



Wallace High School School Improvement Plan 2023 - 24



Head Teacher's Introduction

Our School Improvement Plan 2023/24 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); and data analysis 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 and our ongoing recovery work as a result of the national disruption to educational provision caused by COVID-19 and the current 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 priorities 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*

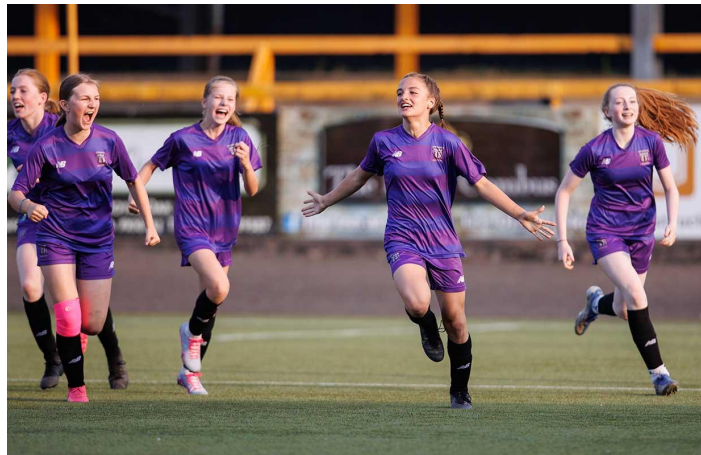
In organising our Improvement Plan we have sought to structure our actions around four key areas of development central to school improvements that articulate with: HGIOS 4; key priorities of the Scottish Government's National Improvement Framework (NIF); and to include our targeted work through the 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:

1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in attainment (particularly in literacy and numeracy)
3. Closing the attainment gap between the most and least disadvantaged children
4. Improvement in children and young people's health and wellbeing; and
5. Improvement in employability skills and sustained, positive destinations for all.

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 2023



National and Local Priorities

National Improvement Framework Priorities

1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in attainment, particularly literacy and numeracy.
3. Closing the attainment gap between the most and least disadvantaged children.
4. Improvement in children and young people's health and wellbeing.
5. Improvement in employability skills and sustained positive destinations.

Senior Phase and Youth Participation Delivery Plan Priorities

1. Deliver equity for all whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond.
2. To deliver high quality learning experiences for every learner , leading to improvements in attainment, through ensuring all practitioners are supported to develop their own learning and practice.
3. Embed a culture of collaboration which equips all children and young people, to lead change, influence improvement and thrive in and beyond school.



Wallace High School: Key Improvement Priorities 2023/24



LEARNING & TEACHING WHEEL

Embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum



PASTORAL CARE & HWB

Further embedding our revised Pupil Support policies, with a focus on the impact of universal supports across stages and the quality and impact of targeted interventions – includes closing the gap & pupil, parent and partner relationships and agency



TRACKING, MONITORING & INTERVENTION

Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection and intervention



RAISING ATTAINMENT & ACHIEVEMENT

Strong focus on equity of outcomes for all learners – utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention



School Priorities Overview

| Priority Description (School Priority): | NIF Priority: | HGIOS: | Delivery Priority: |
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| Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum. | 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. | 1.2,2.3,3.2 | Deliver equity for all whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond.To deliver high quality learning experiences for every learner, leading to improvements in attainment, through ensuring all practitioners are supported to develop their own learning and practice. |
| Tracking, Monitoring & Intervention - Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | 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. | 1.1,2.3,3.2,3.3 | Deliver equity for all whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond. To deliver high quality learning experiences for every learner, leading to improvements in attainment, through ensuring all practitioners are supported to develop their own learning and practice. |
| Pastoral Care & Health and Wellbeing - further embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and agency. | Placing the human rights and needs of every child and young person at the centre of education. Closing the attainment gap between the most and least disadvantaged children. 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 | Deliver equity for all whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond. Embed a culture of collaboration which equips all children and young people, to lead change, influence improvement and thrive in and beyond school. |
| Raising Attainment & Achievement - strong focus on equity of outcome for <i>all</i> learners - utilising revised tracking systems to target quintile 1 attainment | Improvement in attainment, particularly literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in | 2.2,2.3,2.4,3.2,3.3 | Deliver equity for all whilst ensuring that those most disadvantaged have maximum opportunity to achieve and prosper in school and beyond.To deliver high quality learning experiences for every |

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| in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention. | employability skills and sustained positive destinations. | | learner, leading to improvements in attainment, through ensuring all practitioners are supported to develop their own learning and practice. |
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Key Actions

| Priority | Description | Key Action | By When? | Person/People Responsible | Resources Required | Expected Impact | Progress (Updated during session) |
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| 1 | Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum. | Further embedding of strong, shared understanding of the key components of a quality 'Wallace Lesson', as represented in the Learning and Teaching Wheel. | Ongoing; key inputs at all Inset; TLCs; Evaluated May 2024 | KC/ DS/ JH/ HD/ FLs/ L&T Team/ All staff | Time and L&T resources | Ongoing focus on improved consistent quality of learning and teaching across the school. Depth of shared rationale and sharing of best practice through improved systemic working. | |
| 1 | Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to | Develop series of professional enquiries with key staff in-house to support improved learning and teaching and sharing of best practice. Shared on | Established by Nov 2023. Ongoing work and evaluated May 2024 | KC/ L&T Team/ Key link staff | Time and L&T resources | Improved, quality evaluation of L&T and sharing of practice through in-house CLPL. Case studies on L&T Wheel. | |

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| | continue to improve the consistency and quality of learning experiences across the curriculum. | L&T Wheel. | | | | | |
| 1 | Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum. | Stirling University School of Enquiry - pilot project to focus on developing learning and teaching evaluation and reflection across the school. Focus on sharing good practice and consistent quality. | Ongoing and evaluated May 2024 | KC/DS/Teaching staff/SLAs | Time and L&T resources | Improved shared evaluation of learning and teaching; sharing of best practice; and provision of quality CLPL. | |
| 1 | Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum. | Cross-Faculty 'Open Doors' mini VSE model piloted - chance to support sharing best practice and rigorous internal evaluation of learning and teaching. | Dec 2023 & May 2024 | DS/ SLT/ Link FLS/ Link staff. | Time and cover. | Improved sharing of best practice and rigour of internal QA procedures relating to quality learning & teaching and self-evaluation. | |

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| 1 | Learning & Teaching - utilising the Learning & Teaching Wheel to focus on embedding core principles, CLPL and collaborative working in order to continue to improve the consistency and quality of learning experiences across the curriculum. | Liaising with Pupil Support, establishing targeted Family Learning sessions that support positive engagement with pupil learning in school through bespoke sessions. | Session 1 - Dec 2023; Sessions 2 May 2024 | KM/DS/Key link staff | Time and resources for sessions. | Improved engagement with school and understanding of learning experiences for all participating families. Improved celebrating of success for pupils involved. | |
| 2 | Tracking, Monitoring & Intervention - Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | All faculty areas, through their improvement plan, have developed a clear rationale for implementation. | October 2023 | FL/ link teaching staff/ link DHT | System subscription (applies across all T&M resource sections). Faculty meeting time | Clear articulation by <i>all faculty staff</i> of shared rationale across individual teams. This is able to be discussed with pupils across classes and stages. | |
| 2 | Tracking, Monitoring & Intervention - | Evidence of pupil engagement with new system across stages | December 2023 | FL/ link teaching staff/ link DHT | Class time to populate and faculty | Pupils begin to develop fuller tracking profiles in | |

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| | Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | and in all subject areas. Population of pupil reflections and learning conversations beginning to be recorded in BGE tracking system. | | | meeting time to QA | the new system and there is a strong developing sense of consistent and structured learning conversations across the BGE. | |
| 2 | Tracking, Monitoring & Intervention - Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | Recording of reflections develops further and quality learner conversations are occurring regularly at key agreed points across the BGE curriculum. | Easter 2024 | FL/ link teaching staff/ link DHT | Class time to populate and for conversations ; faculty meeting time to QA | System becoming embedded and quality of learner conversations, reflections and ability to articulate learning, skills and levels developing strongly. | |
| 2 | Tracking, Monitoring & Intervention - | Focus on skills development (including Career | December 2023 and ongoing | FL/ link teaching staff/ link DHT/ LS | Class time to populate, faculty time to | Continuous improvement of pupils' ability to | |

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| | Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | Education Standard) occurring across curricular areas as part of learning conversations and recording of pupil evaluations. | | | QA and LS engage through ELT | articulate key skills and understanding of application of these relating to career pathways. | |
| 2 | Tracking, Monitoring & Intervention - Implementation, across the Broad General Education, of our enhanced, reflective, pupil-centred system for tracking, monitoring and evaluation of progress - focus on consistency and quality of interventions. | DHTs lead on QA with Pupil Support Leaders (YG) and Link Faculty Leaders regarding implementation, consistency and impact. | Ongoing - evaluated Jan 2024 and May 2024 | DHTs/PSLs/FLs | Link meeting times. | Consistent application of system across faculties and stages. Improved quality of learner reflections. Improved evaluation of BGE outcomes and achievement across the curriculum. | |
| 3 | Pastoral Care & Health and Wellbeing - further | Continued focus on embedding improved universal attendance | Ongoing - monthly data | JC/PSLs/FLWs/SLT | Meeting time and systems development. | Sustain global recovery figure at +91% and target | |

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| | embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and agency. | (RIC Toolkit) and further developing targeted focus on key sub-groups (e.g. quintile 1/CE/ESOL). | evaluations . | | | individual sub-group figures with LA stretch aims. | |
| 3 | Pastoral Care & Health and Wellbeing - further embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and agency. | Safeguarding & Child Protection - lead on LA self-evaluation of systems, practice and QA with central team. | Ongoing - termly evaluation. | JC/link PSLs/LA link | Meeting and planning time | Reviewed Local Authority consistency in terms of QA practice and continuous development of improved school practice using a newly developed self-evaluation toolkit to continuously improve safeguarding and CP practice. | |

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| 3 | Pastoral Care & Health and Wellbeing - further embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and agency. | Develop revised tracking system for ASN learners to ensure targeted focus on improved outcomes. | Oct 2023 - system established . Outcomes reviewed May 2024. | PR/JC/JCh/AC/Link DHTs/ Link LS Team | Meeting time and systems development. | Improved tracking of each child with ASN regarding HWB, wider achievement and attainment in National Qualifications - targeting improved Insight tariff outcomes. | |
| 3 | Pastoral Care & Health and Wellbeing - further embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and | Continuing to develop Nurture within the school & Trauma Informed Practice - full community audit and pilot implemented. | Oct 2023 - audit. Pilot completed by May 2024. | JC/AC/Key link staff | Meeting time and consequent resources required after audit. | Improved nurture practices across the school & all staff fully trained as trauma-informed practitioners. Pilot leads to whole school plan. | |

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| | agency. | | | | | | |
| 3 | Pastoral Care & Health and Wellbeing - further embedding our revised Pupil Support policies, with a focus on universal supports across stages and the quality and impact of targeted interventions. This includes closing the gap and pupil, parent and partner relationships and agency. | Continued development of improved Parental Engagement with full-year partnership working in each of our 5 community teams. Identifying community targets for each team. | Dec 2023 - termly meetings completed. Early digital support visit in each community and community targets identified. May 2024 - community targets implemented by this point and reviewed. | I Mac/Community staff leads/ Parent partners | Meeting time and identified investment in community events. | Improved bespoke parental engagement and targeted impact across all key learning communities. Agreed targeted inputs actioned in each community. | |
| 4 | Raising Attainment & Achievement - strong focus on equity of outcome for all learners - utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and | Continued focus on utilising revised Senior Phase tracking to target improved quintile 1 S4/5 leavers' attainment. | Sep 2023 - SQA Insight review. Oct 2023 targets for new session. Termly review and tracking of | I Mac/ DS/ SP/ PR/ S4 & S5 PSLs/ All staff | Meeting time | Increased tariff outcomes for quintile 1 S4/5 leavers and improved outcomes against VC. | |

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| | outcomes are utilised to ensure early intervention. | | key pupils. | | | | |
| 4 | Raising Attainment & Achievement - strong focus on equity of outcome for all learners - utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention. | Focus on sustained breadth and depth outcomes 5@5 and 5@6 and S6 H & AH completion. | Sep 2023 - SQA Insight review. Oct 2023 targets for new session. Termly review and tracking of key pupils. | I Mac/ DS/ SP/ PR/ S4 - S6 PSLs/ All staff | Meeting time | 5@5 and 6 measures sustain at above c. +43 and +19% respectively, and tariff outcomes for S6 continue to increase due to completion of full course awards at H and AH levels. | |
| 4 | Raising Attainment & Achievement - strong focus on equity of outcome for all learners - utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention. | DYW and targeted focus continues to result in strong initial destinations and revised tracking focuses on positive sustained destinations across stages (includes Q1 equity focus). | Oct 2023 initial figures and tracking termly. Reviewed April 2024. | I Mac/ LS/ DS/ FL/ SP and S4-S6 link PSLs/ All staff | Meeting time and partnership resources | Universal figure sustains at +95%; sustained figure within 2% of this; Q1 figure = universal figure. Also, key focus on quality of sustained destinations - positive pupil aspirations for all. | |

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| 4 | Raising Attainment & Achievement - strong focus on equity of outcome for all learners - utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention. | BGE tracking system continues to focus on improved BGE achievement outcomes and strategic overview of outcomes across the curriculum - levels and skills focus. | Oct 2023 initial entries and termly review thereafter. ACEL review June 2024. | DS/ SP/ Link FLs/ Link PSLs/ All staff | Meeting time and Didbook resource investment | Established BGE attainment and achievement focus through outcome meetings and ongoing tracking and monitoring interventions that mirrors quality of Senior Phase approaches. Improved early interventions focus for Q1 pupils. | |
| 4 | Raising Attainment & Achievement - strong focus on equity of outcome for all learners - utilising revised tracking systems to target quintile 1 attainment in S4/5 and how BGE focused data and outcomes are utilised to ensure early intervention. | Revised Celebrating Success calendar fully implemented and reviewed. | Dec 2023 and ongoing. | JC/ ELT/ All staff | Meeting time and rewards costs | Full implementation of revised celebrating success cycle 2023/24. Feedback and review from all partners. Improved capture of holistic successes for all pupils in even more inclusive system. | |