further S Phase developments mean continuous focus on pace, challenge and impact of BGE. |
| 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. | <ul style="list-style-type: none"> Significant work on systems; reviewing procedures and staff CLPL on GIRFEC completed this session. | <ul style="list-style-type: none"> Continue with improvement panning work on GIRFEC and review of Behaviour Support policy and key procedures for personalised support. |
| | More targeted, direct working with families – especially to impact on the equity gap. | <ul style="list-style-type: none"> Strong focus on community and family learning through study cafes; PTN community events; and family learning sessions. | <ul style="list-style-type: none"> Continue to focus on developing community-based events in partnership with PTN and new ways to increase parental uptake. |
| 2.6 Transitions (Collaborative planning/profiling) | Continue to develop collaborative working at key transition points, especially regarding leaver destinations. | <ul style="list-style-type: none"> Focused partnership working to target leaver destinations in place – increase of 1% again this session. | <ul style="list-style-type: none"> Develop further personalised approaches to supporting positive destinations – targeted work on non-attending students. |
| | Review profiling with Wallace Learning Community and update systems to ensure consistency P7 – S1 and in S3. | <ul style="list-style-type: none"> Profiling reviewed again and new system introduced – ready for impact 17/18. | <ul style="list-style-type: none"> Profiling system updated for 17/18 session – updated on an on-going basis through targeted sessions. |

| Key Priority | Key Actions | Improvements | Areas for Further Development |
|--|---|--|--|
| 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. | <ul style="list-style-type: none"> Significant work on mental and emotional health through SAMH and SEEME partnership working. Further embedded in school. | <ul style="list-style-type: none"> Continue to consolidate excellent work here and complete oxford university Myriad project in 17/18. |
| | Pupil Support team continue to focus on GIRFEC and impact of school policies and procedures on targeted youngsters. | <ul style="list-style-type: none"> Staff CLPL and working groups provide fully evaluated and much improved wider understanding of GIRFEC. Policies and procedures reviewed. | <ul style="list-style-type: none"> Continued review and development of core practice and procedures around attendance and behavior support. |
| 3.2 Raising attainment and achievement (Performance at all levels over time; NIF literacy and numeracy; & celebrating achievements of <i>all</i>) | Robust analysis of performance data and clear targets for improvement set. | <ul style="list-style-type: none"> Insight and other local data utilised to complete comprehensive analysis. | <ul style="list-style-type: none"> On-going targets set for improvement based on coherent data analysis. |
| | Review BGE performance through NIF literacy and Numeracy data. | <ul style="list-style-type: none"> NIF Literacy and Numeracy data reviewed at school and LA level. | <ul style="list-style-type: none"> Develop impact of new National Standardised Assessments on learning and progress. |
| | Continue to review capture and celebration of wider achievements of <i>all</i> pupils. | <ul style="list-style-type: none"> Wider Achievement reviewed – S3 Graduation successfully introduced and Colours & School Values awards updated. | <ul style="list-style-type: none"> Monitor impact of changes and consider on-going work on consistent capture across the school here. |
| 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. | <ul style="list-style-type: none"> DYW inputs and connection of core skills developed throughout session – use of TLCs etc. for discussion. | <ul style="list-style-type: none"> Continue to focus on consistency of impact here across faculties. |
| | Faculties ensure clear improvement targets on learning to support employability. | <ul style="list-style-type: none"> Shared focus on employability skills and positive destinations developed. | <ul style="list-style-type: none"> Continue to focus on developing clear learning to employability links – visiting speakers etc. |
| | Work with PTs Pupil Support, SDS and partners to continue to improve positive destinations. | <ul style="list-style-type: none"> Positive destinations figures improved for the second consecutive year. | <ul style="list-style-type: none"> Key focus on continuing target +90% here – specific interventions for non-attending, disengaged pupils. |

Scottish Attainment Challenge

Wallace High was included in the Scottish Attainment Challenge for 2016/17 and has been given further funding for 2017/18 in order to support the national drive to close the poverty-related attainment gap in Scottish schools.

“Our targeted work under the Scottish Attainment Challenge is at an early stage but is already displaying positive results in terms of pupil wellbeing, engagement and attendance and attainment figures.”

Staying after school doesn't work for everyone so we are coming to you!

Each week some teachers will be visiting the local areas to provide general supported study. This is available to all pupils sitting SQA exams in May and June.

WHS SUPPORTED STUDY



WHEN
Tuesdays 4:30 – 6 Cornton Baptist Church Hall
Wednesdays 4 – 5:30 Fallin Primary
Thursdays 4 – 5:30 Raploch Community Campus



If you want to attend a session please sign up with Mrs Horne in A6 (we need to know how much food to order!)

Wallace High School

MENTAL HEALTH WEEK
3 - 7 October 2016



#ElephantInTheRoom

Our programme fully began in the 3rd term once all appointments were completed. We have, therefore, had one full term in order to assess impact of a programme we are projecting to have impact over the coming years, and that we are strongly committed to sustaining. Regarding **Literacy**, our work with Raploch Primary is impacting positively as they are evidencing improved Literacy attainment for their P7 pupils. We are committed to sustaining this into the new session. Regarding study support materials purchased for S5/6 pupils to support with **Literacy** and **Numeracy**, these were issued to targeted pupils post-Prelim to assist with home study. This has been complemented by our community focused **study support** sessions. We held these over three nights per week for four weeks building up towards exams in: Raploch, Cornton and Fallin. Pupil feedback and attendance, especially in Cornton and Fallin have been excellent, with up to fifty pupils attending between venues. We have fed pupils, supported them with resources and really improved engagement with home study. SQA attainment has increased within our targeted deciles. It is important to note that Wallace has a rural catchment with children traveling a distance to school from Fallin, therefore the study sessions were provided in their home community (local primary school) with nourishment to nurture study skills.

Regarding **Health and Wellbeing**, our interventions here are at an early stage but we are very encouraged by the impact we are seeing with pupils. Our Family Link Workers, in the final term, actively engaging with 27 families, with a further 4 families targeted to support primary transition. This has included home meetings; school-based pupil and parent sessions; and targeted sessions with young people during February, Easter and summer holiday times. Our parents are receptive and aware of this support as a positive approach, and genuine relationship building is occurring. We are now beginning to see a positive impact on attendance and engagement with some of our targeted young people. 21 young people have received sustained support with mental health /social and emotional issues due to our investment in in-school coaching and mentoring. This has supported anxiety with exams; self-esteem issues; and genuinely helped young people to begin to manage these challenges. We have also provided staff development sessions and began formulating a whole school Mental Health Policy as a result of this work.

Wallace High School's approach to promoting **positive destinations** necessarily reflects a disparate socio-economic community. We provide personalised learning pathways, shaped by pupil conversations and co-ordinated with tracking and monitoring software, to inspire our young people to achieve their full potential. Our S4 Employability class encourages pupils to reflect on their subjects and skills before creating strategies for progression. We have very close links with Forth Valley College, and 15 of our pupils participate in the year-long SCOTS (Schools-College Opportunities to Succeed) Programme. Our PT lead role, funded by the SAC allows us to strategically target interventions.

Appendices

The appendices that follow capture a wider range of achievements and evaluation of individual improvements from faculties across the school.

These summaries help to capture the breadth and depth of pupil engagement and also targeted working that is ongoing to continuously improve experiences and outcomes for all of our young people.



The images throughout this report capture some of our young people's many achievements. Follow us on Twitter for daily updates on the full range of activities on offer in Wallace.

Citizenship Faculty

| Key Wider Achievement Successes 2016/17 | | |
|--|--|--|
| <ul style="list-style-type: none"> • Languages Open Doors DYW event – range of visiting speakers and activities. • European Day of Languages Open Day event - September 2016. • S2 trip to MacRobert to view 'le nouveau'. • Modern Languages excursion to Paris 2017. • Interdisciplinary Fairtrade Café skills for learning and life - May 2017. • Higher RMPS visit to Samye Ling Buddhist Monastery. • RMPS led a visit to Auschwitz and also some powerful assemblies to the whole school during the week of the Holocaust Memorial Day. • The department of RMPS worked with S2 pupils as they embraced a national 'Spirited Arts' project. The pupils were given time in class and at home, to create a visual masterpiece on the theme of: 'The Big, Big Questions'. • Links with Confucius Hub and launch of our China Club. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> • Developed 1+2 language links with primary staff. • New AH French and new SQA updates implemented successful in all courses. | <ul style="list-style-type: none"> • Strategic, consistent impact of: critical reflection, peer observation and target setting. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> • Further development of engaging resources for teaching and learning. • Continue to develop wider, creative assessment. | <ul style="list-style-type: none"> • More regular, consistent capture of pupil voice. • Develop targeted interventions in BGE as a result of T&M data. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> • Successful promotion of cultural diversity and inclusion across subjects. • Development of Life Skills programme. | <ul style="list-style-type: none"> • Further develop, evaluate and revise the new HWB BGE programme. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> • Languages for Life and Work Award in Modern Languages increases breadth of achievement. | <ul style="list-style-type: none"> • Targeted work on insight figures to continue to improve results across courses and levels. |

Creative Industries Faculty

| Key Wider Achievement Successes 2016/17 | | |
|--|--|--|
| <ul style="list-style-type: none"> • Successful school show production this year. Both nights sold out and lots of positive feedback from parents. • Pupils performed music at a number of events throughout the school year. These included the Spring and Christmas concerts, the Logie Kirk Guild afternoon tea and Burns Supper and for the Heads of Instrumental Tuition annual conference at the Stirling Management Centre. • A group of S2 pupils competed in the Stirling Schools STEM challenge competition at Bannockburn High School in June and finished second. • A number of our Advanced Higher and S4 Art pupils attended workshops in screen printing at Forth Valley College in February. • L Sinclair took a group of Higher Art pupils to Dumfries House to take part in a 'Make a Dress in a Day' workshop. A number of S4 pupils also attended a cushion making workshop at the same venue two weeks later. • 3 Wallace High School pupils made it through to the National Grand Final of Junk Kouture and took part in a fashion show at the Armadillo in Glasgow to exhibit their dress. • A group S3 pupils took part in a Creative Industries trip to London in May 2017 where they were able to visit a number of Art and Design exhibitions and see a west end musical. • A group of senior pupils attended the Birmingham Clothes Show in December to meet with industry experts and gain inspiration for their own design work. • A group of S2 pupils took part in the Epic Art Competition at the MacRobert centre where they had their work exhibited for the public to see. They all received certificates for taking part. • Higher Art and Design pupils attended the Alphonse Mucha exhibition at the Kelvingrove Art Galleries in Glasgow in February. This provided pupils with valuable inspiration for their design critical studies. • Higher Photography pupils attended a workshop at the National Museum of Scotland in November, where they were able to receive advice and tuition from professional photographers and make use of industry standard software. Wallace High pupil work was then exhibited in the museum during the month of December. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> • More rigour around behaviour management and consistent use of monitoring booklets and letters home. • All staff actively taking lead in detailed results analysis and reflection. | <ul style="list-style-type: none"> • More opportunities for team members to lead initiatives in faculty and across whole school. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> • Consistent use of standardised SALs sheets in the BGE across the faculty. • Successful implementation of QA pairings between team members across the faculty. | <ul style="list-style-type: none"> • More work needed to embed meaningful literacy, numeracy and HWB standards across the faculty. • Faculty paperwork to formalise moderation of project-based work across subjects. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> • Faculty focus on the completion of GIRFEC forms to a high standard. • Staff making use of Data Share system to inform teaching and learning needs of individuals. | <ul style="list-style-type: none"> • Further development of OH curriculum and ways to achieve John Muir award combining Music and D+E lessons. • Closer monitoring of pupil tracking system to pick up underperforming pupils early. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> • New courses being offered to S6 – Fashion and Textiles and Photography to maintain motivation and progression. • High uptake of Practical Woodwork enhances alternative curricular options. | <ul style="list-style-type: none"> • Higher Music Technology is being offered for the first time – resource development and networking to ensure strong progression from Nat 5. |

Developing the young Workforce

| Key Wider Achievement Successes 2016/17 | | |
|--|--|---|
| <ul style="list-style-type: none"> Collegiate Approach to Developing the Young Workforce Across Our Learning Community Building on established work to meet the present and future needs of all young people, Wallace High School has fully embraced the Developing the Young Workforce agenda. Staff are working in an active and collegiate manner, shaping and sharing best practice to increase long-term positive post-school destinations across three strands: making greater connectivity between education and the world of work, developing high quality vocational education opportunities, and embedding work-based and work-linked learning within education. As part of a pilot programme, several S5 Wallace High School pupils are undertaking extended, year-long, work experience placements within Stirling Council's housing maintenance and landscaping departments. Education Scotland Aspect Review In November 2016, Education Scotland interviewed teachers and young people from across our school with regards to the adoption of the Career Education Standard 3-18. Their report, issued in May 2017, highlighted our school's approach to DYW as "excellent practice...worthy of dissemination". S4 SCOTS Programme A record fifteen pupils successfully graduated from the year-long School-College Opportunities to Succeed (SCOTS) Programme at Forth Valley College. In partnership with Wallace High School, pupils studied for the SCQF 4 Employability Award whilst experiencing taster sessions in eight different college courses. Careers and Apprenticeships Fair Our annual Careers and Apprenticeships Fair was one of the largest such events hosted locally, with over 300 pupils engaging with 32 educational and employer partners. WHS Futures Wallace High School's wide-ranging employability opportunities have been extensively promoted within the aspirational WHS Futures brand, to a wide pupil and parent audience. In its first iteration WHS Futures delivers a comprehensive Twitter feed (@WHS_Futures) which promotes personalised and relevant insights into college, university, apprenticeships, volunteering, skills and careers. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> Our DYW vision, to work together as a school community to strengthen young people's future pathways, is adopted by all subject areas - cited as excellent practice by Ed Scotland. | <ul style="list-style-type: none"> Re-affirming our vision, by considering new local national initiatives. An increased focus will be placed on sharing young people's intended destinations with all teaching staff. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> Building on previous such interventions, a DYW-focused teacher learning community session allowed all staff to critically evaluate the role of DYW. Employability skills posters are displayed in all classrooms. | <ul style="list-style-type: none"> All staff will be provided with a wider range of CLPL opportunities as they move to further embed the Careers Education Standard 3-18 into their learning, teaching and assessment. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> A wide range of resources have been custom made, and freely distributed, to support young people's employability development. DYW Family Learning Event targeted family learning and inclusion. | <ul style="list-style-type: none"> Extensive development work in S1-S4 Health and Wellbeing curricula will broaden the range of focussed opportunities to explore employability pathways. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> Our DYW vision ensures that, by exploring future pathways across learning opportunities, young people are inspired to aim for personalised goals. Positive destinations and participation figures both increased. | <ul style="list-style-type: none"> Young people will be provided with increasingly flexible pathways. This will include facilitating a greater number of extended work placements and pre-apprenticeship partnerships. |

English and Communication Faculty

| Key Wider Achievement Successes 2016/17 | | |
|--|---|---|
| <ul style="list-style-type: none"> Arts Award (Bronze and working towards Silver) achieved for a number of pupils. Burns Poetry Competition in the LRC – another great success that was extended to include primary pupils as part of our Literacy partnership working through the Scottish Attainment Challenge. Delivery of Internet Safety workshop to all S1 pupils. English staff are centrally involved in Duke of Edinburgh supervision and training (Bronze and Silver expeditions). Finalists in the Poetry Slam – excellent pupil engagement and participation in this national event. Regular attendance and support at Film Club. Paired Reading Programme involving S6 Literacy Champions provided support for a number of our young learners and established strong peer relationships. Performance of “A Midsummer Night’s Dream” at Glasgow Head Teachers’ meeting following success of Shakespeare Festival in order to highlight best practice. Primary Transition work with Raploch Primary as part of the Scottish Attainment Challenge, resulting in improved Literacy skills. School show: “Hairspray” – hugely successful production. Shakespeare Schools Festival (performance of <i>A Midsummer Night’s Dream</i>). Supervision of Friday lunch club to support pupils. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> Departmental workshops to ensure quality of teaching and learning, and ensure consistency of approach. Standardised approach to QA. | <ul style="list-style-type: none"> Further opportunities for sharing good practice. Develop further opportunities for shared self-evaluation. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> Further developed BGE course structure. Further links established between the BGE and Nationals for progression. | <ul style="list-style-type: none"> Continue to develop RUAЕ and Critical Essay Writing skills across all year groups. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> Wider achievement successes noted above improve pupil confidence and aspirations. Resources created for new literature to explore various relevant HWB issues. | <ul style="list-style-type: none"> Continue to make more effective use of data sharing system (consistency). |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> Revised S2 and S3 class structures for progression. Paired reading – impact. Moderation and peer observation. New profiling system. | <ul style="list-style-type: none"> Revised pupil voice programme for consistent capture and impact on self-evaluation. |

Numeracy and Technology Faculty

| Key Wider Achievement Successes 2016/17 | | |
|--|--|--|
| <ul style="list-style-type: none"> All S1 pupils completed Numeracy Across the Curriculum Passports. Numeracy Across Learning posters created for all classrooms based on learners' experiences. Numeracy Across Curriculum workshop for staff and prompt cards for pupils. Twenty-five S6 Numeracy Champions delivered Maths Recovery and extension work to S1 pupils (filmed by Education Scotland and highlighted as best practice). Family Learning Numeracy Event. Two P6 Maths Challenge Days for each cluster primary school. UK Maths Challenge Awards: 3 Gold, 7 Silver, 11 Bronze. Codebreakers Maths Club started. Pi day competition winner : 204 places. Maths in a Day event (N5 & Higher levels) attended by over 120 pupils. P7 support link with Cornton Primary (monthly visits by V Wall). All S2 competed in Maths Week national competition. Fourteen S5 pupils visit to Stirling University Maths workshops. Problem of the month has a popular following amongst learners and staff. Partnership with Prudential provides customer service training for S4 learners. My World of Work Ambassadors (six pupils in years 4-6) shared information with Parent Network, Parents Evenings, and have supported learners through using the My World of Work website. Through the Employability working group, Employability skills have been integrated across curriculum. Increased variety and flexibility of work placements to increase young people's positive destinations. 14 pupils took part in the Stirling University Computer workshops day. Speakers from HSBC delivered to the Higher class. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> Consistency gained through QA processes including use of pupil voice. Shared leadership focus on developing problem solving skills and resilience. | <ul style="list-style-type: none"> Extend and embed enhanced QA processes to all classes. Collaborative learning and growth mind-set approach extended to all years. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> Increased rigour and expectation through standardising N5 & Higher homework. New coding units & languages introduced for S1-3 have led to greater learner engagement. | <ul style="list-style-type: none"> Link with 'Founders 4 Schools' to develop partnerships and enhance S3 curriculum. Stirling Schools Digital Skills Project for S2 & S6 pupils to develop 'softer skills' required in Digital Industry. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> Targeted numeracy recovery work with S1-3 pupils. Target support groups formed in S4-6 for SQA exams. | <ul style="list-style-type: none"> Develop work of Numeracy Champions to support S1 pupils. Embed targeted support through mentor groups (S4-6). |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> Improved attainment across the faculty at Higher and National 5 levels. Numeracy level 4 and level 5 attainment strong on Insight. | <ul style="list-style-type: none"> Continue to target Advanced Higher attainment in S6. |

Ochil House

| Key Wider Achievement Successes 2016/17 | | |
|---|---|--|
| <ul style="list-style-type: none"> • Introduction of pupil profiling through the 2Build a profile programme, which provides evidence of achievement and progress. This is shared with parents whose response has been very positive. • External verification of National 1 courses through SQA moderation. The moderator gave a very positive report on the evidence gathered and recommended that evidence of lessons teachers had created using imaginative ideas be shared with other schools on the SQA website. • Involvement in the Play Unified Special Olympics programme, a global campaign that aims to “create more unified and just communities around the world”. Practice here has been highlighted nationally and the school was represented at a special celebration for this in the House of Lords. • Successful transition of five S6 pupils to post school placements through an extended transition programme involving the young people, their parents and a multi-agency group including allied health professionals, educational psychologists and sensory impairment specialists, alongside key teachers. • Extending the range of opportunities for senior pupils to experience work placements through the Green Routes horticulture initiative and Camphill Blair Drummond. • Mindfulness for Children programme set up in each group within Ochil House. • Weekly Makaton session for all young people in Ochil House. • Raising attainment in literacy and numeracy. • Equity for all learners through greater use of AAC aids in the department. • Participation in the Forth valley Schools Athletics championships and several planned excursions, including the Variety Club Day Out and trips to M&Ds, bowling etc. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> • Pupil tracking through the 2Simple programme with individual profiles created and shared with parents. | <ul style="list-style-type: none"> • The 2Build a Profile programme developed to include a wider group of young people and extended across the curriculum. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> • Successful completion of 28 SQA National 1 & 2 courses, verified by external moderator. | <ul style="list-style-type: none"> • New courses for next session developed to challenge learners through lateral progression. • Quality and consistency peer reviewed throughout. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> • The Play Unified programme exemplifies the way in which inclusion can create positive outcomes for all. • Mindfulness for children sessions carried out daily in each group. | <ul style="list-style-type: none"> • Greater opportunities for the aims and ideals of Play Unified to be realised not only in PE but in other faculties within the school. • Further staff training on mindfulness for children. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> • Attainment in literacy and numeracy enhanced through teachers working with smaller focused groups of pupils. • Greater use of augmentative and alternative communication aids. | <ul style="list-style-type: none"> • Creation of action points to direct literacy and numeracy targets. • Inventory of equipment and purchase of new AAC, in collaboration with SLT. |

Pupil Support

| Key Wider Achievement Successes 2016/17 | | |
|---|---|--|
| <ul style="list-style-type: none"> • Staff Development sessions in February and August key to involving wider staff in crucial GIRFEC CLPL and revising Pupil Support systems and procedures that are so essential to promoting pupil success across curricular areas and genuine engagement with the school. • 1:1 interviews achieved for <i>all</i> pupils across year groups in order to receive feedback on learning and build vital pastoral relationships that will support pupil success. • Handbook reviewed and Data Sharing system implemented in order to much more effectively share crucial data that support learning and teaching. • Working groups developed on behaviour support and differentiation in order to maximise impact of self-evaluation and improved practice across the school. • Raising profile of Pupil Support in Wallace High through re-branding, CLPL, Scottish Attainment Challenge work and impact on wider HWB working. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> • Leadership of staff CLPL around key areas of Pupil Support and GIRFEC has been very effective. • Standards are emphasised throughout to ensure that pupils are getting a consistent message. | <ul style="list-style-type: none"> • Continued CLPL training to ensure that staff are kept up to date with relevant changes and procedures. • Development of meetings to share good practice and support of individual pupils. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> • Regular TAC meetings, parental meetings, phone calls etc., all to engage parents to support pupil learning. • Focused small group extraction to support learning. | <ul style="list-style-type: none"> • Continual review of tracking to ensure that all pupils are given the support required – consistency of intervention is key here. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> • The wellbeing form has been reviewed to ensure that relevant , quality information comes back. • Database is updated so that all staff have access to as relevant HWB information as possible. | <ul style="list-style-type: none"> • Continued development of quality CLPL for all staff. • Develop impact of Data Sharing system and ensure consistency. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> • Promotion of study skills, engagement in class, positive mind-set and aspiration are all supported through Pupil Support-led assembly programme. • Partnership working across all relevant sectors supports success. | <ul style="list-style-type: none"> • Further development of a bespoke programme for attendance concerns, with a focus on positive destinations. • Family workers – development of the role to ensure impact. |

School of Sport and Health & Wellbeing Faculty

Key Wider Achievement Successes 2016/17

Facilities

The following facilities have been added to enrich the delivery of Physical Education, Physical Activity and Sport:

- New competition standard diving blocks in swimming pool.
- Ballet bars in dance studio.
- Dugouts added to 3G Astro.
-

Sports Awards

WHS sports awards ceremony #2 was a great way to celebrate the numerous successes of our young people over the past year.

Schools of Sport

Continuing to deliver five schools of sport with key national partners –

Basketball, Dance, Football, Rugby and Swimming – all with fantastic quality of coaching as part of a personalised BGE curriculum.

Basketball

S1 Boys Scottish School of Basketball overall winners.

U15 Boys won Scottish Cup for second year in a row and won the Stirling Cup.

Senior Boys were semi-finalists of Scottish Plate.

U15 Girls - won Scottish Cup and the Stirling Basketball tournament.

Senior Girls Basketball- Semi-final of Scottish Cup.

Freya Walker- Scotland U15

Molly Waddell- Scotland U15

Ruth Allison- GB call up at U18 Level

Scotland Basketball international call ups –

U14 boys- Callum McGlasson, Piper McGowan, Ben Yarrow

U16 boys- Louis Sullivan, Rob Gilmour, Lewis McGlasson

U14 girls- Pelly Kidd

U15 girls- Molly Waddell & Freya Walker

U16 girls- Nina Wills

U18 girls- Ruth Alison

GB call ups- Ruth Alison, Lewis McGlasson.

Dance

Forth Valley Schools Dance Competition 2017:

- S3 team won 3rd for 'MJ'
- S3 team won 1st for 'The Great Race'
- S3 team won Creativity Award from Carpe Diem Dance for 'The Great Race'
- Wallace High won 'Overall School Winners' on senior night.

S1/2 School of Dance performed at Go Dance in Glasgow to audience of 500.

Whole Dance team put on a summer showcase dance Showcase that was a sell-out evening in the theatre at WHS.

Football

U14 boys - League finalists, League Cup finalists.

Senior Football Team - Forth Valley league winners, Scottish cup 1/4 Finalists, Falkirk Cup Semi finalists.

Jake Davidson- 2 year full time contract with Dundee United

Dean Ritchie - 2 year full time contract with Hearts

Junior girls- Runners up in Stirling 7's.

Rugby

Semi final of the annual Scottish Power Glasgow Warriors Community Trophy:

S1 boys

S2 boys

U15 girls

Significant mixed participation in a range of local tournaments and positive links with Stirling County.

Key Wider Achievement Successes 2016/17

Swimming

Ethan Notman, Garth Eklund, Lewis Rands, Liam Brosnan, Shona Lavery, Struan McFarlane, Thomas Hanson and Tomasso De Nova were all medallists at the Central Schools Swimming Gala.

Tomasso De Nova was Scottish Schools Finalist for 100m Freestyle and 200m IM.

WHS finished first comprehensive school in Central Scottish Region.

Golf

Tom Bradburn and Gregor Johnston qualified to represent Stirling Schools in Ryder Cup against Falkirk.

Gregor Johnston winner of FV Schools Championships scratch score team event.

Athletics

FV cross country- Ciorstaidh Ainsworth came 2nd in S3/4 Girls and Eleanor Hanson 1st in S5/6 girls.

Stirling Schools Athletics - Declan McFarlane 1st in S2 boys 200m, Cora Morgan 1st in S1 girls Long Jump and Aiden Brooks 1st in S3 Boys 1500m,

Stuart Hill 3rd Shot putt, Lucas Williamson 3rd Long jump, Gabriel McArthur 2nd Long Jump.

Significant team participation in cross-country events.

Skiing

Scottish slalom silver medalists - Ciorstaidh Ainsworth, Ceitidh Ainsworth, Hannah Draper, Katie Draper.

Water Polo

Jonny Hanson, Lewis Goldie, Fraser McNair, Callum Addison all called up to Scotland Squad.

Tomasso De Nova and Ilhan Nuzur got to Scottish finals with Stirling Uni team.

Cricket

Tom Bradburn- Scotland U15 and U17 and training with U19 squads.

Handball

Ruaraidh McEwan U18 and U20 Scotland team.

Tae Kwon Do

Hannah Drummond- Scottish National team.

Kuk Sool Won

Cameron Davidson- Scottish Sparring gold medallist.

Karate

Keilan Hazel- runner up in Scottish Championships.

| Quality Indicator | Key Strengths | Areas for Improvement |
|---|---|--|
| 1.3 Leadership of change | <ul style="list-style-type: none"> Shared expectations are set and emphasised. Achievements are celebrated, high standards are set by all staff. Collaborative leadership of SOS is linked with partner agencies to allow progression into clubs. | <ul style="list-style-type: none"> Continue to develop consistency regarding quality assurance and moderation – develop shared knowledge of disciplines across the BGE. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> Focused work on learning intentions, question and answering, quality assurance. Community learning is strong with community links through leadership and our transition programme. | <ul style="list-style-type: none"> Consistent capture of pupil feedback. Specifically around challenge and pace of learning, differentiation. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> Excellent work on HWB through lead on mental health and development of whole school engagement here. Play Unified celebrates diversity and provides pupil leadership opportunities. | <ul style="list-style-type: none"> In reports/parents evenings we do discuss pupil progress as well as their wellbeing. More conscious effort to include equality and inclusion in these discussions. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> Attainment across levels and stages shows sustained improvement over three years, very strong at all levels against national comparators. | <ul style="list-style-type: none"> Develop even fuller accreditation in certain areas. Senior school is an area to develop and offer even more SQA capture across the faculty. |

Science Faculty

| Key Wider Achievement Successes 2016/17 | | |
|---|--|--|
| <ul style="list-style-type: none"> Increased participation, engagement and partnership working with external STEM experience providers. Engineering Education Scheme by EDT with Calnex Solutions – won this national senior STEM initiative for second year running. Gold CREST Awards for participants. Go4Set Project by EDT with Cadence Electronics – second place in regional final. Silver CREST Awards for participants. Participation in the Salters' Chemistry Festival, with enhanced pupil participation at Wallace with a year wide selection competition. Careering into STEM by Glasgow Science Centre road show held at Wallace for entire S3 year group linking STEM NQs to world of work. On-going partnership with BAE systems to provide work experience, opportunities and learning programmes for our senior students. BAE Systems also delivered a road show for all BGE students linking the armed forces careers to STEM in the secondary school. On-going partnership with primary school staff to provide Science Resource Library and CPD events as well as annual KNEX challenge. Geo Bus participation for all N4/5 Chemistry students. Ongoing relationships with Forth Valley College, Herriot Watt and University to support practical work of our Advanced Higher students. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> Completion of the development of S3 stage of BGE where NQ skills, language and content bridges BGE and Senior Phase. S2 CREST Awards programme redeveloped to increase participation. | <ul style="list-style-type: none"> Our in house Science attainment and achievement data system is intelligent, robust and expansive. It must now be used to its full capability re. consistent and targeted impact on pupils. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> Development of S3 BGE courses effectively enhances pace and challenge of learning at this crucial stage. Shared, consistent assessment programme is leading to success in SQA examinations across subjects. | <ul style="list-style-type: none"> Develop sustained impact of learning and teaching on achievement in individually targeted areas (based on Insight and SQA performance review). |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> Sex Education and Mental health - Science staff representation on a number of committees. Also wide and complex range of HWB key areas are embedded into the Science BGE and across all three Sciences at NQ level. | <ul style="list-style-type: none"> Ongoing development of units in BGE will address curricular HWB issues. Ongoing participation of our team as members/leaders of wider school initiatives. |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> BGE data showing improvement in attainment of lower school. Male attainment in the BGE is improving (assessment data) as is homework completion across classes. | <ul style="list-style-type: none"> Introduction of a more consistent and “layered” approach to assessment. Individual target setting in BGE (see improvement plan 1.5.1 and 1.5.2) STEM Ambassador senior pupil programme to be developed. |

Social Subjects Faculty

| Key Wider Achievement Successes 2016/17 | | |
|---|---|--|
| <ul style="list-style-type: none"> • Geography Nationals trip to Aberfoyle and Callander. • Geography Higher trip to Lake District National Park – research. • Mock Brexit Election, whole school involvement and celebration of participation in democracy. • Mock American Election, whole school involvement, as above. • Weekly junior debate club – significant uptake in debating. • Logie Debate – annual hosting of Friends of Logie debate. • Public Speaking competition at Beaconhurst School. • Museum of Scotland visit by Scottish Studies class. • Eco Schools Global Classroom conference at Edinburgh Zoo. • Remembrance Assemblies – pupil and staff collaboration to mark Remembrance day and local pupil representation in communities at key events. • Operation Wallacea trip to Mexico – outstanding pupil conservation experience. • S2 participation in Stirling Walking Tour. • S2 research with John Cowane Trust. • Christmas food bank for Start Up Stirling. • Participated in the national ‘Get ready to vote’ campaign. • Advanced Higher History utilise Stirling University library. • S3 participated in the global live stream of Holocaust Memorial talk. | | |
| Quality Indicator | Key Strengths | Areas for Improvement |
| 1.3 Leadership of change | <ul style="list-style-type: none"> • Shared leadership of high expectations and aspiration across faculty subject areas. | <ul style="list-style-type: none"> • Even more consistent use of data sharing system in order to inform learning. |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> • Use of SAL sheets across BGE in order to track progress and highlight next steps and promote a nurturing and challenging working environment. | <ul style="list-style-type: none"> • Develop SAL sheets to include Literacy and Numeracy benchmarks and outcomes – consistent impact here. |
| 3.1 Ensuring wellbeing, equity and inclusion | <ul style="list-style-type: none"> • Open discussions on key news items throughout the year in a safe and inclusive manner which, in turn, promotes inclusion and diversity. | <ul style="list-style-type: none"> • Continue to develop effective use of whole school Wellbeing returns to promote and support pupil wellbeing |
| 3.2 Raising attainment and achievement | <ul style="list-style-type: none"> • Following targeted work, improved Added Value Scores across the Social Subjects Senior Phase. | <ul style="list-style-type: none"> • Implementation of new N5 exam technique skills and knowledge in order to improve attainment. |



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