



Wallace High School School Improvement Plan 2025-26



Head Teacher's Introduction

Our School Improvement Plan 2025/26 is a focused and 'real' document that genuinely aims to facilitate the continuous improvement of Wallace High. A series of formal and informal meetings/discussions with SLT; Faculty and Pupil Support Leaders; teachers and support staff; Local Authority personnel; partners; pupil groups; parents (PTN, 'drop-in sessions', Parental Engagement Groups and personalised parental feedback); data analysis; and HMle inspection feedback have all led to the identification of our key priorities. This document is also complemented by detailed plans for PEF, Gaelic and Ochil House that capture the full extent of support for all pupils, as well as individual Faculty Plans. These documents seek to comprehensively capture our commitment to continuous improvement as we implement targeted support in the context of the wider socio-economic context that affects many families.

Our aim is to supplement this work through Pupil Councils (including our Young Leaders of Learning) and our Parent Teacher Network, with pupil and parent priorities forming 'mini' action points that have specific targeted improvements that are led and evaluated by these groups.

Everything that we do as a school is designed to have the consequence of improving:

- Pupils' health and wellbeing
- Pupils' learning experiences
- Shared values and ethos (culture)
- Achievement and attainment for *all*

In organising our Improvement Plan we have sought to structure our actions around four key areas of development central to school improvements that articulate with: HGIOS 4; key priorities of the Scottish Government's National Improvement Framework (NIF); and to include our targeted work through the Pupil Equity Fund (PEF). Key drivers of the NIF (School leadership; Teacher professionalism; Parental engagement; Assessment of children's progress; School improvement; and Performance information) are laced throughout the narrative of our actions and evaluations.

The five key priorities of the NIF are:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

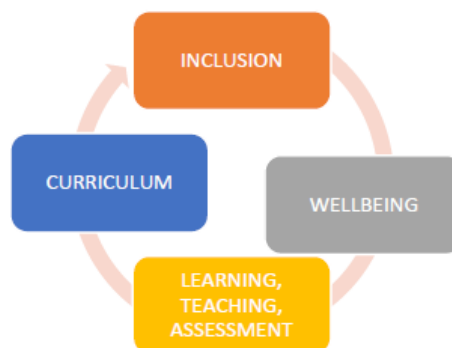
In the plan that follows, our aims strongly articulate with these aspirational and necessary priorities. Within each of the outcomes identified under our core priorities, key Quality Indicators aligning our work with Education Scotland's How Good Is Our School 4 are identified. This allows us to utilise Quality Indicators in evaluating the impact of our actions and assisting in identifying on-going priorities as we project forward. Our aim continues to be an improvement drive that will have the most significant impact on all of our young people, whilst remaining flexible as we plan education in our current, complex, evolving context.

Scott Pennock, June 2025



Stirling Council Schools, Learning & Education Priorities

To raise attainment and achievement, and close the poverty related attainment gap, our strategic priorities are:



Our mission is to provide high quality education in our early learning and childcare settings, and schools, which are safe, nurturing and inclusive environments, to support wellbeing and lifelong learning.

Every child and young person in Stirling has the right to quality education and learning. Providing an inclusive education for all children and young people ensures that everyone has the best start in life and all children and young people will learn and develop the skills they need to thrive.

Our Vision:

To be ambitious for our children and young people, their families and communities, delivering excellence and equity and promoting children's rights.

To achieve our vision we will listen to, nurture, care and support our children and young people to play, to learn, to participate and to flourish.



Wallace High School: Key Improvement Priorities 2025/26



LEARNING & TEACHING WHEEL

Next phase of embedding core principles, CLPL and collaborative working to continue to improve learning and teaching – focus on consistent pace & challenge; learner agency; utilising tracking, monitoring and assessment for *impact* across faculties



PASTORAL CARE & HWB

Next phase of embedding our core Pupil Support policies, with a focus on the impact of universal supports across stages and the quality and impact of targeted interventions – includes revised HWB/PSE curriculum; RRS silver award; revised targeted support planning for S1 and transitions



BGE CURRICULUM

In the context of the review of the curriculum nationally, we want to conduct a comprehensive self-evaluation of the impact and efficacy of our Broad General Education for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for session 2026/27



RAISING ATTAINMENT & ACHIEVEMENT

Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment, particularly for S4/5 leavers; continuing to raise attainment for all in the Senior Phase; and how BGE attainment data is utilised across learning for improvement

Main Summary Priorities

Priority Description (School Priority):	NIF Priority:	HGIOS:	Delivery Priority:
LEARNING & TEACHING WHEEL: Next phase of embedding core principles, CLPL and collaborative working to continue to improve learning and teaching – focus on consistent pace & challenge; learner agency; utilising tracking, monitoring and assessment for impact across faculties	"Improvement in attainment, particularly literacy and numeracy.", Closing the attainment gap between the most and least disadvantaged children.	1.2, 2.3, 3.2	Learning, Teaching and Assessment
BGE CURRICULUM: In the context of the review of the curriculum nationally, we want to conduct a comprehensive self-evaluation of the impact and efficacy of our Broad General Education for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for session 2026/27	"Improvement in attainment, particularly literacy and numeracy.", Closing the attainment gap between the most and least disadvantaged children., Improvement in employability skills and sustained positive destinations.	1.1, 1.3, 2.2, 2.6, 3.2, 3.3	Curriculum
PASTORAL CARE & HWB: Next phase of embedding our core Pupil Support policies, with a focus on the impact of universal supports across stages and the quality and impact of targeted interventions – includes revised HWB/PSE curriculum; RRS silver award; revised targeted support planning for S1 and transitions	Placing the human rights and needs of every child and young person at the centre of education., Improvement in children and young people's health and wellbeing., Improvement in employability skills and sustained positive destinations.	1.5, 2.1, 2.4, 2.6, 2.7, 3.1	Inclusion, Wellbeing

RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment, particularly for S4/5 leavers; continuing to raise attainment for all in the Senior Phase; and how BGE attainment data is utilised across learning for improvement	"Improvement in attainment, particularly literacy and numeracy.", Closing the attainment gap between the most and least disadvantaged children., Improvement in employability skills and sustained positive destinations.	2.2, 2.3, 2.4, 3.2, 3.3	Learning, Teaching and Assessment, Curriculum, Inclusion
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2025 – 2027



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Detailed Priorities & Actions

Description	HGIOS	Action	Person/People Responsible	Expected Impact
LEARNING & TEACHING WHEEL: Next phase of embedding core principles, CLPL and collaborative working to continue to improve learning and teaching – focus on consistent pace & challenge; learner agency; utilising tracking, monitoring and assessment for impact across faculties	1.2, 2.3, 3.2	Building on work from 2024/25, Focus on continuing to improve consistent quality of pace and challenge for all learners across curricular areas: scaffolding to support learners to engage with core learning, alongside a focus on aspirational outcomes for the most able learners. Structured engagement with QA, CLPL and the L&T Wheel to develop approaches here and improve consistency of pace and challenge in learning.	Learning & Teaching Team/ FLs/ SLT/ All staff	Improved consistent quality of learning and teaching across the school. Improved shared rationale and quality sharing of best practice through ongoing systemic working. Ongoing improvements evident in: QA; direct observations; pupil feedback; Open Doors evaluations; and attainment outcomes.

LEARNING & TEACHING WHEEL: Next phase of embedding core principles, CLPL and collaborative working to continue to improve learning and teaching – focus on consistent pace & challenge; learner agency; utilising tracking, monitoring and assessment for impact across faculties	1.2, 2.3, 3.2	Focus on efficacy of assessment in informing the quality and pace of learning: High Quality assessment and effective use of formative and summative assessment to inform progress and next steps.	Learning & Teaching Team/ FLs/ SLT/ All staff	Review of assessment tasks and outcomes across key learning areas positively influences appropriate pace and challenge for all. Focus on differentiation of tasks to challenge the most able and provide scaffolding for those who need support most.
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LEARNING & TEACHING WHEEL: Next phase of embedding core principles, CLPL and collaborative working to continue to improve learning and teaching – focus on consistent pace & challenge; learner agency; utilising tracking, monitoring and assessment for impact across faculties	1.2, 2.3, 3.2	BGE Tracking and Monitoring: continue to embed quality learner conversations and feedback to develop learner agency regarding reflection and taking responsibility for next steps in their learning: effective CLPL; sharing best practice; learner voice; feedback	EP/ Link DHTs/ FLs/ All staff	Stronger sense of pupil agency and consistent quality of learners reflecting on their learning contributes to a more consistently embedded 'feedback loop' that informs appropriate pace and challenge for all. Evident in Open Doors visits and QA feedback that learners are more consistently reflecting on their learning and identifying key next steps regarding skills and content knowledge. How well embedded is this across faculties in the BGE, especially by S3 stage?
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BGE CURRICULUM: In the context of the review of the curriculum nationally, we want to conduct a comprehensive self-evaluation of the impact and efficacy of our Broad General Education for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for session 2026/27	1.1, 1.3, 2.2, 2.6, 3.2, 3.3	BGE Curriculum Self-evaluation: looking inwards at the S1-3 pupil curriculum experience, progression and outcomes	SP/ Link DHTs/ FLs/ ELT/ All staff	Comprehensive, structured self-evaluation and review of staff, pupil and parental feedback on each curriculum stage of the BGE and clear audit of strengths and areas of focus/improvement.
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BGE CURRICULUM: In the context of the review of the curriculum nationally, we want to conduct a comprehensive self-evaluation of the impact and efficacy of our Broad General Education for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for session 2026/27	1.1, 1.3, 2.2, 2.6, 3.2, 3.3	BGE Curriculum Self-evaluation: looking outwards at the S1-3 pupil curriculum experience, progression and outcomes in other settings nationally	SP/ Link DHTs/ FLs/ ELT/ All staff	CLPL engagement with other schools nationally on curriculum models - key strengths and areas of focus that exist across other settings. Intelligence gathering to inform self-evaluation. Commitment that all FLs and SLT members will 'look outwards' at wider practice and consider refinements to our approaches to ensure a focus on continuous improvement of outcomes and experiences for our young people. This includes engagement with academic research and national curricular review materials from Education Scotland.
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BGE CURRICULUM: In the context of the review of the curriculum nationally, we want to conduct a comprehensive self-evaluation of the impact and efficacy of our Broad General Education for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for session 2026/27	1.1, 1.3, 2.2, 2.6, 3.2, 3.3	BGE Curriculum Self-evaluation: targeted focus on the structure, pace and challenge of the S3 stage of the BGE curriculum	SP/ Link DHTs/ FLs/ ELT/ All staff	ELT review of the feedback from the self-evaluation focus above results in planned staged implementation of any S3 curriculum improvements 2026/27 and 2027/28.
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PASTORAL CARE & HWB: Next phase of embedding our core Pupil Support policies, with a focus on the impact of universal supports across stages and the quality and impact of targeted interventions – includes revised HWB/PSE curriculum; RRS silver award; revised targeted support planning for S1 and transitions	1.5, 2.1, 2.4, 2.6, 2.7, 3.1	Continued focus on reviewing and embedding Pupil Support systems and policies for impact: Revised Pupil Profile system; review of faculty letter/support for learning/behaviour referral system; review of positive referrals system; implementation of revised positive relationships/ behaviour and anti-bullying policy.	JC/ Pupil Support Team/ Wider staff	Continued improvements to systemic working to target support and outcomes for all.
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RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment, particularly for S4/5 leavers; continuing to raise attainment for all in the Senior Phase; and how BGE attainment data is utilised across learning for improvement	2.2, 2.3, 2.4, 3.2, 3.3	Focus on continuing to raise attainment for all regarding Senior Phase outcomes (including Q1 focus): maximising personalised outcomes; tracking, monitoring and targeted interventions; sustaining attendance and engagement; tariff point comparator analysis on Insight; continuing to improve breadth and depth of performance; and sustaining strong outcomes for positive destinations.	SP/ Link DHTs/ FLs/ PSLs/ All staff	Continued three-year focus on improving attainment for all in attainment data regarding Insight National Measures and improving trends across all key subject areas that will maximise personalised attainment and breadth and depth performance. Focus on continued recovery of quintile 1 performance against virtual comparator and sustained strong outcomes regarding positive destinations.
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