



# Wallace High School

## *Standards & Quality Report 2021*





## Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2020/21.

We enter our fiftieth anniversary year in the midst of a national context that none of us could have predicted. The challenges of the past year and a half have, undoubtedly, impacted on the richness of the many activities we enjoy that make up the totality of a young person's experience in Wallace High. We have also not been able 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.

Yet, amongst the challenges, we can be proud as we reflect on how we adapted and developed in different key areas at a pace we could never have expected – 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. 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, in spite of the limitations, 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 aim to convey summary information as to key work in 2020/21 and its efficacy. SQA Insight data provides effective evaluative information on our performance in relation to national assessments (albeit in a very distinct context) - 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 2021/22 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 2021/22. Despite the current national challenges, our on-going 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.

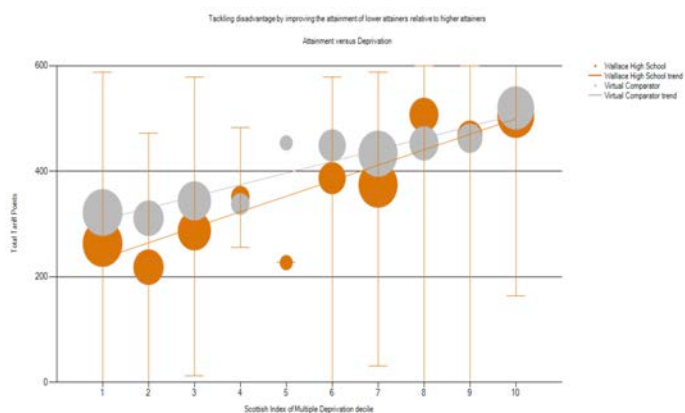


## SQA Attainment 2020/21 (Insight Data)



*"The pages that follow utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a good performance this session, but it is important to note that sessions 19/20 and 20/21 are very much standalone years in terms of results analysis due to the specific context of Covid-19. Our S4 Nationals figures convey 43% of pupils achieving 5 awards at National 5 level. Our figures for pupils achieving one, three and five Highers (28%), indeed, all remain above historical comparator averages and convey sustained, improved performance across stages."*

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



#### S4 – 2020/21

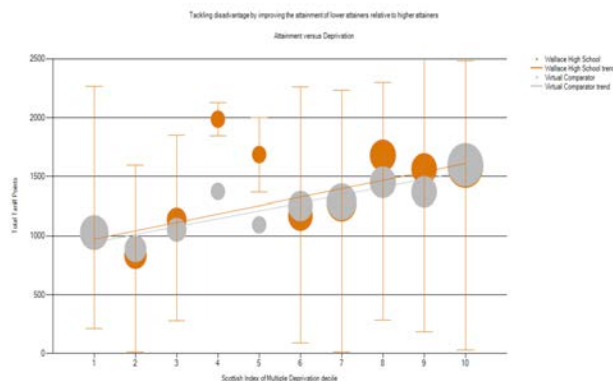
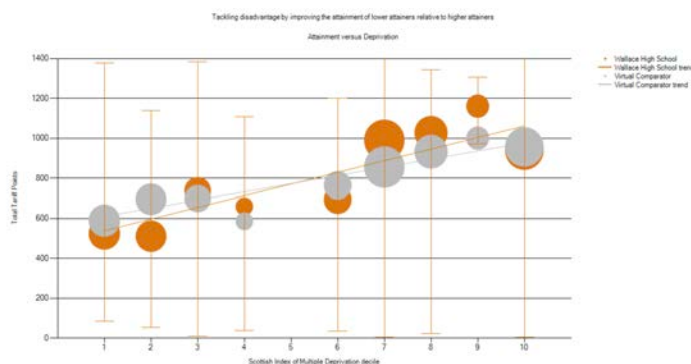
- The key message regarding Covid recovery for S4 is very clear in this graph. Performance against VC narrows gradually as we move up deciles and so the 'gap' is clear in how challenges with engagement during lockdown disproportionately affected lower deciles and this diminishes with each stage.
- A key impact of online learning and some challenges with engagement during lockdown was that many more pupils than normal either dropped one subject or completed at a lower level. A return to full course completion is key in the session ahead.

#### S5 – 2020/21

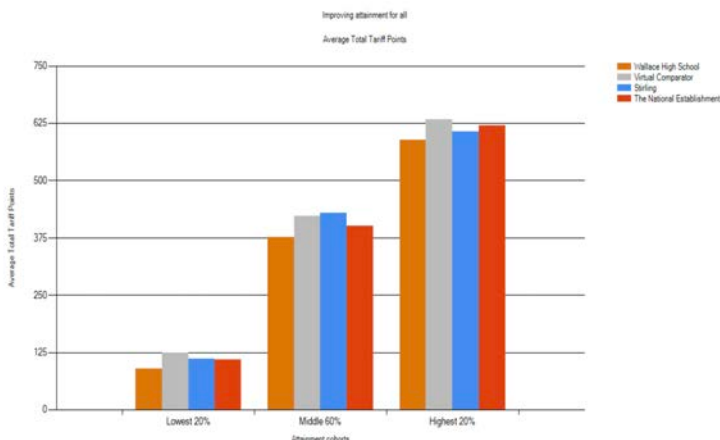
- Overall, this graph reflects a positive performance across deciles – with the mean line being slightly below virtual comparator in deciles 1 and 2 (Covid recovery work to be targeted here) and then shifting above comparator beyond this.
- Again, across deciles what is clear is the range of performance young people are capable of and the positive impact of as wide a course capture as possible to outcomes.

#### S6 – 2020/21

- S6 performance is very strong across deciles this session, with the mean line above VC throughout.
- S6 must always be weighed against wider participation and achievement – ensuring fuller accreditation of wider S6 achievement and focus on course completion for Highers and Advanced Highers has had a cumulative positive impact from deciles 1 - 10. There must be sustained focus on completion of the full range of qualifications to sustain strong performance here.



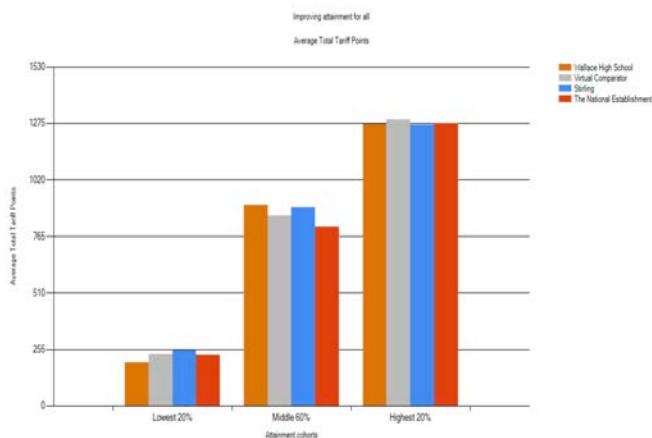
## Improving Attainment for All – Average Total Tariff Score (Wallace = orange; Virtual Comparator = grey)



### S4 – 2020/21

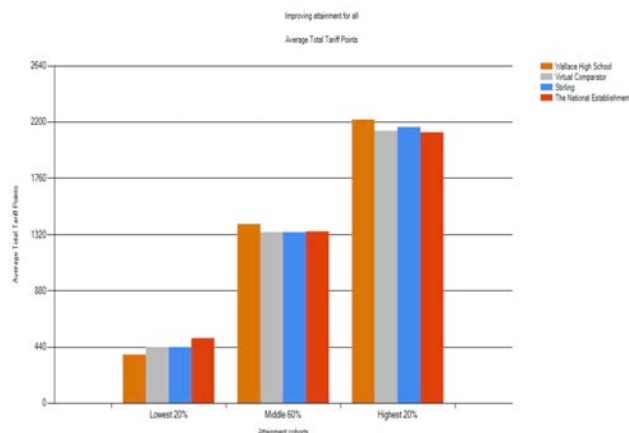
- For S4, we see a reduction against VC this session, although it is interesting to compare this to historical VC averages, as opposed to individual elevated figures for one year. Looked at in this way, the lowest 20% and middle 60% are very close to historical performance. These figures include 3 Ochil House pupils.
- We were concerned by a higher number of pupils dropping one subject during lockdown and engagement from pupils during remote learning, especially from our lower deciles. This is absolutely reflected in performance and becomes clear when we look at both complementary tariff scores (where best five is closer to VC) and attainment vs. deprivation graphs.
- Key focus on the back of this is to target **course completion** for as many candidates as possible across all courses and use tracking and monitoring to **target lower decile pupils** and maximise unit and course completion through targeted support.

### S5 – 2020/21



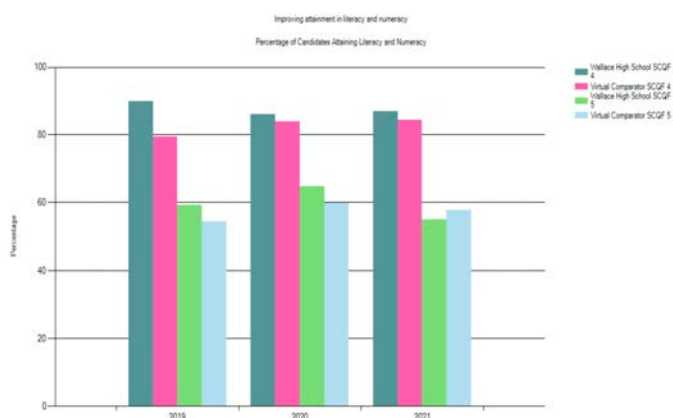
- For 2021, our S5 performance against Virtual Comparator across levels reflects a consistent performance. These figures include 5 Ochil House pupils.
- We will continue to **focus on lowest 20%** of performers by maximising wider achievement and utilising the Wallace Hub and targeted interventions to capture attainment for some of our disengaged youngsters and early leavers in S5. School apprenticeship should continue to have positive impact here
- Focus on **maximising quintile 1 outcomes** will prove key on the back of challenges here during lockdown and online learning with less engagement and course completion.
- Course completion** for all should be key here – especially in following on from the challenges of last year's S4 experience during lockdown.

### S6 – 2020/21



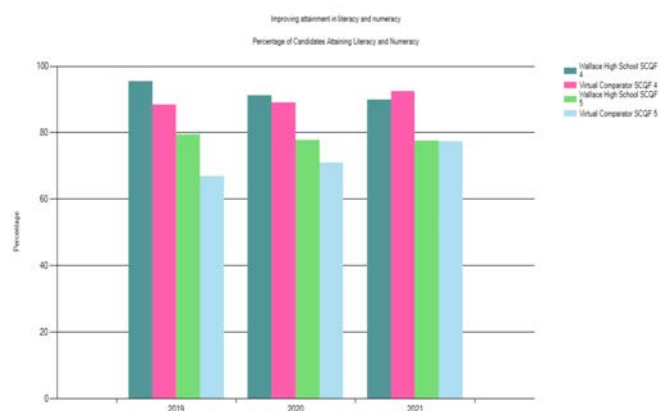
- Cumulative S6 performance is very strong this session after sustained focus over recent sessions.
- S6 has outperformed Virtual Comparator for cumulative exit attainment for 80% of students. The figures above include 7 Ochil House pupils for the past session.
- We are marginally below with the lowest 20% of attainment but this was impacted by an inability to complete some wider achievement awards last year and some challenges with engagement during online learning.
- We are aware of the need to focus on maximising outcomes in S6 in the session ahead to ensure there is recovery for some students who may have found challenges with online learning.

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



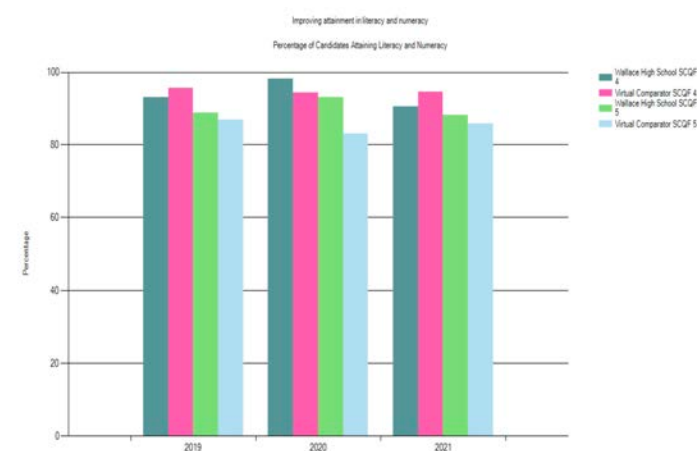
#### S4 – 2020/21

- Our S4 baseline performance in Literacy and Numeracy remains very strong at level 4 but has dipped to just below for level 5, a consequence of some pupils not achieving both levels for literacy and numeracy due to gaps in online engagement and the capacity to achieve following lockdown.
- This does, however, remain strong against conventional VC figures and will be targeted now that we have a focus back in school this session.



#### S5 – 2020/21

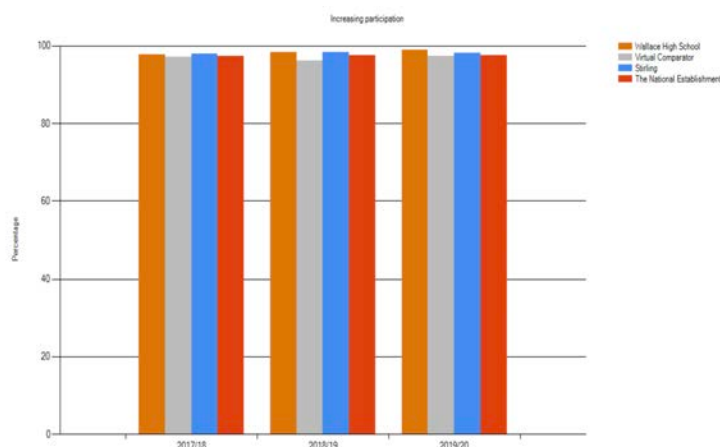
- This remains a very solid measure as 3-year average performance remains good against Virtual Comparator for all levels, with a slight dip at level 4 this year.
- We must work hard to recover level 4 performance in the session ahead by targeting core literacy and numeracy outcomes for our young people who have not achieved this by S5.
- 5 Ochil House pupils largely account for the level 4 figure as this would be very hard for them to achieve.



#### S6 – 2020/21

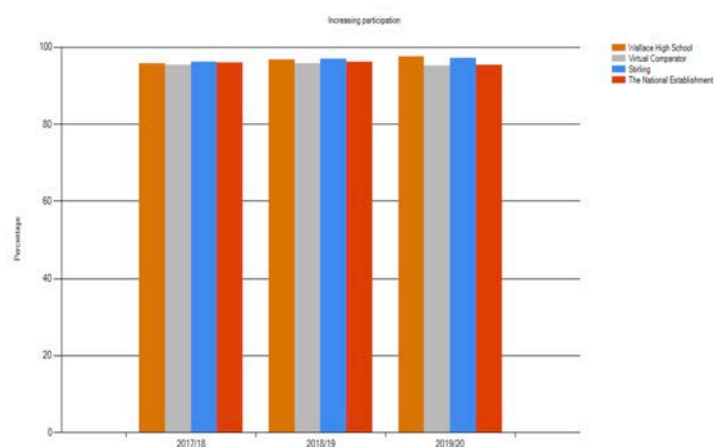
- Level 5 achievement by end of S6 remains very strong against Virtual Comparator over 3-year average and with the 2021 figure.
- Level 4 figure is c.4% below for 2021. This suggests a focus on level 4 recovery is required, although it should be noted that this includes, for all year groups, Ochil House learners who will struggle to achieve at this level. There were 7 Ochil House S6 pupils last session which largely accounts for the level 4 gap.

*Increasing Participation Figure - Pupils in Positive Leaver Destination or Remaining at School (Wallace = orange; Virtual Comparator = grey) NB 2020/21 figures not published until February 2022*



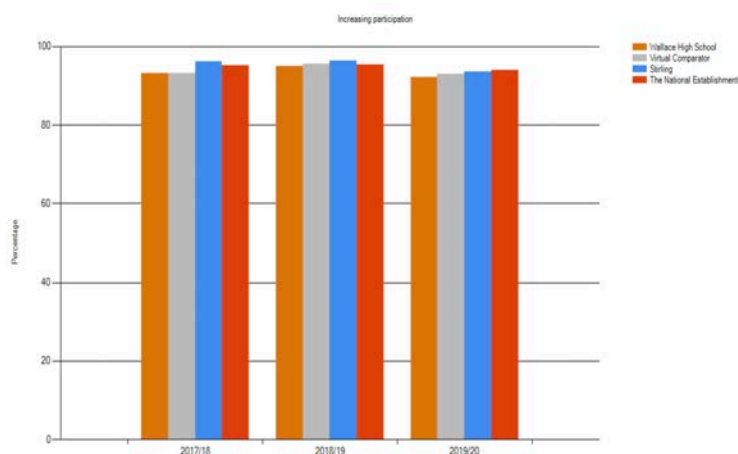
#### **S4 – 2019/20 – latest figures**

- Our S4 participation figure is 99.03%, up from 98.31% the previous year and above our Virtual Comparator figure. This is our highest figure on record here.



#### **S5 – 2019/20 – latest figures**

- Our S5 participation figure is 99.03% and our highest figure on record. We will target sustaining this rise against Virtual Comparator.



#### **S6 – 2019/20 – latest figures**

- Our S6 participation figure is consistently close to Virtual Comparator over the past 3 years and remains effectively in line with VC (92.11% vs. 92.98%).
- Interestingly, S6 makes up the biggest cohort of a single leaver group for most schools and the graph above reflects a fall for school, VC, Stirling and National figures in the midst of the pandemic.





## Improvement Priorities 2020/21

*Improvement priorities for 2020/21 are noted below alongside a concise evaluation of progress in each key area*

*The full WHS Improvement Plan for 2021/22 is published on our website and in the 'Information' section of the School App*

"Attendance has sustained a 3-year average over 91%, with a figure of 92.22%, and exclusions remain firmly below historical comparator averages, with 9 individual episodes in 2020/21, a figure that has more than halved in recent years."



**1**

### BGE TRACKING, MONITORING & REPORTING

- ▶ Google Classroom BGE tracking system fully operational
- ▶ All pupils reflecting on learning & engaging with teachers on level and next steps
- ▶ Parents connecting with young people and accessing learning journey
- ▶ Staff QA pupil engagement & evaluate consistency

**2**

### PARENTAL ENGAGEMENT & FAMILY LEARNING

- ▶ Parental engagement data evaluated - COVID-19 feedback incorporated
- ▶ Staff and Pupil 'In-school' Team - developing greater family agency
- ▶ Community Team - developing community action plan to engage families
- ▶ 'Closing the Gap' family resource bank developed

**3**

### LEARNING & TEACHING

(INCLUDING COVID-19 RECOVERY PLANS & LEARNER AGENCY)

- ▶ Key priority: pupil, parent, staff and partner feedback on learning audited following COVID-19 period
- ▶ Clear learning recovery plan established for *all*
- ▶ L&T Team take forward next steps with L&T Wheel
- ▶ Focus on consistent high quality L&T and improved learner agency

**4**

### SUSTAINABILITY - IMPROVED RECYCLING & ECO EDUCATION

- ▶ Pupil-led team established to take forward sustainability agenda
- ▶ Pupil assemblies planned, delivered and clear strategy established for:
- ▶ Implementation of revised council recycling strategy across school campus
- ▶ Revision of sustainability education plan

Broad General Education Tracking, Monitoring & Reporting (NIF Priorities: 1&2)		
Key Improvement Outcome	Key Actions (steps to achieve outcomes)	Impact (Achieved this Session)
Google Classroom BGE tracking system fully operational (1.3/2.2/2.3)	<ul style="list-style-type: none"> <li>▸ All pupils re-connected with system as part of COVID 19 recovery.</li> <li>▸ Staff begin discussing progress with pupils as part of school and blended learning approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Pilot work completed.</li> <li>▸ Lockdown period resulted in change to Didbook system for home reporting access.</li> <li>▸ Next phase developed 21/22 in conjunction with Didbook to bring Google features into new system.</li> </ul>
All pupils reflecting on learning & engaging with teachers on level and next steps (1.2/2.3)	<ul style="list-style-type: none"> <li>▸ Pupils are engaging with their profiles across subjects at agreed reflective points and are able to articulate strengths and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Focus of this shifted due to Covid period and change in tracking system.</li> <li>▸ Focus on online learning, engagement and reflection here.</li> <li>▸ Targeted progress discussions.</li> </ul>
Parents connecting with young people and accessing learning journey (2.3/2.5/2.7)	<ul style="list-style-type: none"> <li>▸ Tracking and monitoring team develop parental access protocols - particular focus on parental engagement in light of COVID-19 recovery work.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Shift to Didbook system completed.</li> <li>▸ Parental feedback on reports and impact considered and evaluated.</li> <li>▸ Focus on online/remote learning engagement became greater.</li> </ul>
Staff QA pupil engagement & evaluate consistency (1.1/1.4/3.2)	<ul style="list-style-type: none"> <li>▸ Staff evaluate the <i>quality</i> of learner reflection and feedback on their learning and focus on key next steps</li> </ul>	<ul style="list-style-type: none"> <li>▸ As noted above, this shifted from the Google tracking system to connecting via Google Meet and Classroom to reflect on engagement and understanding of learning progress. Work on consistency of reflection in 21/22.</li> </ul>

Parental Engagement & Family Learning (NIF Priorities: 1-4)		
Key Improvement Outcome	Key Actions (steps to achieve outcomes)	Impact (Achieved this Session)
Parental engagement data evaluated - COVID-19 learning (1.1/1.5/3.1)	<ul style="list-style-type: none"> <li>▸ Parental Engagement team review feedback data from end of session.</li> <li>▸ Team collate parental feedback on online learning as part of COVID-19 recovery.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Parental Engagement Team feedback data and next steps considered. Inform plan for 21/22.</li> <li>▸ Online learning feedback collated and informed Digital Hub creation.</li> </ul>
Staff & Pupil 'In-school' Team - developing greater family agency (1.3/1.4/2.5)	<ul style="list-style-type: none"> <li>▸ Sharing good practice sessions facilitated regarding parental feedback and family learning.</li> <li>▸ CLPL programme developed on this.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Planned in-person work here not possible due to Covid-19 restrictions.</li> <li>▸ Shift to targeted outreach family support strong and online Digital Literacy supports.</li> </ul>
Community Team - developing community action plan to engage families (2.5/2.6/2.7)	<ul style="list-style-type: none"> <li>▸ Community 'voice' groups target feedback across communities.</li> <li>▸ Targeted Google Meet feedback/engagement sessions.</li> <li>▸ Targeted transitions engagement.</li> </ul>	<ul style="list-style-type: none"> <li>▸ Community Team in-person work on hold until 21/22.</li> <li>▸ Community support work very much shifted to targeted 'garden gate' and family support visits.</li> <li>▸ Transition plan fully implemented.</li> </ul>
'Closing the Gap' family resource bank developed (1.5/2.5)	<ul style="list-style-type: none"> <li>▸ Resource bank produced to target 'Closing the Gap' in key communities (study support, Chromebook help sheets etc).</li> </ul>	<ul style="list-style-type: none"> <li>▸ This successfully moved to a big focus on digital capacity and equity as well as physical resource delivery - Chromebooks; PE, Art, Tech, Music resources - and wifi access devices.</li> </ul>



Learning & Teaching - Including COVID-19 Recovery Plans & Learner Agency (NIF Priorities: 1-4)		
Key Improvement Outcome	Key Actions (steps to achieve outcomes)	Impact (Achieved this Session)
<b>Key Priority: pupil, parent, staff and partner feedback on learning audited following initial COVID-19 period</b> (1.1/2.3/2.5/3.1)	<ul style="list-style-type: none"> <li>Individual faculties collate learning feedback as part of pupil return following COVID-19 period.</li> <li>This informs learning recovery actions for teams and blended learning models.</li> </ul>	<ul style="list-style-type: none"> <li>Individual teams considered feedback.</li> <li>Adjustments to blend of online and in-person approaches.</li> <li>Learning recovery focus was enacted in all faculties.</li> <li>General and targeted, personalised approaches key to supporting progress here for all pupil.</li> </ul>
<b>Clear learning recovery plan established for all</b> (1.1/1.2/1.3/2.3)	<ul style="list-style-type: none"> <li>Pupils, working alongside class teachers and with Pupil Support overview, establish clear personalised actions to recover learning.</li> </ul>	<ul style="list-style-type: none"> <li>Learner voice feedback was considered to help personalise supports.</li> <li>Individual pupils received targets (T&amp;M) in all areas.</li> </ul>
<b>Learning &amp; Teaching Team take forward next steps with L&amp;T Wheel</b> (1.2/2.3)	<ul style="list-style-type: none"> <li>L&amp;T Team continue to develop L&amp;T Wheel and embed impact</li> <li>L&amp;T Wheel develops online learning for staff following COVID-19 period</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T Wheel evaluated and some further population achieved.</li> <li>This was largely on-hold due to lockdown.</li> <li>Re-focus on this 21/22.</li> </ul>
<b>Focus on consistent high quality learning and teaching &amp; improved learner agency</b> (1.2/2.3/3.2)	<ul style="list-style-type: none"> <li>L&amp;T Wheel supports even greater high quality learning and teaching across the school - consistency</li> <li>Learner agency embedded through consistent learner voice feedback</li> </ul>	<ul style="list-style-type: none"> <li>Learner, parent and staff feedback utilised in all areas to re-consider L&amp;T focus.</li> <li>Important focus on learner agency during periods of blended learning. Needs further focus 21/22.</li> </ul>

Sustainability - Improved Recycling & Eco Education (NIF Priority: 3)		
Key Improvement Outcome	Key Actions (steps to achieve outcomes)	Impact (Achieved this Session)
<b>Pupil-led team established to take forward sustainability agenda</b> (1.2/1.3)	<ul style="list-style-type: none"> <li>Pupil Councils engaged to create Sustainability sub-group</li> <li>Pupil roles and responsibilities established</li> </ul>	<ul style="list-style-type: none"> <li>S6 Group to lead Eco focus was established.</li> <li>Pupils began to establish a plan and focus on engaging wider pupil group. Disrupted by COVID-19.</li> </ul>
<b>Pupil assemblies/inputs planned and clear strategy established</b> (1.2/2.2/3.1)	<ul style="list-style-type: none"> <li>Pupils agree on key focus for assemblies - building on feedback from 19/20</li> <li>Assembly programme implemented</li> </ul>	<ul style="list-style-type: none"> <li>Pupils began to plan inputs and assembly programme but this was never realised due to absence disruptions resulting from self-isolation and lockdown.</li> </ul>
<b>Implementation of revised council recycling strategy across school campus</b> (1.3/1.5/2.7)	<ul style="list-style-type: none"> <li>Engage with Stirling Council regarding provision of new infrastructure</li> <li>Pupil assemblies promote full engagement with recycling</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of new recycling programme and infrastructure was paused by Stirling Council due to Covid challenges.</li> <li>Working with SC to focus on this session 21/22</li> </ul>
<b>Revision of sustainability education plan</b> (1.1/1.3/3.1)	<ul style="list-style-type: none"> <li>Pupils evaluate progress this session</li> <li>Pupil leads produce action plan for further evolution into new session</li> </ul>	<ul style="list-style-type: none"> <li>This was not achieved due to noted disruptions.</li> <li>See 21/22 Improvement Plan for focus on this. Already underway.</li> </ul>

## Scottish Attainment Challenge & Pupil Equity Funding

Wallace High is included in the Scottish Attainment Challenge and has been given further funding for 2021/22 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 focus on Positive Destinations and targeted outreach community support during lockdown to target improved wellbeing and attainment outcomes. A detailed report on SAC outcomes for the past session can be found in our end-of-year report via the following link:

[www.wallacehigh.org.uk/about-us/standards-quality-reports](http://www.wallacehigh.org.uk/about-us/standards-quality-reports)

### 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"> <li>Girls' School of Football programme further developed to improve girls' participation and contribute to targeting lower deciles. Global aim for further increase in S1 group &amp; +25% access from deciles 1 and 2.</li> <li>Inclusive programme targets greater uptake from lower decile pupils in line with school averages – aim for further 5% increase this session, moving close to school norms.</li> <li>COVID-19 SOS online engagement programme to increase opportunities for school contact time for lower decile youngsters, despite physical activity restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches delivered bespoke, targeted sports sessions to promote physical and wider wellbeing for young people.</li> <li>Girls' football programme further developed to increase lower decile participation and general HWB focus.</li> <li>PT role further extended to evaluate and improve the programme in terms of targeted impact for lower deciles, girls, and Care Experienced youngsters. Worked with Attainment Advisor on impact measurements and future focus points.</li> <li>COVID-19 SOS recovery actions implemented, and online engagement activities promoted wellbeing during lockdown periods.</li> </ul>	<ul style="list-style-type: none"> <li>By final term, despite Covid restrictions to physical activity and lockdown, 100% of SoS programmes were fully functioning – promoting physical and mental wellbeing.</li> <li>HWB and fitness assessments on return, across programmes, supported targeted young people with their HWB after a period where some had been significantly less active.</li> <li>The programme was adapted throughout lockdown and weekly engagement sessions across all programmes were delivered.</li> <li>Where young people were not engaging, targeted contacts supported promotion of HWB and general pastoral support.</li> <li>Equipment was delivered to over 100 pupils during lockdown to support HWB activity, with pupils who couldn't access resources at home targeted.</li> <li>Additional swimming group formed to support more comprehensive and diverse access to the programme.</li> </ul>
<ul style="list-style-type: none"> <li>Improved resilience and coping mechanisms for senior pupils.</li> <li>Increased focus on seniors trained as peer supporters in order to offer peer support and improve attendance and resilience with targeted peers – reflected in performance.</li> <li>Aim to improve attendance, engagement and attainment for young people receiving 'counselling' support.</li> <li>Targeted support for youngsters struggling to re-engage following COVID-19 period.</li> </ul>	<ul style="list-style-type: none"> <li>Training peer Mental Health First Aiders and training a school trainer were all cancelled due to Covid restrictions and lockdown (revisit in this year's plan).</li> <li>Provide targeted counselling support to young people.</li> <li>Young people re-engaging successfully following challenges of COVID-19 period (in-school support).</li> <li>Weekly virtual connections with targeted pupils during lockdown to support with mental wellbeing.</li> <li>Wellbeing Wednesdays launched to support families, pupils, and staff during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>20 targeted pupils received on-going support with mental health and wellbeing through MH coaching throughout the session.</li> <li>Virtual supports through lockdown allowed young people to sustain connectivity and engagement and supported on-going achievement with online learning.</li> <li>90% of pupils engaged during lockdown and received targeted wellbeing support.</li> <li>Universally, weekly, family, pupil and staff resources were developed to support during lockdown, and these will be available for future support. Collated feedback on this was very positive.</li> <li>With the majority of senior pupils on the targeted caseload, the focus from April – June on managing assessment stress and re-engaging with wider peers was significant. Targeted work here allowed focused liaison with subject staff to support achievement. S@ measures for S4 and S5 are above historical averages.</li> </ul>
<ul style="list-style-type: none"> <li>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 attendance target of 90%+ as well as aiming for no exclusions for supported pupils.</li> <li>Targeted personalised support – COVID-19 re-engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Utilised additional SLA hours to provide bespoke interventions for targeted young people on our FSB and LS caseloads.</li> <li>Provided increased targeted support hours to assist with recovery of learning following COVID-19 period and to support blended learning – targeted outreach support.</li> <li>During lockdown, this resulted in targeted 'garden gate visits' and community sessions with targeted young people.</li> </ul>	<ul style="list-style-type: none"> <li>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 schoolwork and with general wellbeing.</li> <li>Flexible approaches and bespoke curricular arrangements, once again, resulted in the majority of pupils achieving improved attendance and engagement.</li> <li>SQA attainment outcome targets were achieved for the majority of our senior pupils on this caseload. 100% current positive destinations for this group.</li> <li>For consecutive years, only two incidences of exclusion for this caseload for the whole session.</li> </ul>
<ul style="list-style-type: none"> <li>Utilise PEF funding to re-generate the HWB/kitchen area in Ochil House to be a functional teaching and learning space for young people to assist delivery of life skills for pupils with complex needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff liaised with Business Manager and FES on learning space requirements for the project.</li> <li>Project completed and learning space began to be utilised by pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Construction timescales were affected by Covid restrictions.</li> <li>Construction was completed by end of session and the new learning space in use for access by all Ochil House young people and staff.</li> <li>Learning programmes that focus on life skills and curricular HWB inputs are now planned to utilise this much-improved curricular space.</li> </ul>







# Wallace High School

Airthrey Road  
Stirling, FK9 5HW

Tel: 01786 462166

Web: [www.wallacehigh.org.uk](http://www.wallacehigh.org.uk)

Twitter: @wallacehighsch

