Wallace High School

Improvement Plan 2019/20

Head Teacher's Introduction

> "We wish for young people to have excellent experiences in Wallace High School and equitable life chances when they leave."

Our School Improvement Plan 2019/20 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' and Parents' Evening surveys); and data analysis have all led to the identification of our key priorities. This document is also complemented by detailed plans for Pupil Support, Learning Support 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.

Our aim is to supplement this work through Pupil Councils and our Parent Teacher Network, with pupil and parent priorities forming 'mini' action plans 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' 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 three key areas of development central to school Improvement (drawn from HGIOS 4), key priorities of the Scottish Government's *National Improvement Framework* (NIF) and to include our targeted work through the *Scottish Attainment Challenge* (SAC) and *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 four key priorities of the NIF are:

1. Improvement in attainment (particularly in literacy and numeracy)
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing; and
4. 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 actions 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.

Wallace High School Improvement Plan: Summary of Key Priorities 2019/20

2.2 Curriculum	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equality and inclusion
Learning Hub finalised and utilised across school - central curriculum hub in order to ensure consistency and quality regarding curriculum planning, development and delivery (includes focus on Literacy, Numeracy & HWB across the curriculum).	Learning and Teaching Team launch interactive Learning & Teaching Wheel and focus on further establishing shared vision for learning and teaching and shared leadership of improvement through population of this from across the school.	Mental Health Team lead on continued improvement agenda around young people's mental and emotional wellbeing. Focus in 19/20 on Peer Support and *Living Life to the Full* pilot.
Curriculum review in each faculty area (supported heavily by comprehensive learner voice feedback) that focuses on pace and challenge in the BGE. Specific focus on transition points, skills, progression and the S3 experience.	Learner agency and ownership of skills developed through implementation of new BGE tracking system that focuses on pupil reflection and evaluation of progress on an on-going basis.	Values and ethos consultation led by Pupil Support Team in order to review genuine shared understanding of these and action plan to further embed as lived experience for all pupils in 19/20.
Comprehensive review of Developing the Young Workforce personalised curricular opportunities through Partnerships/DYW plan and on-going focus on personalised delivery to close the poverty-related attainment gap through interventions such as our Wallace Hub.	Shared Leadership of Learning across the curriculum supported by Leadership Programme to target key improvement areas and develop further Leadership of Change & launch of revised School Improvement Hub in order to ensure shared, consistent QA across teams.	Focus on learner voice feedback and curricular audit regarding BGE and Senior Phase HWB curriculum delivery. Review of required inputs and focus on ensuring relevant, quality provision here that complements work of mental health, LGBTI+, Young Carer teams etc.

NB. Leadership of change (1.3), Safeguarding and child protection (2.1) & Raising attainment and achievement (3.2) – key developments here will be generated by work done through the above priorities and will feature in individual Faculty Improvement Plans across all curricular areas. Each broad area for improvement has a section to articulate how these actions support delivery of key NIF priorities.

2.2: Curriculum

Key Priority	Planned Actions	By Whom?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
Learning Hub finalised and utilised across school - central curriculum hub in order to ensure consistency and quality regarding curriculum planning, development and delivery (includes focus on Literacy, Numeracy & HWB across the curriculum).	• Data entry completed and updated for all faculties. • Staff utilise Hub when reviewing curricular progression and identifying improvement areas. • Staff identify partner faculty areas to explore any key strengths/areas of interest.	PR/ Link FLs FLs/ Teaching staff Link DHTs & FLs/Teaching staff	Sep 2019 Ongoing – evaluate May 2020 Ongoing – evaluate May 2020	1.1/ 1.2/ 1.3/ 3.2	1 & 2	Staff feedback on system collated by FLs and action points identified. Learner voice utilised in reviewing curriculum content and delivery.
Curriculum review in each faculty area (supported heavily by comprehensive learner voice feedback) that focuses on pace and challenge in the BGE. Specific focus on transition points, skills, progression and the S3 experience.	• Staff evaluation of BGE curriculum and key priorities identified. • Learner feedback collated on curriculum experiences. • Focus on revising curricular experiences based on the above and evaluating impact regarding quality of pace and challenge, progression and development of core skills.	FLs/ Teaching staff/ Link DHT FLs/ Teaching staff FLs/ Teaching staff	Oct 2019 September 2019 May 2020	1.1/ 1.3/ 2.6/ 3.2/ 3.3	1,2 & 4	Staff and learner voice feedback collated, evaluated and used to identify action points. Curriculum revisions actioned and evaluated by staff. Further evaluation through learner feedback on revisions and outcome data.
Comprehensive review of Developing the Young Workforce personalised curricular opportunities through Partnerships/DYW plan and on-going focus on personalised delivery to close the poverty-related attainment gap through interventions such as our Wallace Hub.	• Continuing to grow and develop DYW partnerships and personalised experiences for young people. • Further develop the work of faculties in engaging with the Career Education Standard and embedding this across the curriculum. • Further audit and review of work experience and impact of personalised interventions through Wallace Hub, FSB and volunteering experiences.	LS/DH/ FLs/ Working Group LS/ FLs/ Link staff LS/JC/SB/AC/ Link staff	Dec 2019 and ongoing Ongoing – evaluate May 2020 Sep 2019 and review May 2020	1.1/ 1.5/ 2.4/ 2.7/ 3.2/ 3.3	2 & 4	LS leads review with partner feedback and works to formulate plan. Staff and learner voice evaluation utilised to review skills and DYW curricular CES contributions. Staff, learner voice feedback and data utilised to review personalised curriculum & impact.

2.3: Learning, teaching and assessment

Key Priority	Planned Actions	By Whom?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
Learning and Teaching Team launch interactive Learning & Teaching Wheel and focus on further establishing shared vision for learning and teaching and shared leadership of improvement through population of this from across the school.	• Launch of interactive digital Learning and Teaching Wheel to capture best practice. • S1 parent and learner feedback to inform BGE action points – focus on pace and challenge. • Faculty discourse identifies TLC priorities that channel into best practice exemplars shared on wheel and focus on consistent quality of L&T across curriculum	KC/SW/BC/RL/ L & T Team BC/ Pupil and parent partners JH/ L&T Team	Aug 2019 Aug 2019 On-going – evaluated May 2020	1.1/1.2/ 3.2	1,2 & 4	Staff feedback on wheel and learner feedback on impact. Class visit feedback and learner feedback on pace and challenge. TLC feedback through TLC leaders and consistent approaches evident in L&T.
Learner agency and ownership of skills developed through implementation of new BGE tracking system that focuses on pupil reflection and evaluation of progress on an on-going basis.	• Faculty QA of relevant CfE assessment outcomes and skills to inform launch of initial tracking and monitoring system. • Pilot profiling web element developed with first entry for S3 cohort. • Review of system and next development steps identified.	SG/EP/ Link FLs/ Teaching Staff SG/EP/DH/ Link staff SG/EP/CD	Oct 2019 Feb 2020 May 2020	1.1/1.3/ 2.2/ 2.4/ 2.6/ 3.2	1,2 & 4	QA of selected benchmarks in teams and initial system set-up. Staff, learner and parent feedback on profiling system. Evaluation of system through pupil and staff feedback and next steps identified.
Shared Leadership of Learning across the curriculum supported by Leadership Programme to target key improvement areas and develop further Leadership of Change & launch of revised School Improvement Hub in order to ensure shared, consistent QA across teams.	• Resource allocated for programme that provides targeted opportunities for whole school leadership through structured activities, reflection, professional reading and development of whole school priorities that impact on learning and teaching priorities. • School Improvement Hub system reviewed and implemented.	CD/ I Mac/ Link Staff DH/ FLs/ Teaching Staff	Interim Report Dec 2019 Final Report and Evaluation May 2020 Oct 2019 and ongoing	1.1/ 1.2/ 1.3 1.1/ 3.2	1 & 2	Ongoing group evaluation and discourse with key evaluative reports Dec and May. System updated by Oct 2019 and evaluation of QA consistency monthly through SLT link meetings.

3.1: Ensuring wellbeing, equality and inclusion

Key Priority	Planned Actions	By Whom?	By When?	Other Key QIs	NIF Priority	Evaluation (1.1 & 1.3 key themes)
Mental Health Team lead on continued improvement agenda around young people's mental and emotional wellbeing. Focus in 19/20 on Peer Support and *Living Life to the Full* pilot.	• Comprehensive wellbeing survey for pupils and staff to assist in self-evaluation and identifying next steps. • Mental Health Champions and S6 volunteers identified to pilot Peer Support programme. • Living Life to the Full pilot programme with SAMH targets senior school.	PS/Mental Health Team Mental Health Team/ Pupil Champions PS/DH/LR/JC	Oct 2019 Training Sep 2019 – pilot on-going Begins Aug 2019 – evaluated March 2020	1.1/1.5/ 2.1/2.4/ 2.5/ 2.7	3 & 4	Survey feedback informs evaluation and creation of action points. Learner feedback and Mental Health Team evaluation. WEMWBS evaluation framework provides evaluation of programme.
Values and ethos consultation led by Pupil Support Team in order to review genuine shared understanding of these and action plan to further embed as lived experience for all pupils in 19/20.	• One-to-one pupil interviews for all year groups, parental feedback and PSL target group discussion identify key areas. • PSL team summarise key values and ethos feedback. • Assembly programme and HWB class time utilised for pupil and staff discourse on values and ethos to embed understanding.	GC/PSLs GC/PSLs PSLs and link HWB staff	Sep 2019 Oct 2019 Dec 2019 – May 2020	1.1/ 1.3/ 2.1/ 2.4/ 2.7	3 & 4	Learner feedback on values and ethos informs target areas and key priorities. PSL team evaluate action points. May/June 2020 learner voice feedback conveys how well embedded core values are.
Focus on learner voice feedback and curricular audit regarding BGE and Senior Phase HWB curriculum delivery. Review of required inputs and focus on ensuring relevant, quality provision here that complements work of mental health, LGBTI+, Young Carer teams etc.	• Learner and staff consultation on senior HWB programme to identify suggested inputs. • Implementation of new senior rotation programme. • Learner and staff consultation on BGE HWB programme to identify key improvements and relevant inputs. • Action plan formulated for 20/21	MD CB/ HWB teaching staff and partners DN/DH/ HWB teaching team DN/ HWB teaching team	June 2019 On-going session 19/20 Feb 202 May 2020	1.1/ 1.3/ 2.2/ 2.7	3	Learner feedback informs revision to inputs – evaluation issued at end of programme for feedback. BGE learner voice informs action plan regarding revised inputs for BGE HWB programme 20/21.
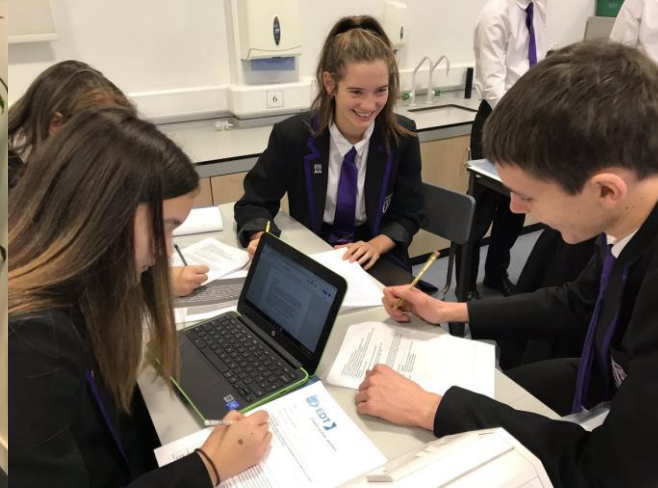
Wallace High School

Airthrey Road, Stirling, FK9 5HW

Tel: 01786 462166

Web: www.wallacehigh.org.uk

Twitter: @wallacehighsch

sportscotland
GOLD
SCHOOL SPORT
AWARD

THE SCOTTISH
DIVERSITY
AWARDS 2017
WINNER

Scottish
Education Awards 2018
Winner