



Wallace High School Stirling Council Standards and Quality Report Session 2022-23



Head Teacher's Introduction & School Context

Welcome to Wallace High School's Standards and Quality Report for session 2022/23. We leave the year optimistic about beginning 2023/24 with the full and rich provision we are passionate about offering young people, leaving behind the challenges of recent years and enjoying the full range of activities that make up the totality of a young person's experience in Wallace High.

It has been excellent to welcome parents in person to so many of the celebrating success and feedback events that are living examples of the on-going evaluation of the school's impact throughout the session – in many ways the most important evidential experiences.

Regarding context, we are a large comprehensive community, with a roll last session of 1171 pupils. The school has a very diverse catchment, with roughly 30% of our young people coming from the lowest socio-economic quintile and just over 30% coming from the highest. 34.5% of our pupils last session also had registered needs and so a key focus for us as a school is ensuring we have a curriculum and wider experiences that can include *all* young people and that we look at the breadth of positive outcomes for our pupils – all the time binding our diverse catchment areas into a united, positive school community. This is a key focus we are particularly proud of maintaining effectively in Wallace High. For full school context information and additional data, please follow the link that follows to the national Parentzone website: https://scotland.shinyapps.io/sq-secondary_school_information_dashboard/

Attendance for last session sustained at just above 90% (90.7%). This is a reduction of c. 1% on our targeted attendance but is in line with wider local and national challenges post-Covid and recovering this is a target in the year ahead. Exclusions sustained at a low-level, with only 5 instances of exclusion in the past session, our lowest number on record.

TK McIntyre, our first Head Teacher, would have proudly recognised a school in the past session that met the aspiration he set out in August 1971 of a place where *every child's individual talents and opportunities* mattered. This document, indeed, as well as providing an evaluation of our school's performance in the past year, seeks to celebrate the range of opportunities for our young people and, crucially, their ability to make the most of these and succeed.

In constructing this report, we do intend to address, in totality, 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 focus on PEF aim to convey summary information as to key work in 2022/23 and its efficacy. SQA Insight data provides effective evaluative information on our performance in relation to national assessments - 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 2023/24 is published on our website and School App:

<https://www.wallacehigh.org.uk/images/Wallace%20High%20School%20Improvement%20Plan%202023-24.pdf>

There is very good reason, once again, to be exceptionally proud of our youngsters across the school. As ever, reflection on the past year only serves to positively challenge us in terms of what is to come in session 2023/24. Our ongoing work aims to maximise opportunities, experiences and, consequently, achievement for all of our young people. Our school community has shown adaptability, resilience and a genuine concern for others in the recent sessions that serves to provide a positive platform on which to build in the years ahead.



SQA Attainment & Leaver Outcomes – Insight Local Measures (published September 2023)

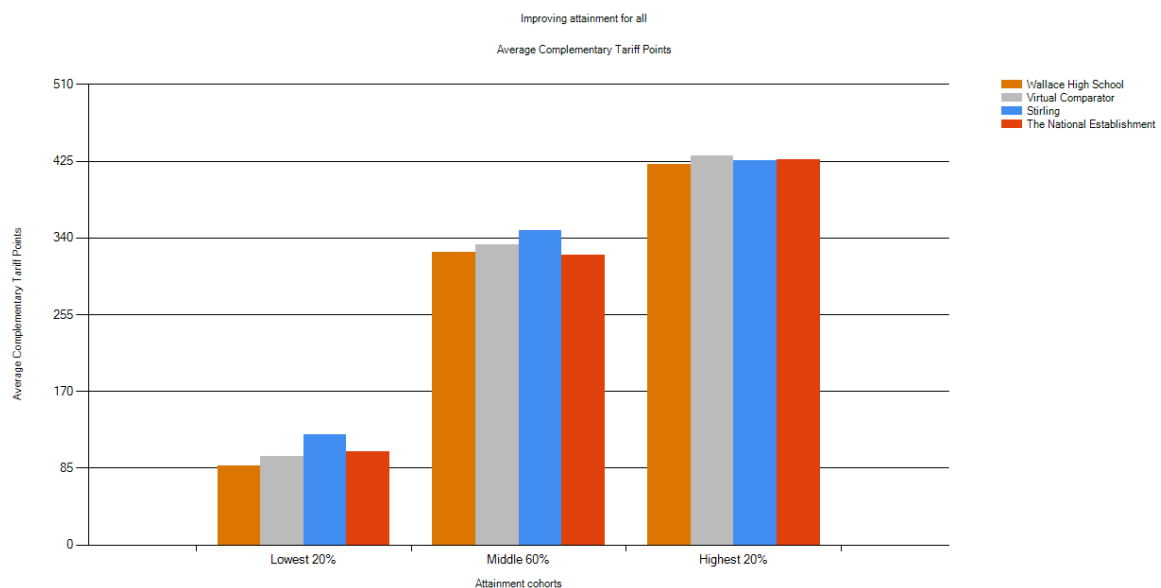
The pages that follow utilise Insight data to give a rounded picture of initial school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a strong performance this session, but it is important to note that the past couple of sessions are very much standalone years in terms of results analysis due to the specific context of Covid-19 and Covid recovery. The Local Measures figures on the pages that follow capture performance for all our pupils who completed assessments and outcomes by June 2023 – with this data published in September 2023. Our 2022/23 National Measures data will be published in February 2024, and this provides outcomes for all leavers from the past session.

Regarding our initial SQA attainment outcomes for 2022/23, S4 results figures convey 47.5% of pupils achieving 5 awards at National 5 level (adjusting for Ochil House on the mainstream roll). Our figures for pupils achieving one, three and five Highers (60%, 43.5% and 27% respectively), indeed, all remain above historical comparator averages and convey sustained, good performance across stages in terms of traditional measures.

NB – Wallace High is in orange and Virtual Comparator (amalgamation of similar students nationally) is grey

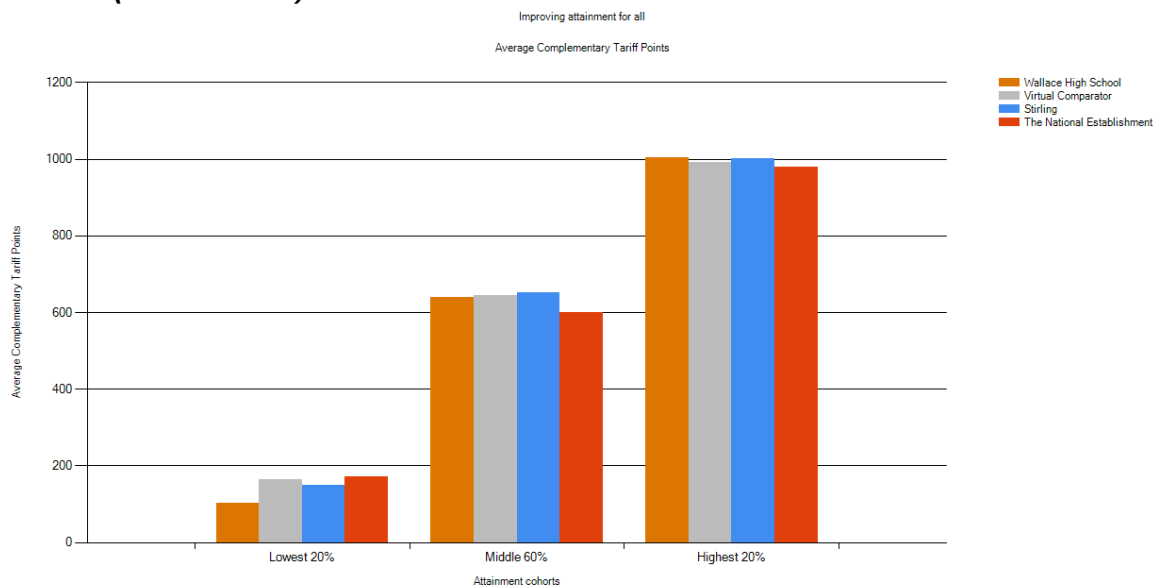
Improving Attainment for All (Average Complementary Tariff Score 2023 – performance in best 5 subjects)

S4: 2023



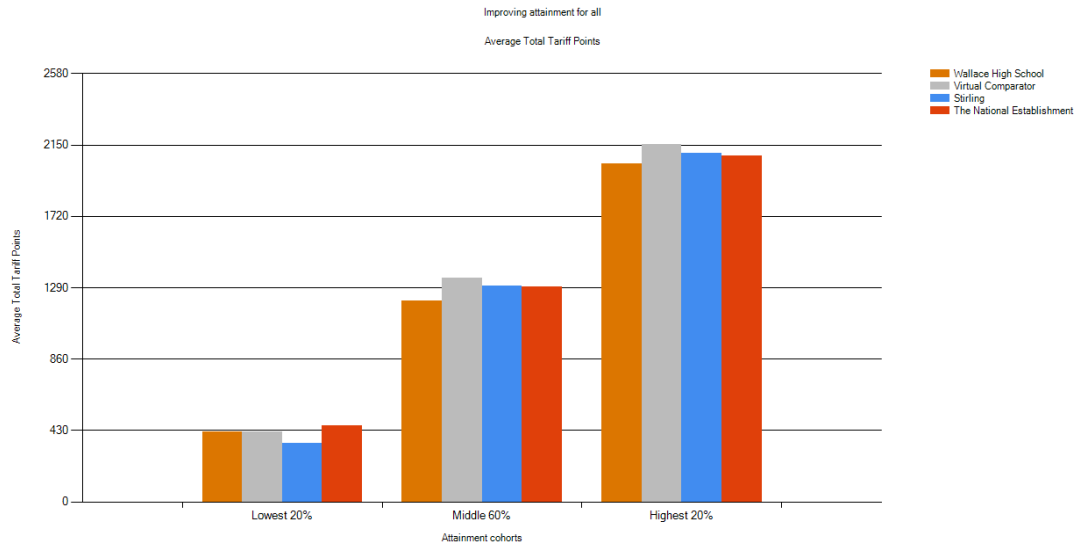
- For S4, we see a good performance against VC across the full range of pupils this session, with 80% improved on last session and very close to VC throughout. It is worth noting that these figures include **4 Ochil House pupils** this session, who will find it challenging to capture tariff points in line with mainstream ASN pupils.
- The ongoing learning here regarding S4 performance, indeed, is that whilst performance is generally strong and improving across deciles, we need to sustain a focus on **deciles 1 (a key focus for S4) and 2 and capturing attainment for young people with more bespoke curricular options. Attendance remains an ongoing focus.**

S5: 2023 (Cumulative)



- For 2023, our S5 performance against Virtual Comparator across mid-upper levels reflects a consistent and good performance but lowest 20% has taken a dip. These figures, however, **include 7 Ochil House pupils**. This is a significant number to set against lowest 20% of performance.

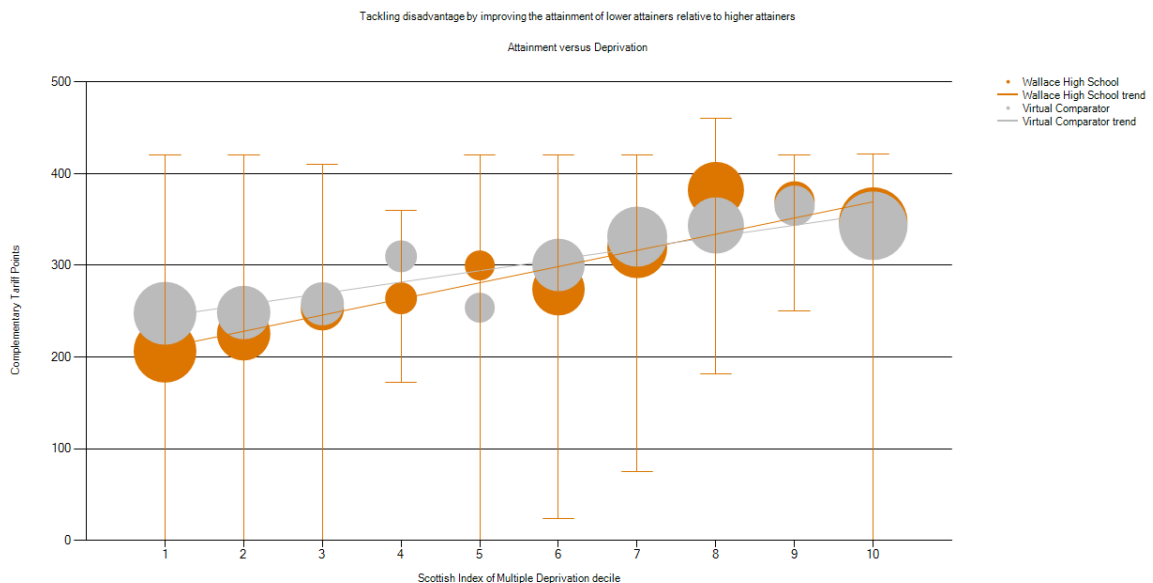
S6: 2023 (Cumulative)



- Cumulative S6 performance is down for middle 60 and upper 20% of pupils following solid performance over recent years.
- This was projected as we had more young people not completing and leaving mid-year than in recent sessions. This is weighted against a strong wider achievement curriculum in S6.
- We will continue to focus on this in the session ahead by re-establishing strong S6 performance through a focus on tracking and monitoring and course completion for all students. This should be particularly targeted at mid-highest performers.

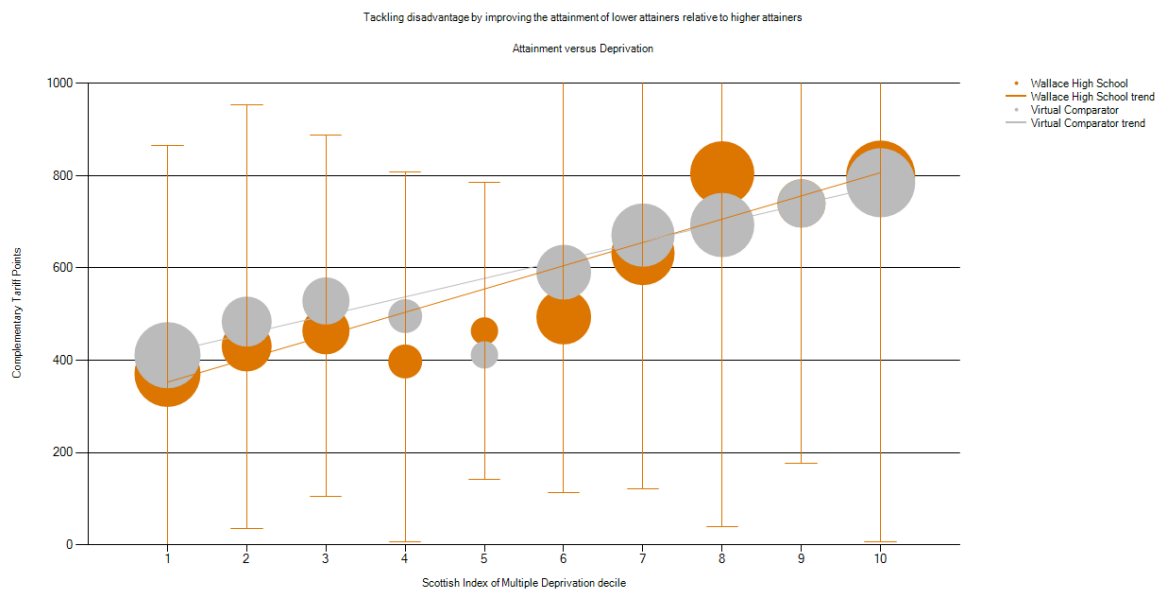
Attainment vs Deprivation (Average Complementary Tariff Score 2023)

S4: 2023



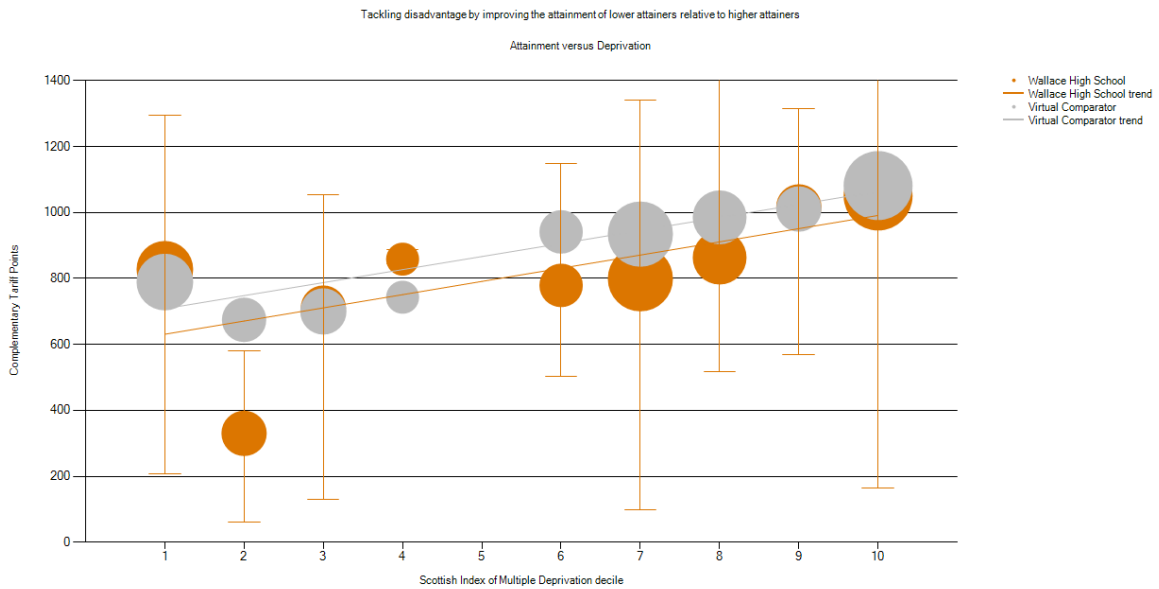
- Following targeted work, performance against VC for Q1 has improved on last year's graph and this narrows gradually as we move up deciles, but decile 1 remains a key area for focus. **The 'gap' is clear in how challenges post-Covid have disproportionately affected lower deciles, with decile 1 remaining a continued focus for us in the session ahead – largely due to attendance. Decile 6 also remains a focus.**
- Across deciles 1-3 there is evidence of some very strong performance (in looking at the breadth of highest and lowest attainment – just over 400 points to zero) and the average is pulled down by some zero scores. Targeted work on pupils who have disengaged, personalised target measures and use of our Wallace Hub will continue to address this.

S5: 2023 (Cumulative)



- Overall, this graph reflects a, largely, very positive performance in upper deciles – with the mean line crossing over towards 7-10, but starting below in lower deciles.
- It is clear that, notwithstanding the significant improvement to decile 2 performance, the need to **target deciles 1-3 pupils** positively in terms of maximising outcomes is a key focus. These have been the pupils most affected by educational disruption in recent sessions.
- Deciles 6 and 7 also require focus, with a focus on decile 6 communities mirroring performance in S4 and so being worth close attention across classes.

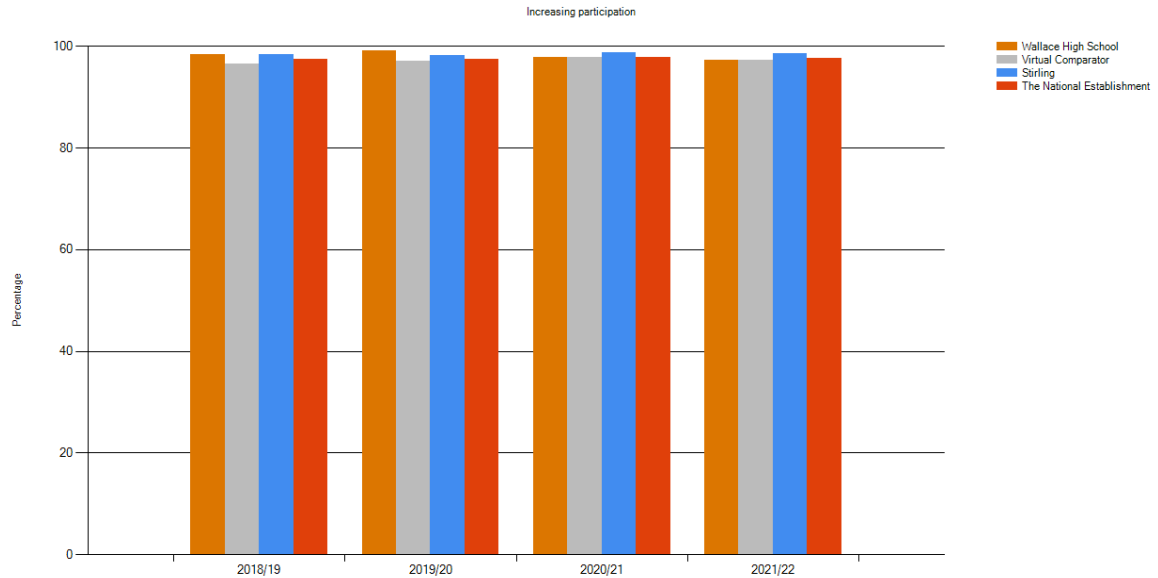
S6: 2022 (Cumulative)



- S6 performance is strong in extreme upper and lower deciles this session, with decile 2 being a notable outlier.
- 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. There must be sustained focus on this. In reviewing individual candidate data, the focus should remain completing 3+ core qualifications and any wider accreditation for **all** students. **The dip last year in upper-middle deciles (6-8) reflects pupils not sustaining course completion and outcomes as they have in recent years.**

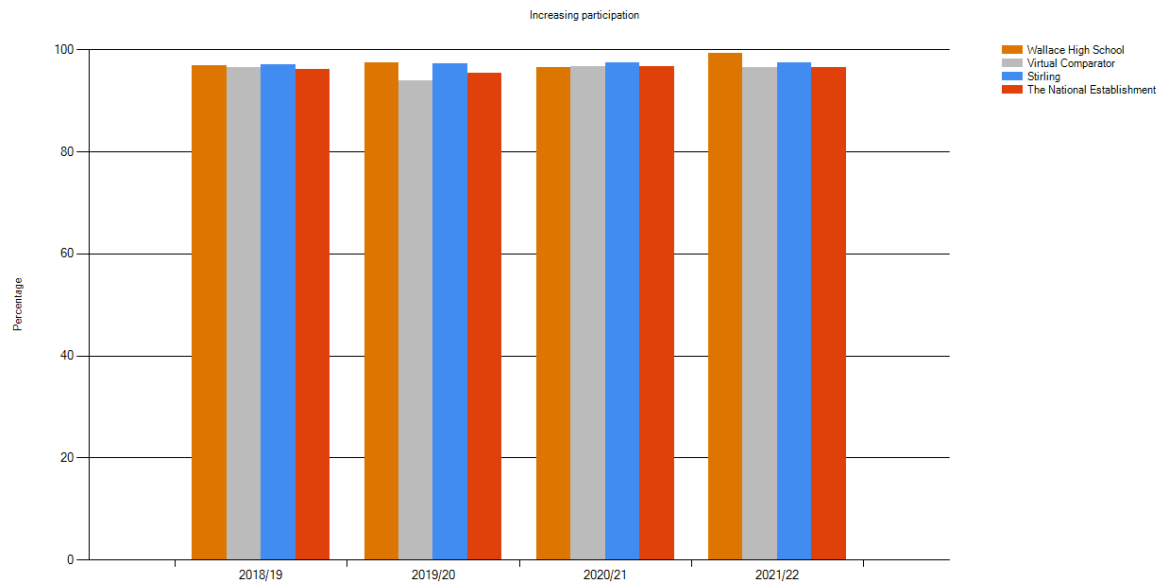
Positive Destinations (Increasing Participation Figure – NB 22/23 figure not published until February update)

S4



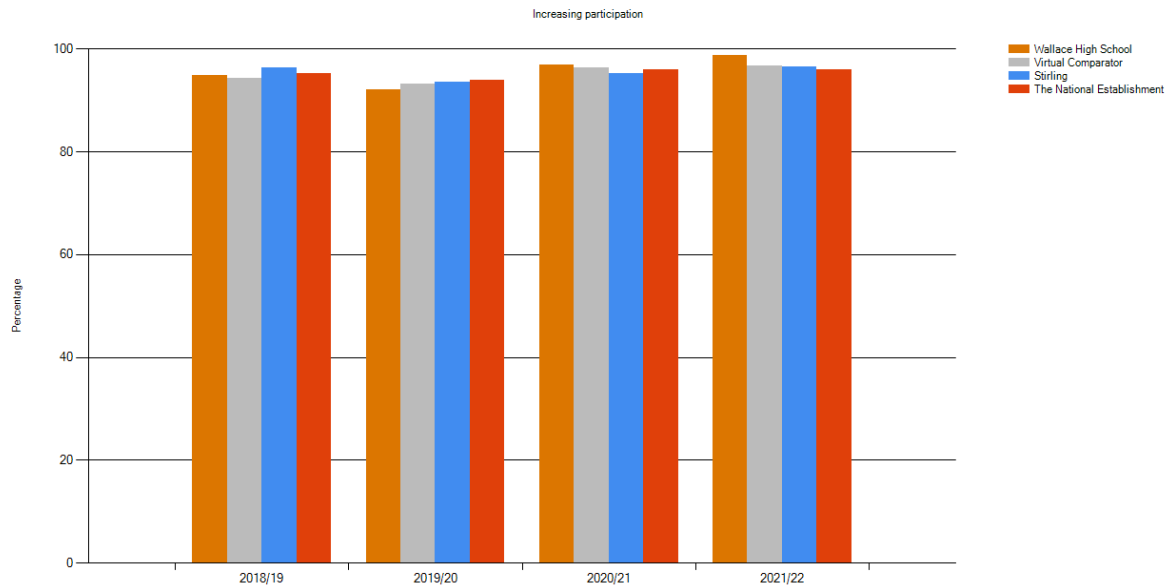
- Our S4 participation figure is 97.30%, equal to our Virtual Comparator figure of 97.30%.

S5



- Our S5 participation figure is 99.38%, above our Virtual Comparator figure of 96.46% for the fifth year in a row.

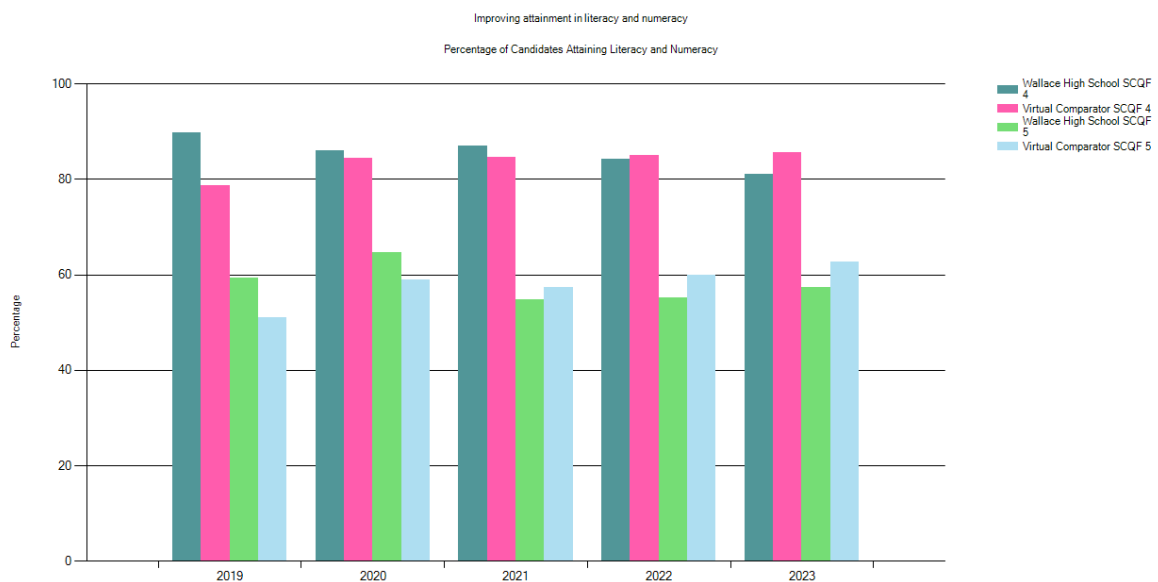
S6



- Our S6 participation figure has increased again to above VC (96.62%) at 98.68%, our highest figure on record here.
- We must focus on sustaining improvements to this figure and the key work around maximising outcome opportunities for all.

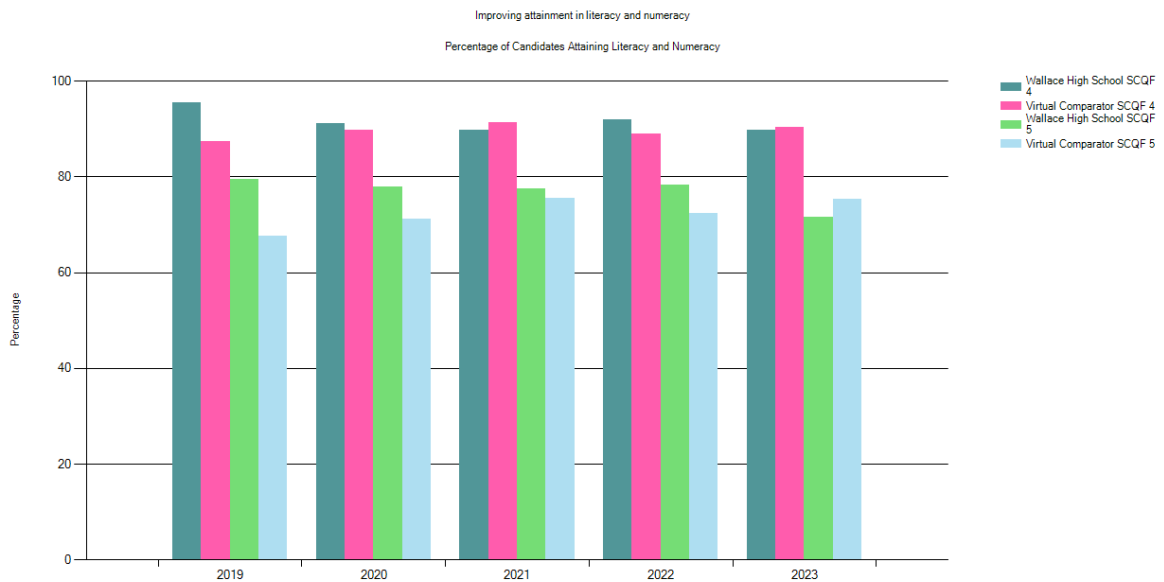
Literacy and Numeracy

S4



- Our S4 baseline performance in Literacy and Numeracy has taken a dip at level 4 and remains below for level 5, despite improving on last year's figure. Attendance is a barrier for some pupils here and we will focus on 5+ pupils improving at each level to close the gap on VC.
- Ochil House pupils who cannot access level 4 or 5 do affect this figure and there were 4 Ochil pupils this session.

S5



- This remains a solid measure as 5-year average performance remains good against Virtual Comparator for Level 4, with a dip at level 5 this year to be addressed.
- 7 Ochil House pupils do impact on these figures as this would be very hard for them to achieve.
- Focus on maximising Level 5 outcomes will be key in the session ahead.



- Level 5 achievement by end of S6 remains strong against Virtual Comparator over 5-year average and with the 2023 figure.
- Level 4 figure was c.4% below for 2021 and has recovered very well over the past two sessions to being in line with VC.



Progress for Session 2022/23

School Improvement Priorities

Culture, Care and Wellbeing (NIF Priorities: 2 & 3)

School Priority:	Pupil Support Covid recovery focus continues to review & develop systemic working (2.1/2.4-2.7/3.1)
Progress:	<ul style="list-style-type: none"> ➤ Systemic work significantly underway with revised referral and recording practices. ➤ Key focus on systems capturing all key target groups and sharing of information more effectively implemented. ➤ Referral system; LS systems; Faculty Letter system and core policy areas all actioned. ➤ Updated policies published and shared with all partners and full QA review of key target groups underway CE/EAL/SI/YC/FME etc. – all captured and a focus of systemic working.
Impact:	<ul style="list-style-type: none"> ➤ Improved, shared focus on consistent, systemic universal and targeted approaches is evident across the Pupil Support structure for year groups and targeted support areas. Team working cohesively and effectively sharing information. ➤ Wider staff utilisation of systems has led to stronger coordination of interventions and more efficient and effective sharing of key data. ➤ Utilisation of individual systems has contributed to improved attendance interventions; clear tracking of disengaged pupils; and pupils at risk of a negative destination.
Next Steps:	<ul style="list-style-type: none"> ➤ Key systems development continues into session 2023/24. ➤ Focus on quality assurance of systemic working and consistency of utilising data and interventions. ➤ Continue to focus on targeted working to close the poverty-related attainment gap – attendance; targeted engagement work; and Q1 attainment outcomes.

School Priority:	Targeted support to ensure focus on equity and closing the attainment gap: SAC priorities PEF priorities Ochil House priorities (1.5/2.1/2.4-2.7/3.1)
Progress:	<ul style="list-style-type: none"> ➤ PEF and SAC mid and end-year reviews completed in full and discussed with key link Stirling Council staff.

	<ul style="list-style-type: none"> ➤ On-going evaluation of priorities - separate S&Q detailed evaluations completed for all.
Impact:	<ul style="list-style-type: none"> ➤ PEF evaluation in section below. SEF Evaluation published in full and submitted to Stirling Council.
Next Steps:	<ul style="list-style-type: none"> ➤ See individual reports.

School Priority:	Attendance Recovery Approaches - Post-Pandemic Focus (1.5/2.1/2.4/3.1):
Progress:	<ul style="list-style-type: none"> ➤ Key attendance interventions in place. Close weekly monitoring and interventions in place – targeted FLW visits and phone calls etc. ➤ In terms of data, despite national attendance challenges, we finished the session with: ➤ Global attendance = 90.7% (+0.7%) ➤ Exclusions at lowest figure on record with only 5 instances of exclusion.
Impact:	<ul style="list-style-type: none"> ➤ Global recovery of attendance by 0.7% achieved. ➤ Quintile 1 recovery of attendance by 3%. ➤ Systemic focus on universal attendance and piloting of RIC attendance project, raising awareness of importance of strong attendance with pupils, parents and staff – more effectively coordinated working achieved here.
Next Steps:	<ul style="list-style-type: none"> ➤ Continued work with RIC on attendance pilot. ➤ Strong focus on coordinated working and developing further interventions to support attendance. ➤ Continue to develop systemic, targeted attendance focus and interventions. Sustained, consistent rigour is key here. ➤ Explore further targeted interventions to support improved attendance for Q1 pupils and pupils with key barriers to learning.

School Priority:	Parental Engagement Strategy - Post-Pandemic Focus (1.1/2.5/2.7/3.3):
Progress:	<ul style="list-style-type: none"> ➤ New group formed; each community now has 2 x reps attached to it. The group has a strategy sub-group. ➤ Parents identified for each community; fully engaged two communities this session. ➤ Fallin destinations event very successful in February. Very positive event took place with good, targeted parental attendance. Stirling Council, SDS and WHS

	<p>partners supported – good parental feedback on what support community needs going forward.</p> <ul style="list-style-type: none"> ➤ Attended 4 x P7 Parents’ Evenings in communities. Community meeting in Riverside with 8 x parent reps completed.
Impact:	<ul style="list-style-type: none"> ➤ Targeted community work and partnerships supports sustained impact on positive destinations figures - participation measure for Insight consistently above VC across stages. Strong for Q1 in S5. ➤ Improving coordinated community relationships and improving breadth of feedback from communities helping to develop a more representative parent voice. ➤ Ability to target supports most relevant to individual communities is improving.
Next Steps:	<ul style="list-style-type: none"> ➤ Parental Engagement Team work on developing targets for each community and securing a consistent group for next session to help parents lead on focused improvements for their community. ➤ Focus on developing further avenues for representative parental voice and partnership working across communities.

Quality Learning, Teaching and Assessment (NIF Priorities: 1 & 2)

School Priority:	Young Leaders of Learning Programme Piloted (1.1/1.2/3.2):
Progress:	<ul style="list-style-type: none"> ➤ Pupils fully trained and collected peer feedback that informed Inset staff CLPL delivery. ➤ St Modan’s peer learning visits completed. ➤ Feedback collated on L&T Wheel and initial summary action points identified in terms of pace and challenge and Chromebook usage. ➤ Pupils shared views via surveys, videos and presentation sessions to parents.
Impact:	<ul style="list-style-type: none"> ➤ Improved, structured feedback on learning and teaching from pupils. ➤ Improved pupil leadership of learning. ➤ Improved systemic working to develop pupil capacity and quality feedback on learning and teaching.
Next Steps:	<ul style="list-style-type: none"> ➤ Young Leaders of Learning to complete the next phase of their programme and generate further quality learning and teaching feedback from school visits and evaluative work.

	<ul style="list-style-type: none"> ➤ YLoL Team to develop their improvement targets for the session and continue to evolve group membership.
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School Priority:	Learning & Teaching Team take forward next steps with L&T Wheel to improve consistent quality of learning experience (1.2/2.3)
Progress:	<ul style="list-style-type: none"> ➤ Twitter profile created; termly newsletter now highlights sharing of best L&T practice; L&T team meeting regularly; improved faculty engagement. ➤ FLs choose the focus element of the L&T Wheel, which influences activities/tasks at TLCs. Team have worked at more connected and integrated focus and this will grow in the session ahead. ➤ Google Form actions completed and functional. ➤ Increased range of resources on L&T Wheel, specifically focused on videos and articles. ➤ Learner voice focus very positive, utilising HGIOS 4 challenge questions and pupils engaged in online feedback surveys on learning experiences and 2 x key areas identified for pupil focus groups. Thorough feedback utilised with staff during Inset. ➤ Focus on learning visits in May/June. ➤ Work to ensure more embedded in Probationer programme and related to professional enquiry completed.
Impact:	<ul style="list-style-type: none"> ➤ Improved day-to-day awareness and engagement with L&T Wheel resource evident across staff – evident use of L&T Wheel resource as part of core QA processes brings greater consistency of engagement here. ➤ Improved resource bank across sections of the Wheel. ➤ Staff have engaged in L&T visits and consistent quality of feedback continues to improve and inform learning and teaching next steps.
Next Steps:	<ul style="list-style-type: none"> ➤ See section 1 of 2023/24 School Improvement Plan.

School Priority:	Google Classroom BGE pupil tracking work developed to integrate with Didbook online system (1.2/2.3/3.2)
Progress:	<ul style="list-style-type: none"> ➤ Significant time delays due to Sequential capacity early in session. ➤ Full pilot for trial system, however, went live in 3 x Faculty areas in the final term.

	<ul style="list-style-type: none"> ➤ Pilot and evaluation of feedback was completed by end May and wider system was prepared to go live across school for change of timetable on May 22nd. ➤ Effective partnership, working with development team to frame starting point for all faculties in terms of framework for each faculty.
Impact:	<ul style="list-style-type: none"> ➤ Pilot system functional and BGE pupils able to engage with self-evaluation of learning progress and share with parents. Achieved trial of this and took feedback from pupil groups to aid next step developments. ➤ Improved pupil self-evaluation of learning and quality of pupil/staff learning conversations evident in pilot areas. ➤ Clear impact evaluation complete and next steps identified to take forward into 2023/24.
Next Steps:	<ul style="list-style-type: none"> ➤ See section 2 of 2023/24 School Improvement Plan.

School Priority:	Celebrating Success Review (1.1/3.2)
Progress:	<ul style="list-style-type: none"> ➤ Staff and pupil feedback generated and parental feedback gathered from Parent Teacher Network. ➤ Revised rationale for ongoing celebrating success in Faculty areas achieved. ➤ Events rationale completed and ratified by PTN.
Impact:	<ul style="list-style-type: none"> ➤ Successful capture of current systems and range of celebrating success in BGE. ➤ Review of feedback from range of partners and suggested next steps completed. ➤ Policy completed with agreed suite of celebrating success approaches – bend of online; rewards experiences; assemblies and events etc. ➤ All events successfully completed.
Next Steps:	<ul style="list-style-type: none"> ➤ Continue to capture feedback from 2023/24 events and ongoing celebrating success wider activities.

Quality, Personalised and Accessible Curriculum (NIF Priorities: 1-4)

School Priority:	Faculty individual curriculum Covid recovery targets - BGE & Senior Phase (max engagement) (1.3/1.4/2.2/3.2)
Progress:	<ul style="list-style-type: none"> ➤ As noted above, faculties have worked on individual curricular targets and been evaluating curriculum and resource development post-Covid period (utilising online

	<p>extension resources; targeting pupil groups where 'gaps' have appeared in content and skills knowledge).</p> <ul style="list-style-type: none"> ➤ Work here currently being evaluated in individual S&Q returns and evaluation will lead to clarity on continued targets next session. ➤ Key unit and course outcomes are being targeted for some of our learners who need this most.
Impact:	<ul style="list-style-type: none"> ➤ See individual faculty review appendices.
Next Steps:	<ul style="list-style-type: none"> ➤ See individual faculty review appendices.

School Priority:	Career Education Standard further developed (1.3/2.2/3.3)
Progress:	<ul style="list-style-type: none"> ➤ S3 Focus and recording of engagement activity has been ongoing. Fully recorded on RUBI system and internal system. ➤ S3 Profiling focus not progressed as this will now be incorporated into BGE Tracking & Monitoring on Didbook. ➤ More consistent application of CES to learning is to be focused on next session as part of Learning Wheel. Focus this session was different whole school. ➤ Focus of CES being more embedded in curriculum planning has progressed and will be embedded through BGE T&M system. ➤ Working with SDS on upskilling of staff regarding employment pathways has begun – seeking to progress. ➤ MYWOW team have worked on wider engagement and awareness of MYWOW – engaged with S1 and have supported at information evenings.
Impact:	<ul style="list-style-type: none"> ➤ Improved S3 awareness of career pathway options evident through course choice work; ability to utilise profiling to assist with matching skills to potential pathways evident through discussion; and increased number of employer engagements achieved. ➤ More consistent connection of learning to CES is evident across faculty liaison working. ➤ CES becoming more embedded in curriculum planning. ➤ Further improved MYWOW engagement across year groups and with parents and carers evident in number of connections and work through information evenings and parents' evenings.
Next Steps:	<ul style="list-style-type: none"> ➤ Detailed in 2023/24 DYW and Partnerships Improvement Plan.

School Priority:	Literacy Working Group - Covid Recovery Actions (1.2/2.2/3.2)
Progress:	<ul style="list-style-type: none"> ➤ Literacy, Numeracy & HWB passports were revised and reviewed based on feedback. ➤ Social media reading and numeracy promotion and parental engagement focus successfully progressed.
Impact:	<ul style="list-style-type: none"> ➤ Improved pupil identification of core literacy and numeracy skills across the curriculum through passports. Very positive feedback - strong pupil engagement, reflection on skills strong. ➤ Social media promotion good core from Maths and English – to be developed across subjects. Improved awareness in wider community of importance of core literacy and numeracy skills evident.
Next Steps:	<ul style="list-style-type: none"> ➤ Moderation feedback built on with Faculty leads and key Literacy focus agreed and evaluated next session. ➤ Plan to develop data gathering and target any gaps regarding confidence in Literacy across the Curriculum – data informs improvement targets.

School Priority:	Focus on digital skills - utilising faculty & whole school systems, devices & learning approaches (1.5/2.2/2.3/2.5/3.2)
Progress:	<ul style="list-style-type: none"> ➤ Digital Champions further developed – vast majority of faculties represented on team. Group has met regularly 2 x termly throughout session. ➤ Digital CLPL programme delivered termly. Re-focus for next session based on feedback and to engage new staff. ➤ Pupil lead - Digital Ambassadors have been very good this session and have done a lot of work with Technicians. S1 Chromebook club started pre-Christmas and evolved into Coding Club for juniors. ➤ Learner voice captured through Google Classroom Google Form termly. Pupil feedback regularly engaged, and actions taken. ➤ Further bank of effective home learning materials developed - dealt with on targeted basis through specific liaison with Pupil Support. ➤ New S3 Profiles established with S3 during HWB. Pupil Google Site created but needs to develop in terms of fuller reflection and population by engaging with wider classes and working alongside new T&M system. Integration of tracking with profile needs next stage work.

Impact:	<ul style="list-style-type: none"> ➤ Full range of curricular representation of Champions and improved sharing of best practice in place improves focus on core skills across faculty areas. ➤ Effective CLPL sessions delivered throughout the year and evidence of improved confidence with G Suite across staff. Wider profile of staff exhibiting confidence across digital programmes and platforms. ➤ Improved parental engagement and up-skilling of parents with strategies to support has been achieved through targeted sessions but requires ongoing support. ➤ Digital Ambassadors successfully support young learners and generate effective tutorial materials alongside personalised peer support. ➤ Improved capture of learner voice and utilisation of data to inform future planning has been implemented this session. ➤ Further bank of effective home learning materials developed and available. ➤ New S3 Pupil Profiles successfully launched, and all pupils engage with process of creating their profile. Improved pupil reflection on key skills developed across the curriculum but requires ongoing focus.
Next Steps:	<ul style="list-style-type: none"> ➤ Detailed in 2023/24 Digital Skills Improvement Plan.

Sustainability - Improved Recycling & Eco Education (NIF Priority: 3)

School Priority:	Pupil-led team to take forward next steps of sustainability agenda, as prioritised by them (1.2/1.3)
Progress:	<ul style="list-style-type: none"> ➤ Period Poverty Group led by MG secured sustainable period provisions for pupils across the school. ➤ The Eco Committee carried out an audit and asked for paper recycling bins to be placed in classrooms currently without. ➤ New Climate Ambassadors from S3 have replaced the outgoing S6. They undertook the relevant training throughout the new term and took part in tree planting and recycling initiatives at Dounans and Callander. ➤ MM has started to overhaul the Science Garden and is working closely with the Eco Committee and S4 Science group to help promote biodiversity and environmental education. ➤ A litter audit was carried out by the S4 Eco Committee. ➤ We continue to work with Fuel Change Scotland to help promote climate literacy and have attended workshops on how to do so.

	<ul style="list-style-type: none"> ➤ The Eco Committee has carried out an Environmental Review of both the school building and grounds. ➤ S3 Eco Committee met with PR re site for Swap Shop featuring Prom Dresses for the S6 Prom.
Impact:	<ul style="list-style-type: none"> ➤ Reduced waste & increased sustainable practices in place. ➤ Improved paper recycling – more consistent practice. ➤ Further improved period provision and peer-led education on this – evident in pupil feedback. ➤ Increased number of pupils engage with council promoted programmes and spread awareness. ➤ Evaluation of impact of Fuel Change Scotland programme and climate literacy completed – feedback on pupil engagement on this throughout the curriculum and awareness raising across disciplines – the key question is: how consistent is this? ➤ Biodiversity garden re-established.
Next Steps:	<ul style="list-style-type: none"> ➤ Pupil-led Eco group will devise key action points for 2023/24.

School Priority:	Pupil assemblies/inputs planned, and clear strategy established (1.2/2.2/3.1)
Progress:	<ul style="list-style-type: none"> ➤ Pupil Teams have engaged with wider pupil group on key sustainability initiatives.
Impact:	<ul style="list-style-type: none"> ➤ Pupil feedback highlights improved awareness of key Eco issues and relevant impact in local communities.
Next Steps:	<ul style="list-style-type: none"> ➤ With Tutor Group and regular assemblies in 2023/24, the pupil Eco team can plan relevant inputs as part of this programme.

School Priority:	Implementation of revised council recycling strategy across school campus (1.3/1.5/2.7)
Progress:	<ul style="list-style-type: none"> ➤ Meetings held with P. Ramsay and FES - still awaiting new recycling infrastructure ➤ Meetings held with P. Ramsay and Stirling Council Catering Services re. use of single use plastics, food miles, provision of ethical foodstuffs.
Impact:	<ul style="list-style-type: none"> ➤ Some physical infrastructure is in place, but we await the implementation and impact of this.

Next Steps:	➤ Introduce new recycling bins and infrastructure to main school social space areas in the new session.
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School Priority:	Revision of sustainability education plan (1.1/1.3/3.1)
Progress:	➤ A whole school Climate Change and Sustainability audit was carried out with one member of staff representing each faculty across the school. This highlighted the good work already occurring across the school and some next steps.
Impact:	➤ Improved strategic focus and plan with sustainable actions moving forward into coming three years to embed good practice.
Next Steps:	➤ Eco team to take forward key points from audit as part of next steps of plan.

Pupil Equity Fund Standards & Quality Evaluation 2023

PEF Priority:	Strategic Equity Fund Supported Initiative: Targeted Support for Family Engagement & Learning (includes 2 x Family Link Workers; travel costs; administrative support and PT SAC role for support and co-ordination, 0.1 fte)
Targeted Outcome for Learners: What changes did we want to see?	<p>➤ Improved:</p> <p>➤ Attendance/Engagement: For FLW caseload, attendance has a very different baseline for individual targeted pupils affected by poverty. Outcome target is that attendance will improve for the majority of pupils regarding aspirational personalised measure using case study benchmarks. We will seek personalised improvement targets, evaluated through data and case study work. Generally, through targeted working, we will aim for benchmarked improvement in attendance against the starting point following engagement. Where physical attendance is inhibited, we will evaluate improved engagement targets with blended/online learning and community engagement with FLWs as part of our post-Covid learning. Part of promoting attendance and re-engagement will be the evolution of our breakfast club; junior Wallace Hub and a series of targeted girls' groups (formed in order to address a mixture of community and personalised issues that are affecting relationships and</p>

	<p>engagement). There will be personalised targets set as a result of key groups around attendance, engagement and achievement outcomes.</p> <ul style="list-style-type: none"> ➤ Improved Wellbeing outcomes targeted through SHANARRI tracking for all pupils on FLW caseload. Target is to improve the personalised wellbeing outcomes for all young people of 1 rating+ for the majority of SHANARRI indicators through FLW interventions as captured by pupil, staff and parent evaluation of wellbeing using our tracking system. Tracking of individual progress will be discussed monthly through Pupil Support meetings and final outcome targets for the session are by June 2023. ➤ Achievement for young people from decile 1 and 2 communities – focus on outcome target of sustaining quintile 1 performance above Virtual Comparator for National Attainment for All measures and for Literacy and Numeracy measures and aim to close the gap with quintile 2 young people (since the VC figure changes for each cohort this is not currently quantifiable, but the target is to sustain above VC for consecutive years by maximising attainment capture). We will seek to increase average tariff point scores for targeted pupils in our Wallace Hub (targeting 100+ points in S4 and 180+ points in S5), with a specific target in our new S4 due to post-Covid disengagement form a proportionately higher number of quintile 1 pupils. ➤ FLW pupils connected to Wallace Hub – specific attainment outcome target of 5+ National qualifications at Level 4+ for 100% of pupils. ➤ Positive destinations – outcome target of sustaining above 94% for quintile 1 leavers. This was 94.92% this session and has been above VC for three years, in line with SEF focus.
<p>Progress: What did we do to progress this throughout the session?</p>	<ul style="list-style-type: none"> ➤ Our Family Workers are having a strong impact with targeted youngsters (significant successes again in the past two sessions, especially in supporting families during lockdown and following this with targeted attempts to re-engage post-Covid) and this approach complements our investment in Mental Health work and school counsellors that is being sustained by our broader PEF allocation. In totality, sustaining this key resource means we have had an extensive suite of professional expertise and resources to support youngsters from

	<p>decile 1 and 2 families in a personalised and targeted fashion in order to break down barriers to learning and build capacity to succeed in school and the world beyond.</p> <ul style="list-style-type: none"> ➤ In summary, FLWs have worked to enhance the overall guidance/pastoral support offer by building our capacity to target support for families of our most vulnerable pupils in the community. This has been essential during the Covid recovery period and will be equally necessary as part of ongoing Covid recovery into next session, especially with clear evidence now about reduced overall attendance (c. 2%, but with up to a 10% gap Q1 to Q5) and the clear identified need for increased Wallace Hub targeted support due to a 50% increase in pupils requiring targeted attainment interventions (young people whom we have key core attendance and engagement pastoral concerns that may lead to very low attainment outcomes – majority quintile 1). Family Link Workers are fully integrated and have worked throughout the session as part of a wider team. FLWs have specifically targeted more time on engagement and attendance for young people who have disengaged following the Covid period.
Impact:	<ul style="list-style-type: none"> ➤ <i>Secondary Attendance focus on Quintile 1:</i> ➤ 42 quintile 1 young people and families from S1 – S4 have been supported by the FLW team in a mixture of phone calls, home visits and letters to provide supportive interventions to increase attendance at school. 64% of these pupils, who have been supported throughout the year, have sustained improved attendance. These interventions, therefore, have sustained improved attendance and engagement for 27 targeted quintile 1 youngsters. ➤ Increased Breakfast and lunch club provision by FLWs to support attendance and engagement: An average of 20 Q1 pupils engage each day. Donations of food and milk from Graham’s dairies, Tesco and Morrison’s supermarket are new community partners supporting provision. Two of our new S4 pupils, who have been part of the breakfast club since the start, are now taking on a leadership role by helping to support the FLWs and the younger pupils.

- 10 pupils have had specially targeted HWB support during 4 periods in the week – 6 of the 10 are now engaging back with their full timetable of classes. The other 4 are still engaging and coming into school for the group and building towards fuller curricular engagement.
- The attendance recovery group are now developing into period 3 work each day, with a focus on social skills. On a Thursday pupils get some experience of cooking. This is initially offered to some of the attendance group who have not progressed into the Hub or back to classes – the 15 pupils who have not recovered attendance from the 42 targeted. The target group of pupils is currently being reviewed looking at pupils' attendance % and targets for the new session.
- 40 majority Q1 new S1 pupils were supported through the transition programme. 24 / 40 of the pupils who were offered the transition programme have above 90% attendance. Of the 16 remaining, 6 of them have above 85% attendance.
- This year 57 new S1 pupils (majority Q1) will be offered the option of an enhanced transition with FLWs over summer, including group work to build relationships.
- Six S5 pupils received targeted support for leaving at Christmas. 5 out of the 6 pupils supported with their destinations have a positive destination, mainly going onto college. The other pupil is continuing to be supported into an Activity Agreement.
- All work supporting attendance is ongoing and will require sustained work throughout the session to fully evaluate impact but the global and Q1 figures are tracking more positively from last session in terms of the stretch aim of improved secondary attendance for Q1 pupils, as outlined in the data below:
- **Whole school average attendance to Friday 2nd June = 91.77%.**

- **Quintile 1 average attendance to Friday 2nd June = 87.67%. Although Q1 remains below the whole school average this is tracking towards improved Q1 attendance and narrowing of the gap for this stretch aim as follows:**
- **Tracking c. 4% up on last year's Q1 figure.**
- **Tracking c. 1.6% closing of gap on last year's Q1 v whole school figure.**
- There have been **no exclusions** for FLW/Hub supported pupils and our exclusion figure to date, 6 pupils, is the second lowest in the authority, despite having the highest proportion of decile 1 pupils.
- General FLW summary work that supports Q1 attendance, HWB and contributes to positive participation and leaver pathways:
- **46 families have been supported** (Q1; CE; YC; identified HWB needs), with **18 new cases** this year. Variety of concerns – mental health being very high with a number of young people and their families being signposted to mental health agencies. Re-engagement with school, financial advice, routines, uniform support, signposting to community and council supports.
- Of the cases closed this year, **14 of 20 have either improved attendance or have engaged with the signposted wider supports** to help support family challenges. The other 6 have been moved on to other agencies for ongoing support.
- Senior Phase Stretch Aim outcome focus (1@5/6; Q1 Participation; and Positive Destinations):
- FLW staff support attendance and engagement with Wallace Hub
- *Aim: 16 senior pupils were supported by Hub staff to achieve on average 7+ National qualifications each.*
- Collectively pupils achieved 4,029 tariff points.

- All 16 pupils were predicted to achieve no full qualifications at the start of the year due to non-attendance and disengagement.
- 3 pupils were entered for National 5 examinations in English, Application of Maths, Practical Woodwork, RMPS and Practical Cookery. Insight outcomes will be reviewed in August.
- 5 Pupils achieved National 5 units in Biology, History, English and Numeracy.
- 11 periods are available, staffed by 5 curricular teachers. A nurture and trauma informed approach was used to support the young people who attend the Hub.
- Pupils' mental health and wellbeing was monitored using RAG indicators and wellbeing scale. Pupils were tracked as having a more positive level of wellbeing by attending the Hub.
- 90% of pupils are from quintile 1, many are young carers or have multiple ACEs. Pupils referred by Family Link Workers and Pupil Support Staff.
- Attendance improved from below 50% to over 90% for each pupil.
- 100% of pupils achieved a literacy and numeracy qualification.
- 2 Pupils achieved the Barista and Leadership level 5 qualification.
- Hub work continues to impact positively on Q1 participation measure (extended positive engagement with education due to supported provision – above Q1 VC for S5&6 and just below for S4).
- Regarding the Q1 positive destinations stretch aim, FLW and HUB work is, once again, having a positive impact on outcomes for this session. Although we are slightly

	<p>below the 94% outcome target for Q1, at 92.45%, this concerns a shift with 2 x leavers in S4 who are being supported by our post-school team and an improved sustained destinations figure for these pupils in totality this session.</p> <p>➤ <i>Case Studies available.</i></p>
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PEF Priority:	On-going focus on physical and emotional wellbeing to engage <i>all</i> communities through SOS programme & COVID-19 SoS recovery plan
Targeted Outcome for Learners: What changes did we want to see?	<ul style="list-style-type: none"> ➤ Improved: ➤ Parental engagement from quintile 1 communities (and decile 3 rural). ➤ Learner, staff and parent voice feedback on impact and experience – targeted parent feedback sessions completed and actions generated. ➤ SoS uptake numbers, c. 25% from quintile 1 and evaluation of experience - further 3% increase in uptake from lower deciles from c. 22% to +25% for the session and 30% target thereafter. Work on this has been delayed due to Covid in the past two sessions. ➤ Targeted focus on additional access for Care Experienced pupils and increased opportunities to access the programme results in increased numbers. ➤ Quintile 1 numbers increased regarding those achieving Dynamic Youth Award and improved tracking report data on attitude, effort and attendance for SoS pupils.
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> ➤ Girls' School of Rugby, new School of Swimming Support Programme (quintile 1 targeted) and expansion of Girls' School of Football increase access for quintile 1 were all implemented. All of these designed to offer proportionately more places and targeted access for quintile 1 pupils. Targeted access for quintile 1 pupils also through community inputs and pupil-led sessions through focused primary liaison and information sharing. ➤ PT role extended to evaluate and improve the programme in terms of targeted impact for quintile 1 and continued focus on Young Carers and Care Experienced young people as part of the programme – targeted mentoring and monitoring support and educational inputs.

	<ul style="list-style-type: none"> ➤ Inclusive programme has targeted continued increased uptake from quintile 1 pupils in line with school averages – we aimed for further 3% increase this session, moving close to school norms (delayed 2020/21 due to Covid restrictions), and we have achieved 27%, an increase of 5% and 2% above our target. ➤ Specifically targeted pastoral interventions have been introduced to increase equity of access across individual sports and targeted partner education inputs to enhance pupil experience and develop knowledge and skills to engage in wider school success (transferrable skills etc.). ➤ Quintile 1 targets enhanced by supporting Raploch Primary in establishing their Primary School of Sport next session. Direct target for participation, inclusion, building resilience and attendance for quintile 1 group. ➤ Targeted primary work completed post-Covid (delayed last session) to further target decile gaps in accessing the programme. This was led by S6 Sports Leaders and School of Sport pupils and has successfully increased numbers across communities trying out for next session's programme. This has resulted in an initial increase of 5% (up to 26% of quintile 1 S1 pupils accessing the programme).
Impact:	<ul style="list-style-type: none"> ➤ Girls' School of Rugby, new School of Swimming Support Programme (quintile 1 targeted) and expansion of Girls' School of Football increase access for quintile 1 all introduced - Successful introduction of School of Swimming Development Group, who are in twice per week, working with Stirling Swimming coach. The programme has 50% of pupils from Quintile 1. Girls' School of Rugby group established, with 17 girls in the programme. Girls School of Football expanded to include a further 25 girls accessing Football, 3 periods per week. ➤ PT role extended to evaluate and improve the programme in terms of targeted impact for quintile 1 - Emphasis on including Young Carers & Care Experienced pupils in the overall programme. Key communication with P7 Staff and Pupil Support to target pupils. 2 LAC pupils from the new S1 group in programme. 2 PLA S1 pupils in programme.

	<ul style="list-style-type: none"> ➤ Inclusive programme targets continued increased uptake from quintile 1 pupils in line with school averages – aim for further 3% increase this session, and tracking towards exceeding 25% target - 21/22 was 21%. <i>Currently we have:</i> <u>Overall Numbers in the School of Sport</u> ➤ S1 - 139, of which 44 are in Q1 = 32% ➤ S2 - 97 , of which, 24 are in Q1 = 25% ➤ S3 - 97, of which, 22 are in Q1 = 23% ➤ <u>Overall S1-S3</u> ➤ 333 in SOS, of which 90 are in Q1 = 27% ➤ Specifically targeted pastoral interventions - A series of pupil workshops, across all SOS groups, have been delivered to enhance pupil experiences. Workshops include: Show Racism the Red Card, Colours of their Scarves, Nutrition and Sports Psychology. New partnership with Rangers Soccer Academy launched. ➤ Quintile 1 targets enhanced by supporting Raploch Primary in establishing their Primary School of Sport - Successful introduction of the School of Sport at Raploch. Primary 7 pupils and accessing SOS sessions in Dance and Football, 2 sessions per week.
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PEF Priority:	On-going focus on mental & emotional HWB through targeted counselling and universal MH initiatives, as well as COVID-19 recovery focus
Targeted Outcome for Learners: What	<ul style="list-style-type: none"> ➤ <i>Improved:</i> ➤ Peer Support - Senior pupils active in school providing targeted support sessions (Q1, FME, CE focus) ➤ Engagement from pupils targeted for one-to-one support (Q1/FME focus).

changes did we want to see?	<ul style="list-style-type: none"> ➤ Range of strategies/resources produced to support MH, with a specific focus on pupils from quintile 1, FME, YC and CE. ➤ Attendance – improved personalised target figures for supported pupils.
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> ➤ Provided targeted counselling support to quintile 1, CE and targeted young people. ➤ MH protocols re-visited and updated after evaluation; Suicide Protocol created to ensure clear steps to follow in the event a pupil or staff member disclosing a concern in this area (training and signposting). ➤ Mental Health Week (6-10 Feb) planned and delivered by MH Pupil Champions: pupil activities; staff activities; displays/competitions; Family/Community activity and engagement. ➤ Continued to support pupils receiving MH coaching support to try and increase attendance, resilience and attainment. ➤ Targeted support for youngsters struggling to re-engage following COVID-19 period.
Impact:	<ul style="list-style-type: none"> ➤ Targeted work and availability of counselling was impacted by staff absence here. ➤ MH Week, re-establishment of team was positive here and there was a full week of activities that included inputs for all young people across stages as well as signposting and promotion of personalised support. ➤ Our investment helped fill 1-1 supports whilst awaiting counsellor appointments in first half of year. ➤ Counsellors now appointed and so this will not continue as PEF supported outcome next session as structure for targeted support will focus through counsellors.

PEF Priority:	Targeted private tutoring for quintile 1 pupils (S4-6)
Targeted Outcome for Learners: What changes did we want to see?	<ul style="list-style-type: none"> ➤ Attainment and achievement - targeting 20 quintile 1 students in S4-6 who are studying 3 + graded course award subjects. Aim is to close gap with number completing awards and tariff point outcomes for quintile 1 highest 20% - c. + 200 points on average across targeted pupils. ➤ Improved resilience and capacity to study independently – one-to-one mentoring on study techniques and independent planning etc. help students who may not

	naturally have this guidance to develop key sustainable skills and improve attainment outcomes.
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> ➤ 2nd year of 3-year partnership implemented with tutoring agency, supported by % philanthropic contribution from private investment firm. ➤ Targeted 20 quintile 1 pupils with a free 1-hour private tutoring session each week for 20 weeks. ➤ Targeted subject focus, identified in working with PSL and class teacher feedback.
Impact:	<ul style="list-style-type: none"> ➤ 11 pupils, following targeted support, achieved a pass in their key subject.



Appendix - Wider Achievements & Experiences

In the appendices that follow, we capture a range of wider achievement experiences across faculties, as well as evaluating some key points of progress and next steps for individual teams. A particular pleasure in the past session has been the continued development of whole school celebrating success events, with our S6 Graduation, S1/2 Celebrating Success Evening, Sports Awards and Senior Awards bringing together hundreds of pupils, parents, staff and partners to recognise achievements across the school. We also saw a full Duke of Edinburgh experience, upwards of 100 Bronze, Silver and Gold participants. Pupils benefited from over 25 lunchtime and after school clubs, and the volume of activity across faculty areas, once again, brought the school to life.



Citizenship Faculty

Wider Achievements

- Annual Languages Open Doors Event – delivered in person again with many external partners, past pupil and our own S6 Languages Ambassadors to promote language learning and possible future pathways
- MFL gained Bronze from SCILT for the Languages Employability Award with our Partners for the S3 Languages Open Doors Event
- Cross Faculty IDL project with 'Day of the Dead' with Art, Spanish and RMPS
- Successful S3 pilot project with Stirling University "Remembering Empire" - mentor workshops, visiting Lecturer, panels displayed in our LRC and visit to Uni to finish project and evaluate the project in person with other schools, mentors & lecturers
- Continued partnership with SCILT and Introduction of their S2 'Football et Francophonie' Project and delivery of Espacios Increibles again this year
- All MFL staff attended CLPL SCILT 'Big Questions' series of webinars for 4 skills
- Successful Ambassadors Programmes - Supporting our Evening Events, Enhancements in classes, contributing to Faculty displays and Celebration of Work
- Languages Ambassadors - S6 gained & S5 working on 'Leadership Award'
- Citizenship Ambassadors achieved the 'Volunteering Award'
- MFL Focus Groups, Evaluation of our LODE, IDLs and Projects
- S2 'Young Philosopher Award'
- Pupil feedback interviews and records
- Successful verification on SQA LLWA and RMPS World Religion Unit
- Contributed to YPI events
- Embedding Learning and Teaching Wheel as part of quality assuring learning and teaching across the Faculty.
- SQA RMPS N5 Team Leader and Item Writer role experience being utilised by RMPS department.
- Further development of the Learning and Teaching wheel with additional content
- Guest speakers to HWB and RMPS visit to Samye Ling Buddhist monastery

- Personal Development class ran a Macmillan coffee morning and a Halloween disco, supported StartUp Stirling

- True collegiate spirit exemplified in timetable sharing across the Faculty to cover for absent colleagues and surviving the Upper Powis Flood back in September with minimal impact on our resources

Improvement Plan: Summary Reflections on Key Areas

How are we doing?	How do we know?
<p>Support new HWB team members across the school</p>	<p>Feedback from staff has been generally positive and there is evidence of sound collegiate work with the development and sharing of new resources across teams. There is, however, anecdotal feedback from pupils that the course would benefit from more consistent delivery.</p>
<p>Focus on knowing pupils and their targeted needs – full range of SIMD and specific needs</p>	<p>Staff have made good use of the Data Sharing information and used it effectively in their support of pupils and in class and in their learning and access to prelims and exams. MFL/ RMPS Grade Tracker now has SIMD focus on it.</p>
<p>Narrow attainment gap through concerted focus on skills appraisal across similar subjects</p>	<p>Prelims showed a similar picture to similar subjects. SQA results covey positive trend.. MFL used Prelim results & Languagenut Reports analysis to highlight areas to focus on - Listening and some to target Writing accuracy. Staff were mentors for senior pupils. RMPS used results to offer support of Higher/ N5 freestanding Units</p>

Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
<p>2.3 Learning, teaching and assessment</p>	<p>Next steps with L&T Wheel - Faculty discourse identifies TLC priorities that channel into best practice exemplars</p> <p>Enhanced use of focus groups, supported by Ambassadors, to capture pupil voice</p> <p>Developed RMPS staff Google Classroom with all BGE benchmarks and courses</p> <p>We completed analysis on impact of languagenut on student attainment and accompanying Higher resources. Pupils performed better with grammar, sentence builder and vocab tasks alongside exam skills</p> <p>Develop strategies to tackle uptake in ML - Open Doors Event, shared virtual Google Site</p> <p>Successful S3 pilot project with Stirling University "Remembering Empire" - mentor workshops, visiting Lecturer, panels displayed in our LRC and visit to Uni to finish project and evaluate the project in person with other schools, mentors & lecturers. FLA displays & Celebrating achievement & Twitter - MFL pathways focus</p> <p>Parental engagement events/Parents Night - Staff attended as well as our Ambassadors & MFL student - creating positive atmosphere</p>	<p>Enhanced use of focus groups, supported by Ambassadors, to capture pupil voice.</p> <p>MMcc completed some MFL focus groups</p> <p>Pace & Challenge focus - YLL visits, peer visits, termly L&T focus - Faculty meeting and MFL meeting. MFL student for whole semester improved L&T and culture club</p> <p>Faculty focus on judging levels consistently in BGE - develop Didbook T&M</p> <p>Final 'tidy up' of insertion of DYW skills logos and graded success criteria - MFL consistent approach</p> <p>Google sites for RMPS School of Sport/Absence support</p> <p>Reappraisal of delivery of home learning</p>
<p>3.2 Raising attainment & achievement</p>	<p>Focus on wider achievement:</p> <p>Enhance the curriculum with the return of extra-curricular events and activities and trips. -Samye Ling trip - RMPS</p> <p>Remembering Empire trip to Stirling Uni</p> <p>ODC Band H&WB input</p> <p>Paris trip 2024 - in progress</p> <p>Enhance the learning experience with the return of active learning techniques and external agencies. - MFL - 3 rooms turned into groups to increase co-operative tasks</p>	<p>Further develop IDL opportunities across the Faculty and beyond</p> <p>Celebrating achievement across school and social media - Twitter is used regularly</p>

Creative Industries

Wider Achievements

Design and Engineering

- Women in Construction Event
- Successful production and sale of whisky flights and tea light holders by Practical Metalworking pupils
- MIT SolveED young innovation competition
- Architecture and Interior design club
- Engine shed repurpose day
- Low carbon learning: Retrofit (Paisley industrial park)

Art and Design

- Visiting Outside Contemporary Artist Workshop aimed at S3 Pupils
- Interschools Sewing Challenge
- RSA Schools Arts Awards
- Festival of Trees

Music

- Battle of the band's competition - led by creative ambassadors.
- Christmas Concert
- Spring Concert
- Visit from Brian Hurren (Runrig) and Angus Kemlo to demonstrate Music Technology skills and talk about career opportunities in the Music industry and Music Technology
- Ochil House Christmas Video
- Finlay Brooks performed in the NYOS concert. He is also the runner up in the Stirling Young Musician of the Year Competition
- Higher Music Technology pupils taking part in the course with the University of Huddersfield "getting plugged into the Music Industry"
- Pupils took part in the Stirling Schools concert at the Albert Halls
- N5 Music Technology Trip to AIR3 radio at Stirling University to take part in a live broadcast
- Pierce McGee and Morven Broolly have both secured an organ scholarship at Dunblane Cathedral
- Finlay Brooks and Daisy Paterson both played the Last Post at Remembrance Sunday events. Holly Matheson led the parade for Logie Church and played the lament
- The pipers performed at the Hoolie in the Hydro along with Stirling Schools Pipe Band. Holly Matheson, Hamish MacKay, Kieran Mooney

Improvement Plan: Summary Reflections on Key Areas	
How are we doing?	How do we know?
<ul style="list-style-type: none"> • <i>Use of Exemplars in the senior phase to benchmark standards for learners has been adopted consistently.</i> • <i>FL challenge questioning was used to monitor pupil progress and next steps following tracking periods.</i> • <i>Pupil voice data was collected to monitor the impact of the Didbook Pupil Tracking system Trial with S2 learners.</i> 	<ul style="list-style-type: none"> • <i>Pupils have been able to clearly identify working levels and areas for development in FL spot checks and in class learner conversations.</i> • <i>Senior phase learners have been held accountable for their progress and bespoke interventions were put in place where necessary.</i> • <i>Pupils from S1 and S2 were sampled throughout the year and asked about their working levels. The S2 who were trialling the pupil tracking system were able to clearly articulate their working levels and next steps.</i>

Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • <i>BGE courses are set with a sound rationale and benchmarks to be tracked have been identified in line with progression pathways.</i> • <i>Expectations shared regarding requirements for achieving gold, silver or bronze at a level.</i> 	<ul style="list-style-type: none"> • <i>Video and audio materials to be developed for BGE courses to help all learners to access tasks and resources.</i> • <i>Regular and calendared times to be set for BGE Moderation discussions. Exemplar materials for setting standards to be identified and shared with learners.</i>
<p>3.2 Raising attainment & achievement</p>	<ul style="list-style-type: none"> • <i>Regular and high quality learner conversations with senior phase pupils to share levels and next steps.</i> • <i>Sampling of senior pupils for FL challenge questioning to hold learners accountable for their progress and support class teachers.</i> 	<ul style="list-style-type: none"> • <i>More structured Learner conversations to support BGE learners to understand their working levels and next steps. These should tie in with the pupil tracking system.</i> • <i>Continue to sample pupils in a more structured and systematic way and introduce BGE sampling.</i>

Digital Skills

Wider Achievements

- CLPL sessions ran each term for staff to help staff to create digital resources to use in class.
- S6 Pupil Digital Ambassadors ran a coding club and Chromebook help club to help engage younger pupils using digital skills.
- S6 pupils worked alongside the IT technicians to gain work experience using digital skills in the real world.
- Digital Literacy week - whole school digital literacy week to celebrate and highlight lots of great work that is ongoing in digital skills. Links with codebase and talking at assemblies. Some groups of pupils took part in sessions run by Education Scotland during this week.
- Staff digital site updated with new resources
- BGE pupil lead tracking system trial launched
- BGE pupil lead tracking system launched whole school

Improvement Plan: Summary Reflections on Key Areas

How are we doing?	How do we know?
<ul style="list-style-type: none"> • BGE Pupil Tracking System launched - All S2 pupils took part in trial • Update of Digital site - increased resources for staff to have resources to help them to implement digital learning into lessons. • Digital CLPL sessions ran for staff 	<ul style="list-style-type: none"> • Learner conversations were established in classes at an appropriate point in learning to allow pupils to reflect on the skills they had develop. • Examples of digital lessons taking place across the school and further engagement with digital resources. • Staff surveyed to find out what areas of digital learning they would like to know more about and sessions ran for staff to allow them to use new digital tools.

Summary Evaluations

HGIOS QI Focus	Strengths	Next Steps
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • Didbook BGE level tracking launched. • Digital CLPL sessions ran for staff. • Increased staff engagement with Google Level 1+2 exams. • Staff continuing to make materials for digital learning. Chromebooks are used in all classrooms. 	<ul style="list-style-type: none"> • Encourage staff to take part in the google educator exams to help with building confidence in using the google workspace. • Continue to support staff through CLPL to use digital tools for learning.

3.2 Raising attainment & achievement - tracking and monitoring focus	<ul style="list-style-type: none">• Work experience for S6 pupils with technicians gaining real life experience working with digital skills.• <i>Didbook BGE level tracking launched.</i>	<ul style="list-style-type: none">• Continue to roll out Didbook BGE tracking whole school.• All pupils in S1-3 to engage with evaluation in Didbook in all subjects so pupils are aware of next steps and what levels they are working on.
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Communication Faculty

Key Wider Achievement Successes 2022/23		
<ul style="list-style-type: none"> • Burns Poetry Competition • Duke of Edinburgh (Bronze, Silver and Gold expeditions) • Creative Writing club • Senior HUB – certificate passes at N3, N4, N5, Higher, plus capturing units • Junior Hub • Film G • Gaelic Week • Mountain biking club • Supported Study • Words at Wallace Group • BGE Literacy, Numeracy and HWB passports • School Newspaper (The Wallace Times) • Volunteering Awards achieved for Paired Readers and Literacy Champions • School Show (Bugsy Malone) • Literacy Working Group • Carnegie Staff Reading Champions • Carnegie Carnival • World Book Day • National Poetry Day • Easter School - N5 and Higher input • BGE celebrating success wall/postcards and promotion on social media • Halloween Writing Competition • Homework Celebrations • Submission of evidence for Reading Schools accreditation • S3 Learner Event • Gaidhlig media studio training • Gaidhlig champion 		
Improvement Focus	Key Strengths	Areas for Improvement
<p>3.1: Culture, Care & Wellbeing <i>(NIF priorities 2&3)</i></p>	<ul style="list-style-type: none"> • A range of diverse extra-curricular activities were offered to pupils again this year, all with great success, enriching their educational experience. 	<ul style="list-style-type: none"> • Continue to raise awareness and profile on social media platforms and within school community.
<p>2.3: Quality Learning, Teaching and Assessment <i>(NIF priorities 1&2)</i></p>	<ul style="list-style-type: none"> • A very strong set of results achieved across N4, N5 and Higher level. 	<ul style="list-style-type: none"> • Begin to implement new tracking and monitoring system in BGE. • Focus on Literacy capture – attendance challenges.
<p>2.2: Quality, Personalised and Accessible Curriculum <i>(NIF Priorities 1-4)</i></p>	<ul style="list-style-type: none"> • A variety of new resources created and utilised. 	<ul style="list-style-type: none"> • Create improved bank of extension and support tasks.

Numeracy and Technology

Key Wider Achievement Successes 2022/23		
<ul style="list-style-type: none"> • Broadening the curriculum: new NPA in Cyber Security at Level 4 and 5 and Higher Applications of Maths • Continued focus on Women In Technology • External speakers and visits completed • Increased Junior UKMT participation and achievement 1 GOLD, 4 SILVER and 16 BRONZE awards • Numeracy and Maths Champions/Captains – excellent work supporting young learners and increasing numbers here • Pi day 		
Focus (Key QI)	Key Strengths	Areas for Improvement
3.1 Culture, Care and Wellbeing (NIF priorities 2&3)	<ul style="list-style-type: none"> • nurturing of all pupils with focus on Decile 1/2 pupils • supported study • more girls choosing Computing • attainment for lowest 20% in S3/4 in maths 	<ul style="list-style-type: none"> • embedded pupil feedback • celebrating success
2.3 Quality Learning, teaching and assessment (NIF priorities 1&2)	<ul style="list-style-type: none"> • improved attainment across stages • feedback from markers and understanding standards attendees • all teachers embracing principles of pace and challenge and integrating interactive, pupil led activities into lessons • development of schemes of work and resources for Third and Fourth level maths and S1/2 Digital Skills • prelim analysis summary (adopted by other faculties) 	<ul style="list-style-type: none"> • start of lessons • plenary • continuing to explore best practice for richer experiences e.g. concrete/physical tasks and peer/group work and embed in curriculum • numeracy and digital skills in S1/2
2.2 Quality, Personalised and Accessible Curriculum (NIF Priorities 1-4)	<ul style="list-style-type: none"> • engagement and attainment in lower S3 classes with new model of team teaching with SFL • development of interactive activities and project based work • new NPAs offered at Level 4 and 5 in Cyber Security 	<ul style="list-style-type: none"> • CES embedded into curriculum • integration of pupil evaluation system in to BGE curriculum

PEPAS & HE

Wider Achievements

Facilities

New Fleet of MTB's in use

Air Track added to Dance/Gymnastics Equipment

Netball posts and court lines established

Basketball/Netball/Football/Rugby strips updated

Schools of Sport

Continuing to deliver five schools of sport including targeted girls only programmes & Q1 focus

Program enhanced with additional sessions including nutrition, sports psychology, sports injury prevention and management, elite athlete visits.

SOS Fundraisers – Santa Dash fundraiser completed successfully

Attainment & Achievement

Higher/Nat 5/ BGE PE

Nat 5/Higher Dance

Higher Leadership & Volunteering

Health and wellbeing

Mental Health Award

Nat 5 Practical Cookery

Nat 5 Health & Food Technology

Sustained improvement in all measureable areas across all presentation levels

Participation numbers continue to grow particularly across junior school.

S3 SOS pupils achieved Dynamic Youth award

Curriculum

National 5 – course outlines and materials updated

Higher/ Nat 5 Dance - course outlines and materials now in place

S1-S3 BGE – paperless system now in place. T & M and all assessment using new T&M systems

Extra Curricular Trips

Multiple Football trips to EPL games

Dance trip to London

Foxlake watersports trip to celebrate success of U15 girls

Gladiators Nation experience (Basketball)

Belfast Rugby 3-day Tour

Basketball

Boys

Open Boys Scottish Cup runners-up

U15 boys beaten by overall winners in QF

Girls

U15 Girls Scottish Cup Runners-up

Football

Boys

U13 FV League Winners

Scottish Cup QF

U14 FV League winners

U14 FV League Cup winners

Senior- Winners of FV West Section

Under 15 Regional Football Scottish Cup Semi – Finalists (Murray Shaw)

FV Senior Team Scottish Cup Runners up (Josh Moore, Finlay Barr, Lewis McFarlane, Jamie McKenzie involved during campaign).

Girls

U15 Girls Football

- *Scottish Cup Final – Runners-up*
- *FV League Winners*
- *Finalists - Stirling Albion Cup*
- *SPAR Cup quarter finals*

U14 Girls Football

- *National 7s Finalists*
- *SPAR Cup quarter finals*

Senior Girls football

- *Winners - Davie Eccles Trophy (cup)*
- *Scottish Cup quarter finalists*
- *League Finalists*

Regional Football

7 WHS girls representing the FV Regional squad - finalists

Sophie Timlin Representing Scotland U17

Rugby

*Tessia Smyth - Scotland U18 player. Played in the 6 Nations.
Caledonia U18 Players - Hamish McKay, Eoin O'Conneide and Fraser Dempsey.
Caledonia u16 players - Bertie Wood, Murray Shaw, Ross O'Conneide and Willem Baartman.*

*U14 Boys won the West of Scotland Schools Plate.
S1 Boys, S2 Boys and U14 Girls reached the semi-final of the SP Energy Networks Warriors Championship.*

Games played -

*S1 Boys - Played 19. Won 9. Drew 3. Lost 7.
S2 Boys - Played 15. Won 13. Drew 1. Lost 1.
U14 Boys - Played 23. Won 13. Lost 10.
U15 Boys - Played 8. Won 6. Lost 2.
U16 Boys - Played 6. Won 1. Drew 1. Lost 4.
U18 Boys - Played 4. Won 3. Lost 1.
U14 Girls - Played 18. Won 14. Lost 4.
U16 Girls - Played 6. Won 3. Lost 3.*

Swimming

No School competition within Central Scotland. Disappointment expressed to CSSA by RM and suggestions to have this situation rectified presented.

Water Polo

Junior team - trained all year by Holly Matheson and Jonah Bracialli. Were runners up in the Scottish Schools Cup.

Senior Water Polo team after being runners up last year took one more step to win the Scottish Schools Cup for the first time.

At both tournaments a Wallace pupil was the top goal scorer.

Cheerleading

- *New club up and running gaining more members over the year.*
- *Pupils from the cheerleading club invited to attend Scotland trials.*
- *Pupils attended the Scottish Schools Cheerleading Championship in Edinburgh which was organised and ran by myself.*
- *Air track added to department allowing pupils to learn new tumble and stunt skills for Cheer.*
- *Cheer captain in place for next academic session.*

Dance

- *London Dance and Theatre trip. 3-day residential trip.*
- *Planning process of organising overseas trip to New York.*
- *Pupils attending the Stirling Schools Competition. 3 gold medals, 3 silver medals, 2 bronze*
- *Pupils attended workshop at The Peak in lyrical and commercial*
- *Workshops from MGA Academy in Hip Hop*
- *Hip Hop team (new S4) placed 4th at Scottish Schools Cheerleading Competition (12 in division)*
- *S1 Dance team taking part in School Show*
- *Increased involvement of Senior school in Dance.*
- *Increased uptake of National 5 Dance*

Badminton

Various placed positions in Stirling Schools Badminton Competition.

Netball

Netball lines established in the Games Hall and purchased Netball posts, which allowed us to host our first home game. The club has continued to grow in numbers, and we had 3 competitive teams this year. Our S1/2 team reached the semi-final of the Stirling Schools Netball Competition coming home with 4th place out of 12 teams.

Athletics

The internal school competition - we had many pupils across the 3 year groups compete on our competition that was held over 3 different days. Our winners were as follows:

S1 Boys-->Liam Baartman

S2 Boys-->James Morgan

S3 Boys-->Lennon Kemp

S1 Girls-->Isla Stevenson

S2 Girls-->Alex Montgomery

S3 Girls-->Hannah Morgan

38 of our S1-S3 pupils took part in the Stirling Schools Athletics competition in a variety of track and field events and came home with 31 medal placings

Curling

Curling Team winners of the Stirling Schools Quaich.

Sports Awards

Awards Ceremony ran very successfully with 160 pupils in attendance.

Improvement Plan: Summary Reflections on Key Areas

How are we doing?	How do we know?
<ul style="list-style-type: none">• Targeted approach to curriculum• Tracking & Monitoring• High quality learning & teaching• Curriculum inputs to targeted year groups• Strong extra-curricular program• Strong primary Transition link• Intervention processes• Re-establishment of key activities• Core skills program in HE	<ul style="list-style-type: none">• Pupil Voice• Pupil Numbers across faculty• Parental Feedback• Numbers of pupils gaining National Qualifications• Pupil positive destinations linked to the faculty• Pupil knowledge & understanding• Use of benchmark language across faculty• Core skills development

Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • <i>Targeted approach to certain areas of the curriculum at key points to enhance pupils development and understanding of course work in PE & HE</i> • <i>Introduction of whole school tracking system for BGE pupils piloted in PE with success. Learning conversations alongside the new system are excellent.</i> • <i>Delivery of high quality lessons across all levels for pupils. Enhancing pupils' confidence, resilience and understanding.</i> 	<ul style="list-style-type: none"> • Pupils continue to be presented at the correct levels in PE & HE and pushed to achieve • All staff to be comfortable in using the new tracking & monitoring system throughout the faculty. Learning conversations centred around the content of the system. • Having a bank of high quality teaching resources for all activities. Website and/ or handbook.
<p>3.2 Raising attainment & achievement</p>	<ul style="list-style-type: none"> • <i>Strong predicted grades for all Certificated classes, linked with excellent provision of supported study and interventions for individuals in PE & HE</i> • Introduction of new courses in PE & HE to enhance our curriculum and capture more for our pupils. • Focused curriculum inputs for year groups to inform course choice. 	<ul style="list-style-type: none"> • Making the experience in the faculty for <i>all pupils</i> a positive one. Minimal disruption to lesson / teaching time and making sure all pupils have a wide range of experiences. • All pupils are comfortable in assessing their own performance and are aware of 'next steps' to improve their performance. • Having more on offer for <i>all pupils</i> at a variety of levels across faculty. More progression for our pupils.



Pupil Support

Wider Achievements

- Pupil Support Policy document completed. Parent version available on School website.
- Pupil Support handbook available for staff.
- Improved systematic approaches to pupil support systems : Digital Fac referral system in place for learning and behaviour referrals.
- Revised assembly programme for all year groups.
- In-service training – Tutor Group training and wider staff training.
- 1-1 year group meetings remain positive experiences and good opportunities for pupil voice.
- Pupil support timeline used by staff to ensure QA of year group support.
- Partnership in working with:
Stirling Council's Youth Participation Team, Active Stirling & Scottish Sporting Future to provide alternative inclusive education programmes targeted at specific pupil groups. Stirling Community Enterprise & FVC and Ready for Work programme.
- Engaged with Scottish & Stirling's Women's Aid to engage pupil voice in developing a national framework for tackling Gender Based Violence
- Initiated network across 4 schools for sharing good practice in tackling Gender Based Violence
- Part of the Equally Safe at Schools Programme, working in partnership with Glasgow University and Rape Crisis.
- Whole school CLPL and signposting toward Time for Inclusive Education.
- Family Link workers continued focused work with key families and pupils. Focus on low attendance pupils for all year groups.
- HUB - Increased capacity – wider range of pupils supported. High level of unit passes and Wider Achievement courses completed.
- Pupils transitioning from Primary supported mental health and anxiety as part of the Wellbeing project.
- Continue support for destinations from SDS.
- Pupils participating in wellbeing events.
- 2 new Counsellors established, maintaining the support available to young people.
- Successful BGE Recovery group. Targeting Literacy & Numeracy.
- Development of Junior Hub to focus on early intervention and resilience for non -attenders. Supported by FLW.
- Support for Learning tile on Glow to support staff with differentiation and Additional Arrangements for Assessments.
- Attendance recovery programme established by FSW. Positive outcomes achieved with regards to improving attendance.
- Focused work on whole school attendance using the RIC Attendance Toolkit as part of the Learning Community pilot.
- Very successful summer enhanced transition programme run by FSW to support a number of young people over the summer holidays. Measured outcome with regards to attendance that shows the positive impact of pupils having attended the summer programme.
- Successful breakfast and lunch club running from the Hub.
- Pupil support organised a successful 'Give a Gift' event leading up to Christmas. More than 200 families were supported with gifts for Christmas.
- Mini caseloads – increased number of staff involved with supporting year groups.
- Time out periods in the Hub to support ASD pupils.
- Sanitary provision for all continued and adapted.
- Celebrating Success – parental & pupil feedback leading to the completion of the Celebration of Success School Policy.

Improvement Plan: Summary Reflections on Key Areas	
How are we doing?	How do we know?
<ul style="list-style-type: none"> • More support provided for pupils learning and promoting positive behaviour due to the new referral system. • Increase in the number of small/support groups available from SfL/FLW or Hub. • Celebrations of Success policy encourages equity and inclusivity. • Continue to have positive 1:1 year group meetings. "You said; We Did" for all year groups. 	<ul style="list-style-type: none"> • Transparency and clarity regarding learning assessments and behaviour referrals. All staff are aware of the stage of referrals and support/interventions put in place. More bespoke support available for all learners. • Successful Senior Awards ceremony, S3 Graduation and Celebration of Success assemblies and Parental/Carers evening. Positive feedback from pupils and Parents/Carers regarding Celebration of Success. • Pupil feedback from 1:1 meetings remains positive. Acted on Pupil feedback to increase support and awareness for MH.

Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
<p>2.1 Safeguarding and child protection</p>	<p>Sustained attendance figures post-Covid recovery - whole school average attendance 90.7% IN June and Quintile 1 - 87.67%</p> <p>This is a 4% increase from last year's Quintile 1 attendance.</p> <p>No CEYP have been excluded and the exclusion figure to date is the 2nd lowest in the authority.</p>	<ul style="list-style-type: none"> • Continued focus on embedding improved universal attendance (RIC Toolkit) and • Further developing targeted focus on key sub-groups (e.g. quintile 1/CE/ESOL). • CP Self-evaluation developed for wider use within the Authority. • More awareness of CP procedures for pupils and parents.
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> • Positive attendance and wellbeing figures and outcomes for targeting groups. • CEYP pupils continue to be monitored and supported 	<ul style="list-style-type: none"> • Develop revised tracking system for ASN learners to ensure targeted focus on improved outcomes. • Improved nurture practices across the school & all staff fully trained as trauma-informed practitioners. Pilot leads to the whole school plan. • Working with Partners to identify better personalised opportunities for all young people • Assembly programme to include more input on universal concerns such as sexploitation, vaping and gender-based violence.

Science

Wider Achievements

STEM

- S1 Glasgow Science Centre - powering the future event held in hall for all S1 pupils. Learning about different sources of Energy.
- S2 Hydrogen Challenge - building and designing a hydrogen powered vehicle - all S2 pupils
- S2 Girls took part in 'Energy quest' event in School to learn about future Energy challenges and possible solutions
- All S2 pupils were given the opportunity in class to complete a Bronze level CREST award (British Science Association)
- Large group of S3 pupils took part in an online Cyber Security event
- Large group of S3 pupils took part in an online Biomedical imaging event
- Large group of S3 pupils took part in a STEM event with IT and business consultancy firm CGI
- Group of S2 pupils represented Wallace High School at the EDT Bronze Industrial Cadets awards
- Group of S1/2 Pupils took part in the LEGO EEP Robotics competition at Forth Valley College
- Bee club continues to grow as an enterprise project and the group have produced their own products from their successful hive
- Science Faculty continue to deliver a variety of Science experiences with Ochil House and have supported senior phase Ochil House pupils to achieve N3/N4 Chemistry



Pupils taking part in 2023 Hydrogen Challenge

Improvement Plan: Summary Reflections on Key Areas

How are we doing?	How do we know?
<ul style="list-style-type: none"> • Improving our ability to track progress with numeracy, literacy, science based skills in BGE. • Improved approaches to skills based learning in S1/2 including end of unit projects • All BGE year groups now have a minimum of 1 STEM event per year • Improved BGE Physics units of work to increase Physics uptake in S4 • Sustain excellent pupil voice feedback across all levels 	<ul style="list-style-type: none"> • Updated Science BGE tracking now monitors progress with BGE skills • New skills based materials written and implemented. S1/2 end of unit projects in place. Pupil feedback positive • STEM events for each year group undertaken • S4 uptake for Physics from S3 has improved. • Pupil voice evidence for Science faculty continues to be positive across all areas

<ul style="list-style-type: none"> Continue to improve pupil participation in celebrating success websites. Increase variety of approaches to celebrating success 	<ul style="list-style-type: none"> S1-2 classes website pages are good. Improvements to be made with S3-6 participation to ensure consistency. New Success display in break out areas as well as letter home issued Dec 22.
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Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Pupils are indicating a genuine enjoyment of our S1-6 Science lessons and experiences. Teachers find resources easy to use and well organised. Many pupils in the Senior Phase achieved SQA freestanding units of work. Senior Phase teams have an excellent understanding of SQA verification processes/standards and SQA internal assessments. 3 more of the Science teaching team are now SQA markers. 	<ul style="list-style-type: none"> Continue to adapt and learn how to accurately track progress in the BGE using new skills assessments and BGE projects. Focus next term on reviewing support for pupils with additional learning needs across all year groups Review how we can obtain this evidence throughout the session for pupils most at risk of underachieving, including seeking out any other SCQF level 5/6 opportunities. Plan for delivery of N5-AH assignments across all Sciences in 23_24 session.
3.2 Raising attainment & achievement	<ul style="list-style-type: none"> Greater number of wider opportunities for BGE pupils. Improved S2 attainment vs gender. Improving monitoring of attainment vs SIMD and gender in the BGE (end of year analysis, SIMD data on all tracking) Faculty tracking pre-Jan prelims (Nov) now accurately predicting likely attainment. Making use of improved assessments in senior phase and better understanding of holistic evidence used. 	<ul style="list-style-type: none"> Continue to have a minimum of 1 whole school STEM event for BGE pupils per sessions and engage in STEM projects/challenges on offer Review approaches to targeted intervention in the BGE and curricular pathways in Sciences for pupils in early S3 who are not coping with level 4 Science. Agree system to monitor pupil progress and interventions in place following 20th Nov S4-6 tracking report. <p>Improve Jan prelim grades (vs comparator subjects) for upcoming S4 cohort in both Chemistry and Physics.</p>

Social Subjects

Wider Achievements		
<ul style="list-style-type: none"> • Bilal Wardack (Scottish Refugee Council) - presented to S3 pupils studying 'Afghanistan' • Kenny Nimmo (Scottish Prison Service - HMP Glenochil) - presented to N4/5 and AH Modern Studies and Criminology pupils. • June Chalmers (Allan Water Travel) - presented to Scottish Studies class • Jennifer Martin (BA Cabin Crew) - presented to Scottish Studies class • Keith Brown (Local MSP) - Q&A with National Modern Studies class • Angela McGarrigle (Scottish Parliament Outreach Programme) - offered National and Higher Modern Studies pupils virtual tour and Q&A • Katie Francis (Mechanical Engineer living in Japan) - presented to S2 studying 'Tokyo' • Peter Horne (Hydrologist at Hydro Logic Services) - presented to Higher and AH Geography classes • David Bennie (Farmer at Southfield Farm) - presented to S1 pupils studying Farming • Burness Paull Discovery Workshop (Speakers for Schools) - Presented 'Empowering Young People' to High Politics class • Law Society Scotland (Speakers for Schools) - presented to Senior Phase Social Subjects pupils • Field trip to Stirling - National Geography pupils • Field trip to Lake District (Ruth Suddaby, Lake District National Park Authority) - Higher and AH Geography pupils • Field trip to Bridge of Allan - Higher Geography pupils • Scotblood presentation to S6 pupils • Lord Rooker (UK Parliament Education) - 'Learn with the Lords' - Higher Politics pupils • Wallace High School Remembrance Service • STEMUK - Climate Change and Renewable Energy Event - S3 Geography pupils 		
Improvement Plan: Summary Reflections on Key Areas		
How are we doing?	How do we know?	
<ul style="list-style-type: none"> • Social Subjects pupils across the BGE are given same start to each lesson through the use of 'Faculty Home Slide' – improved consistency • Meaningful 'Personalisation and Choice' embedded into BGE curriculum • Research and Development of new Senior Phase courses progressing positively 	<ul style="list-style-type: none"> • BGE classes are aware of the starter routine and as a result are more settled, calm and ready to work. • Pupils across S1 and S2 are given choice of topics to research, eg in Tokyo v. Mumbai unit, Witchcraft unit etc. S3 pupils also have 'Personalisation and Choice Rota' where they choose a topic to study from; Wonders of the World, The Cold War, North Korea or Race Across the World. • Level 4 Criminology was delivered to S6 cohort resulting in 20 award passes. 	
Summary Evaluations		
HGIOS QI Focus	Strengths	Next Steps
<p>2.3 Learning, teaching and assessment</p>	<ul style="list-style-type: none"> • We have improved and streamlined our own in house BGE and Senior Phase tracking system with special emphasis on benchmarks. 	<ul style="list-style-type: none"> • Incorporate a much stronger pupil voice input at consistent times of the year that feed into our QA calendar.

<p>3.2 Raising attainment & achievement</p>	<ul style="list-style-type: none"> • Up-dated Senior Phase curriculum ensuring a purposeful learner pathway for all those choosing a Social Subject 	<ul style="list-style-type: none"> • Continue to refine and build on existing courses, e.g. introduction of Climate Change NPA and re-develop courses to include extra topics and assignments that have been added to all Social Subjects from N5 to AH.
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Support for Learning

Key Wider Achievement Successes 2022/23

Our Additional Support Needs team have supported youngsters in enjoying many wider successes and achievements. Successes in the last year have included:

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;
 ESOL: provision of intensive small group work and excellent success at Higher, National 5, National 4 and National 3 levels;
 Enhanced Transition Programme – identified pupils invited to attend for 6 weeks to complete craft project;
 Social Communication Group - targeted support for ASD pupils or for pupils who struggle in groups;
 Dyslexic Support – building confidence and raising awareness of impact of dyslexia, and strategies to be used across the whole school;
 Thinking Skills – exploring how the brain works and practicing different approaches such as categorising, trial and error, logic and thinking outside the box;
 Senior Support for Learning course – senior course for targeted learners, course included independence skills, hygiene skills etc.;
 Transition class – targeted vulnerable learners in S1 who weren't ready socially, emotionally and with their learning, bespoke class to build skills in all key areas to support transition to wider, larger classes successfully, skills and readiness led;
 S1 and S2 English and Maths early intervention classes taught by SfL. Young people supported have transitioned into S3 larger sets. These larger setting classes are team taught with an SfL teacher to support;
 S4 National classes team taught with an SfL teacher;
 Additional Assessment Arrangements in place for pupils who require additionally with their exams.

3 very successful visits to primary schools as part of transition programme. P7 pupils (and those out of catchments) were invited to attend 2 transition days. First day focused on team building – getting to know tutor group leader and each other, second day focused on classroom experiences.

The SfL team continuously conducts diagnostic assessments for literacy, numeracy, visual stress, cognitive and memory difficulties, based on concerns raised by parents, pupils or staff. The results of these assessments are reviewed by the SfL team and followed up by recommendations for programmes of intervention and/or referral to partner agencies as appropriate. System approach for referrals for assessment and follow-up.

Group of young people attended weekly sessions at Reanimate to support anxiety, social skills, problem solving and resilience.

Weekly Therapet sessions to support well-being and literacy.

Senior ESOL class visited Glasgow and Kelvin grove Museum. Trip was planned and organised by pupils.

Mrs Kupke's S2 English participated in a poetry trip to Bannockburn rotunda and the Helix park.

Support for Learning Inclusion Tile.

Delivery of differentiation training for probationers.

Quality Indicator	Key Strengths	Areas for Improvement
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Targeting more pupils through small group opportunities, specifically in Maths. • Feedback from learners re small groups. 	<ul style="list-style-type: none"> • Further opportunities for SQA accreditation, where appropriate. • Parental voice re. small groups more fully captured
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Transition class • Successful collaboration with partner agencies e.g. Educational Psychologist, ASN Outreach e.g. ASD and EAL. 	<ul style="list-style-type: none"> • Involve Family Support Workers more fully, where appropriate.

Ochil House

Areas of Improvement	Review and Impact	Next Steps
<p>Curriculum</p> <p>All young people have access to a curriculum which meets their individual needs.</p>	<p>Collegiate discussion of curriculum, leading to the creation of a clear and simple curriculum rationale for Ochil House.</p> <p>Collegiate discussion and clarification of the curricular pathways for all pupils.</p> <p>Curricular opportunities in the area of physical wellbeing improved with the recruitment of an Active Stirling hosted post and improved opportunities for all pupils.</p> <p>School environment audited and general improvements undertaken in terms of creating clearer, safer, less visually and physically challenging spaces. S+LT training during INSET to promote improved communication environment.</p> <p>Visual impairment specialist teacher also reviewed and shared areas for improvement.</p> <p>Satellite class teaching staff offered and completed Decider Skills training with the Educational Psychology team.</p> <p>Timetabling improved to ensure all teachers are receiving the required non-contact periods each week in order to ensure that staff have the capacity to complete appropriate planning and preparation</p>	<p>Incorporate into the school handbook for session 23-24</p> <p>Review planning at each stage.</p> <p>Continuation of post, utilising PEF funding session 23-24</p> <p>S+LT committed to fortnightly meetings with class teachers.</p> <p>VI collegiate to be offered and VI teacher to work in partnership with S+LT and class teams.</p> <p>Skills in place and can be cascaded as required.</p> <p>Timetabling to continue accordingly. Programme of quality assurance to be shared and embedded</p>
<p>Communication</p> <p>All stakeholders benefit from the robust processes which are in place to facilitate communication.</p>	<p>Communication Strategy devised with input from staff and parents.</p> <ul style="list-style-type: none"> - Termly newsletter in place - Appropriate parental communication agreed by teaching staff and in place relevant to pupils' needs, e.g. daily for Groups 1,2 and 3. Parents able to contact teaching staff with concerns, information etc. - All pupils have learning shared in either Learning Journals or Didbook - All staff have access to a clear weekly calendar - Weekly collegiate meetings outlined on a staff calendar - Collegiate time facilitated for all support staff - Clearer communication in place with AHP team - Representation at PTN - Parent Forum termly 	<p>Incorporate into the school handbook for session 23-24</p> <p>Session 24-25 there will be planned check in with all parents during August Inset.</p> <p>Will be included in quality assurance calendar</p> <p>Termly AHP meeting with Complex Needs Leadership team</p>
<p>Partnerships</p>	<p>Parents have been invited in to a small number of events such as the music festival and coffee mornings.</p> <p>A number of events to support parents have been held, e.g. Guardianship session, Active Stirling consultation, Coalition of Carers in Scotland. Some of these have been for Ochil parents solely but there have also been shared parent sessions offered to Castleview and Ochil House parents, e.g. Joanna Grace</p> <p>Partnership working with our Parent Garden group and PALS being developed to support our garden fundraising programme.</p> <p>Partnership working with AHP and other visiting professionals improved.</p>	<p>Create a Calendar of events</p> <p>Create a Calendar of parent sessions, consult re. topics</p> <p>Ongoing work to be continued, FES input required</p> <p>Continue to work alongside and utilise appropriately</p> <p>Continue ongoing work, utilising mainstream resources to meet</p>

	<p>Partnership working across mainstream school being developed</p> <p>Partnership working with Active Stirling, through both hosted post and joint working with Sportability. Active Stirling supports highly instrumental in the very successful Activity Week, which had very positive feedback from pupils, parents and staff.</p> <p>Partnership working in place with Artlink, Green Routes, link colleges, Stirling Enterprise and other positive destinations through social work.</p> <p>Partnership with CGI to provide a successful STEM event.</p>	<p>the profile of our young people, e.g. links with library, PE department, Science, Computing, Design and Engineering, Art, Home Economics and Music.</p> <p>Continuation of hosted post (PEF Funded for session 23-24). Continued consultation and collaborative working to support both education and holiday programmes.</p> <p>Continue ongoing work. A member of the teaching team is working on a Positive Destinations project in consultation with a parent representative.</p> <p>Continue to develop STEM programme, with partnership support through CGI as well as input as appropriate from Primary colleagues involved in the SSERC cluster programme.</p>
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