Improvement Plan
(Including COVID-19 Recovery Actions)
Key Summary Priorities for 2021/22

1
CULTURE, CARE AND WELLBEING

- Pupil Support Covid recovery focus: review systemic working and year group supports - key focus points
- Targeted support to ensure focus on equity and closing the attainment gap:
  - SAC priorities
  - PEF priorities
  - Ochil House priorities
- Mental Health recovery plan

2
QUALITY LEARNING, TEACHING & ASSESSMENT

- Key priority: pupil, staff and partner feedback on learning informs Covid recovery approaches
- L&T Team take forward next steps with L&T Wheel - consistent high quality L&T and improved learner agency
- Google Classroom BGE pupil tracking work developed to integrate with Didbook online system

3
QUALITY, PERSONALISED & ACCESSIBLE CURRICULUM

- Faculty individual curriculum Covid recovery targets - BGE & Senior Phase
- Career Education Standard developed
- Literacy Working Group (Covid recovery actions)
- Focus on digital skills - utilising faculty and whole school systems, devices and learning approaches to build on Covid learning

4
SUSTAINABILITY – IMPROVED RECYCLING & ECO EDUCATION

- Pupil-led team established to take forward sustainability agenda
- Pupil assemblies planned, delivered and clear strategy established for:
- Implementation of revised council re-cycling strategy across school campus
- Revision of sustainability education plan

Head Teacher's Introduction

Our *School Improvement Plan 2021/22* 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 Group 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 Pupil Support, PEF, SAC, 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 emergent work as a result of the national disruption to educational provision caused by COVID-19*.

Our aim is to supplement this work through Pupil Councils 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); COVID-19 recovery requirements; 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 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, September 2021

Culture, Care and Wellbeing *(NIF Priorities: 2 & 3)*				
Key Improvement Outcome	**Key Actions (steps to achieve outcomes)**	**By Whom**	**By When**	**Evaluation (How will you evaluate progress/impact?)**
Pupil Support Covid recovery focus reviews systemic working *(2.1/2.4-2.7/3.1)*	‣ Pupil Support Team creates plan to target review of systemic working and consistent impact of supports. ‣ Improved focus on consistent systemic universal and targeted approaches throughout session.	GC/PSLs/ Key support staff	Oct 2021 & On-going	‣ Learner and parent feedback ‣ Pupil outcome data - attainment and positive destinations ‣ Partner evaluations
Targeted support to ensure focus on equity and closing the attainment gap: SAC priorities PEF priorities Ochil House priorities *(1.5/2.1/2.4-2.7/3.1)*	‣ Detailed plans produced to target personalised support for young people from quintile 1; Care Experienced youngsters; and young people with complex needs: ‣ SAC plan; PEF plan; & Ochil House plan: wallacehigh.org.uk/about-us/school-improvement-plan	SP/GC/ MD/EM/ LD/All key link support staff	On-going (targets in each plan)	‣ Learner, staff and partner feedback ‣ Attainment outcome data ‣ Attendance and engagement data ‣ Key personalised metrics in each plan
Mental health recovery plan ensures revised focus on MEHWB *(2.1/2.4/3.1)*	‣ Mental Health Team plan focuses on core Covid recovery and universal and targeted supports: training pupil peer supporters; pupil voice; revising key group targets; return of MH week	GC/PS/ Mental Health Team/ All staff	Oct 2021 & On-going	‣ Pupil, staff and parental feedback ‣ Personalised pupil targets and aims ‣ Outcome data

Quality Learning, Teaching and Assessment *(NIF Priorities: 1 & 2)*				
Key Improvement Outcome	**Key Actions (steps to achieve outcomes)**	**By Whom**	**By When**	**Evaluation (How will you evaluate progress/impact?)**
Key Priority: pupil, parent, staff and partner feedback on learning informs Covid recovery approaches *(1.1/1.2/2.3/2.5/3.2)*	‣ Individual faculties collate learning feedback as part of pupil return following COVID-19 period. ‣ This informs learning recovery actions for teams and universal and targeted approaches to enhancing pupil learning experiences and outcomes.	DH/SLT links/ Link FLs/ All staff	Oct 2021 & On-going	‣ Faculty actions reflect learner feedback ‣ Faculty learning models reflect feedback (in-school curriculum & online learning) ‣ Attainment data
Learning & Teaching Team take forward next steps with L&T Wheel to improve consistent quality of learning experience *(1.2/2.3)*	‣ L&T Team continue to develop L&T Wheel and embed impact. ‣ L&T Wheel develops online learning for staff following COVID-19 period. ‣ Team focuses on re-engaging faculties with shared goals here and evidences more consistent outcomes.	L&T Team/ All staff	Oct 2021 & On-going	‣ L&T Wheel populated to include key content from across school ‣ Staff, pupil and partner feedback evaluated ‣ Staff engagement
Google Classroom BGE pupil tracking work developed to integrate with Didbook online system *(1.2/2.3/3.2)*	‣ School team to re-connect with Sequential to further develop system infrastructure to ensure pupil learning outcomes are integrated. ‣ System piloted in one faculty. ‣ Feedback collated and progression completed for impact in 2022/23.	EP/SG/ DHT/Link staff and external partner	Nov 2021 & On-going into '22	‣ Staff, pupil and partner feedback ‣ Development of key system components in place ‣ Learner engagement with system

Quality, Personalised and Accessible Curriculum *(NIF Priorities: 1-4)*				
Key Improvement Outcome	**Key Actions (steps to achieve outcomes)**	**By Whom**	**By When**	**Evaluation (How will you evaluate progress/impact?)**
Faculty individual curriculum Covid recovery targets - BGE & Senior Phase (max engagement) *(1.3/1.4/2.2/3.2)*	‣ Individual faculties collate learning feedback as part of pupil return following COVID-19 period. ‣ This informs learning recovery actions for teams and curriculum planning to support universal and targeted approaches - engagement & learning.	DH/SLT/ Link FLs/ All staff	Oct 2021 & On-going	‣ Faculty actions reflect learner feedback ‣ Faculty learning models reflect feedback (in-school curriculum & online learning) ‣ Attainment data
Career Education Standard further developed *(1.3/2.2/3.3)*	‣ Curriculum review of CES and emphasis consistently across faculties. ‣ Work with learners to articulate relevant pathways through learning.	LS/DH/ DYW Links/All staff	Nov 2021 & On-going	‣ Learner, staff and partner feedback ‣ CES clearly evidenced in curricular outcomes
Literacy Working Group - Covid Recovery Actions *(1.2/2.2/3.2)*	‣ Literacy working group reviews whole school literacy targets as part of COVID-19 recovery actions. ‣ Faculty Literacy improvement focus.	Literacy Team/ All staff	Nov 2021 & On-going	‣ Pupil, staff and parent feedback on literacy engagement ‣ Insight data
Focus on digital skills - utilising faculty & whole school systems, devices & learning approaches *(1.5/2.2/2.3/2.5/3.2)*	‣ Digital Project Lead appointed. ‣ Focus on Digital Skills team re-engaging and planning COVID-19 recovery actions. ‣ CLPL/training delivered for all groups.	Digital Skills Project Lead/ All staff	Nov 2021 & On-going	‣ Learner, staff and parental feedback ‣ Data from engagement with online systems

Sustainability - Improved Recycling & Eco Education *(NIF Priority: 3)*				
Key Improvement Outcome	**Key Actions (steps to achieve outcomes)**	**By Whom**	**By When**	**Evaluation (How will you evaluate progress/impact?)**
Pupil-led team established to take forward sustainability agenda *(1.2/1.3)*	‣ Pupil Councils engaged to create Sustainability sub-group. ‣ Pupil roles and responsibilities established.	Lead teacher/ S6 Captains	Nov 2021	‣ Group established ‣ Pupil feedback and evaluation framework agreed for specific roles
Pupil assemblies/ inputs planned and clear strategy established *(1.2/2.2/3.1)*	‣ Pupils agree on key focus for assemblies - building on feedback from 20/21. ‣ Assembly programme implemented.	Key pupil leads	Dec 2021 Feb 2021	‣ Pupils organise review of programme ‣ Peer feedback on assemblies
Implementation of revised council recycling strategy across school campus *(1.3/1.5/2.7)*	‣ Engage with Stirling Council regarding provision of new infrastructure. ‣ Pupil assemblies promote full engagement with recycling.	PR/SP Pupil team	Nov 2021 Dec 2021	‣ Statistics on volume of recycling ‣ Pupil and staff feedback and engagement regarding recycling
Revision of sustainability education plan *(1.1/1.3/3.1)*	‣ Pupils evaluate progress this session. ‣ Pupil leads produce action plan for further evolution into new session.	Pupil team	May 2022	‣ Pupil feedback collated ‣ Plan for 2022/23 produced

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