



# **Wallace High School School Improvement Plan 2024-25**



## Head Teacher's Introduction

Our School Improvement Plan 2024/25 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 a full HMIE inspection 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 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 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 2024*



## **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.
2. 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.

### **Council Priorities**

1. Inclusion and Wellbeing
2. Curriculum
3. Learning, Teaching and Assessment



# Wallace High School: Key Improvement Priorities 2024/25



## LEARNING & TEACHING WHEEL

Next phase of embedding core principles, CLPL and collaborative working in order to continue to improve learning and teaching – focus on consistent pace & challenge and opportunities for learners to lead learning across the 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 and pupil agency through Rights Respecting Schools Award



## TRACKING, MONITORING & INTERVENTION

Further embedding, across the BGE, our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection on learning and interventions to improve outcomes at all stages



## RAISING ATTAINMENT & ACHIEVEMENT

Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment in S4-6; continuing to raise attainment for all in the Senior Phase & how BGE attainment data is utilised across learning

## Main Priorities

Priority Description (School Priority):	NIF Priority:	HGIOS:	HGIOCLD	Council Priority:
<b>Learning &amp; Teaching Wheel:</b> Next phase of embedding core principles, CLPL and collaborative working in order to continue to improve learning and teaching – focus on consistent pace & challenge and opportunities for learners to lead learning 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	2.3	Learning, Teaching and Assessment
<b>Tracking, Monitoring and Intervention:</b> Further embedding, across the BGE, our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection on learning and interventions to improve outcomes at all stages.	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	1.1	Learning, Teaching and Assessment
<b>Pastoral Care and Health &amp; Wellbeing:</b> 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 and pupil agency through Rights Respecting Schools Award.	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	1.2	Inclusion and Wellbeing



**Raising Attainment & Achievement:**

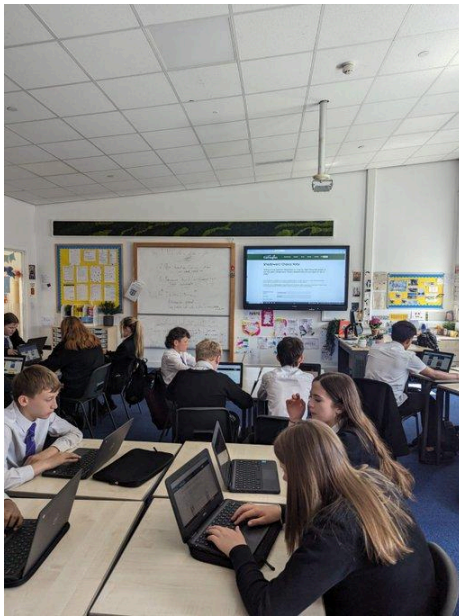
Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment in S4-6; continuing to raise attainment for all in the Senior Phase & how BGE attainment data is utilised across learning.

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

2.3

Learning, Teaching and Assessment



Priority	Description	HGIOS	Action	Person/People Responsible	Expected Impact
1	Learning & Teaching Wheel: Next phase of embedding core principles, CLPL and collaborative working in order to continue to improve learning and teaching – focus on consistent pace & challenge and opportunities for learners to lead learning across the curriculum.	1.2,2.3,3.2	<b>Continue to embed strong, shared understanding of the key components of quality learning and teaching, as represented in the Learning and Teaching Wheel:</b> consistent focus in faculty meetings and as part of faculty plans; and creative sharing of best practice.	DS/KC/Learning & Teaching Team/ FLs/ 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.
1	Learning & Teaching Wheel: Next phase of embedding core principles, CLPL and collaborative working in order to continue to improve learning and teaching – focus on consistent pace & challenge and opportunities for learners to lead learning across the curriculum.	1.2,2.3,3.2	<b>Focus on improved learner agency and learner involvement in leading learning:</b> CLPL; sharing effective practice; Young Leaders of Learning; faculty QA through 'Open Doors', learning visits and exemplars of best practice.	Link DHTs/ FLs/ All staff	Improved opportunities for young people to lead learning across the school. Improved engagement and outcomes for <i>all</i> learners.



1	Learning & Teaching Wheel: Next phase of embedding core principles, CLPL and collaborative working in order to continue to improve learning and teaching – focus on consistent pace & challenge and opportunities for learners to lead learning across the curriculum.	1.2,2.3,3.2	<b>Focus on continuing to improve consistent quality of pace and challenge for <i>all</i> learners across curricular areas:</b> 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.	Link DHTs/ FLs/ All staff	Improved pace and challenge across learning captured through: QA; direct observations; pupil feedback; and attainment outcomes.
2	Tracking, Monitoring and Intervention: Further embedding, across the BGE, our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection on learning and interventions to improve outcomes at all stages.	1.1,2.3,3.2,3.3	<b>Continue to embed quality learner conversations and feedback to develop learner agency regarding reflection and taking responsibility for next steps in their learning:</b> effective CLPL; sharing best practice; learner voice. feedback	SG&EP/ Link DHTs/ FLs/ All staff	Increased consistency regarding quality of engagement with tracking and monitoring outcomes across faculties and sharing of best practice to sustain improvements.

2	Tracking, Monitoring and Intervention: Further embedding, across the BGE, our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection on learning and interventions to improve outcomes at all stages.	1.1,2.3,3.2,3.3	<b>Establish QA calendar to support consistent and effective practice:</b> focus on key points of data collation and analysis of progress across BGE levels. Effective and consistent moderation.	SG&EP/ Link DHTs/ FLs/ All staff	Improved consistent quality of tracking and monitoring in BGE curriculum; effective engagement with attainment data; and effective and consistent faculty moderation.
2	Tracking, Monitoring and Intervention: Further embedding, across the BGE, our enhanced, reflective, pupil-centred system for tracking, monitoring & evaluation of progress – consistency & quality of reflection on learning and interventions to improve outcomes at all stages.	1.1,2.3,3.2,3.3	<b>Key focus on embedding reflection of, and engagement with, the Career Education Standard across learning through BGE tracking and monitoring:</b> QA; reflection on this consistently in learning; pupils' ability to articulate connection of learning to CES and application in life beyond school.	SDS/CES link staff/ FLs/ All staff	Improved pupil engagement with CES and ability to articulate connections and consistent application across faculties.

3	Pastoral Care and Health & Wellbeing: 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 and pupil agency through Rights Respecting Schools Award.	1.5,2.1,2.4,2.6,2.7,3.1	<b>Continued focus on reviewing and embedding Pupil Support systems and policies for impact:</b> Revised Pupil Profile system; review of faculty letter/support for learning/behaviour referral system; complete a PS integrated system/folder that includes data sharing; review tbc/medical protocols; review positive relationships/ behaviour and anti-bullying policy.	JC/ Pupil Support Team	Improved systemic working to target support and outcomes for all.
3	Pastoral Care and Health & Wellbeing: 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 and pupil agency through Rights Respecting Schools	1.5,2.1,2.4,2.6,2.7,3.1	<b>Continued focus on personalised support regarding attendance and outcomes for targeted groups:</b> Wallace Hub; FSB; ASN Outreach; VHT partnership working.	JC/ Pupil Support Team/ LA Partners	Improved sustained outcomes regarding attendance, attainment and destinations for identified groups.

	Award.				
3	<p>Pastoral Care and Health &amp; Wellbeing: 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 and pupil agency through Rights Respecting Schools Award.</p>	1.5,2.1,2.4,2.6,2.7,3.1	<p><b>Interventions and focused work to continue improvements to promote equity, wellbeing and inclusion:</b>  gain bronze &amp; silver awards for Rights Respecting Schools;  revise S6 Buddy Programme  and develop the role of Social Justice Ambassadors and Equally Safe at Schools Programme; increased partnership working with HWB programme; and  continue to develop trauma-informed practice and nurture approaches.</p>	JC/ Pupil Support Team/ LA Partners	<p>Improved pupil agency and leadership regarding wellbeing and equity. Further embedding, across the school, of trauma-informed practice and nurture principles.</p>

4	Raising Attainment & Achievement: Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment in S4-6; continuing to raise attainment for all in the Senior Phase & how BGE attainment data is utilised across learning.	2.2,2.3,2.4,3.2,3.3	<b>Focus on BGE attainment data and using whole school tracking and monitoring to measure progress and attainment of young people over time across all BGE subject areas:</b> focus on analysing outcomes; moderation; sharing best practice; and continuing to raise attainment and achievement in the BGE.	SP/ Link DHTs/ FLs/ All staff	Improved comparative analysis of BGE progress and performance across stages. Improved focus on maximising outcomes for <i>all</i> across the curriculum through moderation and sharing best practice.
4	Raising Attainment & Achievement: Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment in S4-6; continuing to raise attainment for all in the Senior Phase & how BGE attainment data is utilised across learning.	2.2,2.3,2.4,3.2,3.3	<b>Focus on continuing to recover attainment for quintile 1 learners across S4-6:</b> aim to recover pattern of improvement against VC to pre-Covid levels. Includes rigorous tracking and monitoring of individual progress; reviewing curricular options; focusing on attendance and engagement.	SP/ Link DHTs/ FLs/ PSLs/ All staff	Continued recovery of quintile performance against virtual comparator and sustained strong outcomes regarding positive destinations.



4	Raising Attainment & Achievement: Strong focus on equity of outcomes for all learners – utilising tracking and monitoring to target quintile 1 attainment in S4-6; continuing to raise attainment for all in the Senior Phase & how BGE attainment data is utilised across learning.	2.2,2.3,2.4,3.2,3.3	<b>Focus on continuing to raise attainment for <i>all</i> regarding Senior Phase outcomes:</b> 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 <i>all</i> 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.
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