



Wallace High School

Standards & Quality Report 2020





Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2019/20.

In a year that certainly never finished in a way we could ever have predicted, this document, as well as providing an evaluation of our school's performance in the past session, seeks to celebrate the range of opportunities for our young people and, crucially, their ability to make the most of these and succeed. Despite its very difficult end, session 2019/20 contained many positives from across our school community that it is a pleasure to celebrate within, as well as a strong sense for the future that regardless of the challenges that they are presented with, our young people have the strength of character to work hard and achieve.

Once again in the past session, as I have come and gone from events within and beyond school, I have been struck by the range of cultural, sporting, technological and creative activities that pupils in Wallace High School embrace and enjoy. I am also moved by regular displays of altruism and teamwork, where various combinations of pupils, parents, staff and partners combine to support each other in order to achieve. Nowhere was this more evident than in a full range of charity fundraising activities that resulted in us raising over £8,000 for a range of excellent causes in the past session. This was supplemented with some important community support work for families during lockdown, including our Community Meals Programme, garden gate visits for pupil check-ins and our *100 Miles in May* challenge. Contributing to helping others who really need it, genuine altruistic service, is testament to the spirit across our school community, especially in challenging times.

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

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

Our key sections on overall attainment (briefer this year due to the unique SQA context), the evaluation comments on our improvement priorities from the past session and our more specific faculty appendices aim to convey summary information as to key work in 2019/20 and its efficacy.

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 2020/21 is published on our website.

There is very good reason to be exceptionally proud of our youngsters across the school. As ever, reflection on the past year only fuels excitement about what is to come in session 2020/21 and our on-going work in maximising opportunities, experiences and, consequently, achievement for *all* of our young people, regardless of the challenges the wider world may present us with.

SQA Performance 2019/20



"The pages that follow normally utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Insight has been 'paused' currently, an understandable outcome of the post-SQA results situation for this year. We are very conscious that this was a unique year due to the suspension of examinations and adjustments due to Covid-19 and so comparison to previous years naturally comes with an asterix. Rather than our usual multiple pages, therefore, we have produced a single summary page that captures some key headline data against traditional measures. This conveys sustained, improved performance across all stages."

In terms of capturing SQA attainment for this session, the figures below present a summary of our performance against key traditional measures across stages:

Performance by S4 at National 5 Level

- 55.94% of pupils achieved 5 National 5 awards

Performance by S5 at Higher Level

- 61.40% of pupils achieved 1 Higher award
- 42.11% of pupils achieved 3 Higher awards
- 25.15% of pupils achieved 5 Higher awards

Performance by S6 at Advanced Higher Level

- 23.40% of pupils achieved 1 Advanced Higher award

All of the figures above represent a sustained performance above key historical norms for Wallace and are strong against national comparators. In a unique year, where teacher estimates and not final examination performance and independently assessed coursework have resulted in awards, it is very difficult for any school to view performance as part of an accurately comparable continuum. What we can do is congratulate our young people on their ongoing effort and hard work amidst extremely difficult circumstances that resulted in these estimates. These achievements were very much *earned* by our students. They should be rightly proud of their achievements here. For a fuller representation of success and achievements in the school, in a wider sense, we do aim to update this section of the report when we receive the February update of Insight, and our most recent holistic performance is shared nationally with parents on Education Scotland's *Parentzone* platform. For a genuine celebration of our young people's academic and wider achievements in the past session, please follow the link below to our Senior Awards video:

<https://youtu.be/Rudli0ccOZI>

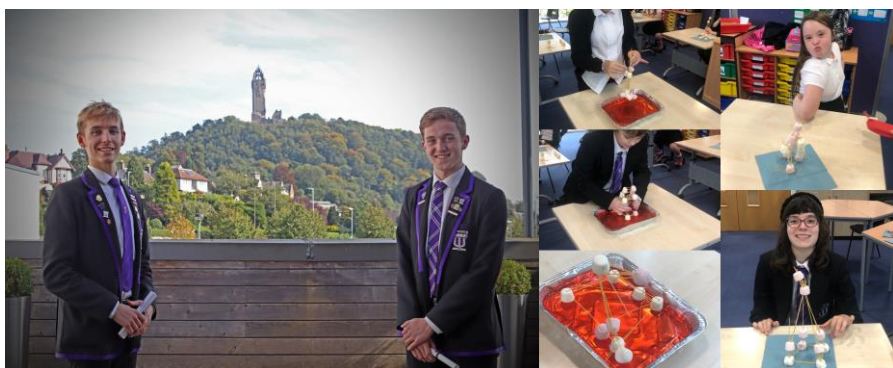




Improvement Priorities 2019/20

Improvement priorities for 2019/20 are noted below alongside a concise evaluation of progress in each key area. We have noted where progress/completion was hampered by Covid-19. The full WHS Improvement Plan for 2020/21 is published on our website.

"Attendance has sustained a 3-year average over 91%, with a figure of 91.08%, and exclusions remain firmly below historical comparator averages with 8 individual episodes in 2019/20, a figure that has more than halved in the past three years."



2.2 Curriculum	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equality and inclusion
Learning Hub finalised and utilised across school - central curriculum hub in order to ensure consistency and quality regarding curriculum planning, development and delivery (includes focus on Literacy, Numeracy & HWB across the curriculum).	Learning and Teaching Team launch interactive Learning & Teaching Wheel and focus on further establishing shared vision for learning and teaching and shared leadership of improvement through population of this from across the school.	Mental Health Team lead on continued improvement agenda around young people's mental and emotional wellbeing. Focus in 19/20 on Peer Support and <i>Living Life to the Full</i> pilot.
Curriculum review in each faculty area (supported heavily by comprehensive learner voice feedback) that focuses on pace and challenge in the BGE. Specific focus on transition points, skills, progression and the S3 experience.	Learner agency and ownership of skills developed through implementation of new BGE tracking system that focuses on pupil reflection and evaluation of progress on an on-going basis.	Values and ethos consultation led by Pupil Support Team in order to review genuine shared understanding of these and action plan to further embed as lived experience for all pupils in 19/20.
Comprehensive review of Developing the Young Workforce personalised curricular opportunities through Partnerships/DYW plan and on-going focus on personalised delivery to close the poverty-related attainment gap through interventions such as our Wallace Hub.	Shared Leadership of Learning across the curriculum supported by Leadership Programme to target key improvement areas and develop further Leadership of Change & launch of revised School Improvement Hub in order to ensure shared, consistent QA across teams.	Focus on learner voice feedback and curricular audit regarding BGE and Senior Phase HWB curriculum delivery. Review of required inputs and focus on ensuring relevant, quality provision here that complements work of mental health, LGBTI+, Young Carer teams etc.

KEY: **Green** = progress completed/significantly moved forward regrading specific priority; **yellow** = good progress made but with some ongoing work to carry forward; **red** = progress unsatisfactory/little progress made.

Key Priority	Key Actions	Impact (achieved this session)
Learning and Teaching Team launch interactive Learning & Teaching Wheel and focus on further establishing shared vision for learning and teaching and shared leadership of improvement through population of this from across the school.	<ul style="list-style-type: none"> Launch of interactive digital Learning and Teaching Wheel to capture best practice. S1 parent and learner feedback to inform BGE action points – focus on pace and challenge. Faculty discourse identifies TLC priorities that channel into best practice exemplars shared on wheel and focus on consistent quality of L&T across curriculum 	The Learning and Teaching Wheel was launched with initial population of exemplars and key links under each of our L&T principals begun. TLCs focused on this. C-19 disrupted this work and staff feedback will result in moving this to Google Drive in order to access at home and to revisit with staff the rationale and key uses of this so to see this embedded in practice by May 2021.
Learner agency and ownership of skills developed through implementation of new BGE tracking system that focuses on pupil reflection and evaluation of progress on an on-going basis.	<ul style="list-style-type: none"> Faculty QA of relevant CfE assessment outcomes and skills to inform launch of initial tracking and monitoring system. Pilot profiling web element developed with first entry for S3 cohort. Review of system and next development steps identified. 	All teams worked hard to complete key actions in the development of this system. Key pilots have been completed and faculty areas are completing the rationalising of benchmarks and Es and Os that was disrupted by C-19. In session 2020/21 this will be completed, and the team will work with <i>Sequential</i> to move this on to the <i>Didbook</i> platform so that it is fully integrated with all our T&M systems.
Shared Leadership of Learning across the curriculum supported by Leadership Programme to target key improvement areas and develop further Leadership of Change & launch of revised School Improvement Hub in order to ensure shared, consistent QA across teams.	<ul style="list-style-type: none"> Resource allocated for programme that provides targeted opportunities for whole school leadership through structured activities, reflection, professional reading and development of whole school priorities that impact on learning and teaching priorities. School Improvement Hub system reviewed and implemented. 	<p>All Leadership Programme groups completed their December and February feedback to all staff. There was key progress across strands, with Parental Engagement, T&M and Learner Voice carrying forward as key priorities in 2020/21.</p> <p>Our School Improvement Hub system was developed but was disrupted by C-19 and so will go live by Dec 2020.</p>

Key Priority	Key Actions	Impact (achieved this session)
Learning Hub finalised and utilised across school - central curriculum hub in order to ensure consistency and quality regarding curriculum planning, development and delivery (includes focus on Literacy, Numeracy & HWB across the curriculum).	<ul style="list-style-type: none"> Data entry completed and updated for all faculties. Staff utilise Hub when reviewing curricular progression and identifying improvement areas. Staff identify partner faculty areas to explore any key strengths/areas of interest. 	FLs worked to update the system to ensure accurate faculty information was present. This was due to be completed in May but was disrupted by C-19. Our potential focus, learning from this, is to move system onto Google in the session ahead to ensure cloud access. Curriculum re-mapping for BGE will now be hosted on our new T&M system, which also guarantees cloud access.
Curriculum review in each faculty area (supported heavily by comprehensive learner voice feedback) that focuses on pace and challenge in the BGE. Specific focus on transition points, skills, progression and the S3 experience.	<ul style="list-style-type: none"> Staff evaluation of BGE curriculum and key priorities identified. Learner feedback collated on curriculum experiences. Focus on revising curricular experiences based on the above and evaluating impact regarding quality of pace and challenge, progression and development of core skills. 	Staff and learner voice feedback was being worked on across faculty areas and informing the new BGE T&M system. This was disrupted by C-19 but will continue into this session. All faculties have been updating curricula and focusing on pace and challenge and this is also now incorporating plans for digital/blended learning.
Comprehensive review of Developing the Young Workforce personalised curricular opportunities through Partnerships/DYW plan and on-going focus on personalised delivery to close the poverty-related attainment gap through interventions such as our Wallace Hub.	<ul style="list-style-type: none"> Continuing to grow and develop DYW partnerships and personalised experiences for young people. Further develop the work of faculties in engaging with the Career Education Standard and embedding this across the curriculum. Further audit and review of work experience and impact of personalised interventions through Wallace Hub, FSB and volunteering experiences. 	Significant progress was made in this key area (for a full account, please see the <i>Developing the Young Workforce and Partnerships</i> summary in our Appendix and our PEF/SAC reports). Central to this was the development of our internal Wallace Apprenticeships programme and evolution of our targeted work experience provision. There will be further work in the year ahead on the Careers Education Standard being embedded across faculties.

Key Priority	Key Actions	Impact (achieved this session)
Mental Health Team lead on continued improvement agenda around young people's mental and emotional wellbeing. Focus in 19/20 on Peer Support and <i>Living Life to the Full</i> pilot.	<ul style="list-style-type: none"> Comprehensive wellbeing survey for pupils and staff to assist in self-evaluation and identifying next steps. Mental Health Champions and S6 volunteers identified to pilot Peer Support programme. Living Life to the Full pilot programme with SAMH targets senior school. 	Wellbeing survey feedback was completed, and the MH Team have established their plan for this session to address feedback points. The Living Life to the Full pilot was completed, although we await the collated feedback. Our Champions/Peer Support work was disrupted by C-19 and so we will be taking that forward this session.
Values and ethos consultation led by Pupil Support Team in order to review genuine shared understanding of these and action plan to further embed as lived experience for all pupils in 19/20.	<ul style="list-style-type: none"> One-to-one pupil interviews for all year groups, parental feedback and PSL target group discussion identify key areas. PSL team summarise key values and ethos feedback. Assembly programme and HWB class time utilised for pupil and staff discourse on values and ethos to embed understanding. 	One-to-one PSL interviews with <i>all</i> pupils were completed and this feedback fed into PSL year group assemblies and affirmation of key values. May/June review was disrupted by C-19, but we will revisit this in session 2020/21 and aim to review our T&M system to track against our core principles on a more regular basis to further embed these.
Focus on learner voice feedback and curricular audit regarding BGE and Senior Phase HWB curriculum delivery. Review of required inputs and focus on ensuring relevant, quality provision here that complements work of mental health, LGBTI+, Young Carer teams etc.	<ul style="list-style-type: none"> Learner and staff consultation on senior HWB programme to identify suggested inputs. Implementation of new senior rotation programme. Learner and staff consultation on BGE HWB programme to identify key improvements and relevant inputs. Action plan formulated for 20/21 	Learner and staff feedback on the HWB programme was completed and HWB learner visits begun. The new senior rotation programme was developed. This work was disrupted by C-19 and so the final term comprehensive review to form an action plan was not completed. This work will be resumed in session 2020/21, with staff continuing to develop key aspects of the wider course.



Scottish Attainment Challenge & Pupil Equity Funding

Wallace High is included in the Scottish Attainment Challenge and has been given further funding for 2020/21 in order to support the national drive to close the poverty-related attainment gap in Scottish schools.

“Our targeted work under the Scottish Attainment Challenge and utilising Pupil Equity Funding is developing annually and is already displaying progressively positive results in terms of pupil wellbeing, engagement and attendance and attainment figures.”

Funding from the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund allows targeted and universal support to tackle the poverty-related attainment gap and focus on improvements to Literacy, Numeracy and Health and Wellbeing. For the Scottish Attainment Challenge, key targets have included support by our Family Link Workers, improved targeted work in our Wallace Hub and targeted support with Positive Destinations. Due to Covid-19 disruption, Community Study Cafes were replaced last session with our highly impactful Community Meals Programme. A detailed report on SAC outcomes for the past session can be found in our end-of-year evaluation via the following link:

https://www.wallacehigh.org.uk/images/Schools_Programme_-_Stirling_-_Wallace_High_-_2019_20_End_of_Year_Academic_ReportA20418514_WEB_VERSION.pdf

Pupil Equity Fund

A summary of some key outcomes from our Pupil Equity Fund work last session can be found below:

Targeted Outcome for Learners	Progress	Impact Statements
<i>What change did we want to see for learners?</i>	<i>What did we do to progress this throughout the session?</i>	<i>What impact did we see throughout the session (note – elements of this may have been impacted by Covid disruption in the past session)?</i>
<ul style="list-style-type: none"> Girls' School of Football programme to further improve girls' participation and target equitable participation from lower deciles. Aim for increase from 1 to 20 participants and aim for 30% access from deciles 1 and 2. Wider School of Sport inclusive programme targets greater uptake from lower decile pupils in line with school averages. 	<ul style="list-style-type: none"> Coaches delivered bespoke, targeted sports sessions to promote physical and wider wellbeing for young people. This session, this included revised wider curriculum inputs – nutrition, physio, sports science. This also included accredited S3 Dynamic Youth Awards. New girls' football programme was developed and implemented. PT role was created to evaluate and improve the programme in terms of targeted impact for lower deciles and girls. 	<ul style="list-style-type: none"> Our Girls' SOF uptake numbers increased to 23 pupils, with 43% from lower deciles. This programme has been hugely positive in engaging girls with football, building team and peer relationships and in exceeding the target set to ensure proportionate inclusion from across our school community. We gained a 2% increase in uptake from lower deciles (20% to 22%). We had targeted a 5% increase by the end of the session, but this was disrupted by missing a full final term when new trials etc. should have seen this increase. We will target this increase in the new session, with the ultimate target that inclusion in the programme fully reflects the whole-school demographic.
<ul style="list-style-type: none"> Improved resilience and coping mechanisms for senior pupils. At least 5 seniors trained as peer supporters in order to offer peer support and improve attendance and resilience with targeted peers – reflected in performance. Aim to improve attendance, engagement and attainment for young people receiving 'counselling' support. 	<ul style="list-style-type: none"> We implemented the <i>Living Life to the Full</i> pilot for senior classes. We began training peer Mental Health First Aiders. We provided further targeted counselling support to young people. 	<ul style="list-style-type: none"> WEMWB evaluation tool was utilised for pupil feedback and evaluation of the pilot programme fully submitted to be reviewed by LLTF. We await the data findings. We managed to have 2 x Senior Supporters complete peer support training and be active in school. We had aimed for 5 but couldn't complete training in the final term due to Covid-19. We aim to complete further training in the new session but still face restrictions due to Covid 19 regarding this. Our hope is to have an extended senior team in the session ahead. There were 18 pupils supported individually through mental health counselling. Pupils were supported with a variety of issues from eating and sleeping habits to support around anxiety and depression. Whilst many pupils deal with issues on an on-going basis, feedback from their support meetings suggest this has a positive impact on engagement and wellbeing.
<ul style="list-style-type: none"> Targeted personalised support provides improved attendance and educational engagement in classes with pupils on our FSB and LS caseloads. Evidenced by fuller access to classes and improved attendance targets, as well as aiming for reduced exclusions for supported pupils. 	<ul style="list-style-type: none"> We utilised additional SLA hours to provide bespoke interventions for 13 targeted young people on our Flexible Support Base caseload (predominantly from lower deciles). 	<ul style="list-style-type: none"> Additional SLA hours allowed for more one-to-one working with key pupils and relationship building. This proved particularly important during lockdown where garden gate visits supported young people to engage with school-work and with general wellbeing. Flexible approaches and bespoke curricular arrangements resulted in the majority of pupils achieving improved attendance. SQA attainment outcome targets were achieved for 100% of our senior pupils on this caseload. Only two incidences of exclusion for this caseload for the whole session.
<ul style="list-style-type: none"> To ensure enhanced and varied curriculum as well as key skills developed through music therapy programme. Programme runs throughout session with the aim of ensuring that almost all young people are able to access positive sensory stimulation – widening access to a broad curriculum. 	<ul style="list-style-type: none"> We delivered a Music Therapy programme to youngsters with severe and complex needs in our Ochil House provision. 	<ul style="list-style-type: none"> 10 Ochil House pupils with severe and complex needs accessed music therapy and staff and partner feedback reflected a positive impact on communication skills and enhanced global development. The approach was reviewed this session, in consultation with Nordoff Robbins, to ensure personalised impact on young people.

Appendices

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

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



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

Citizenship Faculty

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> Successful Languages/RMPS Ambassadors Programme - sustained enhancements in classes and supported Open Doors Event, organising Philosophy Day, co-delivering Spanish and China Club Enhanced Twitter profile and connections with our Learning Community First Faculty IDL delivered for 'Día de los Muertos' for S1 - Spanish language and culture and beliefs focus - great engagement - hope to expand next session Promoted and gained the 'Cycle Friendly School' Award Higher RMPS class visited Samye Ling Buddhist monastery Senior Charity group fundraising success - £525 raised for MacMillan Coffee Morning S4 Wee Sleep Out event in December S4 fundraising for Start-Up Stirling/ Social Bite - £1200 Personal Development Class - £643.30 was raised by the PSD class for Glasgow Children's Hospital and £124.20 was also gifted to Jeans for Genes day as well Annual Languages Open Doors Event - more workshops than ever and engaging keynote speaker - Antonella Sorace, Professor of Developmental Linguistics at the University of Edinburgh Successful Partnership with Wallace Monument Volunteer Co-ordinator enabled us to provide 6 of our LLWA S4 pupils with French Work Experience at the Wallace Monument and a complimentary visit Launch of our MFL Reading Googlesite for DEAR, P6 & P7 from Cornton visited our newly refurbished LRC to hear stories in many languages as well as lending our 1+2 Box of resources to Cornton Primary in Term 2 - 2nd successive year for this S6 Language student secured Intern work experience at Radiolingua - Coffeebreak Languages in Glasgow China Club Spanish Club for S1 S2 Business Brunch for Modern Languages Pupils at Engine Shed 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Developed our delivery for L3 Spanish via IDL, Lunch clubs, and cross curricular opportunities specifically with 'The Day of the Dead' project Faculty upskilled on use of Chromebook and digital learning approaches 	<ul style="list-style-type: none"> Develop use of a Modern Languages Googlesite to support and challenge our pupils with home learning or School of Sport catch up Further develop DYW - S4 LLWA, S4 DYW period & Increase length of Open Doors Event and aim to invite Parents and other schools to promote value of languages.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Continued focus on plenaries Adapted to the demands of online learning, developing engaging resources Faculty Staff delivered workshops in Feb Inservice on Plenaries and contributed to the L&T wheel with online learning resources 	<ul style="list-style-type: none"> Further use of 'snapshot visits' to enhance our pace and challenge and more extension and challenge tasks Continue to enhance the virtual L&T experience
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Highlighted Inclusion and tolerance at our Languages Assemblies in September RMPS supported the Charity group and the S4 Wee Sleep Out Group Promoted and gained the 'Cycle Friendly School' Award 	<ul style="list-style-type: none"> Develop Mindfulness club for BGE
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> key literacy outcomes embedded in the curriculum and contributed with the DEAR day Developed Languages Ambassadors Programme - to include Reading to our P6 & P7 classes to develop literacy skills and confidence with new words/languages 	<ul style="list-style-type: none"> Develop our use of the T&M digital system Link our Ambassador and MVP programmes with the NPA Awards

Creative Industries Faculty

Key Wider Achievement Successes 2019/20

Whole School

- Leadership - Pace and Challenge. Aiming for a consistent approach across the school with the launch of 'Push Yourself Further' and bronze/silver/gold success criteria to help pupils to understand their level. Linking into profiling and T&M.
- Young Enterprise - 5 students will be accredited with the equivalent of a higher from Glasgow Kelvin College. They also participated in the Forth Valley Finals and won the Digital Presence award and Marketing and The Marketing Brand.
- BGE tracking and monitoring system – lead on beginning to embed a system for all learners to be aware of what level they are working within across all subjects in the BGE curriculum.
- Creation of BGE tracking leads group in each faculty
- Launched Tracking System with S1-S3 -
It is our hope that the next stages of this project will lead on to:
- Establishing QA of the new tracking system in calendar
- Developing reporting aspect of the system
- Potentially incorporating profiling
- LGBT - Engaging other members of staff in supporting the LGBT initiatives in the school
- Supported the running of Purple Friday - assemblies on education of the repeal of Section 28 and fundraising for LGBT Youth Scotland
- Established links with Edinburgh University Pride Society as well as supported and facilitated Edinburgh University workshop with pupils from LGBT group.

Faculty

- Cross curricular homework Initiative - fully ready to launch in August. Development of homework resources as per the Faculty Improvement Plan. Aim to ensure that homework templates and resources encourage pace and challenge for pupils and are consistent throughout the faculty.
- BGE Photography Club - giving pupils an experience of digital photography where they have been able to develop their skills and interact with pupils from different year groups. This has ultimately led to a successful intake of pupils for next year's S3 NPA Photography course.
- Faculty initiative of celebrating success through a 'Recognition Wall' visual display. This has given Creative Industries staff the opportunity to recognise specific learning behaviours and efforts pupils have demonstrated across the faculty.
- Implementation of NPA courses - NPA Photography course and NPA Art and Design units in S3 course.
- Implementation of skills icons for learning, life and work icons into faculty resources.

Music Department

- Show Chorus
- String Group
- Brass Group
- Jazz Group
- Ukulele Group
- Orchestra
- Theory Club
- Samba Band
- Guitar Group
- S6 Music Captains
- Great assistance with Purple Radio and Theory Club
- Christmas Concert
- Christmas Services
- Purple radio - engaging with Stirling city radio to set up our own radio station and create opportunities for pupils to take ownership of setting up a radio station. Held interviews for pupils to apply for jobs for different roles within in radio station. Used music captions as station managers who ran the radio station.
- Sound team - Giving pupils the skills they need to work a mixing desk and create sound and lights for an event.
- Battle of the Bands - Event to showcase the bands we have in the school allowing Music Captains to run the event and work with younger pupils to create bands.
- Creating new resources for both N5 and Higher Music Technology courses.

Design and Engineering

- Traditional Building skills workshop for S4-s6
- Girls into Engineering Day.
- Robertson's Construction programme.
- Contributed heavily to the achievement of the Wallace High School STEM Nation award.

Art and Design

- ACES Programme - various senior pupils have attended taster days to give them experience of different subjects that you can apply for at Art School as well as portfolio preparation sessions.
- Two-day Photography Workshops at National Museum of Scotland - Day 1 involved working alongside professional photographers. Pupils were shown around the "Body Image" exhibition, they then responded to that using props from the Museum's costume collection to direct a model and produce their own photo shoot, using professional lighting equipment to support them. Day 2 was spent with the same professional photographers teaching pupils basics on Lightroom (industry standard photographic editing programme) to edit photos from their photoshoot. Each pupil had one photo that was selected to be exhibited at the NMS.
- Glasgow City College Photography tutor visited WHS and talked to both Higher Photography classes about different photography courses they had to offer, what each involved and the career opportunities beyond school.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Development and Implementation of BGE tracking and monitoring system. Support and training has been provided to ensure that all staff are actively and consistently making use of this system where appropriate. All resources are being updated in line with the new tracking system and being uploaded to Google classroom. Resources will now reference appropriate benchmarks. Implementation of skills icons for learning, life and work into faculty resources. 	<ul style="list-style-type: none"> Consistent use of tracking system in all areas. Meaningful use of pupil voice data capture to inform changes to course structure, pace and challenge. This is always discussed at faculty meetings, but could still be more consistent. Cross faculty homework initiative is still in progress and will launch this year.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> QA pairings between team members across the faculty have continued successfully. However, this year there has been more of a focus on meeting in departmental teams to standardise BGE work, so that we are all clear on what we expect at each level. QA folder is updated regularly with action taken from tracking and monitoring data. QA and Assessment are regularly discussed at DMs. 	<ul style="list-style-type: none"> NPAs have been offered in Photography this year. There is still a need for investigation into NPAs for other subjects that pupils can struggle to attain in. A McAdam attended SSERC training in centre lathe use. Amendments will now need to be made to the N5 PMW course to facilitate more lathe work, now that colleagues are more equipped to teach it. All new staff must be familiarised with the tracking and monitoring system and subsequently, ensure that they are engaging in discussions with colleagues about the standardisation of work in the BGE.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Continued Faculty focus on the completion of GIRFEC forms to a high standard. Staff making use of Data Sharing system to inform teaching and learning needs of individuals. OH pupils to continue to be timetabled into the faculty and able to access a wide range of experiences. 	<ul style="list-style-type: none"> A consistent timeline of tasks and activities for OH learners needs to be created, to help with possible accreditation as well as with the management of resources. Mentoring programme run by G Newall for senior pupils to continue next year.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Development and implementation of our Faculty Praise Initiative has been very successful. It has provided motivation for learners of all levels. We are maintaining high numbers for N5 Practical Metalworking. This has had a positive impact on attainment in Design and Engineering in the senior phase. Focus on skills for work in the senior Design and Engineering contributed to the achievement of Wallace High School's STEM Nation award. 	<ul style="list-style-type: none"> Introduction of NPA in Photography this year, to support young people struggling to achieve a full Higher award saw some success, however NPAs must now be offered in other subject areas. Continued use of 'pupil reflection sheets' after prelims to target interventions before the final exam. This was trialled this year, however due to circumstances out with our control, we were not able to measure the impact of them on final exam grades.

Developing the Young Workforce – Partnerships & Wider Curriculum

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> Partnerships Engagement with new Partners – Robertsons, Stirling Community Enterprise, Dunblane Centre, Active Stirling, Wallace Monument, Andrew Scott Construction, M&G, Stirling Uni, Stirling Volunteering, English Speaking School, Highland Spring group, NHS Forth Valley, Corstorphine Bed Centre, STV, Sash and Case, Amy Britton, Big Noise, Feeder Primaries, Little Stars Nursery, Marshall Construction, Stirling City Heritage, Rooftech, Ross Hastie Signwriter, Stirling Youth services. Continued engagement with existing partners – Forthbank Nursing Home, Cornton Nursery, Hillview nursery, Plus Forth Valley, Stirling Albion, Historic Environment Scotland. Careers Fair – 40 Exhibitors this year, wide range of industry areas and further education. Positive feedback from pupils, staff and exhibitors. Plan in place for next year to focus on S6 and leavers – UCAS station, part time employment options etc. Work Experience Work experience now being accredited – SQA Skills for Work L4, Personal Development Self and Work L5, L6, Enterprise and Employability NPA Work Experience L4, L5. Work Experience is also being offered in a flexible manner which has been successful. Different options are available, 1-week, 1 day every week, 2-week. Development of May programme – Work experience, Heartstart, Stirling Youth services. Personalised curriculum Dumfries House - 5 sessions. 12 pupils will be accredited with Level 5 Industrial Sewing Machine skills unit. Development of School Apprenticeship scheme for S5 Christmas Leavers. Weekly work experience for a few pupils within Forthbank Nursing home and Hillview Nursery, Cornton Nursery and MTS. Into Digital FVSE – Digital skills, employability skills for 10 Senior pupils – 6-week programme. Robertson's Construction programme with 14 senior pupils – construction and employability programme. S6 M&G Skills for Work programme for 10 pupils. Events Edinburgh University partnership with WHS – UCAS talk with S5 pupils. ACES link Edinburgh College of Art. Traditional Building Skills event – 70 WHS pupils involved in workshop experiences with Stirling City Heritage, HES, Rooftech, FVC, Ross Hastie Signwriter and DYW FV. Women in Construction event – 12 WHS female pupils involved in event at Bannockburn High. Future Asset event – Maths and Politics. S2 Business Brunch Modern Languages 4th Dec Engine Shed. Young professionals conference – Dynamic Earth Dec S6 pupils. Apprenticeship week – assemblies for S4 – S6 March Careers Event – over 40 exhibitors. 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Partnerships have increased – WHS database ongoing – links to industry, subject area and year group. 	<ul style="list-style-type: none"> Development of shared ethos with school and employer. Link with FLs to find any gaps they have with Partnerships and create the links.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> DYW Working group – Audit on CES complete. CES icons for whole school to be used as a resource. MYWOW highest number of pupils online at 89%. Staff trained at inset day. 	<ul style="list-style-type: none"> CES – Skills lesson for all pupils – assembly on Skills icons to ensure consistency within whole school. Improve further on numbers for WHS for MYWOW, continue to use MYWOW as a resource. Audit with FLs how staff are integrating MYWOW into lessons within the curriculum, issue survey.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Gaining additional work experience for 49 targeted pupils. Continued development of the May programme and awards ceremony for all pupils who completed. Creation of School Apprenticeship for S5 Christmas Leavers. Personalised work experience for pupils within the HUB. 	<ul style="list-style-type: none"> Develop Work Experience further for pupils through HWB programme. School Apprenticeship programme - assess and evaluate how successful it has been using feedback from pupils, parents, partners. Use insight data on Christmas Leavers.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Work experience opportunities for pupils, positive feedback from pupils and employers. SQA accreditation Skills for Work L4 full award, NPA Employability unit work Experience L4/L5, Personal Development unit Self and Work L5/L6 Wider Achievement Insight will be complete from 2019 – 2020, increase in WA awards. Development of HWB Highest positive destinations figures on record. 	<ul style="list-style-type: none"> Continue to develop and combine awards within subject areas for example – RBVs unit into Fashion Textiles. Scottish Studies into Art. Continued development of NPAs into curriculum. Assess and evaluate the success of HWB programme with feedback for pupils and staff. Use insight data for S5 and S6 attainment in Wider Achievement awards.

English and Communication Faculty

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> Shakespeare Schools Festival (two performances of "Twelfth Night" at Glasgow Theatre Royal and the Brunton Theatre) Burns Poetry Competition (with entries from our Primary 7 pupils) Duke of Edinburgh Creative Writing club Pupil published by Young Writers' Competition HUB – certificate passes at N3, N4, N5, Higher, plus capturing units Scots Language at N3 moving to N4 Film G Gaelic media experience Cross Country/Athletics Mountain biking club Celebrating Literacy boards displayed across the school <i>Drop Everything and Read</i> event Literacy Twitter feed established Coordination of whole school and LA moderation of Talking and Listening Cross-curricular project with PE to introduce writing into the BGE and bridge the gap between BGE and the Nationals Supported Study English Primary Transition Programme Primary debating competition Primary theatre trip Development of whole school Tracking and Monitoring system within the Faculty 'Words at Wallace' Group formed Whole school end of year Celebrating Success video Inaugural Teacher Fellow at SPL 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Implementation of new forward plans have allowed a more effective engagement with the BGE course. 	<ul style="list-style-type: none"> Fully implement new BGE tracking and monitoring system.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> We have continued to embed skills required for the Nationals in our BGE curriculum. This includes persuasive writing and textual analysis skills. 	<ul style="list-style-type: none"> Covid recovery plan, including digital teaching strategy and increased staff training in GC.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> A variety of different extra-curricular opportunities were offered to our young people within the faculty, as demonstrated above. 	<ul style="list-style-type: none"> S1-3 extraction groups to support pupils with more pronounced learning support needs with the purpose of enhancing their educational experience through more tailored learning and teaching.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> A significant increase in the number of pupils taking N5 this year (46), attributed to the configuration of classes and the new approaches established throughout the department (high expectations and the challenge offered in the BGE) Units were also successfully captured for all pupils not quite ready for the exam, resulting in positive achievement for all, once again. 	<ul style="list-style-type: none"> Ensure increased N5 entries are maintained. Recognising positive achievement strategies to be formalised and enhanced this year.

Numeracy and Technology Faculty

Key Wider Achievement Successes 2019/20

- 30+ Maths Champions supporting and challenging S1 pupils through maths recovery work/ maths challenge tasks and running maths competitions for pupils throughout the year.
- Four S6 Maths Champions shared their practice at the Scottish Maths Teachers' Conference and received excellent feedback.
- Pupils engaged in a range of competitions / activities arranged by Maths Captains including:
 - Pi Day: New school record of Pi recited to 777 places!
 - Problem of the Month competitions
 - Maths week challenges including Daily Rigour challenge & problem of the day, Mr Cruickshank's padlock challenges
 - Money raised through S1-3 NSPCC Number Day and donated to said charity
 - Maths teacher v pupils 'Bake-off'.
- 'S1 Numeracy Passport' where over the course of a month learner's logged where they were using Numeracy across the school.
- 'Mathematician of the Month' recognises effort and achievement in every maths class.
- UK Senior Maths Challenge Competition: 1 Silver, 6 Bronze awards.
- UK Maths Challenge S1 Team Challenge: WHS placed a very credible 13th / 27 in the Central regional final.
- S6 Primary Transition Days provided for every P6 pupil in the learning community.
- Business class site visits to Chivas Regal & Tesco.
- Inspiring Digital Enterprising Award (Duke of York Award), S1-3 pupils achieved:
 - Participants: 154
 - Bronze Award winners: 19
 - Silver Award winners: 3
 - Total number of IDEA badges: 1,410.
- Two S5 pupils took part in the Career Ready programme.
- Five S5 pupils took part in the Future Assets Investment Programme throughout the session.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Distributed leadership and staff training enabling provision of quality digital learning • Pupil Agency core to improvement processes 	<ul style="list-style-type: none"> • Reflect & evaluate digital learning experience and action improvements • Focus on pace & challenge; both classroom learning experience and home learning.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Provision of high-quality digital teaching & learning • Supporting home learning through creation of Digital checklists demonstrating all Maths skills (Benchmarks & SQA) from S1 to Higher level. 	<ul style="list-style-type: none"> • Implement robust continuous assessment strategy for SQA level pupils • Focus on Numeracy: Covid Recovery strategy, Numeracy across STEM subjects & work with learning community schools
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Covid Recovery - Plans ensure gaps in learning are filled and school values, expectations & culture restored. • Promotion of school values and expectations especially around homework. 	<ul style="list-style-type: none"> • Develop banks of online learning materials and move courses 'online'. • Extra period of 'Digital Skills' for all S1 pupils to enhance their ability to engage in home learning.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Excellent SQA achievement, including introduction of N5 'Applications of Maths' for targeted pupils. • Learners' experiences of digital skills, STEM in S1 Maths, and work done by Numeracy Champions recognised in STEM Nation Award. 	<ul style="list-style-type: none"> • Sustain & challenge current achievement norms. • Additional courses to be identified & offered in senior phase for curricular areas of Business, Computing & Digital Skills. Prepare to offer Statistics & Applications of Maths at Higher level next session.

Pupil Support

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> In Service Training – Restorative Practice 1-1 meetings remain positive experiences and good opportunity for pupil voice. CYPIC model <ul style="list-style-type: none"> Resilience questionnaires Clear focus on LAC pupils Targeted 70% – 85% attendance pupils Natasha Stewart – Anti Bullying and Mental Health focus HUB - Increased capacity – wider range of pupils Social Justice group S1 Record figures for Positive Destinations Safe Drive Stay Alive event Edinburgh Open Day - online for all S6 Careers Scotland event UCAS – High number of applicants/offers Covid-19 <ul style="list-style-type: none"> Pupil Support Google Classrooms established and utilised Increased contact with parents and pupils at home. Online registration – 90%+ returns Community meals project Garden gate visits Chromebook issued and supported as required to support online learning Adapted to online meetings – TAC / LAC / CP and Reporter Assembly programme – improved pupil involvement Staff training – MVP, bereavement, nurture Sanitary provision for all continued and adapted 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Continued and developed CYPIC Model. Restorative training to all staff which will be consolidated and refreshed. 	<ul style="list-style-type: none"> Development of integrated approach to improve attendance and resilience. Small group work established around nurture / seasons / mental health.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Staff Training on Restorative Practice. Updating of Data Hub. Extensive support around online work. 	<ul style="list-style-type: none"> Refresh of Restorative approaches. QA of Data Hub and promotion of its use. Support for blended learning.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> One-to-One meetings. Targeted interventions for identified individuals. Covid-19 strategies of support all, particular focus on most vulnerable. 	<ul style="list-style-type: none"> Plan time to ensure fully completed effectively. Working with partners to identify wider personalised opportunities for all young people
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Family Link, Hub, Base, Links with Partners all contributing to increased levels of attainment and achievement LAC – pupils clearly identified and supported. 	<ul style="list-style-type: none"> Focus on levels of attendance for targeted groups. Continue to explore other ways to improve attainment and achievement. LAC pupils continue to be monitored and supported.

Ochil House

Please note: A detailed Standards and Quality Evaluation for Ochil House has been prepared with Stirling Council and Key partners and will be published separately in the final week of term 1.

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> Engagement of parents with eLearning Journals for BGE pupils. Development of Communication Profiles with Speech and Language Therapy. Hosting the first meeting of the Stirling Young Ambassador Project. Work experience at the Tiny Farm, based at St. Modan's High School. Various extra-curricular experiences, personalised for key groups throughout the session. Development of materials and acquisition of online programmes to support young people to continue their education through home learning during lockdown. 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Communication Profiles developed for each individual young person in Ochil House in conjunction with Speech and Language Therapist. 	<ul style="list-style-type: none"> Communication profiles to be included in wider pupil learning profiles.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Moving to a home-schooling approach to learning as a result of lockdown due to pandemic. Development of materials, use of online programmes and distribution of IT devices to enable some pupils to work from home. Setting up Purple Mash programme individual accounts, setting tasks and use of Learning Journals to share information between home and school. 	<ul style="list-style-type: none"> Development of more resources which can support home learning for all our young people should this be necessary and key Google Meet direct learning access.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Involvement of new participants in the Stirling Young Ambassador's Programme. WHS hosted the first meeting of the year. This had to be discontinued due to Covid19. 	<ul style="list-style-type: none"> To reinstate the programme when circumstances allow and include new participants to the Young Ambassador Programme.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Work experience at the Tiny Farm, St Modan's High School, for S6 Ochil House pupils, where they helped to maintain the site and grow vegetables which were harvested. 	<ul style="list-style-type: none"> Continuing the project with more young people as part of transition to post school employment or training.

Support for Learning

Key Wider Achievement Successes 2019/20

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

Enterprise group - learning craft techniques in order to be awarded SQA level 2;
 Excel Group – able pupils are challenged and supported through tasks to facilitate lessons and workshops for S1 students about environmental issues of their choosing, in order to widen their own knowledge of topics, improve their research ability, work together as a team and support junior classes;
 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 success at Higher, National 5 and National 3 levels;
 Enhanced Transition Programme – identified pupils invited to attend for 8 weeks to complete craft project;
 Lunch Club - supportive area for vulnerable pupils;
 Craft Club – variety of activities from flower arranging, sculpting to water colour painting, over 30 pupils attend regularly;
 Social Communication Group - targeted support for ASD pupils or for pupils who struggle in groups;
 Maths Recovery – practice of strategies appropriate to level of maths development;
 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;
 Read and Write Gold - enabling many students to access learning through ICT;
 Typing skills – developing technique, speed and accuracy when typing;
 Resilience group – pupils who need to develop resilience skills in a safe environment;
 Supporting Attainment and Achievement group – transferable holistic social and soft skills in a safe environment;
 Supported Study – senior targeted support group for ASD pupils or for pupils who struggle with peer communications;
 Additional Assessment Arrangements in place for pupils who require additionally with their exams.
 Two very successful visits to primary schools as part of transition programme, unfortunately planned days were unable to go ahead.
 The SfL team continuously conducts diagnostic assessments for literacy, numeracy, visual, 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
1.3 Leadership of change	<ul style="list-style-type: none"> Learning profiles. Targeted small group extraction. 	<ul style="list-style-type: none"> Small group monitoring and tracking developed further.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Targeting more pupils through small group opportunities. Feedback from learners re small groups. 	<ul style="list-style-type: none"> SQA accreditation where appropriate. Parental voice re. small group impact.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Resilience and SAA programme. Successful collaboration with partner agencies e.g. Educational Psychologist, ASN Outreach e.g. ASD and EAL. 	<ul style="list-style-type: none"> Involve Family Link Workers even more for targeted support, where appropriate.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Enhanced transition for identified pupils run by SfL staff, delivered successfully in an 8-week period. 	<ul style="list-style-type: none"> Twitter profile to celebrate success.

School of Sport and Health & Wellbeing Faculty

Key Wider Achievement Successes 2019/20

Please note: this is a summary of a selection of key team and individual successes. For a full selection follow the School of Sport and school Twitter pages.

Schools of Sport

Continuing to deliver five schools of sport – Girls school of Football up and running successfully.
Programme enhanced with additional sessions including nutrition, sports psychology, sports injury prevention and management, elite athlete visits.
SOS Fundraisers - 100 miles, smarties, scratch cards, rugby cycle, bake sale.

Basketball

Boys

U15 boys - Scottish Cup Finalists (final cancelled due to Covid).
Senior boys - Scottish Cup Finalists (final cancelled due to Covid).
Piper McGowan, Jack Hencher, William Kemp - selected to represent Scotland alongside Coach Cory McCabe.

Girls

Leah Tervit Stark selected for Scotland.
Senior Girls B team - Scottish Cup semi-finalists.

Dance

Dance showcase – excellent event.

Football

Lucas Williamson selected for Scottish Schools International Squad.
Lucas Williamson, Tom Cumming, Campbell Young, Rob Dryden, Gavin Hamilton all selected for Forth Valley Regional Team, who were beaten semi-finalists in Scottish Regional competition.
Josh Moore and Finlay Barr selected in U15 Regional Squad who were finalists (not played due to lockdown).
U13s – Runners-up in Forth Valley West League & reached last 16 of Scottish Plate.
U14 - Forth Valley league winners and league cup semi finalists
U15 - Forth Valley League winners and Scottish Cup quarter finalists
Senior Boys - Won West Section of League and got to the Semi Final stage of Cup competition
Keira Chuter represented Scottish U15 Girls team.

Swimming

Central Schools overall champions.
Central Schools Relay Champions.
Liberty Blair, Andrew MacKenzie, Finn Birkin - all National Schools Finalists.

Curling

Central Schools Quaich, finished in 5th place.

Tennis

U18 Girls - Remain National Champions as were undefeated up until lockdown.

Squash

Kyle Penman Scottish Champion.

Boxing

Alan Perrie European and Scottish Champion 55kg.

Gymnastics

9 pupils in total took part at the Stirling schools comp.
Level 3 - Individual gold for Niamh Imrie, Team Gold for Ingrid Arthur, Rosie Seabrook, Niamh Imrie and Robb Dryden - This team qualified for Scottish finals.
Level 2 - Individual silver for Lauren Fitzpatrick and team bronze for Lauren Fitzpatrick, Carina Logan, Olivia McKinlay, Ellie MacLeod, Molly Seabrook
Top team reached national finals in Perth.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Clear communication and teamwork are evident in PE and HE. • Girls' School of Football was created. • Continuation of developed links between other subjects. 	<ul style="list-style-type: none"> • Learners taking the lead in lessons. Pupils need to be given this opportunity on a more regular basis. • More pupil demonstrations would lead to more confidence in our subjects.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Development of online resources and interactions. • Lessons are varied and differentiated so that all pupils can be included. • Opportunities to have learning talks with staff and peers continued. • Moderation for National and Higher assessments – School and Local Authority. 	<ul style="list-style-type: none"> • Although more pupils were confident in discussing their BGE levels, this will continue to be an area of development particularly using the new online system. • Continue moderation with monthly focuses for all levels.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Pupils agreed that they were showed respect in lessons and are very positive about the way they always manage to work together. • Pupils feel that they are always listened to and staff act upon the pupils' feedback. • 'Chef of the week' and 'pupil of the week' was continued throughout the year and celebrated online. • 100-mile challenge 	<ul style="list-style-type: none"> • Pupils felt that they would like good work to be highlighted more often. • Development of senior HWB curriculum.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • S3 pupils who showed an interest in National 5 PE were targeted with subject-related language. • Continuation of large number of extra-curricular activities • School of Sport programme developed to include health, nutrition and role model inputs. • Strong attainment across levels. 	<ul style="list-style-type: none"> • Progression of all Schools of Sport. • Development of S3 National 5 'taster' block.

Science Faculty

Key Wider Achievement Successes 2019/20

- Education Scotland STEM nation award achieved for all areas apart from Family engagement (STEM). LR attended training at Larbert HS to begin initial research to improve this area.
- Planning underway for Primary cluster STEM in box projects, resources purchased and 2 x planning meetings held with primary cluster teachers.
- S1/2 Whole school STEM days completed (Solar car and Moon Mission).
- S2/3 Course timelines updated to increase time for course content coverage in BGE phase.
- New units developed for S2 (Space, Biodiversity and Metals).
- S1/3 Courses mapped against benchmarks and whole school BGE tracking spreadsheet produced to reflect unit of work.
- S2 GreenPlanIt - STEM Royal Horticultural Society Campaign for School Gardens: Design a garden Competition Winners 2020.
- S2 Pupils took part in Tomorrow's engineers LEGO EEP Robotics competition and came 3rd for regional heat.
- S3 Sports Science day held for all S3 pupils as part of updated S3 BGE Biology course.
- S5 Pupils - Overall winners of EES project 2020.
- Successful implementation of Young STEM leader project with S6 pupils (39 achieved the award at level 6).
- Members of the faculty (PB and LR) visited Stirling astronomical society to make links with new S2 Space course - looking to establish link with the school going forward.
- Successful implementation of SQA Laboratory Skills at N5 level. Including a field trip to the west coast as part of the RSC Clean water sampling project in partnership with Strathclyde University.

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> -LR lead changes to S3 courses to ensure a balance of N4/L4 and N5 content. -SW/HM/JC developed new S2 BGE units of work. -Successful STEM nation award application in partnership with STEM faculties. 	<ul style="list-style-type: none"> -Ensure assessment also has an appropriate balance and improved tracking of N4/5 successes. -Units still to be reviewed. Consideration of 3 unit assessments. -STEM family learning is final section of overall award to be achieved.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> -Annual review of BGE progression completed based on BGE assessment data. -Senior phase Bio/Phy assessments updated. Faculty undertook brief shared readings per FIP. -All BGE and Senior phase timelines updated to reflect changes to course structure and level of content/assessment -Standardised approach developed for all senior phase pupil SQA Assignments. -Practical work mapped to timelines and equipment lists updated. 	<ul style="list-style-type: none"> -Review of BGE assessment to ensure robustness. In particular S3. Review of assessment tracking to consider tracking of necessary skills as well as grade. -Consideration of early targeting of pupils for SQA units back up. Possible portfolio approach as per Chemistry. -Continue but ensure time to reflect/discuss. Read, try in class, report back may be a better approach rather than just reading.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> -SIMD attainment surveys completed and results shared. Low uptake of SIMD 1 pupils in senior phase -SIMD data now on all tracking documents -Young STEM leader mentoring used to support pupils in S4 	<ul style="list-style-type: none"> -Increase options in senior phase to improve progression routes. NPA's now identified. N4 course choice options in discreet sciences where numbers are viable. -Continue to refine STEM opportunities and ensure gender balance when promoting.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> -Sustained, improved attainment across senior phase. -Improved understanding of SQA assignments at N5 and H following SQA training and departmental discussions 	<ul style="list-style-type: none"> -Tracking of pupils at risk earlier in the year. - Consideration of selective SQA assessment -Pre-planning of practical and a mock assignment in S3 for all pupils. Bank as AVU for pupils in S4. Complete full outcome 1 report separate to Assignment early in the year and provide feedback to take home as part of assignment planning pack. Experiment however must be different to the assignment.

Social Subjects Faculty

Key Wider Achievement Successes 2019/20		
<ul style="list-style-type: none"> Guest speaker from Police Scotland took part in a Q&A session with Advanced Higher Modern Studies pupils. Advanced Higher Geography pupils took part in a field trip to the Loch Ranza Field Centre in Arran. Higher Geography pupils visited the Lake District National Park to carry out field work for their assignment. Senior History trip to MacRobert theatre to watch 1917. Advanced Higher History became members of and were given a tour of the library at the University of Stirling. S4 Geography class carried out their 'Urban' research during a trip around Stirling. The Social Subjects Ambassadors led Holocaust Memorial assemblies to the whole school. Senior Historians visited Auschwitz through the Lessons from Auschwitz programme. S3 took part in the Holocaust Memorial Day live stream. The faculty led the whole school Remembrance Service. Social Subjects Ambassadors led the Remembrance Day assemblies for the whole school. The faculty organised a whole school Mock Election in line with the 2019 General Election. Guest Speakers from the Children's Panel Scotland took part in a Q&A session with the Advanced Higher Modern Studies class. The faculty took a team to The World's Biggest Sleepout in Edinburgh, helping to raise £5000 for the charity. The faculty organised for the Scottish National Blood Transfusion Service to deliver a talk to S6 pupils. The faculty ran a variety of LGBT History assemblies to all year groups. The faculty also contributed to the running of the Mental Health Week assemblies. 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Greater engagement, commitment and attainment in all Advanced Higher Social Subjects classes. 	<ul style="list-style-type: none"> Greater use of Learning and Teaching Wheel in terms of lesson planning etc.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Use of BGE tracking and monitoring to promote a nurturing and challenging working environment. 	<ul style="list-style-type: none"> Benchmark assessments created for all BGE units across Social Subjects classes.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Open discussions on key news items throughout the year in a safe and inclusive manner which in turn promotes inclusion and diversity. 	<ul style="list-style-type: none"> Pupils given greater voice in deciding how and what they learn.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Implementation of new N5 exam technique skills and knowledge in order to improve attainment in the senior phase. 	<ul style="list-style-type: none"> Greater emphasis placed on Advanced Higher in order to improve attainment in S6.



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