



# Wallace High School

*Standards & Quality Report 2018*





## Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2017/18.

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 adding to the number of seniors signing up 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 2017/18 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 2018/19 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 2018/19 and our on-going work on maximising opportunities, experiences and, consequently, achievement for *all* of our young people.

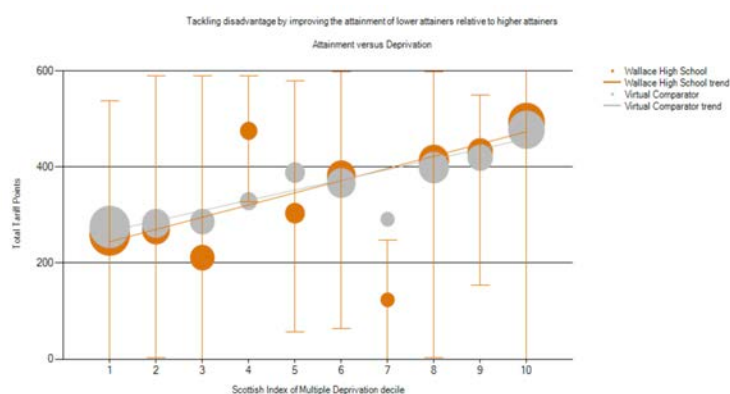


## SQA Attainment 2017/18 (Insight Data)



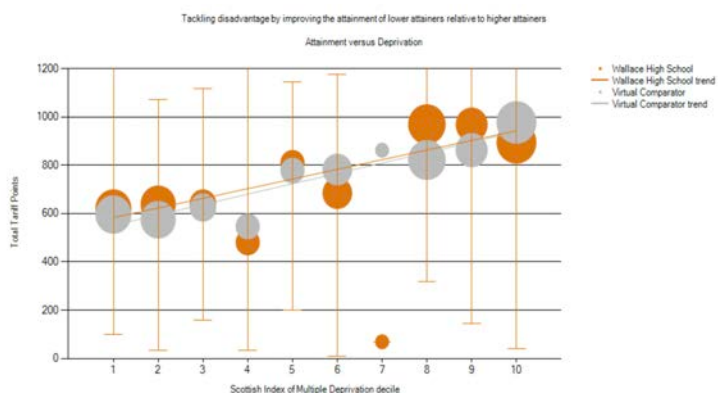
*"The pages that follow utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a strong performance this session. Our S4 Nationals figures, indeed, convey 42% of pupils achieving 5 awards at National 5 level – our second highest on record. Our figures for pupils achieving one, three and five Highers (26% - our highest on record for the second year in a row), indeed, remain above historical comparator averages and convey sustained, improved performance across stages."*

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



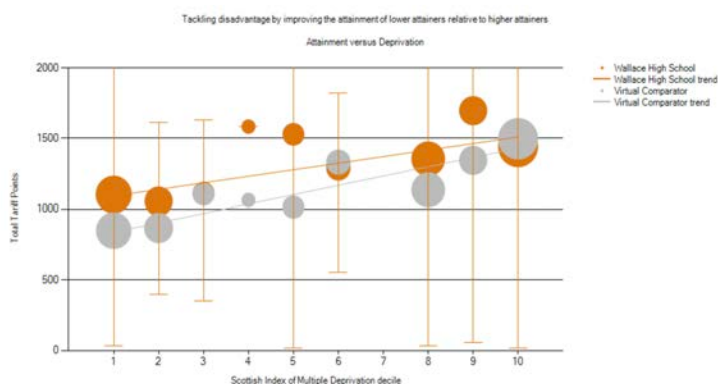
#### S4 – 2017/18

- Overall this graph reflects a solid performance across deciles – with the mean line being slightly below and then extending above the Virtual Comparator mean line for upper deciles.
- Across deciles 1-3 there is evidence of some excellent performance but the average is pulled down by some lower scores. Targeted work on pupils who have disengaged and the work of our Wallace Hub will continue to address this.



#### S5 – 2017/18

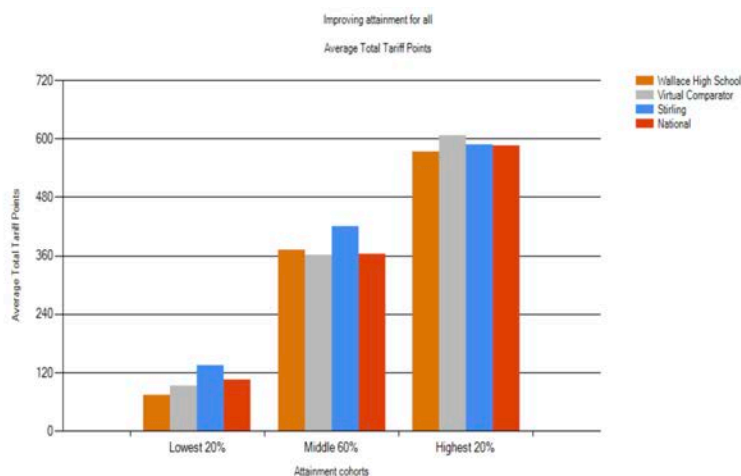
- Overall this graph reflects a, largely, very positive performance across deciles – with the mean line being above the Virtual Comparator mean line throughout.
- Interestingly, as with previous years, deciles 4 and 6 are below comparator (decile 7 is one pupil). These include relatively small numbers of students and decile mapping exercises regarding communities reveal areas of focus here.



#### S6 – 2017/18

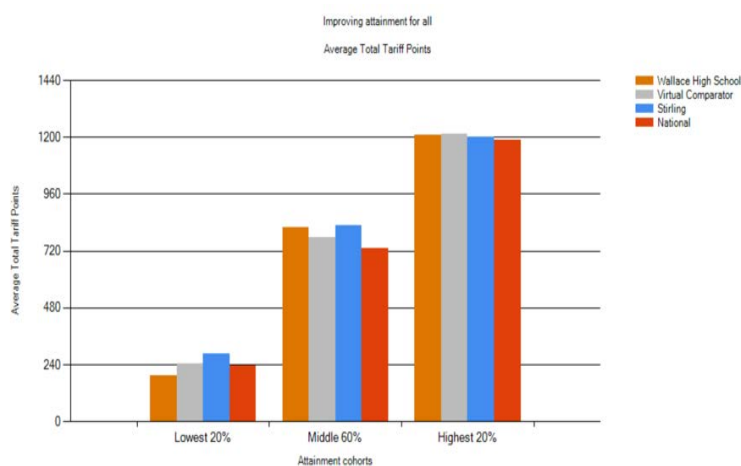
- S6 performance is very strong across deciles this session.
- S6 must always be weighed against wider participation and achievement – ensuring fuller accreditation of wider S6 achievement and focus on course completion for Highers and Advanced Highers has had a cumulative positive impact from deciles 1 - 10.

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



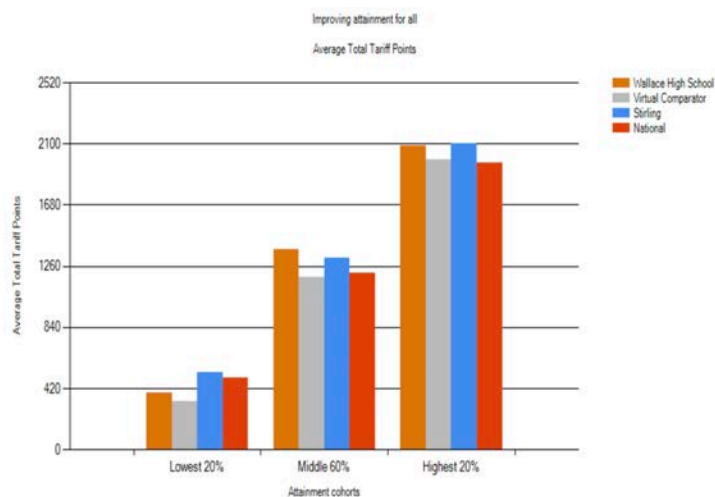
#### S4 – 2017/18

- For S4, we have shown sustained strong performance against Virtual Comparator over the past 3 years for the middle 60%.
- The key focus remains a boost for our young people performing at the lowest 20% end of attainment.
- The figure for lowest 20% of performance is affected by the fact that this includes 20 pupils on the SCOTS college programme, which is not accredited. A focus on maximising accreditation of the personalised curriculum will help to bring further improvement here.



#### S5 – 2017/18

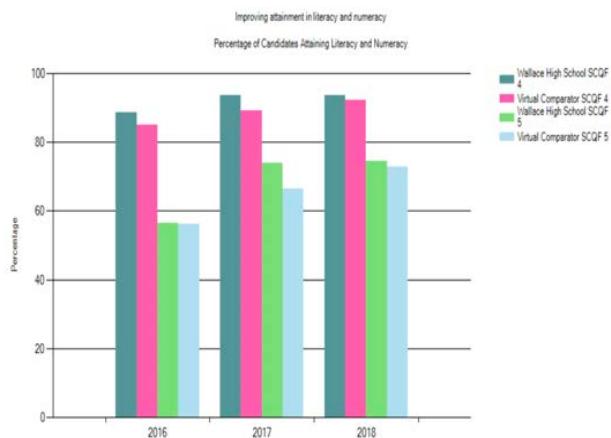
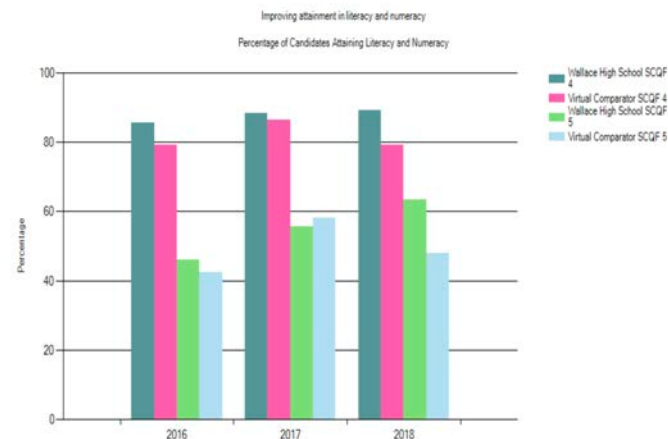
- For 2018, our S5 performance against Virtual Comparators across 80% of pupils is strong, with the middle 60% and highest 20% performing particularly well.
- For last session, this includes 4 Ochil House pupils. When these pupils are factored into our averages at the lowest 20% end of attainment this virtually negates any difference here.
- Our 3-year average figures against Virtual Comparator reveal sustained, improved performance.



#### S6 – 2017/18

- S6 is very strong this session after sustained focus over the past three sessions.
- Our S6 has outperformed Virtual Comparator at all levels (significantly for middle 60%)
- This is weighed against a strong wider achievement curriculum in S6 – a key question remains balancing Insight tariff attainment vs. genuine wider experiences – Maths and Literacy Champions; Sports Leaders etc.

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



### S4 – 2017/18

- Our S4 baseline performance in Literacy and Numeracy remains very strong at levels 4 and 5, both in terms of 2018 performance and 3-year average performance.
- Level 5 for 2018 is up almost 8% on last session and is over 15% above Virtual Comparator. This is an excellent performance. Level 4 is almost 10% above Virtual Comparator and this reflects a strong performance in securing core Literacy and Numeracy skills for pupils.

### S5 – 2017/18

- This remains a strong measure as 2018 and 3-year average performance remains above Virtual Comparator for all levels.
- We must work hard to sustain this performance.

### S6 – 2017/18

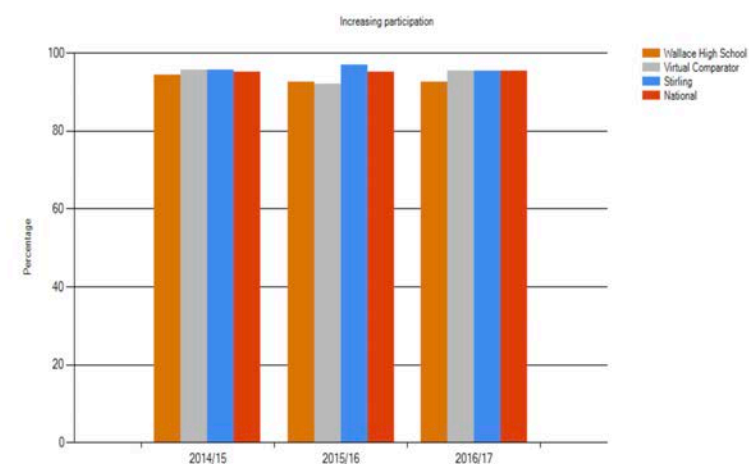
- Level 5 achievement by end of S6 remains very strong against Virtual Comparator over 3-year average and with 2018 figure.
- Level 4 figure is over 3% above for 2018, set against a 2.24% difference over 3 years. This suggests a strong performance at Level 4.
- Across S4-6 Literacy and Numeracy combined performance is very strong, and above Virtual Comparator at all levels.

*Increasing Participation Figure - Pupils in Positive Leaver Destination or Remaining at School (Wallace = orange; Virtual Comparator = grey) NB 2017/18 figures not published until February 2019*



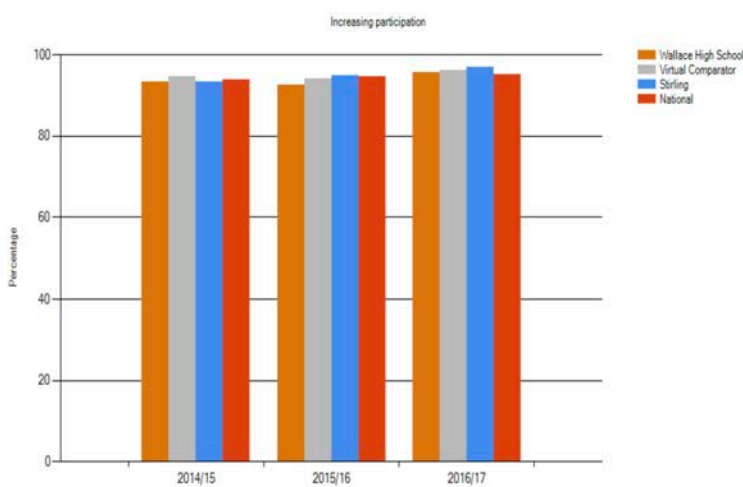
**S4 – 2016/17 – latest figures**

- Our S4 participation figure is 95.48%, up 0.86% on the previous year and only 1.2% adrift of our Virtual Comparator figure. Key focus is a push for 1% improvement.



**S5 – 2016/17 – latest figures**

- Our S5 participation figure is 92.41 (down only 0.21%) and so in line with last year's figure. However, we have to target a rise in line with Virtual Comparator of 2-3 more pupils engaging in positive participation from S5.



**S6 – 2016/17 – latest figures**

- Our S6 participation figure is consistently close to Virtual Comparator over the past 3 years and shows an increase last session to a 3-year high of 95.74% (only 0.43% behind Virtual Comparator).
- We must focus on sustaining improvements to this figure.





## Improvement Priorities 2017/18

*Improvement priorities for 2017/18 are noted below alongside a concise evaluation of progress in each key area*

*The full WHS Improvement Plan for 2018/19 is published on our website*

"Attendance has sustained a 3-year average over 91%, with a figure of 91.50%, and exclusions remain firmly below historical comparator averages with 21 individual episodes in 2017/18, below 30 for the fourth consecutive year."



### (Focused on the Four Key Priorities of the National Improvement Framework)

<b>Improvement in Attainment (Particularly Literacy &amp; Numeracy)</b>	<b>Closing the Attainment Gap Between the Most &amp; Least Disadvantaged Children</b>	<b>Improvement in Children and Young People's Health &amp; Wellbeing</b>	<b>Improvement in Employability Skills and Sustained, Positive School Leaver Destinations for All</b>
Continue the focus on consistency and rigour of <i>Quality Assurance</i> : quality of pace, challenge and curriculum progression (focus on the BGE) to target sustained improvements to attainment	Co-ordinated working of Pupil Support Team and Family Link Workers (SAC) to target pupils who require support to <i>attend and achieve (inclusion focus)</i>	Improvement focus on <i>Pupil Support GIRFEC</i> procedures – revision of practice and whole school CLPL	Utilise <i>revised structure &amp; systems</i> to most effectively co-ordinate focus (includes SAC Positive Destinations PT role)
Continue to develop <i>Literacy and Numeracy across the curriculum (PEF)</i> & focus on moderation of <i>attainment at Level 3+ by S3</i>	Community focus on pupils with <i>learning events and study support (SAC) extended into localities</i> to promote engagement and achievement	Develop work of <i>Whole School Counsellors (PEF)</i> - targeted input to support pupil wellbeing	Sustain and extend <i>co-ordinated focus on DYW across the curriculum</i> in the BGE and early intervention to target positive destinations (SAC)
Targeted focus on <i>tracking and monitoring</i> of S6 pupils to sustain attainment to pupil exit point	<i>Parent Teacher Network lead on community parental engagement</i> (targeted events) and focused support with the cost of the school day	Whole School Health and Wellbeing team to extend focus on <i>mental health and wellbeing and staff CLPL (PEF)</i> to continue to build sustainability & review of <i>HWB Life Skills curriculum</i>	Continue to target extension of <i>personalised curriculum in senior school</i> to support targeted interventions leading to positive destinations

**Key:** Green = progress completed on specifically named tasks (mostly only possible with a 'task-based' outcome); yellow = significant progress made and some key work to carry forward; red = progress unsatisfactory/ little progress made.



Key Priority	Key Actions	Impact (Achieved This Session)
Continue the focus on consistency and rigour of <i>Quality Assurance</i> : quality of pace, challenge and curriculum progression (focus on the BGE) to target sustained improvements to attainment	<ul style="list-style-type: none"> <li>Review Faculty QA practice with link DHT</li> <li>Evaluate learning in BGE in light of new National course revisions</li> <li>Identify key faculty personnel to take forward targeted improvements</li> </ul>	<ul style="list-style-type: none"> <li>Friday peer Faculty Leader meetings implemented to review and share QA</li> <li>BGE plans reviewed and benchmarks engaged – collated in creation of Learning Hub</li> <li>Pupil feedback on learning = 'You Said'; 'We Did' visible engagement across faculties</li> </ul>
Continue to develop <i>Literacy and Numeracy across the curriculum</i> (PEF) & focus on moderation of attainment at Level 3+ by S3	<ul style="list-style-type: none"> <li>Build on current practice to further audit and develop outcomes for Literacy &amp; Numeracy across faculties</li> <li>English and Maths departments engage with LA moderation to focus on Level 3+ attainment</li> </ul>	<ul style="list-style-type: none"> <li>BGE plans within faculties reflect clear Lit/Numeracy inputs (where relevant) captured in Learning Hub</li> <li>S3 Attainment at Level 3+ improved in Literacy &amp; Numeracy outcomes</li> <li>Insight Lit and Numeracy attainment remains holistically very strong at all stages</li> </ul>
Targeted focus on <i>tracking and monitoring</i> of S6 pupils to <i>sustain</i> attainment to pupil exit point	<ul style="list-style-type: none"> <li>Further develop tracking, monitoring and intervention focus from S5 into targeted look at S6 completion and progression</li> <li>Target key pupils to <i>build on and sustain</i> performance into S6</li> </ul>	<ul style="list-style-type: none"> <li>Sustained course completion has been a key pastoral focus this session</li> <li>Breadth of unit awards and wider curriculum achievement recognised – leadership units</li> <li>National Insight data for S6 above virtual comparator for all measures – very strong S6 SQA performance</li> </ul>

Key Priority	Key Actions	Impact (Achieved This Session)
Co-ordinated working of Pupil Support Team and Family Link Workers (SAC) to target pupils who require support to <i>attend and achieve</i> (inclusion focus)	<ul style="list-style-type: none"> <li>SAC priority involves targeted focus on building capacity within families – FLW allocated to key families</li> <li>FLW works with families to remove barriers to learning and build more sustained engagement with education</li> </ul>	<ul style="list-style-type: none"> <li>Caseload focus = improved Family Link Worker impact – case studies &amp; data</li> <li>Attendance % increased and exclusion % decreased for pupils</li> <li>Targeted unit &amp; course attainment improved through targeted programme</li> <li>Parent and pupil case study feedback captured</li> </ul>
Community focus on pupils with <i>learning events and study support</i> (SAC) extended into <i>localities</i> to promote engagement and achievement	<ul style="list-style-type: none"> <li>SAC priority to extend community learning study support sessions</li> <li>Canvas pupils to gain feedback on most effective community-based support in order to review practice going forward</li> </ul>	<ul style="list-style-type: none"> <li>Pupil feedback on study sessions captured and action points identified for 2018/19</li> <li>Attendance at sessions good but mixed across communities – review timings for 2018/19</li> <li>Attainment review of attendees shows improved S5 and S6 performance</li> </ul>
<i>Parent Teacher Network</i> lead on <i>community parental engagement</i> (targeted events) and focused support with the cost of the school day	<ul style="list-style-type: none"> <li>PTN to establish programme of parental engagement sessions in communities</li> <li>PTN to establish uniform bank to support the cost of the school day</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at events remains strongest in, broadly, higher deciles – discussed and targeted for 2018/19</li> <li>Parental feedback about events and uniform bank very positive</li> <li>PTN to review for 2018/19, with Career Stories parent-led session implemented in September</li> </ul>



Key Priority	Key Actions	Impact (Achieved This Session)
Utilise <i>revised structure &amp; systems</i> to most effectively co-ordinate focus (includes SAC Positive Destinations PT role)	<ul style="list-style-type: none"> <li>Revise school/SDS/LA structure in terms of targeted interventions, especially for 'hard to reach' pupils</li> <li>Clear demarcation of targeted caseloads, especially for 'high risk' pupils regarding positive destinations</li> </ul>	<ul style="list-style-type: none"> <li>Focused work between school and SDS = improved targeted destinations &amp; Wallace Hub targeted work supported individual attainment</li> <li>DYW remit review complete</li> <li>Insight data and SDS data on positive &amp; sustained destinations both convey continuous improvement</li> </ul>
Sustain and extend <i>co-ordinated focus on DYW across the curriculum</i> in the BGE and early intervention to target positive destinations (SAC)	<ul style="list-style-type: none"> <li>Whole school DYW Team to review sustained impact of DYW across BGE</li> <li>Audit of best practice and 'gaps' agreed with link faculty reps</li> <li>Faculties revise BGE to ensure effective impact across the school (where relevant)</li> </ul>	<ul style="list-style-type: none"> <li>BGE curriculum plans reviewed fully in Learning Hub and DYW inputs fully audited across the curriculum – continue to evaluate 2018/19</li> <li>TLCs utilised to collate staff feedback on DYW and share positive practice</li> </ul>
Continue to target extension of <i>personalised curriculum in senior school</i> to support targeted interventions leading to positive destinations	<ul style="list-style-type: none"> <li>Audit SQA course and unit delivery across Senior Phase with faculties to ensure maximised capture of achievement for all pupils</li> <li>Consider focus on S4/S5 Christmas leavers and wider achievement in senior school</li> </ul>	<ul style="list-style-type: none"> <li>Review = plans for Wallace Hub 2018/19</li> <li>Review of courses and units on-going – targeted work to continue 2018/19</li> <li>Insight attainment and wider achievement data, including positive destinations figures conveys progress</li> </ul>

Key Priority	Key Actions	Impact (Achieved This Session)
Improvement focus on <i>Pupil Support GIRFEC procedures</i> – revision of practice and whole school CLPL	<ul style="list-style-type: none"> <li>Pupil Support Leaders identify key policy/procedure revisions</li> <li>Sub-groups take feedback and revise</li> <li>Revised policies and procedures published and launched with all staff (appropriate CLPL)</li> </ul>	<ul style="list-style-type: none"> <li>Production of revised policy/procedure documents completed – includes Positive Behaviour and Attendance protocols reviewed and implemented</li> <li>Staff feedback utilised by Pupil Support Leaders to inform policy</li> <li>Pupil Support Team will evaluate and revise into 2018/19 session</li> </ul>
Develop work of <i>Whole School 'Counsellors'</i> (PEF) - targeted input to support pupil wellbeing	<ul style="list-style-type: none"> <li>Counsellors initially funded by SAC now sustained through PEF review first term of working with Pupil Support Team</li> <li>Revised approach agreed for session 2017/18 to maximise targeted impact</li> </ul>	<ul style="list-style-type: none"> <li>The team have monitored and reviewed inputs throughout sessions and have pupil case study feedback</li> <li>Insight attainment data reviewed Aug 2018. Reveals improved attainment S5/6. Revisions to approaches of support for new session will be considered based on data and feedback</li> </ul>
Whole School Health and Wellbeing team to extend focus on <i>mental health and wellbeing and staff CLPL</i> (PEF) to continue to build sustainability & review of HWB Life Skills Curriculum	<ul style="list-style-type: none"> <li>Following pilot programme, review whole school HWB priorities and target on mental health</li> <li>Develop CLPL to extend impact into classrooms across the school and build teacher capacity to sustain impact on pupils</li> <li>Life Skills team revise programme</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health team have evaluated progress and intend to extend to pupil Mental Health First Aiders 2018/19</li> <li>Whole school attendance and attainment data reflects positive impact</li> <li>Revised Life Skills programme completed for BGE HWB curriculum (with some further revisions planned 18/19)</li> </ul>

## Scottish Attainment Challenge & Pupil Equity Funding

Wallace High was included in the Scottish Attainment Challenge for 2017/18 and has been given further funding for 2018/19 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 and utilising Pupil Equity Funding 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.

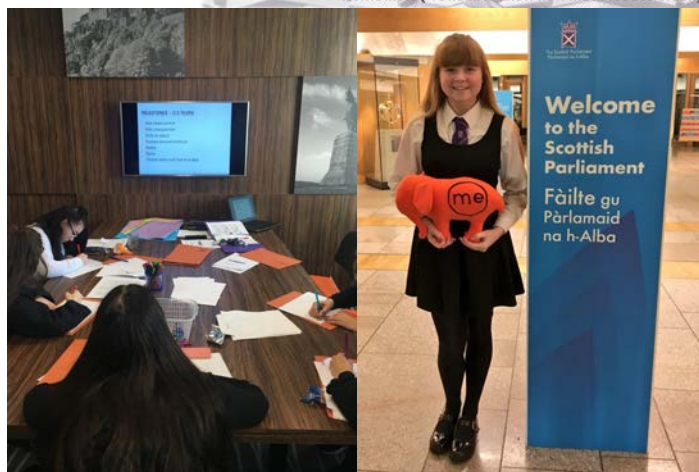
### WHS SUPPORTED STUDY



**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!)



**Family Link Workers** engaged with 52 young people and their families who were referred to them in session 2017/2018, each young person having a range of different needs. Focused work here contributed to school attendance being sustained at over 91% for the third consecutive session. Work is carried out with the young people and their families both in school and within the family home – the reach therefore extends beyond individual pupils and unintended consequences are support for wider family members with issues, beyond school pupils. Of the cases that were closed in the senior school, 9 young people gained qualifications that they would otherwise not have gained, 8 have gone onto a positive destination, 14 have improved their attendance and 2 have reduced the number of referrals and exclusions that they were getting. This has contributed to whole school exclusions reducing from 30 to 21 episodes last session. Our FLW's have also liaised with PEF funded Mental Health support, which has had 34 young people who were referred to them to support with various mental health concerns. Of these, 22 have been closed which means that they have been given strategies that help them to cope more independently. Consequences here include the creation of a team with greater flexibility and more avenues to ensure personalised support for young people.

Whole school **Positive Destinations** figures increased for the third consecutive year from 86.49% in 14/15, to 87.31% in 15/16 to 91.19% last session. Our projection for our 2017/18 figure is that it will be our strongest on record. In session 2017-18 13 young people living in SIMD 1 and 2 graduated from our SCOTS college programme and we targeted our flexible work placements for young people living in SIMD 1 and 2 deciles: October 2017 (S4 Employability class - 12 pupils), February 2018 (S5 Enterprise and Employability class - 12 pupils) and May 2018 (S4 pupils who were not presented for SQA exams – 10 pupils).

Approx. 30 pupils attended more than one **Community Study** session. Out of this group of pupils who signed up and attended several sessions, over 50% were from deciles 1 and 2. Fall in sessions were the most successful in terms of a targeted approach. Positive feedback from pupils mentioned how the later start time meant they could go home first and then make their way to the session. The cumulative impact of this intervention over the past two sessions is now being felt. For S5 students, 80% of our pupils from the most deprived 30% of deciles are achieving above Virtual Comparator students. For S6 students, 100% of our pupils from the most deprived 30% are significantly outperforming Virtual Comparator students.

Our Pupil Equity Funding helps us to maintain our **School of Sport** programme, which promotes wellbeing, inclusion and a personalised curriculum for 227 students in the junior school. This has been fundamental to helping youngsters to engage in school (sustained attendance) and promotes core cross-curricular skills.

Our **mental health team** have been instrumental, supported by PEF funding, in providing universal inputs across the school and targeted mental health support through our Mental Health First Aiders and in-house front-line support services (34 targeted pupils last session). Our pupil Mental Health Champions passionately promote support for young people with mental health issues and are breaking down the stigma of this daily across the school.

Finally, PEF funding has also supported targeted **Literacy** work with key associated primary schools to support transition and improved Literacy attainment at all stages from BGE through to S6.



# 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

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Languages Open Doors DYW event – range of visiting speakers and activities.</li> <li>• Interdisciplinary Fairtrade Café skills for learning and life - May 2018.</li> <li>• Higher RMPS visit to Samye Ling Buddhist Monastery.</li> <li>• Links with Confucius Hub and launch of our China Club.</li> <li>• Languages Bacalaureate performance excellent this session.</li> <li>• 1+2 Ochil House delivery of languages entitlement and improved 1+2 Primary Liaison</li> <li>• Flame training delivered</li> <li>• Health and Wellbeing PSE inputs reviewed successfully</li> <li>• Key role in leadership of whole school Learning &amp; Teaching team</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b><i>1.3 Leadership of change</i></b>	<ul style="list-style-type: none"> <li>• Further developed 1+2 language links with primary staff.</li> <li>• Faculty staff key contributors to leadership of L&amp;T group across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil leadership/voice – contribute to planning – meeting individual needs</li> <li>• Staff CLPL – future FLAME training in Spanish.</li> </ul>
<b><i>2.3 Learning, teaching and assessment</i></b>	<ul style="list-style-type: none"> <li>• We can evidence shared understanding of the structure of an effective lesson.</li> <li>• Staff are using effective questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Young people to be more involved in evaluating their own learning journey.</li> <li>• Young people to be more involved in co-creating success criteria.</li> </ul>
<b><i>3.1 Ensuring wellbeing, equity and inclusion</i></b>	<ul style="list-style-type: none"> <li>• Successful promotion of cultural diversity and inclusion across subjects.</li> <li>• On-going review and development of HWB programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more extension tasks and suite of relevant assessments for personalised support.</li> </ul>
<b><i>3.2 Raising attainment and achievement</i></b>	<ul style="list-style-type: none"> <li>• Languages for Life and Work Award in Modern Languages increases breadth of achievement.</li> <li>• Increased N5 attainment across the Faculty and the uptake of courses in S4 languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted work on insight figures to continue to improve results in key areas.</li> <li>• Ambassadors – lead BGE focus groups/language cafés.</li> </ul>

## Creative Industries Faculty

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Creative Industries Showcase, Fashion Show, Battle of the Bands and School Show events – fantastic range of pupil participation</li> <li>• Christmas and Spring Concerts</li> <li>• Friends of Logie/Logie Kirk Guild performances</li> <li>• John Byrne drawing competition – Aoife Kearney finalist</li> <li>• Faraday STEM challenge</li> <li>• Pupils in National Youth Choir (Stirling Branch) - Lauren Metcalfe, Calum Campbell, Caitlyn Kennedy</li> <li>• Pupils in National Youth Pipe Band - Tomoki Hayashi, Murray McNeish</li> <li>• Pupils in Stirling School Pipe Band - Tomoki Hayashi, Murray McNeish, James Dawson</li> <li>• Pupils in Stirling Schools Orchestra/Wind Band/ Choir/ String ensemble</li> <li>• NYOS Jazz Course- Jade Campbell</li> <li>• Women in Engineering Kerse Bridge Project</li> <li>• Big Noise – range of pupil representatives at national and international events</li> <li>• RCS Junior Dept - Elinor Jennings and Jade Campbell</li> <li>• Young Carers group – life skills/cooking. Pupils planned, cooked and served a lunch to selected members of staff that they had invited.</li> <li>• Young Carers – week long sailing experience with Youth Trust</li> <li>• Much success in ABRSM and TRINITY exams</li> <li>• LGBT Group - Freshers Fair, Assemblies for LGBT History Month, Purple Friday, Raploch Primary School Visit and Community Event with author at Bridge of Allan Library, LEAP Sports Equality Quilt Project.</li> <li>• Adam Craig - accepted onto Musical Theatre course at The Dance School of Scotland</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• All staff now involved and actively leading on detailed results analysis and reflection.</li> <li>• Two faculty members taking part in the Stirling Lead Next programme this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Team developing Google Classroom resources to aid with faculty QA observation recording and sharing.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• QA pairings between team members across the faculty have continued successfully.</li> <li>• Learning Hub complete, which includes BGE timelines, Es &amp; Os for each dept and H&amp;W, Numeracy &amp; Literacy, benchmarks, assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on senior timelines updates on SQA changes.</li> <li>• Cross curricular work needs to be a focus with links to DYW.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• Staff making use of Data Sharing system to inform teaching and learning needs of individuals.</li> <li>• Ochil House pupils achieved the John Muir award this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Further differentiation is a focus, training SLAs on project work within classes, individual tasks personalised even more.</li> <li>• Further course development for Music and D&amp;E for Ochil House pupils to achieve. Staff are currently developing National 2 and 3 Design and Technology.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Higher Photography, Fashion Textiles and music technology now running for more than a session with multiple classes – greater choice and progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Industries team exploring possible qualifications for young people helping out with the next school show – set building and costume and prop making and looking into offering Practical Metalworking for progression.</li> </ul>

## Developing the Young Workforce

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>S4 SCOTS Programme - A record number of 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.</li> <li>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 over 30 educational and employer partners.</li> <li>Founders For Schools speakers have enhanced the curriculum throughout the session @ years 4-6.</li> <li>Starbucks franchise owner for West of Scotland delivered a workshop for S5/6.</li> <li>Site visits to Chivas Regal, Alexander Dennis, Meldrum Dairy Farm.</li> <li>Partnership with Prudential provides customer service training for S5/6 learners.</li> <li>My World of Work Ambassadors (pupils in years 4-6) shared information with Parent Network, Parents Evenings, and have supported learners through using the My World of Work website.</li> <li>Through TLCs, Employability skills have been integrated into subjects beyond the faculty.</li> <li>Increased variety and flexibility of work placements to increase young people's positive destinations</li> <li>Six pupils took part in Career Ready</li> <li>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.</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>Our DYW vision, to work together as a school community to strengthen young people's future pathways, is adopted by all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Re-affirming our vision, by considering new local national initiatives.</li> <li>An increased focus will be placed on all teams reviewing DYW outcomes within curricular areas.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>Building on previous such interventions, a DYW-focused teacher learning community session allowed all staff to critically evaluate the role of DYW.</li> <li>Employability skills posters are displayed in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Link with 'Founders for Schools' to develop partnerships and enhance S3 curriculum.</li> <li>Engaging with Learning and Teaching Team to ensure DYW outcomes and connections considered.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>A wide range of resources have been custom made, and freely distributed, to support young people's employability development.</li> </ul>	<ul style="list-style-type: none"> <li>PTN Career stories event to explore employability pathways and wider community engagement on options for young people beyond school.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>Positive destinations and participation figures both increased for the third consecutive year.</li> </ul>	<ul style="list-style-type: none"> <li>Young people will be provided with increasingly flexible pathways. This will include facilitating a greater number of extended work placements and pre-apprenticeship partnerships.</li> </ul>



## English and Communication Faculty

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Participation in national Short Story Competition.</li> <li>• S6 pupil was the runner up in the Scottish Writers' competition.</li> <li>• Shakespeare Schools Festival (a performance of "Macbeth") – fantastic range of pupil participation.</li> <li>• School Show (Mary Poppins) – lead role in production of our annual show.</li> <li>• Burns Poetry Competition – number of participants yet again.</li> <li>• Smith Museum Poetry Competition winner.</li> <li>• Friends of Logie Debate – supported.</li> <li>• Duke of Edinburgh lead for faculty staff.</li> <li>• Film Club is established and well attended.</li> <li>• Gaelic Club is now fully established.</li> <li>• Gaelic Choir is now up and running.</li> <li>• Film G – national Gaelic film and media project.</li> <li>• Cross Country/Athletics – faculty lead support of this.</li> <li>• Improving Literacy Across the Curriculum – faculty lead.</li> <li>• Supported Study – number of support opportunities for young people.</li> <li>• Support of Study Café</li> <li>• Primary Transition Programme</li> <li>• Ocean Youth Trust – support of Young Carers experience.</li> <li>• Operation Wallacea – support of this initiative for young people.</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Shared leadership of standardised approach to essay writing (TPEAPEAR) is proving very effective in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared leadership of revised approaches/ resources for this year's S3 classes to take account of renewed drive in providing pace and challenge for all.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• BGE profiles are now effectively utilised by staff and pupils to inform lesson planning and monitor progress – consistently high expectations here.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed further tasks and language into BGE courses that ensures pace, challenge and clear progression into Senior Phase</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• A variety of different extra-curricular opportunities are offered to our young people within the faculty.</li> <li>• Our focus on pupil voice within the faculty this year has allowed us to take this into account consistently to inform learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Establish even more consistent and varied approaches to differentiation to ensure equity and inclusion.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Very strong SQA results across stages, including strong literacy performance.</li> <li>• The level of challenge pupils experience in the department is established through a clear BGE course structure, careful planning and collegiate working.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure that all units are captured and that pupils are given the best possible opportunity to achieve – consider alternative pathways/course options etc.</li> </ul>

## Numeracy and Technology Faculty

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Thirty S6 Numeracy Champions delivered Maths Recovery and extension work to S1 pupils.</li> <li>• Two P6 Maths Challenge Days for each associated primary school.</li> <li>• UK Maths Challenge Awards: S1/2: 4 Silver, 13 Bronze. S3/4: 3 Silver, 8 Bronze.</li> <li>• Codebreakers Maths Club.</li> <li>• Pi Day competition.</li> <li>• Maths In A Day event (N5 &amp; Higher levels) attended by over 100 pupils.</li> <li>• P7 support link with Cornton Primary (monthly visits by Maths specialist).</li> <li>• P7 targeted support each week in Raploch Primary School.</li> <li>• Problem of the month is has a popular following amongst learners.</li> <li>• S1 Numeracy across the curriculum passports.</li> <li>• Numeracy Across the Curriculum Group for Stem Subjects.</li> <li>• Contribution to interdisciplinary learning weeks: LBGT week: Study of Alan Turin &amp; Codebreaking; Mental Health Week: Maths Resilience Lessons.</li> <li>• Partnership developed with Codebase Stirling and Stirling University to deliver Digital Skills events to target S2 and S5/6 areas.</li> <li>• All of S2 took part in an S2 Digital Skills morning in the school.</li> <li>• Nine S2 pupils took part in a two-day Digital Skills event designing games and building an App, developing creative and teamwork skills.</li> <li>• Five S4-6 pupils formed a team and spent two months out-with class time designing, creating and building a website and presented their journey to members from Industry</li> <li>• Advanced Higher pupils visit to Grant Westfield to see how Digital skills drive efficiency and raise standards in industry</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Shared leadership of value-based priorities of building resilience, rigorous homework support and effective feedback create strong ethos in the faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of Google Classroom as a working resource.</li> <li>• Implement S6 pupil-led Computing Club for S1&amp;2.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Effective tracking and targeted intervention</li> <li>• Pupil voice embedded in self-evaluation.</li> <li>• App-Lab and Web-Lab resources introduced to Computing BGE to develop 'softer skills'.</li> </ul>	<ul style="list-style-type: none"> <li>• Set aside time after assessments to close identified gaps – targeted working.</li> <li>• Improve pupils' understanding of their own progress in BGE.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• Maths recovery work has ensured that &gt; 90% of S2 pupils are working at 3<sup>rd</sup> level.</li> <li>• Targeted Support work with S3 pupils to address 'Digital Skills Gap.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve S4 pupil experience of Employability course - links to partners etc.</li> <li>• Focus on extending pupil achievement at all levels – even more challenge for higher ability pupils in each class.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• National 5 Maths attainment 'Norm' raised (&gt;10%)</li> <li>• Advanced Higher Maths attainment improved significantly.</li> <li>• S3 Numeracy levels significantly improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain this National 5 increase to be consistently evident in Higher performance.</li> <li>• Continue to target SQA understanding standards for revised National Computing courses.</li> </ul>

## Ochil House

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Introduction of pupil profiling through the eLearning Journals programme which provides evidence of achievement and progress.</li> <li>• Successful achievement of Duke of Edinburgh (Bronze) Award for 7 senior pupils with severe and complex needs.</li> <li>• The Stirling Cluster Sevens. Two pupils from Ochil House were involved in this Scottish Government initiative to bring together young people of secondary school age to discuss the issues affecting them. The topic of bullying was chosen and the participants each created an animation which was shown to an invited audience at a special Oscar Ceremony at the Engine Shed in Stirling.</li> <li>• Full engagement with the Play Unified programme, involving mainstream and Ochil House pupils in lunchtime play sessions to develop relationships and build a stronger community.</li> <li>• Collaborative project with the Royal Highland Education Trust to grow cereal crops and harvest the produce, the "Farm to Food" experience.</li> <li>• Opportunities for senior pupils to experience work placements through the Green Routes horticulture initiative and achievement of Gold and Silver Gilt certificates at the Gardening Scotland Show.</li> <li>• Introduction of the John Muir Award to groups within Ochil House to improve the garden area, develop practical skills and benefit from outdoor learning.</li> <li>• Daily Mindfulness sessions for all young people in Ochil House.</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Pupil tracking through the eLearning Journals programme with individual profiles created and shared with parents. Evidence of progress and range of learning experiences in the department produced, informing planning for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The eLearning Journals programme should be extended to include a wider group of young people. Training will be rolled out to the wider staff team.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Duke of Edinburgh Award encompassing a range of new skills and experiences. The course involved the development of independence and skills.</li> <li>• John Muir Award involving inter-disciplinary learning. Positive feedback from staff, pupils and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to build on the experiences gained in running the DofE award with a new group of young people with a range of additional support needs.</li> <li>• Progression to SQA National courses which use outdoor learning and the study of nature as their basis.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• The Play Unified programme exemplifies the way in which inclusion can create positive outcomes for all.</li> <li>• Mindfulness for children sessions carried out daily in each group.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater opportunities for the aims and ideals of Play Unified to be realised not only in PE but in other faculties within the school.</li> <li>• Further staff training on mindfulness for children.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Attendance at the Green Routes horticulture initiative and achievement of gold and silver awards for innovative gardening projects.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop the skills acquired with RHET through this year's project on other projects (Growing your own Loaf).</li> </ul>



## Support for Learning

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Our Additional Support Needs team have supported youngsters in enjoying many wider successes and achievements. Successes in the last year have included:</li> <li>• John Muir Award;</li> <li>• Enterprise group - learning to sew and different techniques in order to be awarded SQA level 2 accreditation;</li> <li>• Excel Group – pupils supported through Coca Cola Real Business Challenge focusing on entrepreneurial skills, running and managing their own business;</li> <li>• Reading groups: using the SRA Corrective Reading programme and other texts to improve phonic awareness, decoding, spelling, comprehension, vocabulary, as well as enjoyment of reading;</li> <li>• Handwriting group - improving letter formation and pencil grasp as well as general fine motor skills and hand-eye coordination;</li> <li>• ESOL: provision of intensive small group work and success at Higher, National 5 and National 4 levels;</li> <li>• Enhanced Transition Programme - Wallace Compass;</li> <li>• Lunch Club - supportive area for vulnerable pupils;</li> <li>• Craft Club;</li> <li>• Social Communication Group - targeted support for ASD pupils or for pupils who struggle in groups;</li> <li>• Maths Recovery – practice of strategies appropriate to level of maths development;</li> <li>• Dyslexic Support – building confidence and raising awareness of impact of dyslexia, and strategies to be used across the whole school;</li> <li>• Spelling group – looking at common spelling rules, common suffixes and prefixes, and raising awareness of spelling strategies;</li> <li>• Thinking Skills – exploring how the brain works and practicing different approaches such as categorising, trial and error, logic and thinking outside the box;</li> <li>• Read and Write Gold - enabling many of students to access learning through ICT;</li> <li>• Very successful P7 transition programme.</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Learning profiles – improvements led by team.</li> <li>• Targeted small group extraction – revised for improved impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral system still be re-launched.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Effective self-evaluation by all members of department.</li> <li>• Feedback from learners regarding small group provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation extended to more fully include Pupil Support Assistants.</li> <li>• Parental voice regarding small groups.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• S4 Social influences programme to run again along with delivery of Seasons, Friends and SAA programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify S4 pupils for even earlier intervention to maximise personalised support.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Enhanced transition for identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore wider SQA award options, NPAs etc. to maximise attainment for targeted pupils.</li> </ul>

## School of Sport and Health & Wellbeing Faculty

### Key Wider Achievement Successes 2017/18

#### **Sports Awards**

Wallace received its second sportscotland Gold Award and our third sports awards ceremony was a great way to celebrate the numerous successes of our young people over the past year. Turnout was excellent and consensus is to hold this as a formal evening event next year.

#### **Schools of Sport**

Continuing to deliver five schools of sport to 227 pupils in our junior school – Basketball, Dance, Football, Rugby and Swimming with fantastic quality of coaching.

#### **Excursions**

PE staff supported with the running of the Junior and Senior Ski trips and the Football trip to Salou.

#### **Basketball**

##### **Boys**

U15 Boys Scottish Cup Champions in unprecedented third year running.

Senior Boys team winners of Scottish Plate.

Rob Gilmour and Louis Sullivan Scotland U16 Select. Louis Sullivan admitted to GB training squad and accepted to Myerscough specialist Basketball College.

##### **Girls**

Molly Waddell selected for Scotland U16

Senior and U15 girls Scottish Cup QF

#### **Dance**

Junior Dancers - large team 1st in Forth Valley Schools Dance competition and Overall winners

Senior Dancers - large team 2nd, solo 1st, wildcard 1st

#### **Football**

##### **Boys**

Senior Football team won the West Section of the Senior League, finished runners up in the overall league competition and won the Falkirk Cup.

Aidan Kemp and Fraser Currid both selected to play for Scotland Schoolboys U18 squad and received professional contracts with Stenhousemuir and Dundee Utd respectfully.

U14 team were Scottish Plate runners up.

##### **Girls**

Senior girls were Forth Valley champions.

#### **Rugby**

S1 Boys - League winners.

U16 Boys - League winners.

S1 Boys, S2 Boys and U15 Girls - Glasgow Warriors Schools Competition runners-up. Second best school out of 30 taking part.

Neve Henderson, Natasha Logan, Jenna Duncan, Ciorstaidh Ainsworth, Ben Yarrow, Callum, Becket, Jonny Hanson all playing Central Scotland select.

### Key Wider Achievement Successes 2017/18

#### Swimming

Swim team finished 2<sup>nd</sup> overall school in Central Scotland, narrowly losing out to Dollar Academy. Shona Laverty, Abbie Notman, Struan McFarlane, Georgia Graham, Ilhan Nur Azam, Saffron Carr, Emily Roberts, Liberty Blair all medallists.

#### Athletics

S2 Boys relay won Bronze at Central Schools.  
 Cora Morgan won Gold in S2 LJ and Bronze in 100m.  
 Amy Cully got Bronze in 800m.  
 Brogan Henderson 200m Bronze.  
 Aidan Kemp- Bronze at Central Schools cross country.  
 Abbie Woodward- individual medallist and S3/4 girls team finished overall winners.

#### Skiing

Dual Slalom Scottish Champions:  
 Ciorstaidh Ainsworth  
 Ceitidh Ainsworth  
 Katie Draper  
 Hannah Draper

#### Water Polo

Jonny Hanson, Fraser McNair, Callum Addison, Ilhan Nur Azam all called up to Scotland Squad.  
 The senior Water Polo team got to the finals of the Scottish Cup and finished 5<sup>th</sup>, and the junior Water Polo team finished 3<sup>rd</sup>.

#### Cricket

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

#### Tae Kwon Do

Hannah Drummond- Scottish National team.

#### Tennis

U18 Girls team were Scottish bronze medallists.

#### Squash

Kyle Penman Scottish Champion

#### Boxing

Alan Perrie Scottish Champion 47kg

Quality Indicator	Key Strengths	Areas for Improvement
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>Classroom observations structure in place, a variety of teaching styles &amp; content being led and shared across the staff team.</li> <li>Collaborative leadership of SOS is linked with partner agencies to allow progression into clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Shared quality of reflection. Look back to delivery, content, pupil opinions and adapt/change. Shared leadership of this is key.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>Community learning is very strong, leadership, enhanced curricular learning, School of Sport links. Delivery to primary cluster.</li> <li>Motivation and engagement of pupils around the faculty is very strong.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice in relation to challenge, pace of all lessons. Find time for this in blocks of lessons.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>Promoting an ethos of inclusion, positive relationships and participation by offering a wide range of opportunities for all.</li> <li>Inclusive environment. Ochil House pupils being able to access classes at BGE and National level.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>Attainment across levels and stages shows sustained improvement – including challenge at S3 stage of BGE.</li> </ul>	<ul style="list-style-type: none"> <li>Parental involvement in pupils' learning. Engage the parents in learning nights, come and try sessions.</li> </ul>



## Science Faculty

## Key Wider Achievement Successes 2017/18

Increased and ongoing participation/engagement/partnership work with external STEM experience providers:

- The implementation of our S6 STEM Ambassador programme – first school in Scotland to take this approach. Success of year one pilot will now lead to wider roll out to raise attainment and achievement in all ages and levels of S1 to S6.
- Engineering Education Scheme by EDT with Calnex Solutions. Gold CREST Awards, Level 6 SQA PDA, Gold Industrial Cadet status for participants.
- Go4Set Project by EDT with Calnex – winner of the Pupil Choice Award.
- Participation in the Salters' Chemistry Festival – delivered by a new member of staff to widen experience among faculty.
- New Partnership formed with NHS Tayside to deliver inaugural Physics in Medicine Roadshow to all N5 and H Physics students. This will continue and expand in the new session.
- Partnership working (Higher Physics cohort) with Transport Scotland to take part in STEM learning and careers awareness at the new Queensferry Crossing.
- Ongoing delivery of wider transition activity: K'Nex Challenge – this continues to be hugely popular among our associated primary schools and promotes such welcome opportunities for extended transition, social, relationships etc.
- On-going partnership with primary school staff to provide Science Resource Library and CPD events.
- Ongoing relationships with Forth Valley College, Herriot Watt and Strathclyde University to support practical work of our ADV H students in Chemistry and Physics.
- Largest achievement to date of Bronze CREST Awards in BGE – from our timetabled wider achievement programme in S2. 50 awards complete at time of writing.
- Recruitment of BGE students to deliver Biology linked HWB demonstrations during Primary Open Evenings – a very effective experience for parents, to continue into new session.
- Certificate pupils were given enhanced support with evening and weekend study sessions. The attendance at these was approx. 80-90% of our cohort and feedback has been that these were incredibly valuable, and hugely appreciated, by pupils and parents. One of many initiatives, which has led to the increased attainment across Science faculty in SQA 2018 results.

Quality Indicator	Key Strengths	Areas for Improvement
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• On-going CLPL and team working of all staff in the latest developments of SQA internal and external assessments.</li> <li>• In-house CLPL success for drop in sessions where staff train one another on suggested curricular areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Build on the successes of assignment scores and complete the agreed tasks to ensure consistency of delivery at reporting stage.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Great success in our Pilot of STEM Ambassador Senior Students – dramatic increase for new session. Learners leading learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of a more consistent and “layered” approach to assessment and responding to the data to positively intervene consistently.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing development of units in BGE will address curricular HWB issues.</li> <li>• Ongoing participation of our team as members/leaders of wider school initiatives.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• A very positive set of SQA 2018 results across all levels and sciences. Attainment has risen as targeted.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing work in BGE to continuously apply our high standards across standards, ethos, class/homework and positive behaviour.</li> </ul>

## Social Subjects Faculty

<b>Key Wider Achievement Successes 2017/18</b>		
<ul style="list-style-type: none"> <li>• Geography Nationals trip to Aberfoyle and Callander.</li> <li>• Geography Higher trip to Lake District National Park – research.</li> <li>• S2 Walking Tour of Old Stirling - historical discovery.</li> <li>• S3 Geography trip to Royal Highland Show, Ingliston.</li> <li>• National Modern Studies trip to Sheriff Court in Stirling – engaging in the justice system.</li> <li>• S2 History trip to Bannockburn Heritage Centre.</li> <li>• Duke of Edinburgh faculty lead support – increasing number of pupils every session.</li> <li>• Friends of Logie Debate – led by faculty team yet again and debating complex modern issues.</li> <li>• Gaming Club – inclusive activity sessions.</li> <li>• Under-14 football team.</li> <li>• Junior Study Cafe</li> <li>• Senior Study Café – both study cafes led within faculty.</li> <li>• General Supported Study across the Social Subjects</li> <li>• Higher Politics immersion day – supported strong attainment in Politics.</li> </ul>		
<b>Quality Indicator</b>	<b>Key Strengths</b>	<b>Areas for Improvement</b>
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>• Use of whole school data sharing system in terms of lesson planning for targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner leadership - drive for greater engagement, commitment and attainment in all Advanced Higher Social Subjects classes.</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>• Use of BGE tracking sheets and internal tracking system in order to promote a nurturing and challenging working environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop BGE tracking sheets to include Literacy and Numeracy benchmarks and outcomes – consistent impact here.</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>• Open discussions on key news items throughout the year in a safe and inclusive manner which, in turn, promotes inclusion and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils given greater voice in deciding how and what they learn – genuine and consistent learner engagement.</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>• Implementation of new National 5 exam technique skills and knowledge in order to improve attainment in the senior phase</li> </ul>	<ul style="list-style-type: none"> <li>• Greater emphasis placed on Advanced Higher in order to improve attainment in S6.</li> </ul>



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