



Wallace High School School Improvement Plan 2026-27



Head Teacher's Introduction

Our School Improvement Plan 2026/27 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 2026





Wallace High School: Key Improvement Priorities 2026/27



LEARNING, TEACHING & ASSESSMENT

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



PUPIL SUPPORT & HWB

Next phase of reviewing and embedding core Pupil Support policies (Safeguarding/Martyn's Law), review and revision of the school's anti-bullying policy as part of our HWB curriculum and a focus on the quality and impact of targeted interventions (APIP and the Circle Framework – inclusive classrooms)



CURRICULUM (CIC)

In the context of the review of the curriculum nationally, we want to continue a comprehensive self-evaluation of the impact and efficacy of our BGE and Senior Phase regarding outcomes for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for 2027/28



RAISING ATTAINMENT & ACHIEVEMENT

Strong focus on equity – utilising tracking and monitoring to target quintile 1 attainment & core Literacy and Numeracy (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 & ASSESSMENT: 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, 1.1	Learning, Teaching and Assessment
CURRICULUM (CIC): In the context of the review of the curriculum nationally, we want to continue a comprehensive self-evaluation of the impact and efficacy of our BGE and Senior Phase regarding outcomes for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for 2027/28	"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, 3.2, 2.6, 3.3	Curriculum
PUPIL SUPPORT & HWB: Next phase of reviewing and embedding core Pupil Support policies (Safeguarding/Martyn's Law), review and revision of the school's anti-bullying policy as part of our HWB curriculum and a focus on the quality and impact of targeted interventions (APIP and the Circle Framework – inclusive classrooms)	Improvement in children and young people's health and wellbeing., Placing the human rights and needs of every child and young person at the centre of education.	1.5, 2.1, 2.4, 2.6, 2.7, 3.1	Inclusion and Wellbeing
RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity – utilising tracking and monitoring to target quintile 1 attainment & core Literacy and Numeracy (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 and Inclusion

Detailed Priorities & Actions

Description	HGIOS	Action	Person/People Responsible	Expected Impact
LEARNING, TEACHING & ASSESSMENT: 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, 1.1	Building on work from 2025/26, Focus on continuing to improve consistent quality of pace and challenge for all learners across curricular areas: 1. Structured engagement with QA through revised peer-centred 'Open Doors' self-evaluation and sharing best practice model. 2. Focus on efficacy of <i>assessment</i> 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. 3. Continued focus on effective core Literacy and Numeracy outcomes for all through targeted pupil support and <i>parental engagement</i> through revised learning sessions.	DS/Learning & Teaching Team/ FLs/ All staff - Literacy and Numeracy Focus: LFR/J Mac	Continued focus on improving the 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 & ASSESSMENT: 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, 1.1	PRD review to support personalised evaluation of learning and teaching and to provide CLPL focus. This includes targeted 'looking outwards' and professional reading/research focus, with peer population of the <i>Learning and Teaching Wheel</i> to support sharing of best practice.	DS/ELT/All Staff	Improved personalised reflection and evaluation of learning and teaching and engagement with CLPL to share best practice and support sustained systemic improvements.
LEARNING, TEACHING & ASSESSMENT: 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, 1.1	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: 1. BGE - systemic review of post-tracking interventions and pupil engagement with BGE self-evaluation across faculties. 2. Senior Phase - review post-prelim focus through consistency of faculty next steps feedback and pupil ownership of this.	I Mac/EP/DS/ELT/ All Staff	Continued focus on a stronger sense of pupil agency and consistent quality of learners reflecting on their learning. This should be evident in a more consistently embedded 'feedback loop' that informs appropriate pace and challenge for all. Evidence also comes from Open Doors visits and QA feedback - learners more consistently reflecting on their learning and identifying key next steps regarding skills and content knowledge. Focus on how well embedded this is across faculties in the BGE, especially by S3 stage, and how consistent we are with our Senior Phase interventions.
CURRICULUM (CIC): In the context of the review of the curriculum nationally,	1.1, 1.3,	BGE Curriculum Self-evaluation in context of Curriculum	SP/ DS/I Mac/ FLs/ ELT/ All staff	Continue self-evaluation and review of staff, pupil and parental feedback

we want to continue a comprehensive self-evaluation of the impact and efficacy of our BGE and Senior Phase regarding outcomes for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for 2027/28	3.2, 2.6, 3.3	Improvement Cycle (CIC): looking inwards at the S1-3 pupil curriculum experience, progression and outcomes. Consider focus on quality, meaningful IDL.		on each curriculum stage of the BGE and clear audit of strengths and areas of focus/improvement.
CURRICULUM (CIC): In the context of the review of the curriculum nationally, we want to continue a comprehensive self-evaluation of the impact and efficacy of our BGE and Senior Phase regarding outcomes for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for 2027/28	1.1, 1.3, 3.2, 2.6, 3.3	BGE Curriculum Self-evaluation (CIC national context): looking outwards at the S1-3 pupil curriculum experience, progression and outcomes in other settings nationally.	SP/ DS/ I Mac/ FLs/ ELT/ All staff	Continue 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.
CURRICULUM (CIC): In the context of the review of the curriculum nationally, we want to continue a comprehensive self-evaluation of the impact and efficacy of our BGE and Senior Phase	1.1, 1.3, 3.2, 2.6, 3.3	BGE Curriculum Self-evaluation: targeted focus on the structure, pace and challenge of the S3 <i>stage</i> of the BGE curriculum. Ongoing focus in context of CIC.	SP/ DS/ I Mac/ FLs/ ELT/ All staff	ELT review of the feedback from the self-evaluation focus above results in planned staged implementation of S3 curriculum improvements and

regarding outcomes for all learners. This includes, staff, pupil and parental feedback to inform curriculum planning for 2027/28				planning on context of CIC for 2027/28 and 2028/29 sessions.
PUPIL SUPPORT & HWB: Next phase of reviewing and embedding core Pupil Support policies (Safeguarding/Martyn's Law), review and revision of the school's anti-bullying policy as part of our HWB curriculum and a focus on the quality and impact of targeted interventions (APIP and the Circle Framework – inclusive classrooms)	1.5, 2.1, 2.4, 2.6, 2.7, 3.1	Review of Safeguarding and CP Policies: Includes Martyn's Law and systemic review of core systems in line with Stirling Council and national guidance.	JC and PSLs	All staff aware of revised national policies and procedures related to school security. Stirling Council WHS pilot completed and reviewed. Effective update, publication and implementation of all relevant school policies resulting from pilot and review. Increased pupil awareness on relevant Martyn's Law elements through HWB.
PUPIL SUPPORT & HWB: Next phase of reviewing and embedding core Pupil Support policies (Safeguarding/Martyn's Law), review and revision of the school's anti-bullying policy as part of our HWB curriculum and a focus on the quality and impact of targeted interventions (APIP and the Circle Framework – inclusive classrooms)	1.5, 2.1, 2.4, 2.6, 2.7, 3.1	Continued focus on effective targeted support for <i>all</i> learners: Inclusive classrooms; Circle Framework; national Autism pilot work; review of learning support systems to ensure targeted support maximises outcomes.	JC/ PSLs/ SfL Team/ All Staff	Improved engagement and increasingly consistently embedded practice related to differentiation; adaptive teaching; supportive classroom environments for all learners.
PUPIL SUPPORT & HWB: Next phase of reviewing and embedding core Pupil Support policies (Safeguarding/Martyn's Law), review and revision of the school's anti-	1.5, 2.1, 2.4, 2.6, 2.7,	Anti-bullying policy review and focus on Rights Respecting Schools Gold Award: Key pupil-led initiatives to continue to improve pupil	JC/ RW/ Rights Respecting Team/ Pupil Leads/ All Staff	Revised policy reviewed, piloted, completed and implemented to incorporate even more effective whole school anti-bullying and positive relationships policy and

bullying policy as part of our HWB curriculum and a focus on the quality and impact of targeted interventions (APIP and the Circle Framework – inclusive classrooms)	3.1	support, engagement and agency.		procedures. Core progress made in work contributing towards RRS Gold Award with a view to submission in 2027/28.
RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity – utilising tracking and monitoring to target quintile 1 attainment & core Literacy and Numeracy (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/ I Mac/DS/ FLs/ PSLs/ All staff	Sustaining 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.
RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity – utilising tracking and monitoring to target quintile 1 attainment & core Literacy and Numeracy (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	Continued 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: focus on utilising tracking and monitoring systems effectively; analysing outcomes; moderation; sharing best	SP/DS/ ELT/ All staff	Further embedding improved comparative analysis of BGE progress and performance across stages. Improved focus on maximising outcomes for all across the curriculum through moderation and sharing best practice.

		practice; and continuing to raise attainment and achievement in the BGE.		
RAISING ATTAINMENT & ACHIEVEMENT: Strong focus on equity – utilising tracking and monitoring to target quintile 1 attainment & core Literacy and Numeracy (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	Senior Phase Curriculum and attainment: Further looking 'inwards' and 'outwards' audit and review of available courses; range of outcomes; targeted improvements we can make to the personalised curricular offer to maximise outcomes for young people (range of Level 5/6 awards; NPAs; Skills for Work courses etc.)	I Mac/SP/ ELT/ All staff	Consider global offer and focused review of the structure of the Senior Phase for S4 leavers; S5 Christmas leavers; and S5 end-of-year leavers. Focus also on improved range of S6 pathways and relevant wider curriculum.

