



Wallace High School

Standards & Quality Report 2019





Head Teacher's Introduction

Welcome to Wallace High School's Standards and Quality Report for session 2018/19.

It is always interesting, as we look back on another very rich and busy year, to reflect on the range of successes for our young people across the school curriculum and beyond. As I spoke to proud parents after our S3 and S6 Graduations and Junior and Senior Awards Ceremonies, their reflections focused on how time has passed so quickly for their children (now young adults) and how modern education has provided so many opportunities for them. This document, as well as providing an evaluation of our school's performance in the past session, seeks to celebrate the range of opportunities for our young people and, crucially, their ability to make the most of these and succeed.

Once again this session, as I have come and gone from events within and beyond school, I have been struck by the range of cultural, sporting, technological and creative activities that pupils in Wallace High School embrace and enjoy. I am also moved by regular displays of altruism and teamwork, where various combinations of pupils, parents, staff and partners combine to support each other in order to achieve. Nowhere was this more evident than in our S6 Anthony Nolan Champions adding to the number of seniors signing up to the bone marrow register – thus significantly increasing awareness of the work of the Anthony Nolan Trust and increasing our ability to affect others' lives. Such work will live with our pupils well beyond their schooldays.

This was also evident in many activities across the school I had the pleasure to observe and join in the past session, some of which are captured herein. In constructing this report, we do intend to address 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 faculty appendices aim to convey summary information as to key work in 2018/19 and its efficacy. SQA Insight data provides effective evaluative information on our performance in national examinations - 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 2019/20 is published on our website.

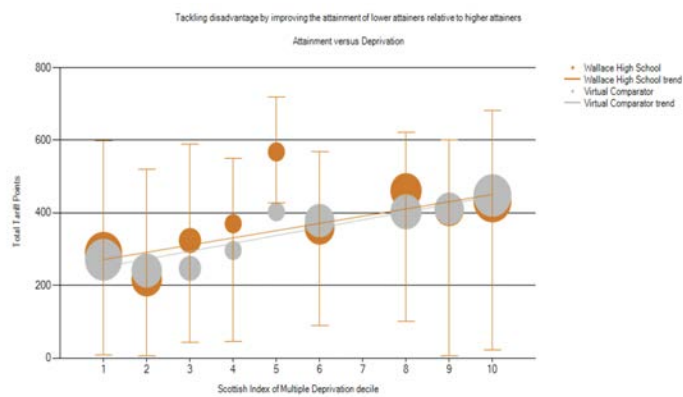
There is very good reason to be exceptionally proud of our youngsters across the school. As ever, reflection on the past year only fuels excitement about what is to come in session 2019/20 and our on-going work on maximising opportunities, experiences and, consequently, achievement for *all* of our young people.

SQA Attainment 2018/19 (Insight Data)



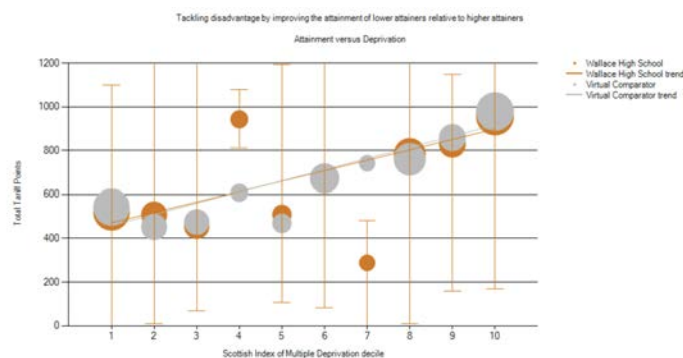
“The pages that follow utilise Insight data to give a rounded picture of school performance, broadening out the data that was previously presented nationally. Against traditional measures, we had a strong performance this session. Our S4 Nationals figures, indeed, convey 40% of pupils achieving 5 awards at National 5 level – the first time we have had three consecutive years above 40%. Our figures for pupils achieving one, three and five Highers (21% - our second-highest on record), indeed, remain above historical comparator averages and convey sustained, improved performance across stages.”

Attainment vs. Deprivation (Wallace = orange; Virtual Comparator = grey)



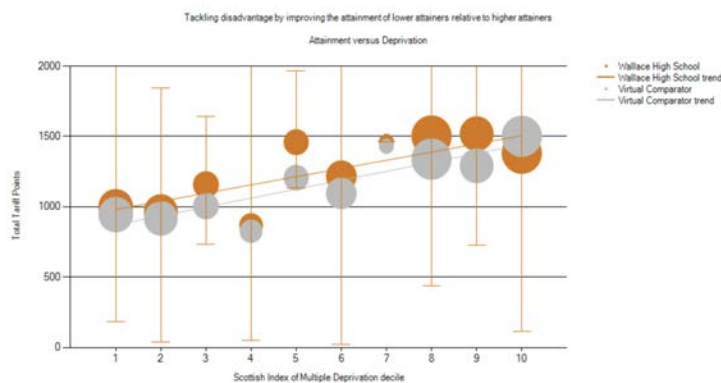
S4 – 2018/19

- Overall this graph reflects a solid performance across deciles – with the mean line being above the Virtual Comparator mean line throughout.
- Across deciles 1-3 there is evidence of some very strong performance but the average is pulled down by some individual low scores. Targeted work on pupils who have disengaged and our Wallace Hub will continue to address this and has clearly had an impact this session. We will also focus on a slight shift in decile 2.



S5 – 2018/19

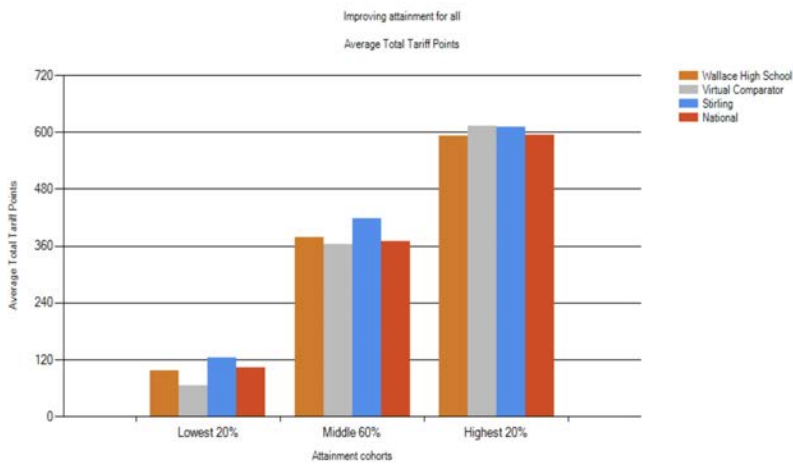
- Overall this graph reflects a, largely, very positive performance across deciles – with the mean line being very close to the Virtual Comparator mean line throughout.
- Decile 7 is three students outside catchment with specific personalised contexts and so this is an outlier here. Deciles 9 and 10 only require a slight shift and this would articulate with the mean line with some more upper passes in a couple of targeted subjects.



S6 – 2018/19

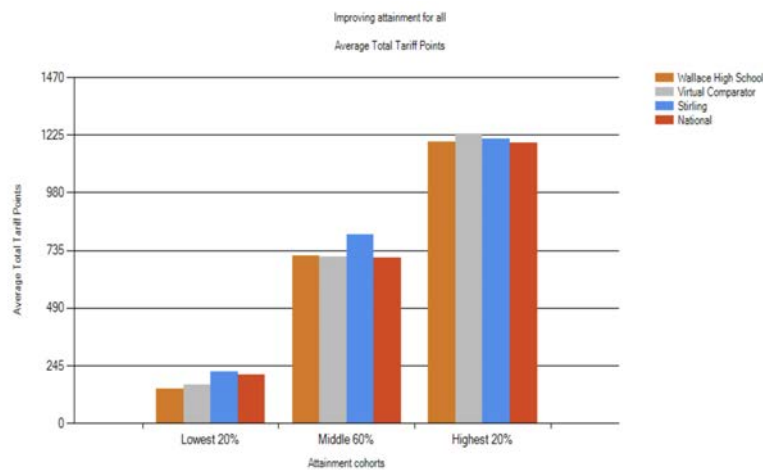
- S6 performance is very strong across deciles this session, with the mean line above VC throughout.
- S6 must always be weighed against wider participation and achievement – ensuring fuller accreditation of wider S6 achievement and focus on course completion for Highers and Advanced Highers has had a cumulative positive impact from deciles 1 - 10. There must be sustained focus on completion for decile 10 students in order to secure the slight shift required here.

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



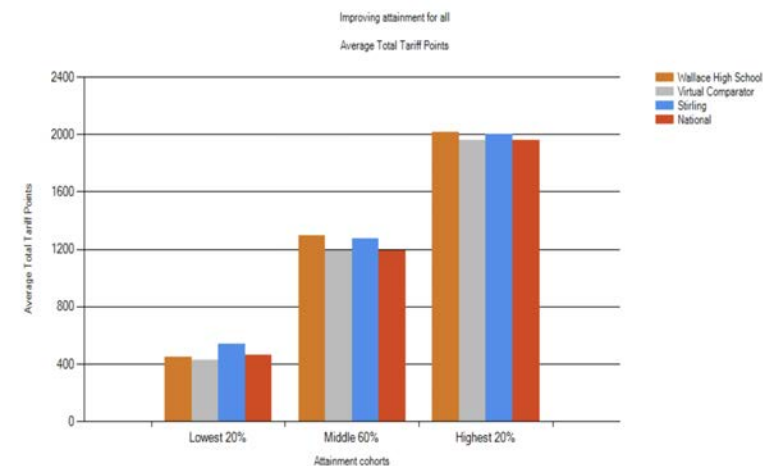
S4 – 2018/19

- For S4, we have shown sustained strong performance against Virtual Comparator over the past 3 years for the middle 60% of students.
- Following a key focus over the last two sessions, there is a very strong improvement for our lowest 20% attainment.
- Focus on attendance; capturing qualifications through targeted ‘outreach’ working; and wider capture of units etc. is key here. Our Wallace Hub has had a very strong, positive impact on attainment for a core group of targeted youngsters.
- A key focus remains targeting upper level passes for our highest 20% of pupils to bridge the relatively small gap here and consider any captured wider qualifications from S3. This would close the small points difference for this group.



S5 – 2018/19

- For 2019, our S5 performance against Virtual Comparator for the middle 60% of pupils is strong, with the lowest and highest 20% very close to VC – this is a very consistent performance.
- For last session, this includes 2 Ochil House pupils and a continuing core of pupils who leave early in S5 and so do not add cumulatively to attainment. When these pupils are factored into our averages at lowest 20%, this virtually negates the gap here.
- Our 3-year average figures against Virtual Comparator remain consistent and improving.
- For the highest 20%, grade neutral analysis = VC, so the issue here is clearly to target A and B awards in the couple of subject areas where these are below national norms in order to increase this figure.



S6 – 2018/19

- S6 is very strong this session after sustained focus over the past three sessions.
- For the second consecutive session, our S6 has outperformed Virtual Comparator for cumulative exit attainment at all levels. The figures above include 4 Ochil House pupils for the past session.
- This is weighed against a strong wider achievement curriculum in S6.

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



S4 – 2018/19

- Our S4 baseline performance in Literacy and Numeracy remains very strong at levels 4 and 5, both in terms of 2019 performance and 3-year average performance.
- Level 4 for 2019 is up again on last session and is over 12% above Virtual Comparator. This is an excellent performance. Level 5 is almost 6% above Virtual Comparator and this reflects a strong performance in securing core Literacy and Numeracy skills for pupils.



S5 – 2018/19

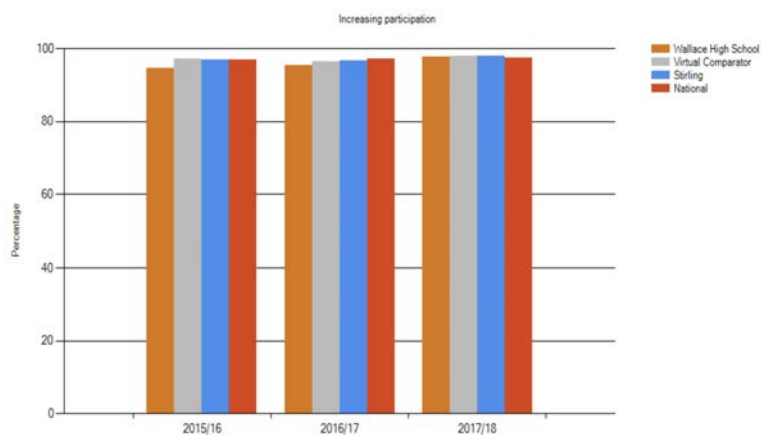
- This remains a very strong measure as 2019 and 3-year average performance remains significantly above Virtual Comparator for all levels.
- For levels 4 and 5 respectively, we are c.7% and c.12% above VC.
- We must work hard to sustain this performance.



S6 – 2018/19

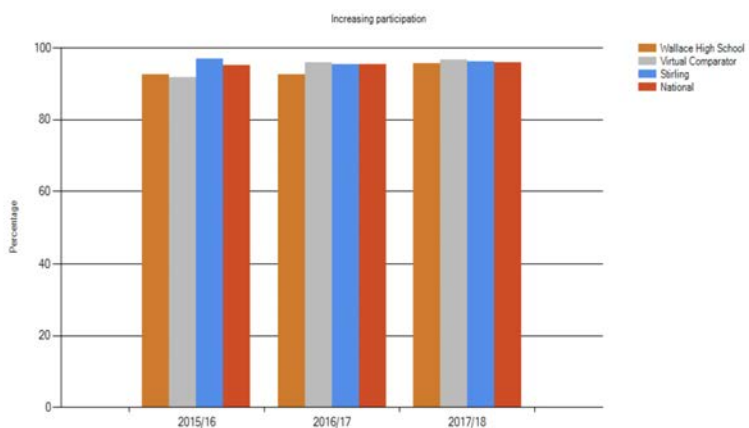
- Level 5 achievement by end of S6 remains very strong against Virtual Comparator over 3-year average and with the 2019 figure.
- Level 4 figure is over c.2% below for 2019, set against roughly the same difference over 3 years. This suggests a focus on a 2% shift is required, although we should be mindful that this is more than accounted for when we consider our 4 Ochil House leavers in S6.
- In totality, across S4-6, Literacy and Numeracy combined performance is very strong, and consistently above VC for 5 out of 6 measures.

Increasing Participation Figure - Pupils in Positive Leaver Destination or Remaining at School (Wallace = orange; Virtual Comparator = grey) NB 2018/19 figures not published until February 2020



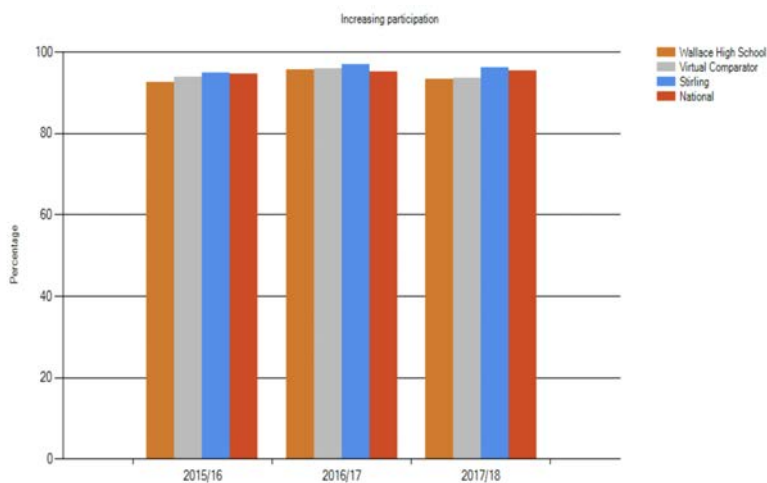
S4 – 2017/18 – latest figures

- Our S4 participation figure is 97.71%, up from 95.48% the previous year and only 0.18% adrift of our Virtual Comparator figure. This is our highest figure on record here and exceeds our target of an increase of 1% from last session.



S5 – 2017/18 – latest figures

- Our S5 participation figure is 95.74% (up over 3% on last year) and our highest figure on record. We will target a rise in line with Virtual Comparator of 1% more pupils engaging in positive participation from S5.



S6 – 2017/18 – latest figures

- Our S6 participation figure is consistently close to Virtual Comparator over the past 3 years and remains effectively in line with VC (only 0.19% below).
- We must focus on sustaining improvements to this figure.



Improvement Priorities 2018/19

Improvement priorities for 2018/19 are noted below alongside a concise evaluation of progress in each key area

The full WHS Improvement Plan for 2019/20 is published on our website

“Attendance has sustained a 3-year average over 91%, with a figure of 91.18%, and exclusions remain firmly below historical comparator averages with 15 individual episodes in 2018/19, a figure that has halved in the past three years.”



(Focused on the Four Key Priorities of the National Improvement Framework)

<i>Improvement in Attainment</i>	<i>Closing the Attainment Gap Between the Most & Least Disadvantaged Children</i>	<i>Improvement in Children and Young People's Health & Wellbeing</i>	<i>Improvement in Employability Skills and Sustained, Positive School Leaver Destinations for All</i>
Creation of School Improvement Hub as part of Learning Hub and full review of impact of Learning Hub regarding consistent quality of curricular experiences across faculty areas (includes focus on LIT/NUM/HWB across curriculum)	Continued focus on co-ordinated working of Pupil Support Team and Family Link Workers (SAC) to target pupils who require support to attend and achieve (inclusion focus)	Continue review and focus on focus on Pupil Support GIRFEC procedures – develop further whole school CLPL (focus on positive behaviour, safeguarding etc.)	PT Positive Destinations (SAC) revised remit focuses on reviewing targeted work on S4/5 leaver destinations and access to work experience
Build on parent and pupil voice feedback with Learning and Teaching team focusing on consistent pace and challenge through review of L&T policy and CLPL to impact on practice	Review of tracking and monitoring reports and BGE tracking system – collation of feedback and review of systems to best inform targeted intervention that supports in closing the attainment gap	Building on PTN parent and pupil evaluations, develop HWB strategy in partnership with PTN and catering team that targets healthier eating amongst pupils	PTN to support 'destinations for all' agenda by launching parent-led Career Stories event in partnership with school's DYW agenda
Build on evaluation of 2.3 (Learning and Teaching) to focus on improvement to learners' leading learning: developing understanding of success criteria & evaluating/assessing learning	Building on initial pilot this session, launch of new Wallace Hub facility to target improved engagement and attainment for pupils with identified needs (PEF)	Whole School Health and Wellbeing team to continue focus on mental health and wellbeing and staff CLPL (PEF) to further build sustainability and impact	Range of curricular options further extended in senior school to support targeted interventions leading to improved attainment & positive destinations

KEY: Green = progress completed/significantly moved forward regarding specific priority; yellow = good progress made but with some ongoing work to carry forward; red = progress unsatisfactory/little progress made.

Key Priority	Key Actions	Impact (Achieved This Session)
Creation of School Improvement Hub as part of Learning Hub and full review of <i>impact</i> of Learning Hub regarding <i>consistent quality of curricular experiences</i> across faculty areas (includes focus on LIT/NUM/HWB across curriculum)	<ul style="list-style-type: none"> Reviewed and revised QA practice collated by link DHT Learning experiences & curricular pathways in BGE evaluated using SIH resources Identify key faculty personnel to take forward targeted improvements 	<ul style="list-style-type: none"> DH and PR have evaluated system efficacy and DH has reviewed QA practice Individual Faculty plans highlight SIH focus areas and evaluate progress here Feedback from pupil learning and consequent attainment outcomes has improved An updated online system is in progress and we hope to be completed by end 2019/20
Build on parent and pupil voice feedback with Learning and Teaching team focusing on <i>consistent pace and challenge</i> through review of L&T policy and CLPL to impact on practice	<ul style="list-style-type: none"> L&T Team review learning and teaching approaches and develop L&T 'wheel' - consistent expectations of an excellent WHS lesson Integrate into Learning Hub - interactive CLPL sessions continue to share best practice 	<ul style="list-style-type: none"> KC & L&T Team have evaluated L&T expectations with link faculties and generated pupil voice feedback Staff feedback through FLs on efficacy of interactive system has been received CLPL feedback collated and will be put into effect next session BGE & Insight attainment data reflects positive progress
Build on evaluation of 2.3 (Learning and Teaching) to focus on improvement to <i>learners' leading learning</i> : developing understanding of success criteria & evaluating/assessing learning	<ul style="list-style-type: none"> Building on evaluative feedback, FLs work with teams to consistently apply L&T principles in ensuring planned, consistent & improved learner engagement Teams to audit & evidence consistent practice here 	<ul style="list-style-type: none"> Faculty routines and QA evidence conveys more planned and consistently applied learner engagement & leadership of learning regarding contextualised learning and evaluation/assessment Pupil voice feedback confirms this but this still needs to be improved holistically in terms of consistency

Key Priority	Key Actions	Impact (Achieved This Session)
Continued focus on co-ordinated working of Pupil Support Team and Family Link Workers (SAC) to target pupils who require support to <i>attend and achieve (inclusion focus)</i>	<ul style="list-style-type: none"> SAC priority involves targeted focus on building capacity within families – FLW allocated to key families FLW works with families to remove barriers to learning and build more sustained engagement with education 	<ul style="list-style-type: none"> Caseload and number of interventions monitored by FLWs and MD Attendance and exclusion figures show sustained improvements Insight data on pupil attainment reflects positive outcomes for targeted pupils and improved outcomes across deciles Team evaluation of impact May 2019 has resulted in revised SAC priorities for the session ahead
Review of tracking and monitoring reports and BGE tracking system – collation of feedback and review of systems to best inform targeted <i>intervention</i> that supports in closing the attainment gap	<ul style="list-style-type: none"> Review tracking and monitoring system in BGE and ensure adequate tracking of benchmarks and intervention to support learners at key stages Review depth and quality of T&M tracking reports for BGE parents 	<ul style="list-style-type: none"> Staff feedback on BGE tracking strengths and improvement needs has been received System requirements feedback has been generated Parent & pupil voice reporting feedback has been considered Audit of new system and reports and action plan for further revisions 2019/20 is in place and this features as a key priority on our improvement plan
Building on initial pilot this session, launch of new Wallace Hub facility to target improved engagement and attainment for pupils with identified needs (PEF)	<ul style="list-style-type: none"> Wallace Room refurbished into Wallace Hub targeted support space Pupil group identified and full working usage of space established Impact of targeted working with pupils captured and evaluated 	<ul style="list-style-type: none"> JC/SB and link teams have gauged pupil, parent and staff feedback and this is universally positive Attendance figures reflect very strong engagement for hub pupils Exclusion figures reflect zero exclusions Insight attainment data and targeted positive destinations figures reflect over 70 individual qualifications and 100% positive destinations for Hub pupils

Key Priority	Key Actions	Impact (Achieved This Session)
Continue review and focus on focus on <i>Pupil Support GIRFEC</i> procedures – develop further whole school CLPL (focus on positive behaviour, safeguarding etc.)	<ul style="list-style-type: none"> Pupil Support Leaders identify further key policy/procedure revisions/reviews Sub-groups take feedback and revise Team develop appropriate CLPL to support consistent practice 	<ul style="list-style-type: none"> Revised policy/procedure documents evaluated and now in place – attendance; supporting positive behaviour Staff feedback on how this works in practice and PSLs QA is ongoing and will continue in the new session Pupil Support Team have worked with partners to provide appropriate targeted CLPL and this will continue next session with very strong work with Educational Psychology team
Building on PTN parent and pupil evaluations, develop HWB strategy in partnership with PTN and catering team that targets healthier eating amongst pupils	<ul style="list-style-type: none"> PTN catering feedback reviewed in partnership with local Parent Council network Feedback collated and LA catering team engaged as partners Provision positively reviewed in school Pupil Council leads pupil voice work here 	<ul style="list-style-type: none"> Parent and pupil feedback on catering options (PTN and Pupil Council) have been delivered and a revised menu is in place Pupil voice feedback on healthy eating and school promotion has been received but needs greater work day-to-day to encourage positive peer promotion Visible increase in uptake of healthier options is evident at points in school but not out of school
Whole School Health and Wellbeing team to continue focus on <i>mental health and wellbeing and staff CLPL (PEF)</i> to further build sustainability and impact	<ul style="list-style-type: none"> Continued development of whole school HWB priorities and target on mental health Develop CLPL to extend impact into classrooms across the school and build teacher capacity through MYRIAD Develop pupil mental health first aid training 	<ul style="list-style-type: none"> Pupil and staff feedback through evaluations (Mental Health Week) has been completed Core attendance data & wellbeing indicators for supported pupils convey positive outcomes but remain an ongoing area of evaluative focus MYRIAD evaluation data will be delivered next session Pupil MH Champion feedback is driving a pupil-led MH agenda in the session ahead

Key Priority	Key Actions	Impact (Achieved This Session)
PT Positive Destinations (SAC) revised remit focuses on targeted improvement of S4/5 leaver destinations and access to work experience	<ul style="list-style-type: none"> Revised PT Positive Destinations remit actioned in light of self-evaluation of targeted impact Working with targeted pupils to access SCOTS and work-related learning (S4 & S5) Engage with Gateway regarding access to work experience 	<ul style="list-style-type: none"> PS and FL collated pupil voice and partner feedback from Careers Fayre SDS engagement data and Pupil Support Team feedback has been considered Insight data on positive destinations and SDS data on sustained destinations all shows positive sustained improvements Numbers accessing work experience have increased with improved targeted placements for specific pupils
PTN to support 'destinations for all' agenda by launching parent-led Career Stories event in partnership with school's DYW agenda	<ul style="list-style-type: none"> PTN to engage with parents and partners to plan Career Stories Event for senior pupils Event organisation and then launch by Sep 2018 Evaluation after event and any targeted follow-up connections for individual parents/pupils 	<ul style="list-style-type: none"> PTN collated relevant pupil, parent and partner feedback and held evening event Event evaluation highlighted a future shift to supporting with the whole school event in order to secure greater impact and utilise parent networks to increase the range of placements and experiences available for pupils
Range of curricular options further extended in <i>senior school</i> to support targeted interventions leading to improved attainment & positive destinations	<ul style="list-style-type: none"> Further audit SQA course and unit delivery across Senior Phase with faculties to ensure maximised capture of achievement for all pupils (enhanced offer) Continue focus on S4/S5 Christmas leavers and wider achievement in senior school 	<ul style="list-style-type: none"> Further expansions of personalised curriculum for targeted pupils has been realised with a wider range of qualifications Review of courses and units that are available is ongoing, and includes further exploration of NPAs Insight attainment and wider achievement data, including positive destinations figures - key figures display a sustained rise

Scottish Attainment Challenge & Pupil Equity Funding

Wallace High is included in the Scottish Attainment Challenge and has been given further funding for 2019/20 in order to support the national drive to close the poverty-related attainment gap in Scottish schools.

“Our targeted work under the Scottish Attainment Challenge and utilising Pupil Equity Funding is developing annually and is already displaying progressively positive results in terms of pupil wellbeing, engagement and attendance and attainment figures.”

Funding from the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund allows targeted and universal support to tackle the poverty-related attainment gap and focus on improvements to Literacy, Numeracy and Health and Wellbeing. For the Scottish Attainment Challenge, key targets have included support by our Family Link Workers, improved focus on Positive Destinations and Community Study Cafes to target improved attainment. A detailed report on SAC outcomes for the past session can be found in our end-of-year report via the following link:

www.wallacehigh.org.uk/about-us/standards-quality-reports

Pupil Equity Fund

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

Intervention	Progress	Impact Statement
Mental Health Lead and 'Counselling' Support Roles	We successfully supported a 0.4 fte role to ensure universal mental health lead in school and additional 0.2 targeted 'counselling' support as part of front-line pastoral engagement with identified pupils day-to-day. We also implemented the Oxford University Myriad project.	24 individual pupils accessed on-going mental health counselling throughout the session through weekly sessions. This resulted in all pupils receiving coping strategies that supported sustained attendance and achievement in final SQA examinations, all of our supported pupils in the senior school achieved final SQA awards. Funding also allowed co-ordination of the Myriad programme with all 52 pupils receiving lessons on mental health and contributing to a national research study. Impact analysis is to be published in the session ahead.
Literacy Support Role/Targeted Non-attenders Support	PEF funding allowed us to provide additional teacher allocation to ensure targeted support with decile 1 & 2 pupils regarding Literacy transition and Wallace Hub attainment support for targeted pupils.	This investment in our Wallace Hub resulted in 12 pupils from S4/5 being supported, with attendance increased from 0% up to 100% for Hub sessions for the majority of pupils who have been engaged. In total, 70 national qualifications were gained by HUB pupils and 100% of Hub pupils who are leavers have accessed a positive destination. All pupils achieved Literacy and Numeracy at level 3 or above, the majority at 4 and above.
SLA – FS8/SFL Support	We successfully supported an SLA role to target interventions, specifically for pupils engaged by FLWs to re-attend and support attainment for young people with behavioural challenges in our Flexible Support Base.	7 young people from deciles 1 and 2 were targeted for group support and this resulted in improved engagement with a bespoke programme. The outcome of this was that all 7 pupils achieved a Saltire Award and a Dynamic Youth Award. There were no exclusions for pupils on this programme and skills gained resulted in an increase for all pupils in accessing mainstream class sessions.
School of Sport Funding Support	PEF funding allowed us to continue to develop our School of Sport programme (a key inclusion programme in our school) which includes targeted places for decile 1 and 2 pupils, pupils with mental health issues and who require behaviour support. PEF funding successfully supported with football, dance and rugby provision and also the introduction of an evaluative framework moving forward to closely track participation and broader access.	Participation in the programme was increased to include 252 pupils from S1-3, with 20% of these targeted for support from decile 1 and 2 communities. Our target in the session ahead is a further increase of 5-7% from deciles 1 and 2. Funding supported with travel and kit for these pupils and resulted in only 1 exclusion for an SOS pupil. Culturally, this programme, combined with other interventions noted above, has supported a 3-year decline in exclusions from 29, to 21, to 15 this session and sustained attendance at above 91% (91.18%).
Ochil House: Music Therapy	We secured purchase of external provider to provide Music Therapy for Ochil House pupils who have a range of severe and complex needs. Excellent development of wider curriculum and communication skills.	15 Ochil House pupils with complex needs accessed music therapy and staff and parental feedback reflected a universally positive impact on communication skills and enhanced global development.
Ochil House: Green Routes	PEF funding successfully supported access to Green Routes programme for Ochil House pupils – excellent outdoor gardening project and enriched wider curriculum.	5 Ochil House pupils with complex needs gained a Personal Achievement Award and a positive pathway with access to the Caledonian Horticultural Award beyond school in the session ahead.

Staying after school doesn't work for everyone so we are coming to you!

Each week some teachers will be visiting the local areas to provide general supported study. This is available to all pupils sitting SQA exams in May and June.

WHS SUPPORTED STUDY

WHEN
Tuesdays 4:30 – 6 Cornon Baptist Church Hall
Wednesdays 4 – 5:30 Fallin Primary
Thursdays 4 – 5:30 Raaploch Community Campus

- ✓ Revise
- ✓ Get support
- ✓ Plan
- ✓ Grab some dinner!

If you want to attend a session please sign up with Mrs Home in Ag (we need to know how much food to order)

Appendices

The appendices that follow capture a wider range of achievements and evaluation of individual improvements from faculties across the school.

These summaries help to capture the breadth and depth of pupil engagement and also targeted working that is ongoing to continuously improve experiences and outcomes for all of our young people.



The images throughout this report capture some of our young people's many achievements. Follow us on Twitter for daily updates on the full range of activities on offer in Wallace.

Citizenship Faculty

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • Languages Bacalaureate excellent • Historic Scotland Pilot with Stirling Castle/DYW - S3 developed and produced French quiz resources for use with young visitors to the castle • 1+2 Ochil House delivery of entitlement • Improvements to 1+2 Primary Liaison • Successful start to 1+2 Transition Pilot with Fallin Primary - 8 weeks of visits and Borrowable Literacy Languages Box (funded by 1+2 Stirling Council) • Flame training delivered • Annual Languages Open Doors Event - more workshops than ever and engaging keynote speaker • Successful Languages Ambassadors Programme - enhancements in classes, supporting Open Doors Event and arranging Mandarin rotation • Samye Ling visit • S6 Auschwitz Trip and pupil impact on S2 through learner delivery • Senior Charity group fundraising success • S3 WE event • S4 Environment group leading to new 'We want change' group and fundraising for Start-Up Stirling • S2 'Young Philosopher Award' • S3 block of Mandarin lessons • Languages clubs: China Club & Italian Club • S2 spent 4 hours on Mandarin trip at Stirling High school experiencing Chinese language and culture in the Confucius Hub • Advanced Higher Languages workshop at Strathclyde University • Literacy: Development of a 1+2 Foreign language section in our LRC thanks to PTN donation and community support 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • redesigned the BGE framework for both languages and RMPS to raise attainment • Development of a Modern Languages website to support and challenge our pupils with home learning or School of Sport catch up 	<ul style="list-style-type: none"> • Develop our delivery for L3 Spanish via IDL, Lunch clubs, and cross curricular opportunities, specifically within Citizenship
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Focus on Pedagogy and, within that, plenaries • Compilation of examples of photos/videos/work for all sections of Pedagogy for the Learning & Teaching Hub 	<ul style="list-style-type: none"> • Further use of 'snapshot' visits to enhance our pace and challenge and more extension and challenge tasks • Keep adding to this to build up our bank of good L&T examples - maybe choose a different focus for next session
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Highlighted inclusion and tolerance at our Languages Assemblies in March • RMPS continues to support HWB programme and introduced the WE S3 Challenge Day 	<ul style="list-style-type: none"> • Be more specific and share the focus of Supported Study sessions - S4 Pupil Voice said that is what they wanted • Languages Ambassadors to deliver next year's Assemblies
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Introduced Reading Makes People Smarter homework to enhance literacy skills in RMPS • Key literacy outcomes embedded in the curriculum 	<ul style="list-style-type: none"> • Developing Languages Ambassadors Programme - to include Reading to our P6 & P7 classes in feeder Primaries to develop literacy skills and confidence with new words/languages

Creative Industries Faculty

Key Wider Achievement Successes 2018/19

- Creative Industries Showcase and Fashion Show
- DJ Workshop
- Fashion Designer Rhys McKenna careers talk
- Baby Box design competition finalist Skye Morrow
- S4 - Trip to Scottish Chamber Orchestra Masterworks American Minimalism concert at the GRCH
- Trip to Opera Bohemia performance of Falstaff at the MacRobert
- Battle of the Bands Competition
- S6 Music Captains Music Project at Cornton Nursery
- Primary Music Transition
- Christmas & Spring concerts
- Brass Band visit to Dementia Group at Bridge of Allan Parish Church
- Pupils in National Youth Choir (Stirling Branch)
- Pupils in the NYCOS Girls' Choir
- Pupils in National Youth Pipe Band & Stirling Schools Pipe Band
- Pupils in Stirling Schools Orchestra/ Wind Band/ Choir/ String ensemble
- Pupils in NYJOS
- Pupils in RCS Junior department
- Much success in ABRSM and TRINITY exams
- Pupils assisting Ochil House groups during practical workshop activities in D+E
- Practical Woodworking pupils made a number of artefacts for sale at the Winter Fayre
- A number of Young Carers took part in a Tall Ship Experience with the Ocean Youth Trust in June.
- Young Enterprise - Team 1 won the sustainability award and team 2 won the digital presence award. Charlotte Kane also won forth valley managing director of the year.
- 3 pupils also passed the YE exam set by Strathclyde University.
- A number of N5 and Higher Design and Manufacture pupils attended a metalwork skills event at the Engine Shed.
- London excursion

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Development and Implementation of BGE tracking and monitoring system. Support and training has been provided to ensure that all staff are actively and consistently making use of this system where appropriate. • All staff now involved and actively taking part in regular standardisation sessions. 	<ul style="list-style-type: none"> • Tracking and monitoring system to be rolled out and widely used with all BGE year groups. • Meaningful use of pupil voice data capture to inform changes to course structure, pace and challenge.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • QA pairings between team members across the faculty have continued successfully. • QA folder is updated regularly with action taken from tracking and monitoring data. QA and Assessment are regularly discussed at DMs. 	<ul style="list-style-type: none"> • Cross curricular work needs to be a focus with links to DYW and further investigation into NPAs. • Practical Metalworking N5 level begins in June. We have now been approved by SQA to run the course.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Staff making use of Data Share system to inform teaching and learning needs of individuals. • OH pupils to continue to be timetabled into the faculty and able to access a wide range of experiences. Pupils achieved qualifications at N2 level. 	<ul style="list-style-type: none"> • Further differentiation is a focus, training SLAs on project work with in classes, individual tasks given out. • Mentoring programme for senior pupils to continue next year.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Higher Music Technology in its second year for the new session also. E Paterson continuing to create resources and work alongside P Spencer for Nat 5 Music Tech. • High numbers for N5 Practical Metalworking. AMc and SG are developing resources for the course. 	<ul style="list-style-type: none"> • Introduction of NPA in Photography this year. • Introduction of a small group S4 set to engage in art therapy sessions.

Developing the Young Workforce

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • Mechanics Showcase for 60 S2-S5 pupils: MTS, JAG Auto, Arnold Clark, The Skate People • Business Brunch – 4 S3 Business pupils • Senior Induction day finance input • FVC Summer Hospitality week-long event • 14 pupils: targeted work experience programme • May programme – Fire Station Career event, P7 Induction day mentors, work experience. • Summer work experience facilitated for targeted pupils. • Engagement with new partners – Cornton Nursery, Hillview Nursery, Robertson’s Electrical, FVC Stephen Townsend, Stirling Electrical, Plus Forth Valley, The Smithy, Colessio, Blair Drummond Smiddy, Historic Scotland, Forthbank Nursing Home, AMP, Wellgreen Nursery, Stirling Albion, Kinnaid Construction, MacRobert Centre. • Personalised curriculum – Dumfries House: 5 sessions and pupils will be accredited with Level 5 Industrial Sewing Machine skills. • S2 pupils attend YES3! event at Edinburgh University. • ACES link with Edinburgh College of Art. 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • April onwards – new partnerships have been developed, work experience has been very positive. 	<ul style="list-style-type: none"> • Increase the volume of Partners linked with WHS and refresh to generate an updated database.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • CES working group established and regenerated. 	<ul style="list-style-type: none"> • DYW Working group with members from all depts. Audit on CES within BGE whole school. MYWOW for whole school, all pupils will be logged on and all staff will be shown how to use it within their subject areas.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Gaining work experience for 14 pupils. Creation of the May programme and awards ceremony for all pupils who completed. 	<ul style="list-style-type: none"> • Continue to work with pupils and staff from the Hub. • Childcare course – work experience required.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Work experience opportunities for pupils, positive feedback from pupils and employers. 	<ul style="list-style-type: none"> • Personalised Curriculum – bigger focus on NPAs and Wider Achievement, looking to combine more units within certain subject areas e.g. Personal Development classes should be achieving other courses as well as Personal Development.

English and Communication Faculty

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • Shakespeare Schools Festival (performance of <i>Antony and Cleopatra</i>) • Burns Poetry Competition • Poetry Slam • Advanced Higher Harold Pinter theatre trip to London • Friends of Logie Debate • Duke of Edinburgh leaders • School Show (<i>School of Rock</i>) • Film Club is established and well attended • Gaelic trips to Lewis and Harris and Spors Gaidhlig • Wallace Hub support – certificate passes at N5 and capturing units • Film G project • Cross Country/Athletics lead • Leading Improving Literacy across the school agenda • Supported Study sessions • English Primary transition programme • Primary cinema trip • Ocean Youth Trust Young Carers experience • Operation Wallacea experience • Cycling club lead 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Improved approach to RUAE in the BGE, through new resources, has proven successful, and we are now beginning to see this reflected in SQA results at N5. 	<ul style="list-style-type: none"> • Tailor and implement new BGE tracking and monitoring system across faculty.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Significant progress has been made with the Literacy programme this year, both in Wallace and through the primary transition programme, by raising awareness and starting to build towards a more consistent approach across the school. 	<ul style="list-style-type: none"> • This year we will focus on establishing a more consistent and meaningful approach to the learner journey.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • A variety of different extra-curricular opportunities are offered to our young people within the faculty, as demonstrated above. 	<ul style="list-style-type: none"> • Implement a more consistent approach to recognising positive achievement within the faculty.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Another excellent set of exam results at both National 5 and Higher. • Units were also successfully captured for all pupils not quite ready for the exam, resulting in positive achievement for all. 	<ul style="list-style-type: none"> • Ensure all levels are catered for in N4/N5 classes to ensure pace and challenge for <i>all</i>.

Numeracy and Technology Faculty

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • 20 Numeracy & Maths Champions leading learning, supporting and challenging S1 pupils • Career Ready programme preparing pupils for the world of work • 'Problem of the Month' engages many problem-solvers across the school • Success celebrated through 'Mathematician of the Month' competitions • Numeracy Across Learning in Wallace is celebrated in Flourish and Faculty newsletter • Scottish Maths Challenge Awards for session: One Gold, 13 Silver, 21 Bronze • S6 Pupils finished second in 2019 Codebase Digital Skills Challenge • 'S1 Codebase Digital Skills Day' challenge held in Wallace with the two winning teams spending a day at Codebase Stirling getting experience of latest Digital Technology • 136 pupils attended 'Maths in a Day' during the Easter holidays • Mental Health Week 2018: Pupils focused on the 'Power of Practice' • Pi Day 2018 winners recited Pi to 314 and 240 places • 20 S5 pupils attended Stirling University workshops • P6 Curricular Transition experiences provided • P7 Raploch Primary School Numeracy link established 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Pupil voice is core to improvement planning. • Revision materials more accessible to all through Google Classroom. 	<ul style="list-style-type: none"> • Pace & Challenge in S1-3 classes, including new S1&2 Digital Skills & Enterprise course. • Increased teaching input from industry in S4-6 Business courses.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Ethos & expectations in Senior Phase Maths courses. • Pupil voice feedback in Higher Computing 	<ul style="list-style-type: none"> • Use of S1-3 tracking system to extend/ consolidate recent learning. • Review assessment for learning in Senior Phase in light of pupil voice.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • S6 Numeracy & Maths Champions leading learning and closing the gap for targeted pupils. 	<ul style="list-style-type: none"> • Re-focus on building resilience and collaborative learning. • Opportunities for one to one tutorial appointments with staff.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Highest number of Higher Maths passes on record. • New norms sustained in Maths @ N5 & AH. 	<ul style="list-style-type: none"> • Focus on raising attainment in Higher Business. • Sustain recent improvements in Higher Computing results.

Pupil Support

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • In Service Training – Social Media, ASD • <i>Single By Sunday</i> - Bullying, Peer Pressure, Personal Safety • Dynamic Youth, Saltire Awards, Personal Development Awards for Base Pupils • Duke of Edinburgh Awards for HUB pupils • Record figures of Positive Destinations • Safe Drive Stay Alive • Edinburgh Open Day for all S6 • UCAS – High number of applicants/offers • Pilot of Childcare course • S6 Buddies – Make a friend day • Assembly programme – improved pupil involvement (learners leading learning) • Sanitary provision for all – group established to lead on this • Drug awareness talks - S3 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Adapted CYPIC Model to evaluate progress in collaboration with Educational Psychology partners 	<ul style="list-style-type: none"> • Development of integrated approach to improve attendance and resilience
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Staff Training on GIRFEC • Updating of Data Hub 	<ul style="list-style-type: none"> • Refresh of Restorative approaches • QA of Data Hub and promotion of its use
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • One-to-one meetings • Targeted interventions for identified individuals 	<ul style="list-style-type: none"> • Consistent analysis of data • Working with Partners to continue to identify better opportunities for <i>all</i> young people
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Family Link, Hub, Base, Links with Partners all contributing to increased levels of attainment and achievement 	<ul style="list-style-type: none"> • Focus on levels of attendance for targeted groups • Continue to explore personalised support to improve attainment and achievement

Ochil House

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> • Roll-out of pupil profiling to parents through eLearning Journals, for BGE pupils. • Successful extended transition programme for P7 pupils to Ochil House. • Visit to the Terracotta Warriors at an exhibition in Liverpool. • Participation in wool making and a visit to the World Heritage Site of New Lanark. • Regular participation in the Stirling Cluster Sevens Young Ambassador Project. • Focus on keeping ourselves safe through the experience of managed scenarios involving potential risk at the Risk Factory. • Lessons in Scottish Studies and Gaelic involving a study of life in Scotland and an exploration of the language through a range of media. • Work experience at Glendrick Roost animal sanctuary. 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Communication Profiles developed for each individual young person in Ochil House in conjunction with Speech and Language Therapist. • Successful extended transition programme for four P7 pupils, from four different primary schools, October 2018 - June 2019. Weekly visits and a programme of activities to ensure a smooth transition. 	<ul style="list-style-type: none"> • Communication profiles to be included in wider pupil learning profiles.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Visit to an exhibition in Liverpool to see artefacts from Chinese history and the Terracotta Warriors. • School project on how people lived in the 1800's which involved a trip to New Lanark and the experience of making wool. 	<ul style="list-style-type: none"> • Further visits to special exhibitions which promote the study of social subjects and link our lives to that of others. Rich curriculum activities.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Involvement in the Stirling Young Ambassadors' Programme, where young people at secondary school level who have a disability contribute to discussion on topics which are important to them. • Visit to the Risk Factory to learn about keeping ourselves safe as part of our work on ensuring wellbeing. 	<ul style="list-style-type: none"> • New participants to be introduced to the Young Ambassador Programme.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> • Creation of a documentary in Gaelic on living with a disability, which was nominated for a short film award. Participants were invited to attend the Film G Awards. • Work experience at Glendrick Roost animal sanctuary, where Ochil House pupils helped to maintain the site and looked after a wide range of rescued animals over several visits. 	<ul style="list-style-type: none"> • Continuing Scottish Studies lessons with a specialist teacher and promoting language through a variety of media. • Further work experiences as part of transition to positive destinations.

Support for Learning

Key Wider Achievement Successes 2018/19		
<p>Our Additional Support Needs team have supported youngsters in enjoying many wider successes and achievements. Successes in the last year have included:</p> <p>Enterprise group - learning to sew and different techniques in order to be awarded SQA level 2 accreditation;</p> <p>Excel Group – pupils supported through Coca Cola Real Business Challenge materials focusing on entrepreneurial skills, running and managing their own business, in order to be awarded SQA level 3 Business accreditation;</p> <p>Reading groups: using the SRA Corrective Reading programme and other texts to improve phonic awareness, decoding, spelling, comprehension, vocabulary, as well as enjoyment of reading;</p> <p>Advanced Reading group – challenging readers through engagement with sophisticated texts from a variety of genres;</p> <p>Handwriting group - improving letter formation and pencil grasp as well as general fine motor skills and hand-eye coordination;</p> <p>ESOL: provision of intensive small group work and success at Higher, National 5 and National 4 levels;</p> <p>Enhanced Transition Programme – identified pupils invited to attend for 8 weeks to complete craft project - Wallace Compass, and engage in activities to improve social communication;</p> <p>Lunch Club - supportive area for vulnerable pupils;</p> <p>Craft Club – variety of activities from flower arranging, sculpting to water colour painting;</p> <p>Social Communication Group - targeted support for ASD pupils or for pupils who require support in groups;</p> <p>Maths Recovery – practice of strategies appropriate to level of maths development;</p> <p>Dyslexic Support – building confidence and raising awareness of impact of dyslexia, and strategies to be used across the whole school;</p> <p>Spelling group – looking at common spelling rules, common suffixes and prefixes, and raising awareness of spelling strategies;</p> <p>Thinking Skills – exploring how the brain works and practicing different approaches such as categorising, trial and error, logic and ‘thinking outside the box’;</p> <p>Read and Write Gold - enabling many students to access learning through ICT;</p> <p>Writing group – develop knowledge and understanding of basic grammatical features and punctuation;</p> <p>Typing skills – developing technique, speed and accuracy when typing;</p> <p>Resilience group – pupils who need to develop resilience skills in a safe environment;</p> <p>Supporting Attainment and Achievement group – transferable holistic social and soft skills in a safe environment;</p> <p>Emotional Growth group – support programme for young people who have experienced bereavement, loss or separation</p> <p>Whole School Assemblies delivered regarding Dyslexia Awareness Week;</p> <p>Additional Assessment Arrangements in place for pupils who require additionally with their exams;</p> <p>Very successful P7 transition programme.</p>		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Learning profiles. Targeted small group extraction. 	<ul style="list-style-type: none"> Small group monitoring and tracking
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Targeting more pupils through small group opportunities. Feedback from learners re. small groups. 	<ul style="list-style-type: none"> Even wider capture of SQA accreditation where appropriate. Parental voice re. small groups
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Emotional Growth, Resilience and SAA programme. Successful collaboration with partner agencies e.g. Educational Psychologist, ASN Outreach e.g. ASD and EAL. 	<ul style="list-style-type: none"> Involve Family Support Workers where appropriate.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Enhanced transition for identified pupils run by SFL staff, delivered successfully in an 8-week period. 	<ul style="list-style-type: none"> Change timings to include lunch experience. Twitter profile.

School of Sport and Health & Wellbeing Faculty

Key Wider Achievement Successes 2018/19

Basketball

S1 boys Scottish Cup Champions
 U15 boys QF - beaten by overall winners
 Senior boys - QF beaten by overall winners
 Piper McGowan, Jack Hencher, William Kemp, Callum McGlasson - Selected to represent Scotland U16 at European Championships alongside Coach Cory McCabe.
 U15 girls – Scottish Cup Semi-finalists
 Senior girls- Scottish Cup runners-up
 Pelly Kidd - reserve for U16 Scotland team

Play Unified- over 60 pupils from mainstream and Ochil House commit to weekly peer-led sports sessions

Make it Happen Basketball course - 25 S4 pupils

Dance

Amy Morrison's Dance Team won a choreography award at FV dance competition

Football

U14 Boys winners of Stirling League section
 U15 boys Winners of the Stenhousemuir Cup
 3 Boys in Under 15 FVSFA Regional Team
 4 Boys in Under 18 FVSFA Regional Team
 Keira Chuter called up to Scotland U15 squad.

Rugby

Wallace S1 Boys - Conference winners (League)
 Wallace S2 Boys - Conference winners (League)
 Wallace U16 Boys - Conference winners (League)
 Wallace U18 Boys - Central Schools 7's Winners
 S1 Boys, S2 Boys and U15 Girls - SP Energy Network, Glasgow Warriors Schools Cup Champions!!
 Scotland U16 Team - Callum Beckett
 Scotland U18 Women's Team - Freya Walker

Swimming

Central Schools Relay Champions
 2nd overall school
 Liberty Blair, Andrew MacKenzie, Finn Birkin all National Schools Finalists

Athletics

Sam Vannet - S1 Boys Forth Valley XC Champion & part of the winning S1 boys Stirling team
 Sam Metcalfe - S3 Boys Silver Medallist at Forth Valley XC & part of the winning S3/4 boys Stirling team
 Amy Cully - S2 Girls Silver Medallist at Forth Valley XC & part of the winning S1/2 girls Stirling team
 Summer Maclean - part of the winning S1/2 girls Stirling team

Water Polo

Junior Team - 2nd in Scottish Cup
 Senior Team- Scottish Cup Runners up
 Fraser MacNair, Ilhan Nur Azam, Gregor Rodger, Callum Addison Scotland call ups.

Darts

Sophie McKinlay - British U18 girls Champion; Scottish U18 Girls Champion; 5th U18 Youth Girls World Ranking; First ever ladies disability darts ambassador

Tennis

U18 Girls - National Champions
 U18 Boys - National Runners Up
 Rosie Woodward & Anna Sterk- Kilgraston Invitational Winners

Badminton

Rosie and Anna Sterk- Schools doubles Badminton Finalists

Rosie- Schools singles finalist.

Squash

Kyle Penman - Scottish Champion

Boxing

Alan Perrie - Scottish & European Champion 55kg

Gymnastics

Rio Johnstone - Scottish Championships - 4th all round and 2nd on the Rings; part of the Scotland team who were 3rd in the home nations Tournament; Scottish Open - 4th all Round, 1st on the Parallel Bars and High Bar, 3rd on the Vault and Rings

Sports Awards

WHS Sports Awards Ceremony #4 was a great way to celebrate the numerous successes of our young people over the past year.

Schools of Sport

Continuing to deliver five schools of sport to over 230 pupils in the BGE – Girls School of Football has been added for 2019/20

Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Shared leadership of learning and regular pupil voice feedback results in a range of effective teaching approaches. Strong, shared leadership of change with distributed leadership of curriculum and wider activity. 	<ul style="list-style-type: none"> Learners taking more of a lead in lessons. Pupils need to be given this opportunity on a more regular basis.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Opportunities to have reflective learning discussions happen regularly and opportunities to work with peers and have similar conversations is a key strength. Planning and organisation of lessons is very good. 	<ul style="list-style-type: none"> Learner motivation depends on activity. Addressing positive language and rationale for learning could support improvement here. More personalisation and choice in lessons is an area to continue to focus on.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Learner voice highlights respect in lessons and that they are very positive about the way they manage to work collaboratively. Pupils feel that they are listened to, respected and staff act upon the pupils' feedback. Very strong emphasis on healthy activity and inclusion. 	<ul style="list-style-type: none"> Learner voice highlighted that positive celebration of success class-to-class was key to maintaining a positive attitude and contributes to wellbeing.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> High expectations of all pupils are set and success is celebrated widely across various formats. Regular classroom visits by all staff contribute to shared focus on achievement and ownership of this. Strong attainment across stages. 	<ul style="list-style-type: none"> S3 pupils focusing on links to Senior phase and National 5 language and themes of work to support effective transitions.

Science Faculty

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> Increased and ongoing participation/engagement/partnership work with external STEM experience providers S6 STEM ambassador programme now in its 3rd year at WHS Engineering development trust 'Go4SET' and EES Scheme In house 'Arichi' project and British Science association 'CREST' awards Wider experiences with AH classes such as the AH Physics excursion to Glasgow University Sustained, and in some areas improved, high quality SQA results in both Biology, Chemistry and Physics. Percentages of pupils passing continues to remain above the Scottish average. Sustained SQA assignment grades at N5 and Higher level in Chemistry and Physics, above the national average (Assignment is 20% of the pupils' overall grade) Successful application for a member of the faculty to attend a short-term industrial placement AH Biology and Chemistry classes attending two days of practical work at Forth Valley College Successful Nuffield Foundation Placement for senior pupil with Edinburgh University's Neurobiology Department – Gold CREST awarded Senior Biologists attended inspirational presentation by Doug Allan, photographer and scientist (DYW) 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> Consolidated work from previous year's BGE development with a focus on 'challenge' in the BGE. Attendance at SQA understanding standards events leading to very good SQA assignment marks. 	<ul style="list-style-type: none"> Further develop differentiated resources for our least and most able pupils and ensure BGE homework is issued regularly. Attend further SQA understanding standard events to compliment existing SQA marker knowledge within the faculty and apply any necessary changes to our SQA procedures.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> S3 assessment has been balanced to ensure a range of both N4 and N5 content. Learning and teaching in S3 has been mapped to ensure a suitable blend of Level 4, N4 and N5 content. Activity sheets developed for N5 practical work in Physics. 	<ul style="list-style-type: none"> Use pupil voice and tracking evidence to evaluate the impact of changes to S3. Map out existing resources against suggested SQA N5 practical work and develop a short and long term plan to update resources where required.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Faculty monitored S2/3 assessment data which shows pupils from SIMD 1/2 areas perform as well as SIMD 9/10 areas in most circumstances. 	<ul style="list-style-type: none"> Faculty to further investigate gender balance in S4 Science classes as well as attainment vs gender in both Physics and Biology. Faculty to build on success of lab skills N5 implementation and seek other N4/5 level options for Pupils in S4.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> SQA results show sustained attainment across the Sciences. Attainment across all levels showing sustained improvement. 	<ul style="list-style-type: none"> Further develop whole year group STEM opportunities for BGE pupils. AH assignment – attend SQA understanding standards and CLPL events where possible. Use S3 data to target pupils who find S4 challenging early and monitor they progress into S4.

Social Subjects Faculty

Key Wider Achievement Successes 2018/19		
<ul style="list-style-type: none"> ● S4 Geography field trip to Aberfoyle ● Higher Geography field trip to Lake District ● S2 Walking Tour of Old Stirling ● S3 Geography trip to Royal Highland Show, Ingliston ● National Modern Studies trip to Sheriff Court in Stirling ● S2 History trip to Bannockburn Heritage Centre ● S1 Farm trip to Meldrum Farm, Blair Drummond ● Duke of Edinburgh trips ● Friends of Logie Debate ● Gaming Club ● Remembrance assemblies and whole school service ● 16 Days of Action assemblies and workshops ● Under 14 football team ● Senior Study Cafe ● General Supported Study across the Social Subjects ● Higher Politics Immersion Day 		
Quality Indicator	Key Strengths	Areas for Improvement
1.3 Leadership of change	<ul style="list-style-type: none"> ● Use of whole school data sharing system in terms of lesson planning etc. 	<ul style="list-style-type: none"> ● Push for greater engagement, commitment and attainment in all Senior Phase Social Subjects classes
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> ● Use of BGE tracking sheets and internal tracking system in order to promote a nurturing and challenging working environment. 	<ul style="list-style-type: none"> ● Include Literacy and Numeracy benchmarks and outcomes on BGE tracking sheets.
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> ● Open discussions on key news items throughout the year in a safe and inclusive manner which in turn promotes inclusion and diversity. 	<ul style="list-style-type: none"> ● Pupils given greater voice in deciding how and what they learn.
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> ● Improved attainment in S6 Advanced Higher courses. 	<ul style="list-style-type: none"> ● Greater emphasis placed on skills in junior school in order to improve attainment in Senior Phase.



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