



Wallace High School

Standards & Quality Report 2024





Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2023/24. We leave the year optimistic about beginning 2024/25 with the full and rich provision we are passionate about offering young people, enjoying the full range of activities that make up the totality of a young person's experience in Wallace High.

It has been excellent 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 throughout the session – in many ways the most important evidential experiences.

Regarding context, we are a large comprehensive community, with a roll last session of 1186 pupils. The school has a very diverse catchment, with roughly 30% of our young people coming from the lowest socio-economic quintile and the same proportion coming from the highest. 38.48% of our pupils last session also had registered needs and so a key focus for us as a school is ensuring we have a curriculum and wider experiences that can include *all* young people and that we look at the breadth of positive outcomes for our pupils – all the time binding our diverse catchment areas into a united, positive school community. This is a key focus we are particularly proud of maintaining effectively in Wallace High. For full school context information and additional data, please follow the link that follows to the national Parentzone website:

https://scotland.shinyapps.io/sg-secondary_school_information_dashboard/

Attendance for last session sustained at above 90% (90.37%) and so, in the context of national challenges here, remained above the national average. Continuing to focus on attendance and positive engagement with school for *all* is a national priority and a target for us in the year ahead. Exclusions sustained at a low-level against national averages, with eleven instances of exclusion in the past session.

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, 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 aim to convey summary information as to key work in 2023/24 and its efficacy. SQA Insight data provides effective evaluative information on our performance in relation to national assessments - 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 2024/25 is published on our website and School App:

<https://www.wallacehigh.org.uk/school-improvement-plan>

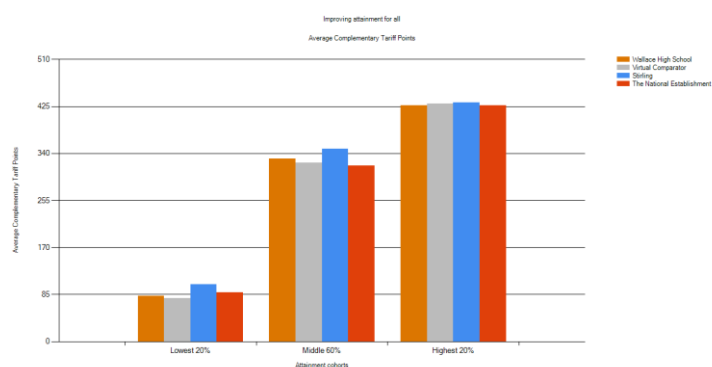
There is very good reason, once again, to be exceptionally proud of our youngsters across the school. As ever, reflection on the past year only serves to positively challenge us in terms of what is to come in session 2024/25. Our ongoing work aims to maximise opportunities, experiences and, consequently, achievement for all our young people. Our school community has shown adaptability, resilience and a genuine concern for others in the recent sessions that serves to provide a positive platform on which to build in the years ahead.

SQA Attainment 2023/24 (Insight Data)



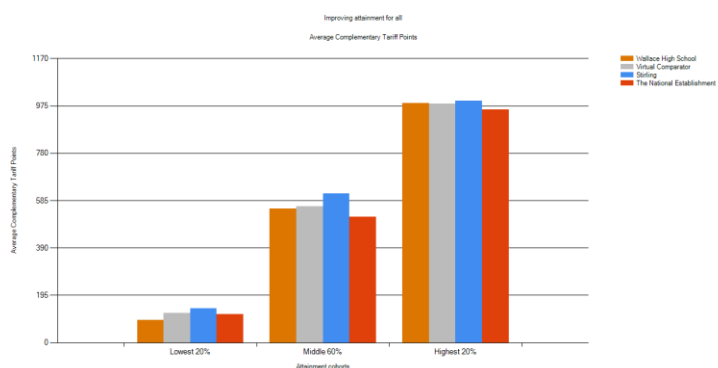
“The two pages that follow utilise Insight data to give a summary picture of school performance. Against traditional measures, we had a strong performance this session. Our S4 Nationals figures, indeed, convey 52.79% of pupils achieving 5 awards at National 5 level – our highest figure on record and over 8% above our virtual comparator. Our figures for pupils achieving three and five Highers have sustained above virtual comparator, with 22.71% achieving five Highers - our second-highest performance on record. In terms of school leavers data, 94.51% of schools leavers left directly into a positive destination last October. These figures are updated in February.”

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



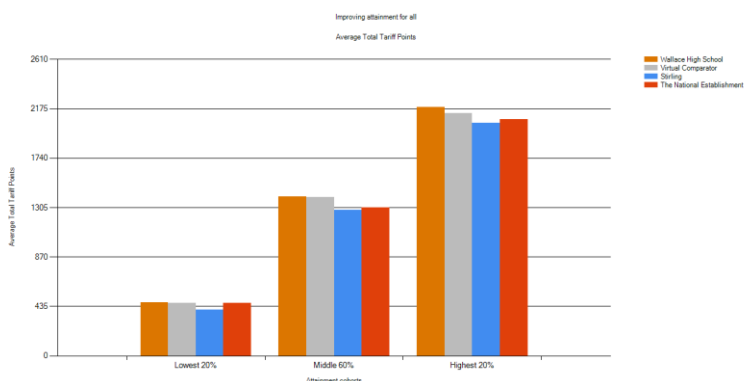
S4 – 2023/24

- This is a strong set of results for S4 pupils against virtual comparator and national comparator levels.
- Exploration of Literacy and Numeracy and ASN performance also reflects this.
- Whilst quintile 1 remains a key focus here, there is also a clear sign of the gap closing to virtual comparator in this measure from last session.



S5 – 2023/24

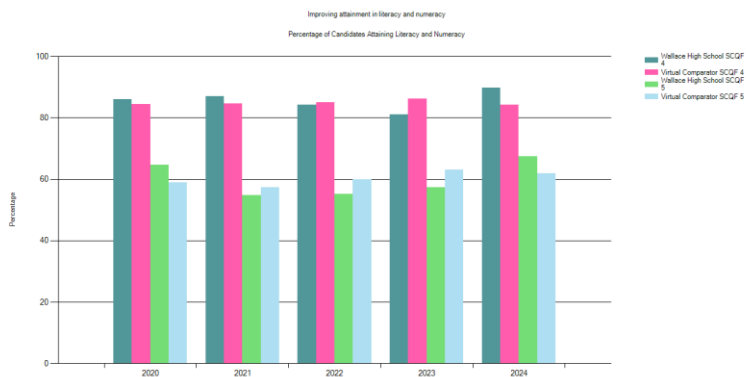
- For 2024, this represents a strong set of results for 80% of S5 pupils against VC and national comparator levels, with the gap to be targeted with the lowest 20% of attainment, primarily around outcomes for Christmas leavers.
- We see in our fuller analysis that SQA courses at 3 and 5 Highers holds up very well above virtual comparator. Our 5 Higher figure in S5 remains very strong against historical averages.
- There is a clear area of focus around disengaged learners who are Christmas leavers adding to their performance from S4 in the August – December period.



S6 – 2023/24

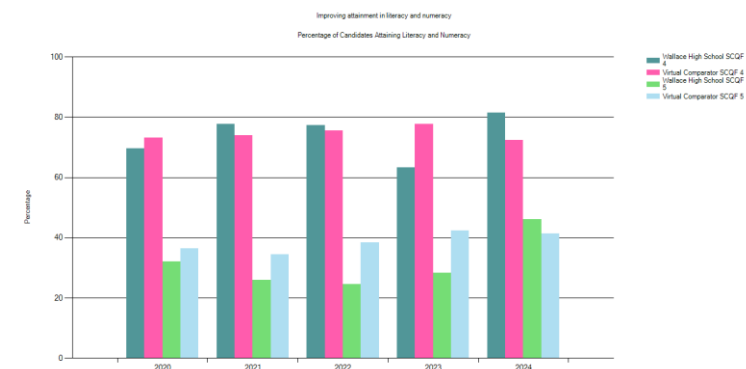
- Bearing in mind the emphasis on breadth and depth in the S6 curriculum, when we look at the ‘totality’ of performance against S6 roll we can see that we are positive in terms of outcomes against virtual and national comparators.
- An ongoing focus remains key work on course completion and ensuring sustained, substantial outcomes for our full cohort of S6 pupils.

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



S4 – 2023/24

- Our targeted focus on recovering level 4 and 5 figures to pre-Covid levels has had impact with very strong outcomes against virtual comparator this session.
- This should lead to consequent strong impact on cumulative S5 and S6 figures. The interventions in place should impact on this session’s S4.



S4 – Quintile 1 Performance 2023/24

- S4 quintile 1 performance has shown very strong recovery to above virtual comparator this session following our targeted work on this.
- We must work hard to sustain this performance.

Summary Areas of Focus Following 2024 Results Publication

Measure	Key Actions
Attainment for All	<ul style="list-style-type: none"> • Targeted S4 interventions have supported improved Q1 and lowest 20% performance and this remains a focus. • Impact of this is felt in cumulative S5 and S6 figures - S5 Christmas leavers remain a focus.
Attainment vs Deprivation	<ul style="list-style-type: none"> • Deciles 1 and 6 remain consistent areas of focus.
Literacy & Numeracy	<ul style="list-style-type: none"> • Maximising S4 targeted outcomes in order to continue to improve cumulative S5 and S6 figures. Target recovery for S5 Christmas leavers and any remaining S6, where possible, to gain the highest literacy & numeracy levels at point of leaving school.
Increasing Participation	<ul style="list-style-type: none"> • We have a strong, targeted focus on positive destinations. • We will continue to work closely with SDS and LA partners regarding this and seek an appropriate positive destination for <i>all pupils</i>, where possible.

HMIE Inspection Report: Published 28 May 2024

Following a full HMIE Inspection in February 2024 – the first in over 13 years for the school – detailed findings were published on 28 May 2024, and these represent a rigorous evaluation of all key elements of the school’s performance.

- HMIE *validated our self-evaluation of the school and matched our ratings* as follows:
 - Leadership of Change - **Very Good**
 - Learning, teaching and assessment – **Good**
 - Ensuring wellbeing, equality and inclusion – **Very Good**
 - Raising attainment and achievement – **Good**
- It is important to note that these ratings represent not only a validation of our rigorous self-evaluation of the school but, in totality, a strong report as set against national standards. What this means is that in two key areas that are ‘**very good**’ we have been judged to have: ‘**major strengths** in this aspect of the school’s work. There are very few areas for improvement and any that do exist do not significantly diminish learners’ experiences. An evaluation of very good represents a **high standard of provision for all children and young people** and is a standard that should be achievable by all.’ In the two areas that are ‘**good**’ we are judged to have: ‘**important strengths** within the school’s work yet there remains **some aspects** which require improvement. The strengths have a **significantly positive impact on almost all** children and young people.’
- HMIE conclude their parental letter by noting: “*We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection.*”
- The full HMIE Report for the school is available via the following link:
 - <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=5096>





Improvement Priorities 2023/24

Improvement priorities for 2023/24 are noted below alongside a concise evaluation of progress in each key area

The full WHS Improvement Plan for 2024/25 is published on our Website and on the School App

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Continuing to focus on attendance and positive engagement with school for *all* is a national priority and a target for us in the year ahead.”



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



Key Action	Expected Impact	Progress & Impact
Further embedding of strong, shared understanding of the key components of a quality 'Wallace Lesson', as represented in the Learning and Teaching Wheel.	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.	Effective work through Inset; L&T Team; ELT meetings; 'Open Doors' focused evaluation pilot; and TLCs. Evidence of consistent faculty focus areas and improved sharing of best practice across faculties.
Develop series of professional enquiries with key staff in-house to support improved learning and teaching and sharing of best practice. Shared on L&T Wheel.	Improved, quality evaluation of L&T and sharing of practice through in-house CLPL. Case studies on L&T Wheel.	Sharing practice focus throughout session and newsletter format has successfully engaged staff with this. Variety of media to share practice and case studies increasing. Improved culture of collaboration and sharing practice.
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.	Improved shared evaluation of learning and teaching; sharing of best practice; and provision of quality CLPL.	Stirling University engaged with comprehensive staff team and School of Enquiry pilot project completed. Sharing of findings/outcomes to continue into the new session.
Cross-Faculty 'Open Doors' mini-VSE model piloted - chance to support sharing best practice and rigorous internal evaluation of learning and teaching.	Improved sharing of best practice and rigour of internal QA procedures relating to quality learning & teaching and self-evaluation.	Planning for first internal VSE rigorous and VSE 1 completed. All data collated and action plan completed. Reflection on process, sharing of practice and VSE 2 plans all completed. Impact on rigour of QA and professional culture very positive here.
Liaising with Pupil Support, establishing targeted Family Learning sessions that support positive engagement with pupil learning in school through bespoke sessions.	Improved engagement with school and understanding of learning experiences for all participating families. Improved celebrating of success for pupils involved.	Family sessions in Practical Cookery delivered, study skills and learning support sessions completed, and Fallin community event doubled turnout from last session. Very positive parental feedback on Fallin community session and collaborative in-school sessions. Plans for new session underway.
All faculty areas, through their improvement plan, have developed a clear rationale for implementation.	Clear articulation by all faculty staff of shared rationale across individual teams. This is able to be discussed with pupils across classes and stages.	BGE tracking engagement across faculties. Teams have worked on rationale and are developing consistent engagement with entries. All Faculties had engaged with the system and pupils are now using this across the school. Some very positive exemplars on impact here. Positive HMIe feedback on this.
Evidence of pupil engagement with new system across stages and in all subject areas. Population of pupil reflections and learning conversations beginning to be recorded in BGE tracking system.	Pupils begin to develop fuller tracking profiles in the new system and there is a strong developing sense of consistent and structured learning conversations across the BGE.	Learner conversations have happened across faculties and entries populated across teams. Inputs with staff through faculty and staff meetings to support consistency here and this will continue into new session, as well as focus on what we do with relevant data and feedback in each area.
Recording of reflections develops further and quality learner conversations are occurring regularly at key agreed points across the BGE curriculum.	System becoming embedded and quality of learner conversations, reflections and ability to articulate learning, skills and levels developing strongly.	Improved throughout session and evaluation of quality of pupil reflection on progress. Depth of this currently mixed across teams but this is being developed in terms of staged implementation and will continue into the new session.
Focus on skills development (including Career Education Standard) occurring across curricular areas as part of learning conversations and recording of pupil evaluations.	Continuous improvement of pupils' ability to articulate key skills and understanding of application of these relating to career pathways.	DYW leads sampled and evaluated, with Faculty Leaders, through pupil engagement in the Spring term. There is a focus on this as part of embedding the CES in tracking outcomes. Teams have been ensuring this is established in the framework for their faculty and this will evolve into the new session.
DHTs lead on QA with Pupil Support Leaders (YG) and Link Faculty Leaders regarding implementation, consistency and impact.	Consistent application of system across faculties and stages. Improved quality of learner reflections. Improved evaluation of BGE outcomes and achievement across the curriculum.	Initial overview check-in on this took place by the end of January. In terms of initial population This tracked positively. Pupil focus groups helped to give sense of best practice here and this was further developed at the end of each BGE phase before transition in the summer term.
Continued focus on embedding improved universal attendance (RIC Toolkit) and further developing targeted focus on key sub-groups (e.g. quintile 1/CE/ESOL).	Sustain global recovery figure at +91% and target individual sub-group figures with LA stretch aims.	National challenges here continued throughout the session, but the school implemented rigorous approaches, including attendance promotion and letters, assemblies, Pupil Support and SLT weekly focus. Final figure = 90.37%.
Safeguarding & Child Protection - lead on LA self-evaluation of systems, practice and QA with central team.	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.	J Christie and team completed a full review of CP procedures and processes and engaged with the LA on this. Child Protection procedures and processes were fully evaluated by HMIe and we have clear feedback on these.
Develop revised tracking system for ASN learners to ensure targeted focus on improved outcomes.	Improved tracking of each child with ASN regarding HWB, wider achievement and attainment in National Qualifications - targeting improved Insight tariff outcomes.	ASN tracking systems reviewed by team and focus on the implementation of this will continue into the new session.
Continuing to develop Nurture within the school & Trauma Informed Practice - full community audit and pilot implemented.	Improved nurture practices across the school & all staff fully trained as trauma-informed practitioners. Pilot leads to whole school plan.	Inset inputs in August and April supported staff training on this and pilot work ongoing.
Continued development of improved Parental Engagement with full-year partnership working in each of our 5 community teams. Identifying community targets for each team.	Improved bespoke parental engagement and targeted impact across all key learning communities. Agreed targeted inputs actioned in each community.	Parental Engagement teams met in each community and there have been in-school events to engage parents based on this. Positive impact, especially in Fallin community event and engagement - strong local intelligence is growing here and this is going to be expanded in community groups in the new session.
Continued focus on utilising revised Senior Phase tracking to target improved quintile 1 S4/5 leavers' attainment.	Increased tariff outcomes for quintile 1 S4/5 leavers and improved outcomes against VC.	School Apprenticeship and Wallace Hub work has targeted cumulative, personalised outcomes here. Insight National measures will summarise full leavers' data, but local Measures show improved Q1 Literacy and Numeracy and complementary tariff outcomes.
Focus on sustained breadth and depth outcomes 5@5 and 5@6 and S6 H & AH completion.	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.	Breadth and depth figures are strong this session and above virtual comparator for these key measures: S4 5@5 = 52.79% (over 8% above VC); S5 5@6 = 22.71% (almost 2% above VC) and S6 1@7 = 21.58% (recovered from last year's figure).
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).	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.	Initial figure 94.51% - sustained destinations figure tracked positively. The Q1 figure was below the virtual comparator figure here and we will continue to focus on this in the new session as it has been a challenge to fully recover this post-pandemic and so this remains an ongoing focus.
BGE tracking system continues to focus on improved BGE achievement outcomes and strategic overview of outcomes across the curriculum - levels and skills focus.	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.	BGE tracking and monitoring utilised across faculties and end of S3 data captured across faculties as basis for S4 tracking. Wallace Hub utilised to support learners (predominantly Q1) who have struggled to engage in S3 in order to support early interventions.
Revised Celebrating Success calendar fully implemented and reviewed.	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.	Celebrating success revised - processes fully operational. Successful Senior Awards completed; termly praise inputs; tracking of achievement through pastoral care. End of session events completed and comprehensive celebrating success programme operational.

Pupil Equity Funding

Wallace High School receives just over £120,000 of Pupil Equity Funding in order to support the national drive to close the poverty-related attainment gap in Scottish schools.

“Our targeted work in utilising Pupil Equity Funding is displaying progressively positive results in terms of pupil wellbeing. Our FLWs are supporting young people with barriers to learning and accessing our Wallace Hub for key qualifications by reaching out to families. Our School of Sport capacity is expanding to support wellbeing across our communities.”

Pupil Equity Fund

A summary of some key outcomes from our Pupil Equity Fund work last session can be found below:

PEF Funded Interventions	Impact
<p>Continued Funding, post SAC and SEF, of Targeted Support for Family Engagement & Learning</p> <p>(Includes 3 x Family Link Workers; travel costs; administrative support and PT SAC role for support and co-ordination)</p>	<p>FLWs worked with 46 families this year, the majority from deciles 1 and 2. The majority of pupils that they worked with have improved their engagement with school. They are supporting the families with not only schoolwork, but with financial support, mental health advice, positive destinations and other relevant targeted outcomes.</p> <p>Transition programme - of 62 young people in S1 who were supported in the transition programme, 72 % of them had an attendance higher than 85%.</p> <p>Through attendance checks the Family Link Workers have contacted home and made home visits for all pupils whose attendance is below 75%, where appropriate.</p> <p>The attendance recovery group ran on a <u>daily basis</u>, supporting 12 young people who were struggling to re-engage with school.</p> <p>The breakfast and lunch club supported approximately 20 young people (majority Q1) with a 'soft start' and check-ins at lunch time. Pupil feedback notes that they enjoy being in the breakfast club and lunch club as it gives them the opportunity to get additional support when they need it.</p> <p>60 Q1 families were supported with packages at Christmas.</p> <p>Despite national context, school attendance sustained at over 90% - 90.37%. This was heavily supported by the targeted work of FLWs.</p> <p>Supported by FLW work on inclusion, exclusions sustained at a level significantly below national averages, with only 11 instances of exclusion.</p> <p>Core Insight data for targeted S4 pupils shows continued recovery:</p> <p>Decile 1 closing the gap to VC by 22 points and decile 2 shifting to above VC. Literacy and Numeracy attainment shows significant recovery to our strongest Q1 figures on record.</p>
<p>On-going focus on physical and emotional wellbeing to engage all communities through School of Sport programme – Q1 support focus</p>	<p>27% of Q1 pupils access the programme (closing to school representative number); 85 pupils in Q1</p> <p>Girls Football & Girls Rugby established – increased gender split to 50/50 and inclusive regarding number of Q1 pupils.</p> <p>School of Swimming Development programme established – increased equity and development of key life skills.</p> <p>Targeted work - Leadership sessions and sports leaders supported Raploch Primary SOS model to be established (Football & Dance)</p> <p>Kit supported for pupils where finance proved a barrier.</p> <p>Globally, programme brings together an increasing number of young people into teams – 313 pupils in BGE.</p>
<p>Targeted Study Cafes and Easter School Support</p>	<p>Targeted Study Cafes: Fallin = 8 pupils per café over the 4 weeks and in-school café = 10 pupils per café over the four weeks.</p> <p>182 pupils signed up for Easter school sessions to receive targeted subject support.</p> <p>As noted above, improved S4 global Q1 attainment outcomes and improved Q1 Literacy and Numeracy measures following this.</p> <p>Breadth and depth attainment measures improved across S4-6.</p>

Wider Achievements Summary

We take great pride as a school in celebrating the full range of wider achievement opportunities in Wallace High School and session 2023/24 was no exception here. Achievements are captured in many ways throughout the session, from online sharing of success on X and our School App to celebration boards throughout the school and weekly assemblies, tannoy announcements etc. Our full range of celebrating success practices are captured in our Celebrating Success Policy on the school website.

There are too many wider achievements to capture in a single document, hence the ongoing celebration through a range of media. A summary sample of some wider achievements across the school from last session is captured below:

- Our fullest extra-curricular programme to date saw over 30 clubs/activities running weekly across the school.
- Over 100 pupils participated in Duke of Edinburgh: 56 bronze; 30 silver; and 18 gold.
- In sport, some notable highlights include: Football - U15 Boys Forth Valley League winners, Forth Valley League Cup winners, U14 Boys league champions, Senior Boys Falkirk Cup winners and U18s Girls - Treble winners - FV League, Davie Eccles Trophy & the Scottish Shield (undefeated in all 3 tournaments); Basketball – U18 Girls Scottish Cup runners -up & U18 Boys semi-finalists; Rugby - the S1 Boys, S2 Boys and U14 Girls won their conference & the S1 Boys, S2 Boys and U14 Girls reached the semi-final of the SP Energy Network Glasgow Warriors School Championship ; Swimming - Wallace hosted the Central schools qualifier for the Scottish schools Swimming Championships and our Water Polo Team were runners-up in the Scottish Schools Cup; Dance and Cheer - Junior Hip Hop team 2nd place at Stirling Schools Competition and in top 5 at the Scottish Schools Championships, with two of our pupils gaining solo 1st and 2nd place & our Cheer team competed in the Level 2 division at the Scottish Schools Championships in Paisley. Over 200 pupils were celebrated across for a myriad of sporting achievements at our annual Sports Awards.
- Our Modern Languages Open Doors event was a great window in the many opportunities available through language study and our Personal Development pupils raised money for key charities including Therapets and our own FLW work.
- Pupils contributed to achieving our STEM Nation award.
- We hosted a successful Women Into Construction event with Historic Scotland, held an Art Exhibition of a range of pupil work and had outstanding participation across musical genres at our Christmas and Spring concerts.
- Pupils participated in multiple DYW opportunities, including Progressive Pathways, Mock Interviews programme and various community and partner engagements.
- We launched the Wallace Times school newspaper, and we enjoyed a range of activities for Gaelic Week, Film G, World Book Day, Burns Competition, to name but a few areas. Our Schools Shakespeare Festival performance in Cumbernauld created a fantastic collaborative opportunity for our young dramatists.
- We had another year of significant pupil entries in UK Maths Challenges, great participation in Pi Day and Young Enterprise Awards and our largest number of Maths and Numeracy Champions yet supporting young learners.
- Pupils delivered a series of inputs as part of our PSE/Health and Wellbeing programme, including regarding climate initiatives, Holocaust Memorial Day, Remembrance and Mental Health.
- S2 pupils completed their science CREST award, and we hosted a series of transition events in STEM activities for all primary pupils.
- Climate Ambassadors launched their 'pop-up shop', we hosted an educational workshop on Democracy in Scotland delivered by the Scottish Parliament, and we encouraged further democratic participation by engaging with Scottish Youth Parliament elections, mock elections etc.



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