

# **Wallace High School Stirling Council Standards and Quality Report Session 2021-22**



## Head Teacher's Introduction & School Context

Welcome to Wallace High School's Standards and Quality Report for session 2021/22. We leave our fiftieth anniversary year optimistic about beginning 2022/23 with the full and rich provision we are passionate about offering young people, leaving behind the challenges of the past two years that have, undoubtedly, impacted on many of the activities we enjoy that make up the totality of a young person's experience in Wallace High.

It was fantastic in the final term, with restrictions finally lifted, 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 – in many ways the most important evidential experiences. We can be genuinely proud as we reflect on how we adapted and developed in different key areas at a pace we could never have expected over the past couple of years – online learning; mastering new technologies and ways of working; independent management of time and tasks; outreach pastoral support and altruistic service that underlined the essence of a strong community.

Regarding context, we are a large comprehensive community, with a roll last session of 1153 pupils. The school has a very diverse catchment, with roughly 1/3 of our young people coming from the lowest socio-economic quintile and 1/3 coming from the highest. 1/3 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://education.gov.scot/parentzone/find-a-school/school-details?id=5096>

Attendance for last session sustained at just above 90% (90.08%). This is a reduction of c. 1.5% 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 8 instances of exclusion in the past session.

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 and the Scottish



Attainment Challenge (SAC Report published alongside this on our website) aim to convey summary information as to key work in 2021/22 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 2022/23 is published on our website and School App.

There is very good reason 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 2022/23. Despite the current national challenges, 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 past sessions that serves to provide a positive platform on which to build in the year ahead.



## SQA Attainment & Leaver Outcomes – Insight National Measures (published February 2022)

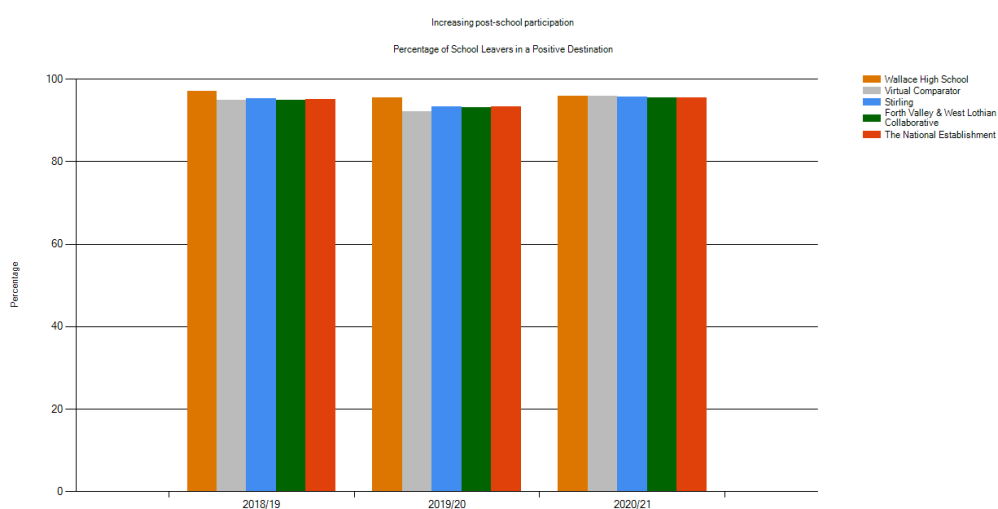
*The pages that follow utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a good performance this session, but it is important to note that the past couple of sessions are very much standalone years in terms of results analysis due to the specific context of Covid-19 and Covid recovery. The National Measures figures on the pages that follow capture all our school leavers from session 2020/21 – with this data published in February 2022. Our 2021/22 National Measures data will be published in February 2023.*

*Regarding our initial SQA attainment outcomes for 2021/22, S4 results figures convey 47% 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 (53%, 37% and 19% respectively), indeed, all remain above historical comparator averages and convey sustained, good performance across stages.*

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

### NATIONAL MEASURE – Increasing Post-school Participation: Percentage of School Leavers in a Positive Destination

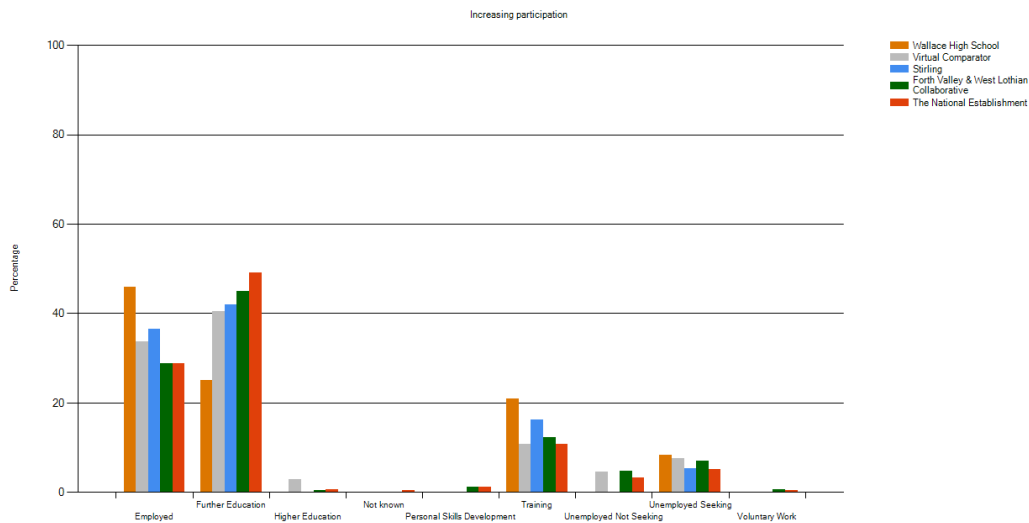
#### All Leavers



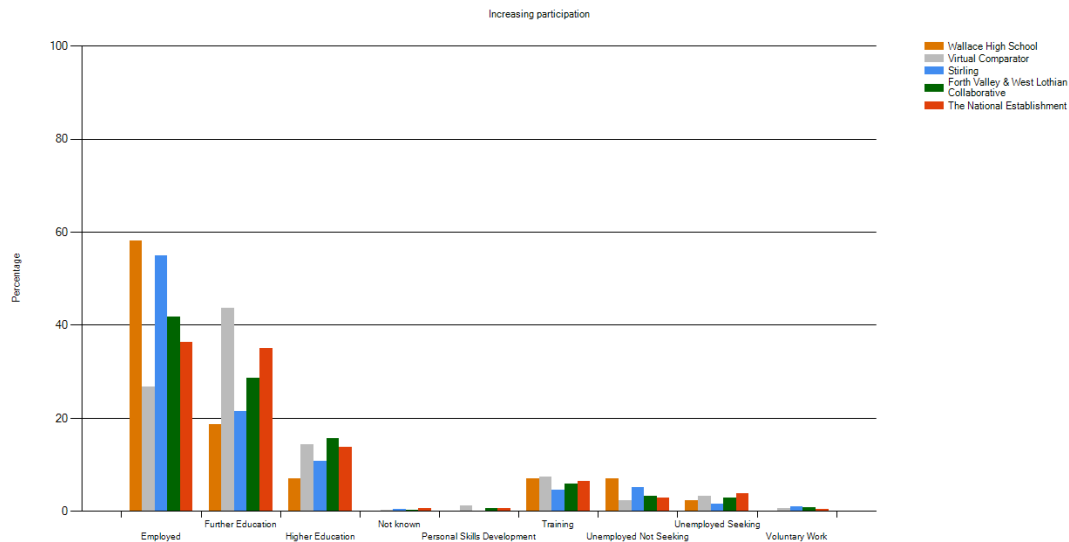
- The above table and graph track a sustained improvement over the past three years against VC, and all other comparator measures. This is a strong performance.

- We are now above 3-year average figures set against VC and we are clearly impacting very positively here due to increased personalised and targeted support (SAC; Wallace Hub; Pupil Support interventions, DYW interventions, and partnership with SDS, to name but a few areas).
- The tables on the following page break down leaver destinations by year group and destination, and provide some interesting points to consider:

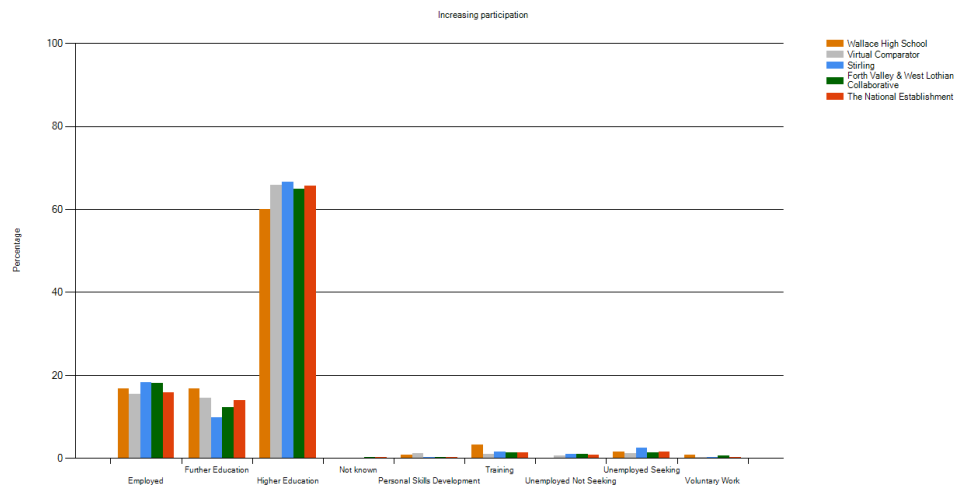
**S4**



**S5**

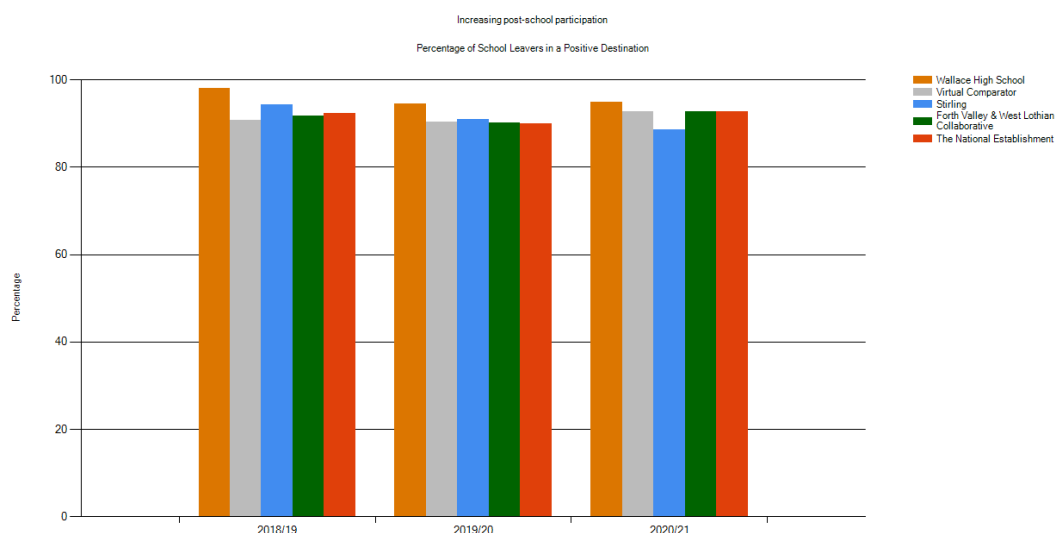


## S6



- S4 – significant sustained improvement in positive destinations figures here above VC for the past three years. Significant to this seems to be connection to training partners (5 leavers) and employment. Engagement with FVC for our S4 leavers continues to fluctuate.
- Employment remains very important in S5, with Further Education uptake to be emphasised as another option here which can support positive destinations figures, but remains very low compared to employment.
- In the context of aspirations for some of our most able learners in terms of Higher Education, **60%** of S6 leavers entered Higher education, with **40.63%** of all leavers entering HE, a recovery increase from **37.82%** last session. Whilst below VC, this is a welcome upward trend on the back of a reduction the previous session in the midst of Covid.
- In terms of closing the poverty-related attainment gap, figures for young people are particularly striking:

**Percentage of school leavers in a positive destination from quintile 1 (most deprived 20%)**

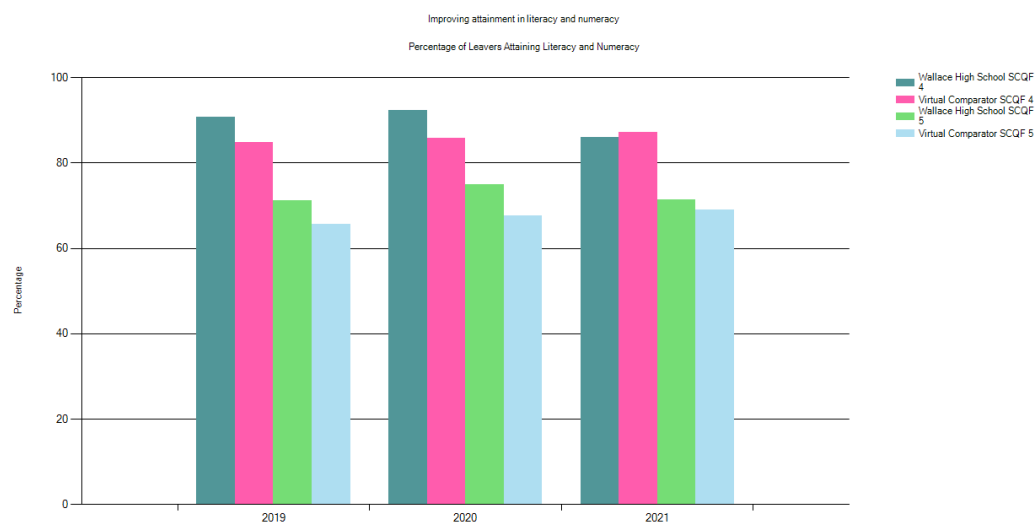


- Despite the national situation in the past two years, we see a sustained increase this session, above VC for each of past three years and virtually in-line with the whole school figure. We are 2.21% above VC and should focus on sustaining this performance.

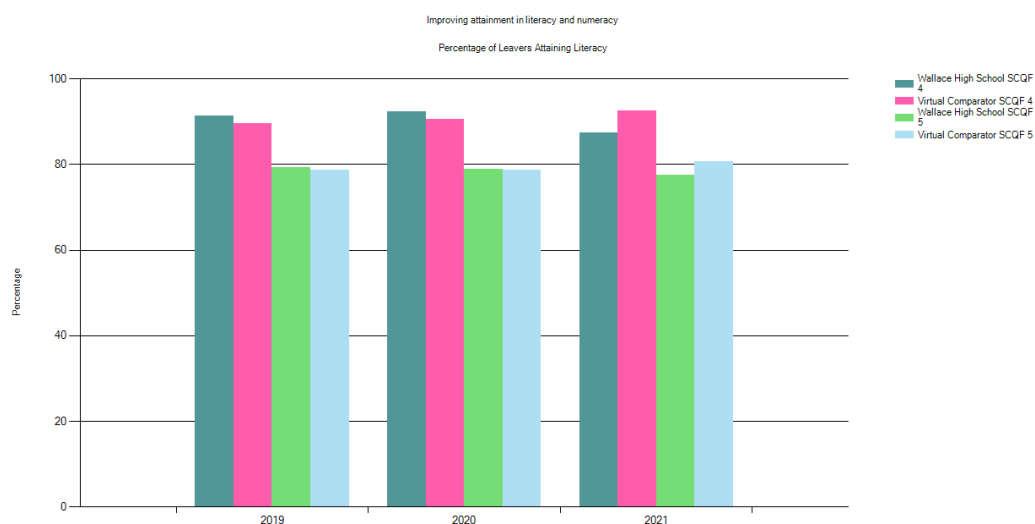
Overall, these positive destinations figures provide evidence of **significant impact on aspirations and culture** over the past three years and we must work very hard to sustain average increases here (mindful of the fact that there can always be cohort specific 'blips').

## **NATIONAL MEASURE – Improving Attainment in Literacy and Numeracy** **(Wallace High aqua and green; Virtual Comparator pink and light blue)**

### ***All Leavers***

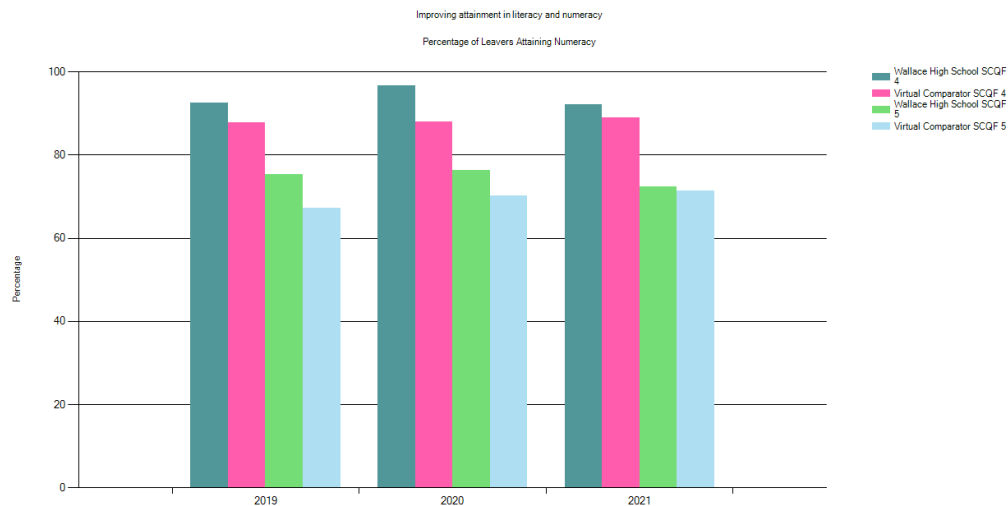


### ***Literacy as a Separate Measure***

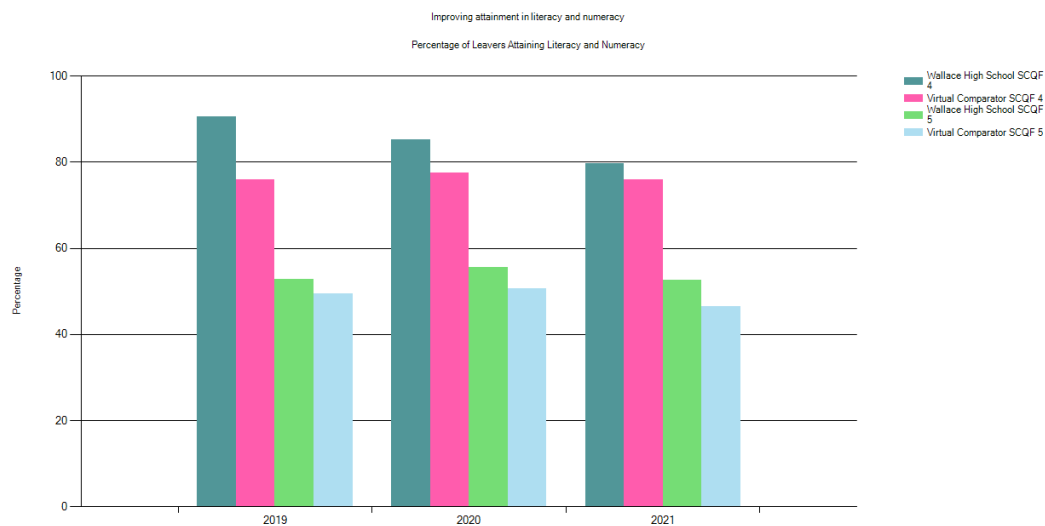




## Numeracy as a Separate Measure



## Literacy and Numeracy Attainment for Quintile 1 (most deprived 20%)



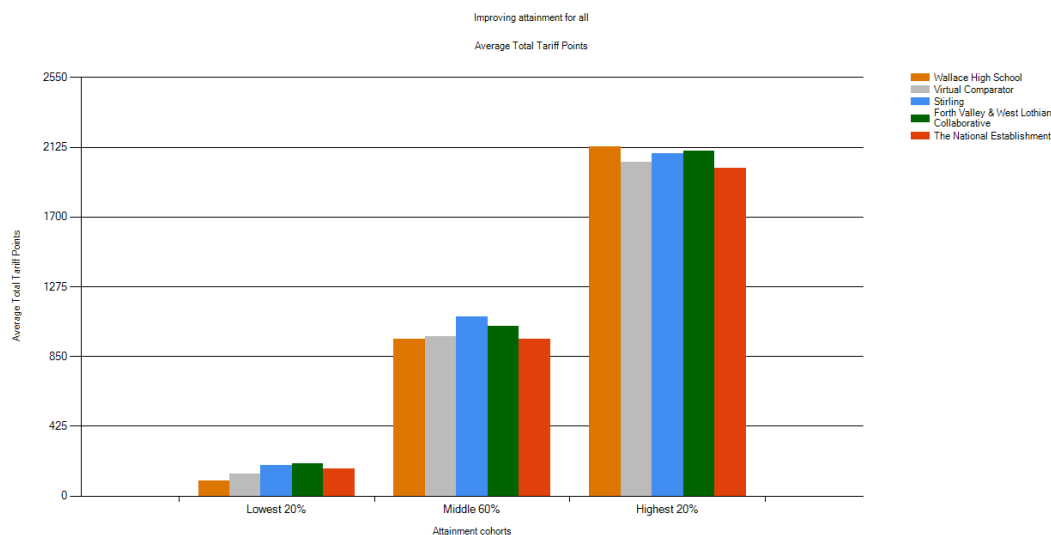
- The tables above convey a strong combined Literacy and Numeracy performance with sustained improvements over the past three years with a clear 'blip' in global performance at level 4 for last session. It proved a challenge to sustain literacy performance at this level in the context of disrupted in-person learning.

- For our quintile 1 students, we remain above VC, with 79.66% of pupils achieving level 4, set against a VC figure of 75.93% and 52.54% achieving level 5 against 46.44%.

Overall sustained focus here is bringing good results and we should keep working on this, mindful of the impact of Covid on our level 4 figure for last session.

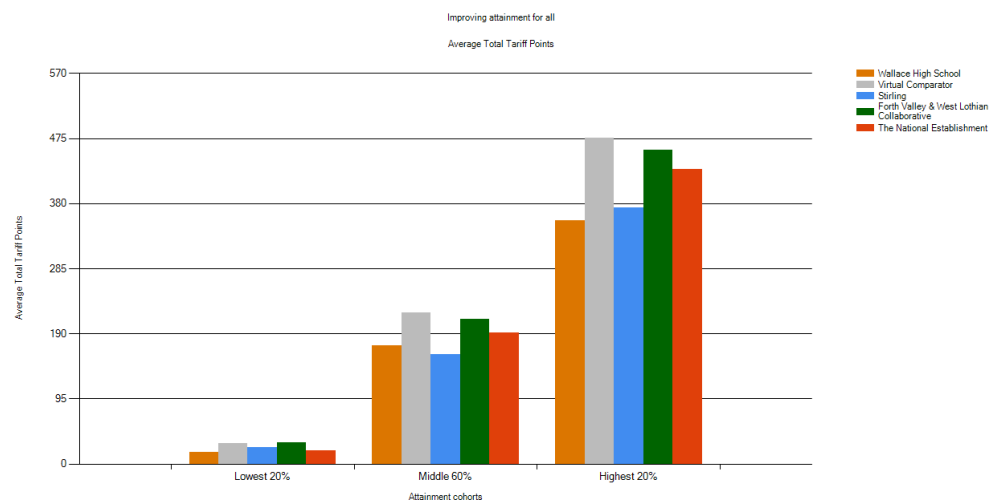
## **NATIONAL MEASURE - Improving Attainment for All (Average Total Tariff Points)**

### ***All Leavers***

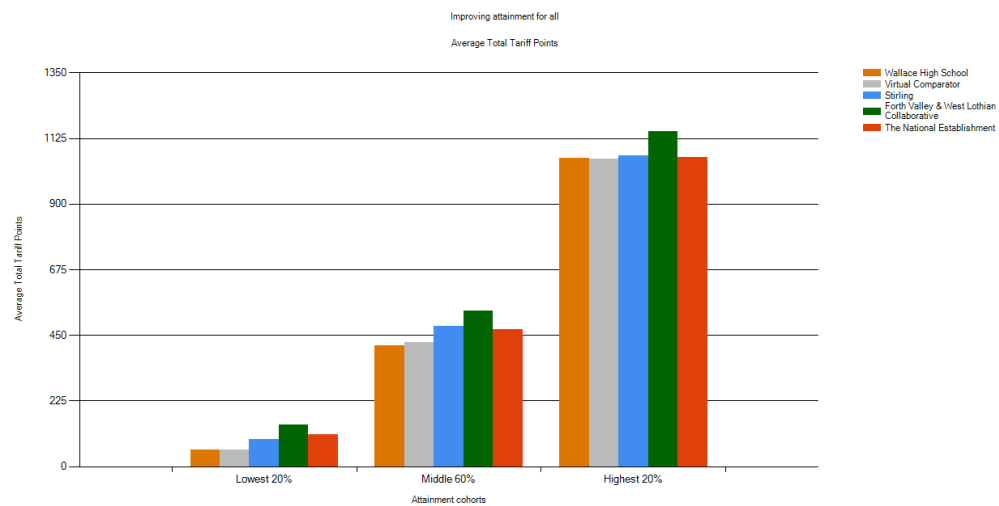


- We are above or equal to Virtual Comparator for 80% of leavers, highest 20% and middle 60% of leavers (80% of our leavers) have now been equal to or above VC score for consecutive three-year averages. **Pre-Covid, we had a sustained trend regarding totality of attainment above VC for our leavers.** Outcomes for the **lowest 20%** of learners has taken a dip during the Covid period and targeted, personalised work has been a focus this session. It is a strong belief in the school that lack of in-person contact had a key impact on this and we would expect this to recover over the next two sessions.
- Observing the year group breakdown for leavers does prove useful:

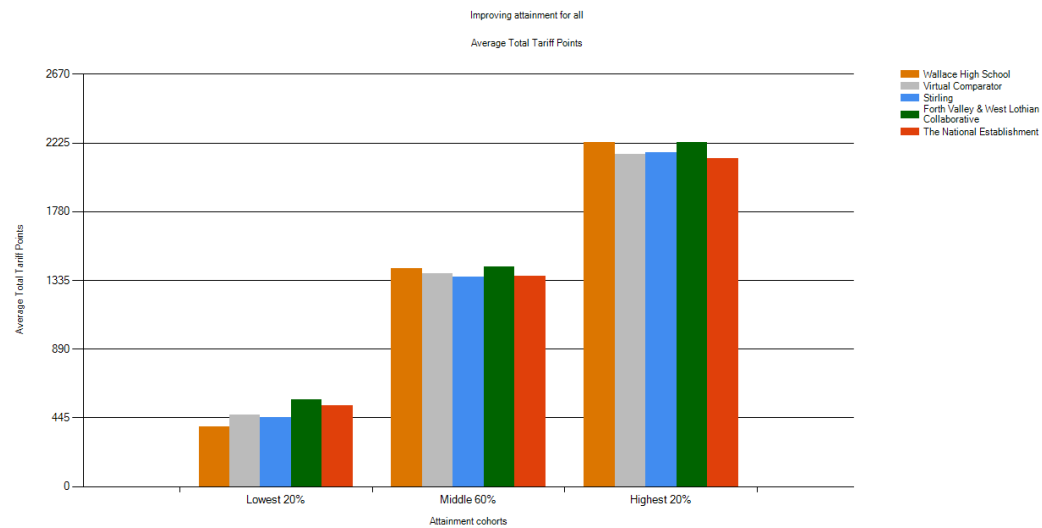
S4



S5



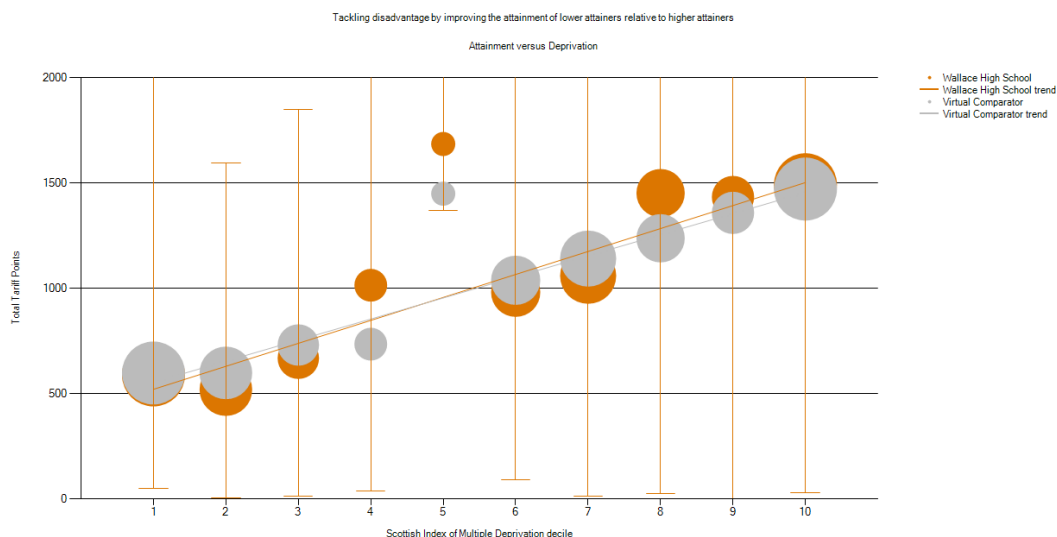
S6



- These tables helpfully illustrate key messages here around a focus on **S4 leavers** – where performance had been solid for the middle 60% of learners but is out of step for last session on the back of the Covid period. We had 24 S4 leavers (significantly, up from 13 the previous session) and there is a strong sense that disengagement with online learning in the previous year and attendance challenges impacted on attainment outcomes here. Literacy and Numeracy outcomes were strong against VC, but global performance was not sustained across subjects. Strikingly, due to focused interventions and a more personalised curriculum, whilst *attainment* is below VC, *positive destinations* is above VC and national averages with **91.67% of these pupils moving on to a positive destination (3.75% above VC)**. Family Link Workers and our targeted attainment intervention programme with the Wallace Hub have been effectively implemented to help address this in the past session and capture disengaged youngsters here. We expect this to impact further in the coming couple of years as we build back engagement post-Covid. Our focus remains, primarily, on destinations and personalised interventions.
- S5 and S6 leavers' performance (S6 being our largest number of leavers) was, generally, strong. It is good to see improved S5 Christmas Leavers' performance, a target for a number of years.

## **NATIONAL MEASURE - Attainment vs Deprivation (Average Total Tariff Points)**

### **All Leavers**

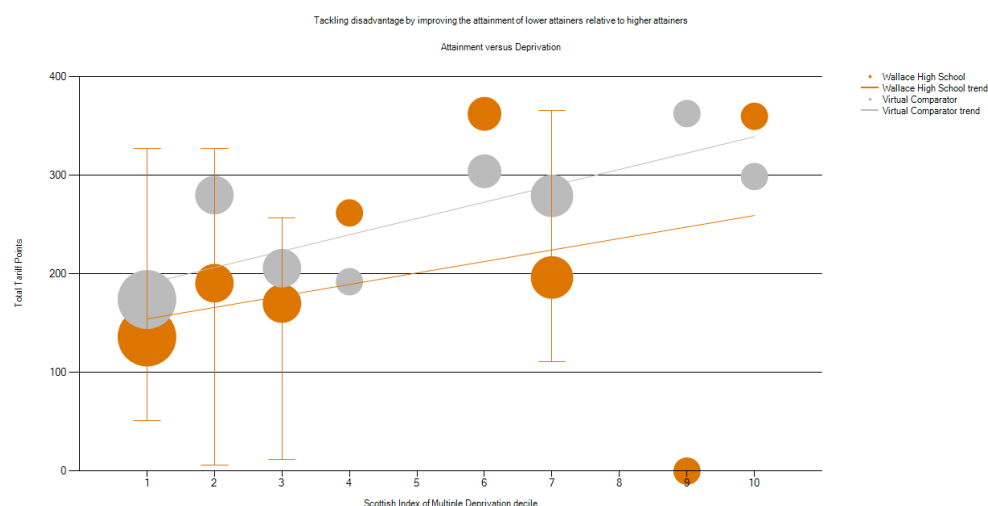


- The **mean line remains close to VC throughout**, with decile 1 performing solidly, a slight dip in deciles 2, 3, 6 and 7 (albeit with substantial overlap with VC), and then an increase to above VC for deciles 8-10. Targeting decile 2 and 3 course completion and grade capture will prove fruitful here. This is

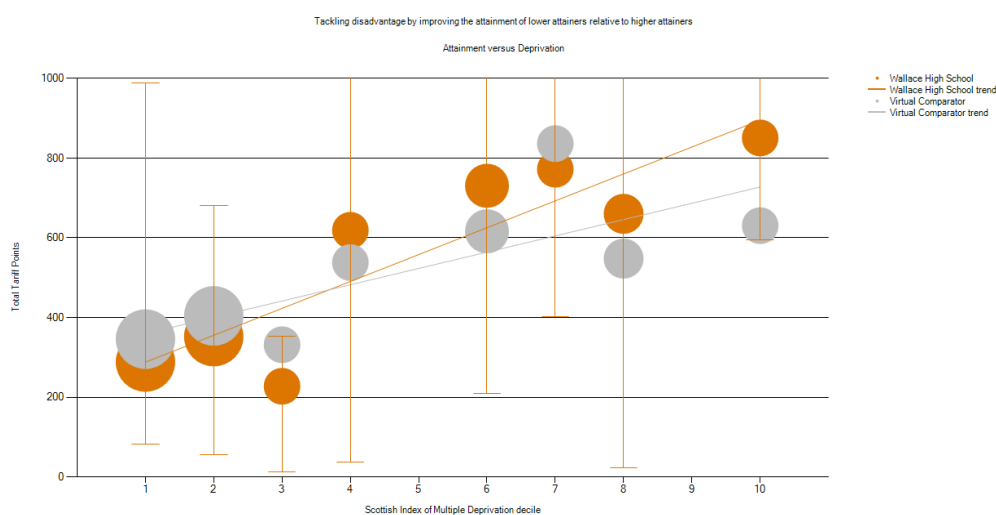
worth targeting through Pupil Support and Data Sharing so that staff *positively target* pupils with potential in lower deciles (look at the 'stretch' of performance across deciles – 0-2000+ points in most deciles).

- It is interesting to review year group comparisons here, which reflect key messages from the *Improving Attainment for All* analysis that precedes this section:

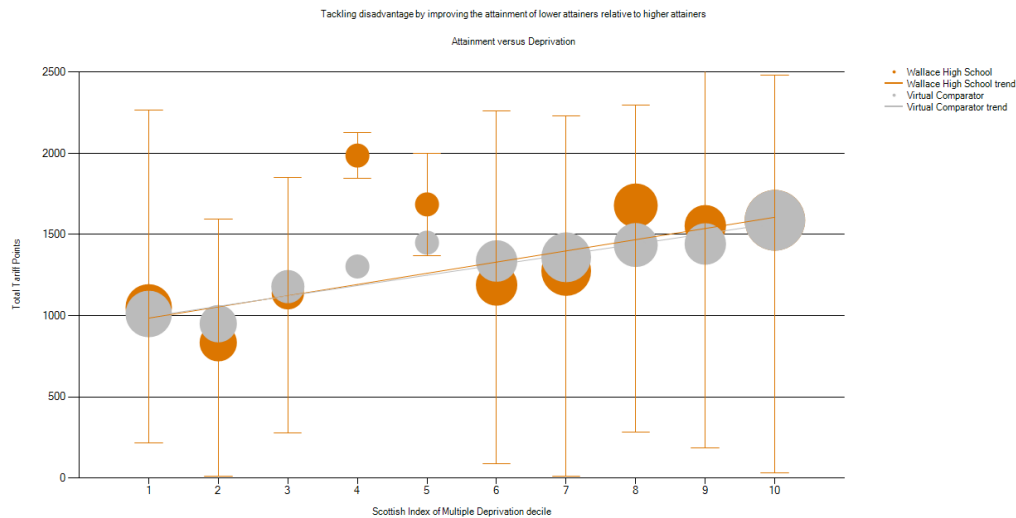
## S4



## S5



## S6



- S6 (highest number of leavers) is generally strong here with the mean line above or in line with VC throughout. A focus on a slight shift in decile 2 for the couple of pupils at the lower end of the 'stretch line' here would move the mean to cover VC. Pupils should focus on completion and sustaining effort across courses, this is also notable with a slight focus on middle deciles 6 and 7. Upper deciles are strong here.
- S5 performance for deciles 4-10 is strong here. Deciles 1-3 require a 'shift' for a couple of the pupils in each group performing at the lower end of the stretch line. The Covid impact on lower deciles comes through clearly here, and is reflected in our S4 data below.
- In S4, what is striking across deciles 1-3 and 7, the stretch of performance for relatively low numbers shows potential and the difference that improvement for 1-2 pupils would make (there are 9 pupils in decile 1, 3 in decile 2, 3 in decile 3 and 4 in decile 7). The impact of a reduction in targeted, personalised support during the Covid period is clear here and we are targeting as full engagement and completion as possible in the coming two sessions across courses.
- For Wallace High, it remains clear that community areas that are near our most deprived 20% require targeted focus as well as deciles 1 and 2 as these communities have individuals with similar barriers to success.



## Progress for the Session

### School Improvement Priorities

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

School Priority:	Pupil Support Covid recovery focus reviews systemic working (2.1/2.4-2.7/3.1)
Progress:	<ul style="list-style-type: none"><li>➤ Key systems under review and work continuing into next session: information sharing; rationale for group allocations; rationale and processes for key professional allocations; focus on LAC/YC/EAL; parental feedback. Improved integrated working with parental engagement team.</li><li>➤ Good review work being undertaken by team and in consultation with partners. This includes evaluation work assisted by visits to partner schools.</li><li>➤ Targeted support with senior course choice for parents. Working with the Pupil Support team, D Harris and SDS the Parental Engagement Team focused on an outreach support offer from SDS and Pupil Support. for a further detailed meeting by telephone to support course choice for their child. Positive feedback from parents that engaged.</li></ul>
Impact:	<ul style="list-style-type: none"><li>➤ Process begun for review of core systems, timelines and caseload allocations. Systemic changes initiated and development to continue into session 2022/23.</li><li>➤ Looking outwards – school visits to discuss practice, systems and processes, as well as targeted support initiatives has generated good ideas for next session's improvement planning.</li><li>➤ Regarding parental course choice support – additional, detailed meetings by telephone with families to support course choice for their child. Positive feedback from parents that engaged with this process.</li></ul>
Next Steps:	<ul style="list-style-type: none"><li>➤ Key systems review developed into session 2022/23: information sharing; rationale for group allocations; rationale and processes for key professional allocations; focus on LAC/YC/EAL; parental feedback.</li><li>➤ Next phase of targeted working to close the poverty-related attainment gap implemented.</li></ul>

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"> <li>➤ PEF and SAC mid-year reviews completed in full and discussed with key link Stirling Council staff.</li> <li>➤ On-going evaluation of priorities and end-of-year evaluation of targets completed - separate S&amp;Q detailed evaluations completed for all.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ PEF evaluation in section below. SAC Evaluation published in full on our website alongside this report.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ See individual reports.</li> </ul>

School Priority:	Mental health recovery plan ensures revised focus on MEHWB (2.1/2.4/3.1)
Progress:	<ul style="list-style-type: none"> <li>➤ New Mental Health and Wellbeing Class launched: awareness raising; signposting &amp; selfcare; volunteering opportunities; Health Hub in library developed; pupil-led resources created and published.</li> <li>➤ Pupil Mental Health Champions re-established learner lead; pupil voice &amp; engagement; MH Week volunteers; supported MH Hub.</li> <li>➤ Resources &amp; Signposting- successfully re-launched in-person engagement through: MH Hub; posters; staff posters on doors (staff wellbeing); Twitter; MH 1st Aiders; MH protocol &amp; warning signs.</li> <li>➤ Staff Wellbeing - organised activities; staff wellbeing baskets; mood boosters; MH Week treats; Secret Friend.</li> <li>➤ Mental Health Week (7-11 Feb) - awareness raising; practical activities in class; fund raising; signposting.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ MH class very positive structured impact to school timetable. 18 students piloting SQA course and, as part of this, delivering genuinely pupil-led, evaluated MH initiatives. Strong pupil voice and learners leading learning.</li> <li>➤ Strong emphasis on re-visiting branding and social media presence etc. Achieved awareness raising and signposting for supports. Tackling stigma for both pupils and staff.</li> <li>➤ MH week completed and very good feedback from staff regarding curricular activities. Pupil access to MH Hub has been welcomed with positive feedback.</li> <li>➤ Staff MH Secret Friend and selected activities have had positive feedback and impact.</li> </ul>

Next Steps:	<ul style="list-style-type: none"> <li>➤ Focus on continued awareness raising and engagement through planned activities: World Mental Health Day (Mon 10 Oct); posters and social media around school; pupil-led activities.</li> <li>➤ 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).</li> <li>➤ Staff Wellbeing post-Covid focus: pilot work with C&amp;E Consultancy; planned activities; clear signposting of supports.</li> <li>➤ Mental Health Week (6-10 Feb) planned and delivered by MH Pupil Champions: pupil activities; staff activities; displays/competitions; Family/Community activity and engagement.</li> </ul>
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### Quality Learning, Teaching and Assessment (NIF Priorities: 1 & 2)

School Priority:	Key Priority: pupil, parent, staff and partner feedback on learning informs Covid recovery approaches (1.1/1.2/2.3/2.5/3.2)
Progress:	<ul style="list-style-type: none"> <li>➤ Termly individual faculty check-in meetings regarding improvement planning and weekly Faculty Leader engagement on this.</li> <li>➤ Teams have shared approaches and evaluated challenges in Covid recovery context.</li> <li>➤ Each team is evaluating and forming next-step priorities for next session's individual faculty improvement plan with key subject specific curriculum and learning targets.</li> <li>➤ Young Leaders of Learning group trained and planning cross-school learner-led evaluative visits to provide quality feedback on learning and teaching.</li> <li>➤ Parental Engagement Team has co-ordinated feedback after each parents' evening and outreach parental feedback regarding pupil experiences.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Improved, structured feedback on learning and teaching from pupils, staff and parents.</li> <li>➤ Covid recovery focus has ensured targeted, in-person interventions for pupils in the past session. Evidence of strong focus on Literacy and Numeracy for S4 and drive for unit and course completion in senior school. On-going BGE targets for literacy and numeracy recovery are in place for next session due to evaluative work this year.</li> <li>➤ Young Leaders of Learning group have generated a structure form which to build effective learning and teaching feedback for next session.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Coordinated parental engagement has been further developed with clear targets for next session.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ TLC feedback, L&amp;T Wheel key focus points and staff faculty planned meetings and CLPL further develop quality culture of reflecting on, and improving, learning and teaching experiences for <i>all</i> pupils.</li> <li>➤ Young Leaders of Learning complete next phase of programme and generate quality learning and teaching feedback from school visits and evaluative work.</li> <li>➤ Parental Engagement Team targeted with key plans for team to:</li> <li>➤ Implement a team around staff/pupils/parents to help direct the group. Build the group and include Pupil Support, SLA, Ochil House members. Possibly split the group into community areas to develop stronger bespoke relationships with our communities.</li> <li>➤ Parent partners - have a parent partner in each community 'working group' to ensure we have their voice and support on issues.</li> <li>➤ Community events - Parental Engagement Team to help facilitate targeted community events and to gather feedback.</li> </ul>

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"> <li>➤ L&amp;T Wheel re-launched. New format as Google Tile.</li> <li>➤ TLC 2 &amp; 3 work on this – teams have met and discussed judging progress and home learning themes.</li> <li>➤ L&amp;T Team have utilised strategies to take forward engagement with Wheel and piloting new lesson visit pro-formas. Positive progress this session in re-engaging and completion of cross-curricular learning visits in summer term. Points for discussion evaluated at faculty and whole school level. These have fed into next step priorities in this year's improvement plan.</li> <li>➤ Regular updates on L&amp;T Wheel have included new resources, professional reading and watchlists.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Through TLCs and re-launch, the rationale for the L&amp;T Wheel has been successfully revisited. There is increased engagement and more consistent use of this across faculties.</li> <li>➤ Improved focus on learning and teaching and sharing good practice through structures cross-faculty summer</li> </ul>

	<p>visits programme and engagement with new, improved lesson reflection template. This has been a welcome Covid recovery step following two years of restrictions in this crucial area.</p> <ul style="list-style-type: none"> <li>➤ Improved population of resource supports in L&amp;T Wheel – engagement with professional reading etc.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ Build on consistent quality of engagement across faculties by re-visiting team dynamics and ensuring fresh representation from across the school to drive this forward.</li> <li>➤ Focus on communication strategy (in-school, social media etc.) to promote staff engagement and improve profile of this work.</li> <li>➤ Improved strategic connection embedded between QA calendar, TLC groups and FL/PSL meetings to ensure quality learning and teaching and engagement with the principles of the L&amp;T Wheel are a golden thread of shared practice here.</li> <li>➤ Google Forms embedded in each element of the L&amp;T Wheel to allow for the widest possible resource contribution. Focus on building a quality bank of staff CLPL resources that leads to improved learning and teaching.</li> <li>➤ Build on this session's cross-faculty learning and teaching visits with committed time in the staff WTA to ensure structured programme of learning visits, connected to TLCs, in the session ahead.</li> </ul>

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"> <li>➤ Not taken significantly forward due to Covid.</li> <li>➤ Met with company and plan to have pilot in place for August and up and running for S1-3 post-October.</li> <li>➤ This will move into next year's improvement plan as a key priority.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Tracking and Monitoring - work with Faculty Leaders has been completed to make changes to sheets as courses have been updated. This has ensured we are up-to-date and ready to engage with Didbook.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ BGE Tracking and Monitoring – key focus in 2022/23 is to develop the substantial system with Didbook. Trial system with a selected group of subjects then roll out whole school. SG and EP to work together on roll out to staff and pupils. Make tutorial videos for pupils and staff to help use the system. SG and EP have admin rights to</li> </ul>

	<p>the pupil tracking system and will be able to update the system.</p> <ul style="list-style-type: none"> <li>➤ Pupil and parental engagement with more detailed learning outcomes of BGE courses.</li> </ul>
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### **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"> <li>➤ As noted above, faculties have worked on individual curricular targets and been evaluating curriculum and resource development post-Covid period (utilising online extension resources; targeting pupil groups where 'gaps' have appeared in content and skills knowledge).</li> <li>➤ Work here currently being evaluated in individual S&amp;Q returns and evaluation will lead to clarity on continued targets next session.</li> <li>➤ Key unit and course outcomes are being targeted for some of our learners who need this most.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ See individual faculty review appendices.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ See individual faculty review appendices.</li> </ul>

School Priority:	Career Education Standard further developed (1.3/2.2/3.3)
Progress:	<ul style="list-style-type: none"> <li>➤ CES introduction and self-evaluation CLPL – representatives from across faculties completed E-module covering DYW agenda, changes to industry, changes in skills, DYW policy and why it is relevant for all staff to deliver in class. Workshop - delivered by SDS.</li> <li>➤ MYWOW Ambassadors trained across year groups.</li> <li>➤ Embedding skills - The Skills Framework was launched this year and there was a focus in November. Resources were created and are visible in all teaching areas. Skill icons should also feature in slideshows and booklets for pupils throughout the whole school.</li> <li>➤ Communication - monthly newsletter from SDS issued to all staff, this highlights key opportunities, messages and labour market information.</li> <li>➤ CES Working group - Leading their own faculties and departments. Audit to highlight progress and gaps.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ MYWOW - Registration was affected by COVID, however we have managed to back capture pupils to enhance the</li> </ul>



	<p>registered number of pupils. S1 – 178; S2 – 187; S3 – 196; S4 – 172; S5 – 126; S6 – 134</p> <ul style="list-style-type: none"> <li>➤ CLPL and staff training has enhanced capacity across faculties to embed the standard.</li> <li>➤ Profile of CES increased due to branding and pupil MYWOW promotion etc.</li> <li>➤ Launch of Skills Framework has also re-focused faculty areas on the importance of DYW outcomes. This will be built on in the session ahead.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ S3 focus for the new session. Every subject should have evidenced employer engagement activity which will enhance experience for pupils and support them with course choice as they will have a better understanding of career pathways within subject areas. Also, focus on S3 Profiling – this will result in re-visiting the quality of pupil reflection on transferable skills etc.</li> <li>➤ Learning visits - Focus on Skills Framework and CES as part of learning evaluation.</li> <li>➤ Skills Framework fully embedded in all curricular areas.</li> <li>➤ Staff CLPL with SDS further developed.</li> <li>➤ MYWOW Ambassadors to train new S1 pupils on registering for MYWOW. They will also feature at Open Evenings and Parents Evenings to showcase MYWOW to parents and families. This supports with a key focus of engaging parents with DYW and CES.</li> </ul>

School Priority:	Literacy Working Group - Covid Recovery Actions (1.2/2.2/3.2)
Progress:	<ul style="list-style-type: none"> <li>➤ Literacy writing moderation sample completed across a range of curricular areas for S1-3. Feedback moderated by English and Communication Faculty.</li> <li>➤ BGE Literacy passport introduced alongside Numeracy and HWB for all S1 pupils.</li> <li>➤ Literacy feedback Google Form surveyed students and gave baseline data for Literacy.</li> <li>➤ Carnegie Carnival &amp; social media promotion of wider culture of reading. This also included differentiated work with small group readers and an Ochil House group of young people.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Literacy moderation allowed evaluation and feedback regarding consistency of Literacy judgments across the school. Improved understanding of levels.</li> <li>➤ S6 Literacy Champions achieved their SQA Volunteering Award by supporting class teachers with S1 classes on a weekly basis, helping development of literacy skills in</li> </ul>

	<p>BGE. Champions also extracted pupils/small groups to work with outside in the study space on English work. Improved learners leading learning.</p> <ul style="list-style-type: none"> <li>➤ Passport completion allowed pupils to develop awareness of Literacy skills across the school. Pilot successfully completed.</li> <li>➤ Data gathered showed 79.8% of pupils S1 have confidence in literacy across the curriculum, with 14.9% very confident.</li> <li>➤ Very positive social media engagement and awareness on reading promotion from pupils, parents, staff and partners.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ Moderation feedback built on with Faculty leads and key Literacy focus agreed and evaluated next session.</li> <li>➤ Exploring plan for passports to be utilised as part of transition process.</li> <li>➤ Plan to develop data gathering and target any gaps regarding confidence in Literacy across the Curriculum – data informs improvement targets.</li> <li>➤ Build on social media reading promotion and target parental engagement here.</li> </ul>

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"> <li>➤ Digital Champions in each Faculty - each Faculty has a member of staff who is the Digital Champion. We meet regularly to discuss digital skills and share good practice across the school.</li> <li>➤ Digital Focus of the Term introduced: Oct - Nov - Giving Feedback on Google Classroom Jan - March - Using Digital Assessment Tools April - June - Do Something Digital</li> <li>➤ Digital Awards for Staff - staff members have been recognised through Tech Tuesday - Stirling Council. Showing good practice in Digital Learning.</li> <li>➤ Google Level 1 Educator Training: 15 Staff across the school taking part in the Google Level 1.</li> <li>➤ Digital Hub Sites - creation of Digital Hub to have a place for all sites in the school - links to be added to the school website.</li> <li>➤ Learner Voice - several surveys conducted across all year groups to find out about how digital skills are being used across the school and what we could do to support pupils using digital technology.</li> <li>➤ Staff Digital CLPL - creation of CLPL videos for staff to watch in their own time. After school CLPL session on</li> </ul>

	<p>the Digital focus of the Term. Google Level 1 Educator exam prep sessions - this was spread out over three sessions.</p> <ul style="list-style-type: none"> <li>➤ Pupil Digital Champions - team of S6 pupils brought together as a focus group to talk about digital skills and how these are being used across the school. Some good feedback from pupils on their perspective of how Google Classroom is being used. Pupils began making tutorial videos for other learners to help with using Chromebook.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Strong impact of CLPL offer for staff. Enthusiasm and engagement with digital learning has been strong. We exceeded our allocation for staff keen to pursue Google Educator training and there is a strong sense of a growing culture of digital learning and engagement with technology to improve and impact upon learning, teaching and assessment.</li> <li>➤ Digital Hub has had a very good impact. Organisation of support materials for digital learning and practical resources has been very well received and accessed readily.</li> <li>➤ Pupil Digital Champions have successfully provided learner voice and evaluative input. They have been very good at highlighting good practice and areas for focus and this has fed into our improvement planning for next session.</li> <li>➤ Increased staff training and digital literacy is having a positive impact on the culture of engaging with technologies and partnership working here.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ Digital Champions in each Faculty - continue to build on the work of the Digital Champions in each faculty. Get new staff involved in representing their own faculties. Share good practice across the school.</li> <li>➤ Digital Focus of the Term - continue a Digital Focus each term to build digital skills for all staff and have a consistent approach across the whole school.</li> <li>➤ Digital CLPL - continue with an after school CLPL session once a term. At the beginning of the year, train new staff in using G Suite. Make staff aware of new Google developments.</li> <li>➤ Digital sessions for parents and carers - work alongside the Parental Engagement Team to bring digital skills into the community to help parents to be able to support learners at home.</li> <li>➤ Pupil Digital Ambassadors - set up a group of 6th year Digital Ambassadors to promote digital learning to other pupils, create tutorial videos and help the new S1 cohort to use their Chromebooks. Recognise areas of good practice in Digital skills and share this with all pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Learner Voice - continue to gather data from pupils about how they use digital skills and how we could be supporting pupils to use digital skills. Involve pupils in evaluating impact and recognising key next steps.</li> <li>➤ Remove barriers to using digital equipment - continue to work alongside Pupil Support to make sure <i>all</i> learners are able to use Chromebooks at home for homework and revision.</li> <li>➤ Home learning - continue to support staff to create digital learning materials so pupils can be best supported for learning at school and at home. Focus on learners with barriers to attending.</li> <li>➤ Pupil Profiling - starting with the S3 year group, pupils are going to create a Google Site that will be their pupil profile. This will develop digital skills along with creating a profile of learning and achievements. Launched in Health and Wellbeing but pupils can complete profiles in all classes.</li> </ul>
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### **Sustainability - Improved Recycling & Eco Education (NIF Priority: 3)**

School Priority:	Pupil-led team established to take forward sustainability agenda (1.2/1.3)
Progress:	<ul style="list-style-type: none"> <li>➤ Eco School and Sustainability Pupil Group re-established - (pupil cohort from across S1-S6 and representative).</li> <li>➤ Pupil group split into three main groups: i) Fashion Swap Shop, ii) Litter and Waste and iii) Food and Recycling.</li> <li>➤ Sustainability Group 1 - Fashion Swapshop. S6 pupils from this group have teamed up with the Creative Industries Ambassadors, Mrs Sinclair and Mrs Draper to offer a 'pop up shop' offering pre-loved clothing, shoes and jewellery.</li> <li>➤ Sustainability Group 2 - Litter and Waste. A group of pupils across S1-S5 have carried out waste audits and litter picks.</li> <li>➤ A separate group of pupils have carried out research and held meetings with Stirling Council Catering Services to enquire about food waste and food miles. Meals at Wallace High School are planned well and no substantial food waste is generated. All meat, and in particular chicken, is bought from Campbell's Meat in Linlithgow. We are happy that our food waste is minimal.</li> <li>➤ The group held a meeting re. single use cutlery - Stirling Council have vowed to move back to ceramic crockery and metal cutlery in the near future (confirmed in Nov. 2021.)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ £3000 funding was made available for Wallace H.S. through the Scottish Government to help with Sustainable Period Provision.</li> <li>➤ Sustainability Group 3 - Climate Action - whole school audit on 'Teaching and Learning for Sustainability Outcomes' delivered across both BGE and Senior Phase.</li> <li>➤ Group of 4, S5 pupils have attended Climate Ambassador training with Stirling Council and representatives from the other Stirling Council Secondary Schools.</li> <li>➤ Partnership working with Fuel Change Scotland established.</li> <li>➤ The group delivered a presentation to COP26 delegates at the Lighthouse in Glasgow to highlight the need to promote climate change topics and climate literacy across secondary schools. This was well met and our recording was posted on the Fuel Change website.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Sustainability Group 1 - partnership has been forged between the Sustainability Group and 'The Good Choice' in Bridge of Allan (a zero-waste shop and social enterprise initiative) and impact regarding initial fashion recycling has been achieved.</li> <li>➤ Sustainability Group 2 – good processes established to audit waste and partnership with the school catering service has increased awareness and knowledge of food waste and good practice here to reduce waste.</li> <li>➤ Sustainability Group 3 – completion of audit regarding cross-curricular sustainability learning outcomes completed and good ideas established to take forward learning in the new session, including pulling together key messages for assembly programme.</li> <li>➤ Strong learner lead established here.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ Launch and weekly opening of Fashion Swap Shop, potential to connect to PTN Uniform Bank.</li> <li>➤ Work alongside PE with their sports clothes initiative.</li> <li>➤ Continue to work with 'The Good Choice' and take part in upcoming events.</li> <li>➤ The Eco-Group will take a lead on paper recycling bins in classrooms.</li> <li>➤ Sustainable Period Provision at Wallace H.S. The Sustainability Group will work with the Period Poverty Group to sustain and develop this initiative.</li> <li>➤ Climate Ambassadors will continue to receive training and work on Climate Change and Sustainability projects both within Wallace H.S. and across Stirling Council.</li> <li>➤ We will continue to work with Fuel Change Scotland to promote climate literacy across all subjects and connect</li> </ul>

	<p>with outside agencies who promote sustainability (will tie in with our Career Ready Programme and foster links between Social Subjects and employers with sustainability at their core.)</p> <ul style="list-style-type: none"> <li>➤ Work closely with the Science Faculty to further develop a sustainable garden which will allow us to reduce biodiversity loss, promote ecosystems and encourage small scale food production (e.g. small herb garden and growing of potatoes.)</li> </ul>
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School Priority:	Pupil assemblies/inputs planned, and clear strategy established (1.2/2.2/3.1)
Progress:	<ul style="list-style-type: none"> <li>➤ Pupil aims established.</li> <li>➤ Assemblies not delivered due to earlier restrictions, but this will be a plan to action in the new session.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ As evident in the volume of activity above, there is strong evidence of increased pupil engagement and clear substantive work and learning that can be shared in planned learner-led assemblies.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ With Tutor Group and regular assemblies re-established for 2022/23, the pupil Eco team can plan relevant inputs as part of this programme.</li> </ul>

School Priority:	Implementation of revised council recycling strategy across school campus (1.3/1.5/2.7)
Progress:	<ul style="list-style-type: none"> <li>➤ Meetings held with P. Ramsay and FES - still awaiting new recycling infrastructure</li> <li>➤ Meetings held with P. Ramsay and Stirling Council Catering Services re. use of single use plastics, food miles, provision of ethical foodstuffs.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Some physical infrastructure is in place, but Covid restrictions have disrupted the implementation and impact of this.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>➤ Introduce new recycling bins and infrastructure to main school social space areas in the new session.</li> </ul>



School Priority:	Revision of sustainability education plan (1.1/1.3/3.1)
Progress:	➤ Eco Schools Action Plan sent to Eco Schools Scotland.
Impact:	➤ Clear focus groups and priorities established with raised awareness of key issues, a strong pupil team formed, clear work streams and a strong foundation established to build on for next session.
Next Steps:	➤ Pupil Groups working on evaluating their work over the past 9 months and producing a new action plan for 2022/23. Key points noted above will form the basis of this plan.

### Pupil Equity Fund

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"> <li>➤ Pupil &amp; Parental workshops on key HWB increases targeted parental support and engagement</li> <li>➤ Inclusive programme targets greater uptake from lower decile pupils in line with school averages – aim for further % increase this session, moving close to school norms (delayed 2020/21 due to Covid restrictions).</li> <li>➤ Specifically targeted pastoral interventions to increase equity of access across individual sports.</li> <li>➤ Increase opportunities for Care Experienced pupils to be targeted for access to the programme.</li> </ul>
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> <li>➤ Pupil workshops on nutrition, growth mindset, discrimination, mental health and Africa on the Ball charity. Parent workshops delayed due to Covid – in plan for next session.</li> <li>➤ Stirling University Psychology team delivered sessions on goal setting, self-esteem and social identity.</li> <li>➤ Coaches delivered bespoke, targeted sports sessions to promote physical and wider wellbeing for young people. This included a 2% increase in quintile 1 pupils last session (additional 6 pupils = 53 on programme).</li> <li>➤ Our PT role was extended to evaluate and improve the programme in terms of targeted impact for quintile 1 pupils and girls. School of Football girls programme doubled to 36 pupils, with 21% from quintile 1. The evaluation resulted in targeted primary partnership</li> </ul>

	<p>programmes in key communities and support in establishing Raploch's School of Sport programme in order to increase numbers going forward (confidence, access to activities etc.).</p> <ul style="list-style-type: none"> <li>➤ COVID-19 SOS recovery plan implemented.</li> <li>➤ 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).</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ 257 pupils from S1-3 fully accessing the programme.</li> <li>➤ Increase of 2% for quintile 1 access (up to 53 pupils) and successful targeting of increased quintile 1 numbers accessing trials for next session. Targeted coaching and support delivered across key quintile 1 communities. Through our focused work that has resulted in an increase to 71 pupils from quintile 1 beginning the programme for the new session and 87 pupils including Fallin (rural, outlying community). Significant increase on numbers from the previous session.</li> <li>➤ Strong majority of quintile 1 pupils, through feedback, report improvements in: teamworking, co-operation, confidence, responsibility, communication, fitness and respect.</li> <li>➤ Parental feedback is very positive in terms of engagement and impact of programme in pupils' attitudes to school and their learning.</li> <li>➤ Goal of targeting increased access to programme for Care Experienced youngsters achieved. This resulted in an increase to 11 CE young people in the BGE taking up the targeted offer of accessing sport and HWB.</li> <li>➤ Pupil tracking reports for School of Sport students reflect strong performance in core effort and attitude across classes for the majority of students.</li> <li>➤ Dynamic Youth Award achieved by 10 quintile 1 S3 pupils.</li> </ul>

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 changes did we want to see?	<ul style="list-style-type: none"> <li>➤ Develop understanding of resilience and coping mechanisms for senior pupils.</li> <li>➤ Increased number of senior pupils trained as peer supporters in order to offer peer support with targeted peers (delayed 2020/21 due to Covid) – focus will be on improved attendance and resilience reflected in performance.</li> <li>➤ Continue to support pupils receiving MH coaching support to try and increase attendance, resilience and attainment.</li> <li>➤ Targeted support for youngsters struggling to re-engage following COVID-19 period.</li> <li>➤ Develop and implement HWB Award.</li> </ul>
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> <li>➤ New Mental Health and Wellbeing Class launched: awareness raising; signposting &amp; selfcare; volunteering opportunities; Health Hub in library developed; pupil-led resources created and published.</li> <li>➤ Pupil Mental Health Champions re-established learner lead; pupil voice &amp; engagement; MH Week volunteers; supported MH Hub.</li> <li>➤ Resources &amp; Signposting- successfully re-launched in-person engagement through: MH Hub; posters; staff posters on doors (staff wellbeing); Twitter; MH 1st Aiders; MH protocol &amp; warning signs.</li> <li>➤ Mental Health Week (7-11 Feb) - awareness raising; practical activities in class; fund raising; signposting.</li> <li>➤ Targeted MH Counselling support for 16 pupils (majority quintile 1) ongoing weekly in order to support improved attendance and class engagement.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ MH class very positive structured impact to school timetable. 18 students piloting SQA course and, as part of this, delivering genuinely pupil-led, evaluated MH initiatives. Strong pupil voice and learners leading learning. 100% pass rate for qualification.</li> <li>➤ Strong emphasis on re-visiting branding and social media presence etc. Achieved awareness raising and signposting for supports. Tackling stigma for both pupils and staff.</li> <li>➤ MH week completed and very good feedback from staff regarding curricular activities. Pupil access to MH Hub has been welcomed with positive feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Targeted counselling support and peer-led MH library supports have been well re-established as part of Covid recovery and provided on-going support to pupils, encouraging attendance and engagement.</li> <li>➤ 16 pupils (quintile 1, CE and identified personal needs) supported with counselling received c. 70 support sessions. This assisted with class access and engagement. Pupil feedback is very positive about support offer.</li> </ul>
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PEF Priority:	5 Hours targeted personalised support to increase engagement and attendance for disengaged learners & focused transition work as part of COVID-19 recovery
Targeted Outcome for Learners: What changes did we want to see?	<ul style="list-style-type: none"> <li>➤ Targeted personalised support provides improved attendance and educational engagement in classes with pupils in our FSB. Evidenced by fuller access to classes and increased engagement target. Aiming for minimal exclusions for supported pupils. C. 8-10 pupils from deciles 1 and 2.</li> </ul>
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> <li>➤ Additional SLA hours provided bespoke interventions for targeted young people on our FSB and LS caseloads.</li> <li>➤ We provided increased targeted support hours to assist with recovery of learning following COVID-19 period and to support blended learning – targeted outreach support. This resulted in home visits and community support for some pupils.</li> <li>➤ Close working with Youth Team to provide bespoke curriculum support with 2 x BGE Covid Recovery groups. Targeted attendance and resilience.</li> <li>➤ Supported MA Active Stirling delivery to targeted group of 7 Care Experienced youngsters.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Zero exclusions for this targeted group of pupils.</li> <li>➤ Pupil feedback on targeted support groups very positive. Pupils noted enjoying the ‘extra help’ they received and the ‘good relationship’ they built with support staff.</li> <li>➤ Improved attendance for the majority of pupils in these groups.</li> <li>➤ 5 pupils strongly re-engaged with majority of mainstream timetable following post-Covid disengagement. All other pupils re-engaged and building resilience to continue to improve this going forward.</li> </ul>

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"> <li>➤ Targeting c. 20 quintile 1 students in S4-6 who are studying 5 + graded course award subjects. Aim is to close gap with number <b>completing 5</b> awards and tariff point outcomes for highest 20% - c. + 200 points on average across targeted pupils.</li> </ul>
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> <li>➤ 3-year partnership established with tutoring agency, supported by 50% philanthropic contribution from private investment firm.</li> <li>➤ Targeted 19 pupils initially, majority quintile 1/FME, with a free 1-hour private tutoring session each week post-Christmas.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ <b><i>To be fully completed post-Insight publication in September 2022:</i></b></li> <li>➤ Learner, staff and parent voice feedback on impact and experience to be gathered through company evaluation.</li> <li>➤ Tutor feedback on engagement with additional tutoring to be gathered.</li> <li>➤ Insight attainment data on outcomes and achievement for targeted pupils.</li> </ul>

PEF Priority:	Modern Apprenticeship – Targeted Equity Support
Targeted Outcome for Learners: What changes did we want to see?	<ul style="list-style-type: none"> <li>➤ Post-Covid – need to organise strategic admin/ICT tech support focus for quintile 1 pupils. New pilot MA technician support role will facilitate this. Link to FLWs to provide practical, organisational support for quintile 1 pupils.</li> </ul>
Progress: What did we do to progress this throughout the session?	<ul style="list-style-type: none"> <li>➤ MA opportunity, in partnership with Stirling Council, provided a positive destination opportunity for a Stirling youngster.</li> <li>➤ MA has targeted caseload regarding technical support, resource organisation and attendance check-ins etc. for group of quintile 1 pupils and any identified pupils who are having to work from home.</li> <li>➤ This post was only able to be appointed post-Easter due to Covid-19 delays.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>➤ Post delayed due to Covid. Impact will be evaluated in future sessions.</li> </ul>

## 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 was the return of whole school celebrating success events, with our S6 Graduation, S1/2 Open Evening and Senior Awards bringing together hundreds of pupils, parents, staff and partners to recognise achievements across the school. We also saw the return to a full Duke of Edinburgh experience, with 56 Bronze and 25 Silver participants. Pupils benefited from the return of over 25 lunchtime and after school clubs, and the volume of activity across faculty areas once again brought the school to life.





### Citizenship Faculty

#### Key Wider Achievement Successes 2021/22

- Successful 1+2 L3 Spanish delivery to all 5 feeder primaries in our Learning Community - 6 weeks of visits and supply of resources and sharing Literacy Book Boxes
- Faculty IDL projects with 'Day of the Dead'
- 'Words for the world' wall displays
- Improved celebration of pupil achievement with monthly Star displays
- Annual Languages Open Doors Event – virtually delivered with 12 videos sourced by colleagues to promote language learning
- Languages week – 'Thank you' cards to staff to boost staff morale and link to mental health week
- Successful Ambassadors Programmes - Enhancements in classes, contributing to Faculty displays
- S2 'Young Philosopher Award'
- Celebration of pupil work – stars celebrations/ scroll awards with FLA displays enhanced by ambassadors
- Pupil feedback interviews and records
- S3 Espacios increíbles – finalists
- Successful verification on SQA Spanish Talking element
- Holocaust memorial displays and assembly with Social subjects and RMPS captains
- Contributed to YPI events
- Further updated Google languages site with 1+2 page, Celebrating Success, exploring the francophonie
- Language Ambassadors achieved the 'Volunteering Award'
- Candidates achieved the new L5/ 6 LLWA over S4- S6 raising their overall attainment
- Further development of the Learning and Teaching wheel with additional content and a new Glow tile.
- S4 French pupils enjoyed listening to a talk, offered through the schools CES curriculum, by the RAF about the benefit of language skills among other skills in military service.
- Reintroduced guest speakers to RMPS and HWB

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing</b> (NIF priorities 2&3)	<ul style="list-style-type: none"> <li>• Development of HWB programme.</li> <li>• Charity group and school event work through the work of the PD class.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Languages Ambassadors Programme - to include Reading/Literacy developments with to our P6 &amp; P7 classes in associated primaries.</li> </ul>
<b>2.3: Quality Learning, Teaching and Assessment</b> (NIF priorities 1&2)	<ul style="list-style-type: none"> <li>• Further development of Faculty Google Sites to support and challenge our pupils with home learning/School of Sport catch up.</li> <li>• Google Classroom – enhanced paper and digital resources for ML and RMPS. Developed use of Languagenut for differentiation and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep adding to L&amp;T Wheel to build up our bank of good L&amp;T examples.</li> <li>• Develop Didbook T&amp;M resource.</li> <li>• Introduce enhanced jotter use to encourage focused learning and less distraction on Chromebooks.</li> </ul>
<b>2.2: Quality, Personalised and Accessible Curriculum</b> (NIF Priorities 1-4)	<ul style="list-style-type: none"> <li>• More detailed pupil voice capture and actions.</li> <li>• Engaged with the Career Education Standard Focus with areas of DYW in Units/ Focus week in December.</li> <li>• Increased use of languagenut, Kahoot, Quizlet, etc. to meet all learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Young people to be more involved in monitoring and tracking their own progress with introduction of additional Didbook tracking</li> <li>• Enhance the learning experience with post-Covid focus on the return of active learning techniques and external agencies.</li> <li>• Further develop IDL opportunities across the Faculty and beyond.</li> </ul>

### Creative Industries

#### Key Wider Achievement Successes 2021/22

- Youth Philanthropy Initiative for all S3 pupils
- Celebrating Success online through Faculty Website and Twitter
- Creative Ambassadors achieved accreditations for their work in Faculty
- Musicals Showcase Event - November
- Christmas Concert
- Spring Concert
- Orchestra
- Ukulele Club
- Purple Radio
- Band Club
- Pupil Digital Leads
- STEM Nation School Award achieved in collaboration with Science and Maths
- Printmaking club
- Art Club
- Battle of the Bands Club
- Coorie Creative in Stirling workshop
- Skills-based Fashion and Textiles workshop
- Leading BGE Engineering course development through Stirling Council
- Delivery of National 3 qualifications to Ochil House Learners in Music and Art

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing</b> (NIF priorities 2&3)	<ul style="list-style-type: none"> <li>• Reestablishment of extra-curricular activities.</li> <li>• Bespoke, targeted support for those tracking as 'borderline' for attainment during the final term resulted in increased overall attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased focus on parental engagement with emphasis on STEM learning.</li> <li>• Regular pupil voice sampling regarding pace and challenge.</li> </ul>
<b>2.3: Quality Learning, Teaching and Assessment</b> (NIF priorities 1&2)	<ul style="list-style-type: none"> <li>• Use of Reflect and Refine paperwork encouraged senior pupils to take more ownership over their progress.</li> <li>• Continued use of diverse digital resources to support learning, teaching and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of meaningful home learning tasks to supplement the BGE curriculum.</li> <li>• Development of more impactful summative assessment resources for the BGE.</li> </ul>
<b>2.2: Quality, Personalised and Accessible Curriculum</b> (NIF Priorities 1-4)	<ul style="list-style-type: none"> <li>• Increased contact time for Ochil House led to the achievement of N3 qualifications in Music and Art.</li> <li>• Presentation of NPA in Photography made the subject accessible to a range of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent Implementation of skills framework across the curriculum.</li> <li>• Delivery of Advanced Higher Music Technology for the first time.</li> </ul>

English, Communication & Gaelic

**Key Wider Achievement Successes 2021/22**

- Burns Poetry Competition
- Duke of Edinburgh (Bronze and Silver expeditions)
- Creative Writing Club
- HUB – certificate passes at N3, N4, N5, Higher, plus capturing units
- Film G Gaelic media work
- Gaelic Week – celebration of Gaelic language across the school
- Cross Country/Athletics
- Hockey Club
- Mountain Biking club
- *Drop Everything and Read* event
- Supported Study personalised supports
- Primary theatre trip
- Words at Wallace Group
- *Keep the Heid and Read* event
- Volunteering Awards achieved for Paired Readers and Literacy Champions
- Theatre trips to *Blood Brothers* and *The Lion King*
- School Show production returned for two sell out nights (*Shrek*)
- Literacy Working Group
- Carnegie Staff Reading Champions
- Carnegie Carnival
- World Book Day
- Easter School - N5 and Higher input
- BGE celebrating success wall/postcards and promotion on social media
- Young Writers' award
- Halloween Writing Competition
- Homework Celebrations
- Literacy Captains assisting and supporting with S1 classes throughout the year

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing</b> (NIF priorities 2&3)	<ul style="list-style-type: none"> <li>A range of diverse extra-curricular activities were offered to pupils this year all with great success, enriching their educational experience.</li> </ul>	<ul style="list-style-type: none"> <li>Greater and more consistent promotion of events/successes on social media to raise awareness and profile.</li> </ul>
<b>2.3: Quality Learning, Teaching and Assessment</b> (NIF priorities 1&2)	<ul style="list-style-type: none"> <li>Pace and challenge maintained for senior pupils, preparing them effectively for their Nationals, especially strong in Covid recovery context.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with resource partnerships with the aim of completing new units in the new session to develop diversity of materials and differentiated resources.</li> </ul>
<b>2.2: Quality, Personalised and Accessible Curriculum</b> (NIF Priorities 1-4)	<ul style="list-style-type: none"> <li>Literacy Champions and Paired Readers achieved Volunteering Award.</li> </ul>	<ul style="list-style-type: none"> <li>Support and review new team-teaching arrangements for small group pupils.</li> </ul>

### Numeracy and Technology

Key Wider Achievement Successes 2021/22		
<ul style="list-style-type: none"> <li>• Young Enterprise</li> <li>• New NPA courses delivered (Customer Service) and offered (Digital Media)</li> <li>• Women In Tech - Ballie Gifford visits /International Women's Day</li> <li>• STEM Nation full award submitted in conjunction with Science and Creative Industries</li> <li>• Numeracy and Maths Champions support young learners and promote Numeracy</li> <li>• Pi Day</li> <li>• Coding Club</li> <li>• Maths Week activities and Numeracy promotion</li> <li>• Revisions of BGE Passport and development work alongside Literacy and Health and Wellbeing colleagues on this</li> <li>• Problem of the Week/month activities and strong Twitter profile</li> <li>• Padlock Challenge</li> <li>• Significant contribution to supporting Duke of Edinburgh and football teams</li> <li>• Future Asset Investment Competition</li> <li>• Six Weeks to Success targeted support focus</li> </ul>		
Quality Indicator	Key Strengths	Areas for Improvement
<b>3.1 Culture, Care and Wellbeing (NIF priorities 2&amp;3)</b>	<ul style="list-style-type: none"> <li>• High values and expectations.</li> <li>• Rapport with pupils.</li> <li>• Real knowledge of pupils evident in tracking reports.</li> <li>• Committed staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness from <i>all</i> Faculty staff of lower decile pupils and commitment to implement strategies to improve engagement.</li> <li>• Embedded pupil feedback.</li> </ul>
<b>2.3 Quality Learning, teaching and assessment (NIF priorities 1&amp;2)</b>	<ul style="list-style-type: none"> <li>• Confidence in digital resources and comms, esp. Google Classroom.</li> <li>• Digital prelim analysis.</li> <li>• Study support in senior school including immersion days/evening (100+ pupils attending for Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• Starters/start of lessons – consistent quality.</li> <li>• Exploring best practice for richer experiences e.g. concrete/physical tasks and peer/group work.</li> <li>• Consistency in tracking systems across faculty.</li> </ul>
<b>2.2 Quality, Personalised and Accessible Curriculum (NIF Priorities 1-4)</b>	<ul style="list-style-type: none"> <li>• Hegarty for home learning in Maths.</li> <li>• Staff supporting the HUB.</li> <li>• Reintegration of small groups to Maths in S3.</li> <li>• Support given for pupils accessing curriculum via Pupil Support and Flexible bases.</li> </ul>	<ul style="list-style-type: none"> <li>• CES <i>embedded</i> into curriculum across the faculty.</li> </ul>

## PE / HE/ Sporting Activity

### Key Wider Achievement Successes 2021/22

#### **Facilities**

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

- 4 x Tegu tables
- 6 x spikeball sets
- New bike cohort

#### **Sports Awards**

Sports Awards were held on June 15<sup>th</sup> where we celebrated the success of our young people.

#### **Schools of Sport**

Continuing to deliver five schools of sport –

Basketball, Dance, Football, Rugby and Swimming with fantastic quality of coaching.

Girls School of Football was introduced in 2020 and has been a huge success with approximately 55 girls being part of the programme.

Regular inputs from various external agencies have been inputted into the programme which has been a huge success.

Our S3 pupils in School of Sport have achieved their Dynamic Youth Award.

#### **Basketball**

Senior Girls Basketball - Scottish Cup Finalists (Silver)

S1 Girls Basketball - Scottish Cup Finalists (Bronze)

Senior Boys Basketball – Scottish Champions

Daniel Goacher, Ibraheem Ahmed, Lennon Kemp - Scotland U14 Basketball

Owen Broadley - Scotland U16 Basketball

Ben Read - Scotland U18 training squad

Kyla Torrence - U14 Basketball training squad

Leah Tervit Stark - U18 Basketball

#### **Football**

##### **Girls**

U14 – Through to the Scottish Schools FA National Final

U15 – Runners up in Forth Valley League

Seniors – Winners of the Forth Valley League

##### **Boys**

Under 13 - Winners of West Section & Overall winners of Forth Valley Schools League

Under 14 - Winners of West section

Under 15 - Runners up of West section

Senior Football Team - Winners of the West Section of the Senior League

International Selection - Gavin Hamilton (Under 18) / Sophie Timlin (Under 15)

Regional selection - Gavin Hamilton, Murray Kerr, Sam Metcalfe, Josh Moore, Lewis Barr, Finlay Barr, Ryan Pow, Jackson Mylchreest (Under 18)

Regional selection - Jamie McKenzie, Billy Hutchison, Ben Donoghue, Jake Lynch

#### **Rugby**

S1 Boys

Played = 4

Won = 4

U14 Boys

Played = 17

Won = 8 Drew = 2 Lost = 7

U15 Boys

Played = 3

Won = 3

S2 Boys

Played = 14

Won = 13 Lost = 1

U16 Boys  
Played = 4  
Won = 3 Lost = 1

U18 Boys  
Played = 2  
Won = 2

U14 Girls  
Played = 25  
Won = 14 Lost = 10 Drew = 1

We have two current pupils play for Scotland women U18 in the Six Nations, Brogan Henderson and Chloe Brown.

We also had James Imrie secure a contract with the Glasgow Warriors U20's player academy.

We were Glasgow Warriors Tournament Champions for the second time.

**Please follow our Twitter feed to see the full range of individual sporting achievements for a range of pupils within school and beyond, at local, national and international level: [https://twitter.com/WHS\\_SSOS](https://twitter.com/WHS_SSOS)**

#### **Home Economics**

- Baking Club introduced.
- Stirling Schools Bake-Off Competition held for first time.
- Introduction of Health and Food Technology course.

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing (NIF priorities 2&amp;3)</b>	<ul style="list-style-type: none"> <li>• A strong Extra-Curricular program has been re-established, inclusive to all. Home Economics Baking Club also successful, culminating in Stirling Schools Bake Off competition for the first time.</li> <li>• Engagement with Primary School pupils through our Leadership classes, providing more opportunities to participate in Physical Education, help close the gap in skills development.</li> <li>• Targeted approach to swimming. Identified as an area of improvement and specific groups of pupils have been given the opportunity to upskill themselves in this activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for Primary pupils to attend Extra-Curricular clubs at Wallace. Create a positive and smooth transition.</li> <li>• Sports Captains and HE Ambassador roles. Need a bigger profile around the Faculty to provide new opportunities for inclusion.</li> <li>• Attendance of external staff at various CPD opportunities for Physical Education.</li> </ul>
<b>2.3: Quality Learning, Teaching and Assessment (NIF priorities 1&amp;2)</b>	<ul style="list-style-type: none"> <li>• Targeted approach to curriculum at certain points in the year to focus on areas of development evident from the Covid period.</li> <li>• Introduction and use of internal monitoring and tracking BGE document.</li> <li>• Delivery of high-quality supported study sessions across HE &amp; PE for certificated classes, including community study cafes.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of bank of real high quality teaching resources for all activities. (New and experienced staff)</li> <li>• Use of whole school monitoring and tracking document which would allow easy and quick overview of pupils across subjects.</li> <li>• Introduction of Quality Assurance protocols at all levels for assessment. BGE is a priority.</li> </ul>

<p><b>2.2: Quality, Personalised and Accessible Curriculum (NIF Priorities 1-4)</b></p>	<ul style="list-style-type: none"> <li>• Introduction of new SQA courses to provide alternative qualifications in the senior phase. Health and Food Technology and Sport and Rec. Mental Health Award implemented for a year and gone well.</li> <li>• S3 National 5 Taster Block in PE and Dance was popular. S3 numbers in Hospitality also very high, classes at capacity. Reflected in class numbers 22/23.</li> <li>• Seeking and acting upon pupil, staff and parental feedback to inform approaches to curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers in Sport and Rec classes reducing once the course begins, and course content shared. Alternative participation award needs to be researched.</li> <li>• HWB Curriculum was established and set for S5/S6. Attendance is our main priority.</li> <li>• Sharing of all course resources online for pupils and staff confidence in use of Google platforms.</li> </ul>
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## Science

### Key Wider Achievement Successes 2021/22

- 18 S4 Pupils completed additional SQA NPA level 5 Applied Science qualification.
- BGE and Senior Ochil House pupils taught by Science faculty throughout the session. Several Senior Ochil House pupils gained units at N3/4 Science led by Mrs McGeer.
- Several S2 pupils entered for Bronze British Science Association CREST award.
- 4 S2 Pupils completed the Industrial Cadets Bronze Award and their team won the East of Scotland 'Determination Award'.
- Science celebrating success site updated by pupils in place of teachers for the first time. All pupils successfully involved issued with Science uniform badges.  
<https://sites.google.com/stirlingschools.net/whs-science-success/>
- 22 S1/2 Girls taken to STEM Maritime careers event at Falkirk Wheel.
- STEM Nation award evidence gathered for family learning and parental engagement. Science Faculty working with other STEM faculties to develop STEM plan for 22\_23.
- All Science classes completed a 'careers in science' lesson during careers week (Nov 21) by exploring different career pathways and career options using Science. Skills icons are embedded into most S1/2 lessons.
- 4 S6 Pupils completed Unit 1 SQA Leadership award working in Science Faculty.
- New BGE Skills projects implemented in S1/2.
- Weekly Bee Club successfully ran each week in Science Faculty. Bee Club grant funding successfully applied for and kit received for session 22\_23.

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing</b> (NIF priorities 2&3)	<ul style="list-style-type: none"> <li>• OH Classes taught in Science. Senior phase OH class undertook N3/4 Science unit assessments.</li> <li>• Faculty pupil praise site updated by pupils. Pupils all contribute to celebrate in class successes throughout the session.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for OH BGE for full year ahead. Target where possible SQA coursework to prep for senior phase experience.</li> <li>• Change approach to celebrating success site to ensure more pupils take an active part. Including how teachers encourage participation and use it in lessons.</li> </ul>
<b>2.3: Quality Learning, Teaching and Assessment</b> (NIF priorities 1&2)	<ul style="list-style-type: none"> <li>• BGE assessments now in digital format for the majority units.</li> <li>• S1/2 pupil voice still reporting excellent learning and teaching S1/2 BGE experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in assessment and tracking of BGE skills progression.</li> <li>• Improvement of moderation of BGE summative assessments to inform changes to approaches to learning and teaching in BGE units of work.</li> <li>• Update of S3 Physics Waves required.</li> </ul>
<b>2.2: Quality, Personalised and Accessible Curriculum</b> (NIF Priorities 1-4)	<ul style="list-style-type: none"> <li>• SQA leadership, NPA Applied Science, S4 Young STEM Leader award, N4 Chemistry, N3/4 Science (OH) implemented this session.</li> <li>• S2 CREST awards reintroduced post Covid.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve approach to S2 CREST awards to ensure more pupils achieve the standard required.</li> <li>• Plan for NPA Applied Science to be implemented post covid recovery (as number of practical requirements will increase).</li> <li>• Complete full SQA leadership award with pupil in 22_23 (Unit 1 only in 21_22 session).</li> <li>• Continue to develop S1/2 Skills based lessons and pupil end of unit</li> </ul>



		projects with full experimental write up.
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## Support for Learning

### Key Wider Achievement Successes 2020/21

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;

Advanced Reading group – challenging able readers through engagement with sophisticated texts from a variety of genres;

ESOL: provision of intensive small group work and excellent success at Higher, National 5 and National 4 levels;

Enhanced Transition Programme – identified pupils invited to attend for 6 weeks to complete craft project;

Craft Club – supportive area for vulnerable pupils;

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;

Spelling group – looking at common spelling rules, common suffixes and prefixes, and raising awareness of spelling strategies;

Thinking Skills – exploring how the brain works and practicing different approaches such as categorising, trial and error, logic and thinking outside the box;

Resilience group – pupils who need to develop resilience skills in a safe environment;

Senior Support for Learning course – senior course for targeted learners, course included work experience at Reanimate, 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.

Additional Assessment Arrangements in place for pupils who require support with their exams.

3 very successful visits to primary schools as part of transition programme. P7 pupils (and those out of catchment) 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.

Quality Indicator	Key Strengths	Areas for Improvement
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>Learning profiles.</li> <li>Targeted small group extraction.</li> </ul>	<ul style="list-style-type: none"> <li>Consistency of small group monitoring and tracking</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>Targeting more pupils through small group opportunities.</li> <li>Feedback from learners re small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of SQA accreditation, where appropriate.</li> <li>Parental voice re. small groups</li> </ul>
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<ul style="list-style-type: none"> <li>Transition class</li> <li>Successful collaboration with partner agencies e.g. Educational Psychologist, ASN Outreach e.g. ASD and EAL.</li> </ul>	<ul style="list-style-type: none"> <li>Involve Family Link Workers more fully, where appropriate.</li> </ul>

### Social Subjects

#### Key Wider Achievement Successes 2021/22

- S1 'Young Leaders of Learning' initiative.
- Poppy Scotland 'Letters to my Teacher' competition.
- Sustainability partnership with 'The Good Choice' Bridge of Allan.
- Houses of Parliament Education workshop delivered to Higher Politics classes.
- Sustainability presentation delivered to a cohort of COP26 delegates from S5/6 senior pupils at the Lighthouse in Glasgow.
- Presentation from Ruth Suddaby, Lake District National Authority to Higher Geography classes.
- Sustainability workshop delivered to a cross section of pupils from Scott Poynton (environmentalist).
- 'Learn with the Lords' session with Lord Hayward and Higher Politics classes.
- Remembrance Day commemoration across the school.
- Fundraising day for Ukrainian refugees.

Improvement Focus	Key Strengths	Areas for Improvement
<b>3.1: Culture, Care &amp; Wellbeing</b> <b>(NIF priorities 2&amp;3)</b>	Pupil wellbeing, attainment and progress monitored robustly - concerns flagged up quickly and dealt with in a sensitive and supportive manner.	More robust and effective Pupil Voice developed to formally record pupil experience across the faculty in both BGE and Senior Phase
<b>2.3: Quality Learning, Teaching and Assessment</b> <b>(NIF priorities 1&amp;2)</b>	Targeted approach across Social Subjects to enhance learning and teaching and ensure 'no child left behind'.	Redesign of all BGE Benchmark assessments to best suit new post-Covid curriculum.
<b>2.2: Quality, Personalised and Accessible Curriculum</b> <b>(NIF Priorities 1-4)</b>	Faculty use of 'Home Slide' with Starter Tasks - Some, Most and All Success Criteria and Learning Intentions.	Development of 'Push Yourself Further' tasks and translation of materials to G-Suite.