



# Wallace High School

Improvement Plan 2018/19



# 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 2018/19 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 the four key

priorities of the Scottish Government’s *National Improvement Framework* (NIF) and 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:

- Improvement in attainment (particularly in literacy and numeracy)
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people’s health and wellbeing; and
- 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 these 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 2018/19

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

<i>Improvement in Attainment</i>	<i>Closing the Attainment Gap Between the Most &amp; Least Disadvantaged Children</i>	<i>Improvement in Children and Young People's Health &amp; 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 <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)	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>	Continue review and focus on focus on <i>Pupil Support GIRFEC</i> 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 <i>consistent pace and challenge</i> 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 <i>intervention</i> 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 <i>learners’ leading learning</i> : 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 <i>mental health and wellbeing and staff CLPL</i> (PEF) to further build sustainability and impact	Range of curricular options further extended in <i>senior school</i> to support targeted interventions leading to improved attainment & positive destinations

*NB. Curriculum (HGIOS 4: 2.2) and Learning & Teaching (HGIOS 4: 2.3) – key developments here will be generated by work done in adapting the curriculum and developing learning and teaching according to the above priorities and will feature in individual Faculty Improvement Plans across all curricular areas.*

## *Improvement in Attainment*

Key Priority (MAIN HGIOS QIs IN BRACKETS)	Key Actions	By Whom?	By When?	How will we evaluate impact?
<p><b>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) (1.1/2.3/3.2)</b></p>	<ul style="list-style-type: none"> <li>Reviewed and revised QA practice collated by link DHT</li> <li>Learning experiences &amp; curricular pathways in BGE evaluated using SIH resources</li> <li>Identify key faculty personnel to take forward targeted improvements</li> </ul>	<ul style="list-style-type: none"> <li>DH overview (PR ICT support in creating SIH)</li> <li>Link DHT and Faculty Leaders evaluate and action SIH procedures (including feedback from staff, pupils, parents)</li> <li>Identified teaching staff lead targeted improvements</li> </ul>	<ul style="list-style-type: none"> <li>Initial creation of SIH by Oct 2018</li> <li>Initial evaluation of BGE and identified target areas using SIH materials by Dec 2018</li> <li>Improvement work from January – June 2019 so that interactive SIH fully active by then</li> </ul>	<ul style="list-style-type: none"> <li>DH and PR evaluate system efficacy and DH reviews QA practice</li> <li>Individual Faculty plans highlight SIH focus areas and evaluate progress here</li> <li>Feedback from pupil learning and consequent attainment outcomes</li> </ul>
<p><b>Build on parent and pupil voice feedback with Learning and Teaching team focusing on <i>consistent pace and challenge</i> through review of L&amp;T policy and CLPL to impact on practice (1.2/2.3/3.2/2.2)</b></p>	<ul style="list-style-type: none"> <li>L&amp;T Team review learning and teaching approaches and develop L&amp;T ‘wheel’ - consistent expectations of an excellent WHS lesson</li> <li>Integrate into Learning Hub - interactive</li> <li>CLPL sessions continue to share best practice</li> </ul>	<ul style="list-style-type: none"> <li>KC overview – links to DH</li> <li>L&amp;T Team liaise with faculty teams in creating ‘wheel’ &amp; exemplars</li> <li>KC works with PR &amp; BC to create interactive system</li> <li>L&amp;T Team lead CLPL</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T expectations review and initial design by Oct 2018</li> <li>Interactive application design and initial QA of consistency in learning visits by Feb 2019</li> <li>CLPL in TLCs throughout session &amp; review May 2019</li> </ul>	<ul style="list-style-type: none"> <li>KC &amp; L&amp;T Team evaluate L&amp;T expectations with link faculties and generate pupil voice feedback</li> <li>Staff feedback through FLs on efficacy of interactive system</li> <li>CLPL feedback collated</li> <li>BGE &amp; Insight attainment data</li> </ul>
<p><b>Build on evaluation of 2.3 (Learning and Teaching) to focus on improvement to <i>learners’ leading learning</i>: developing understanding of success criteria &amp; evaluating/assessing learning (1.1/1.2/1.3/2.3/3.2)</b></p>	<ul style="list-style-type: none"> <li>Building on evaluative feedback, FLs work with teams to consistently apply L&amp;T principles in ensuring planned, consistent &amp; improved learner engagement</li> <li>Teams to audit &amp; evidence consistent practice here</li> </ul>	<ul style="list-style-type: none"> <li>DH/CD overview</li> <li>Faculty Leaders and teaching staff</li> <li>L&amp;T Team support with CLPL and review</li> <li>Pupil groups</li> </ul>	<ul style="list-style-type: none"> <li>Initial evaluation by Nov 2018</li> <li>Improvements to practice actioned Nov - April 2019</li> <li>Further action points identified following evaluation May 2019</li> </ul>	<ul style="list-style-type: none"> <li>Faculty routines and QA evidence conveys planned and consistently applied learner engagement &amp; leadership of learning regarding contextualised learning and evaluation/assessment</li> <li>Pupil voice feedback confirms this</li> </ul>

## *Closing the Attainment Gap Between the Most & Least Disadvantaged Children*

Key Priority (MAIN HGIOS QIs IN BRACKETS)	Key Actions	By Whom?	By When?	How will we evaluate impact?
<p><b>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></b> (1.3/3.1/2.4/2.5/1.5)</p>	<ul style="list-style-type: none"> <li>SAC priority involves targeted focus on building capacity within families – FLW allocated to key families</li> <li>FLW works with families to remove barriers to learning and build more sustained engagement with education</li> </ul>	<ul style="list-style-type: none"> <li>GC overview</li> <li>MD link Pupil Support lead</li> <li>Pupil Support Team</li> <li>Family Link Workers</li> </ul>	<ul style="list-style-type: none"> <li>Caseload and operating practice reviewed August 2018</li> <li>SAC report to Scot Gov Sep 2018</li> <li>Monthly review and evaluation with MD</li> <li>Year 3 impact evaluation May 2019</li> </ul>	<ul style="list-style-type: none"> <li>Caseload and number of interventions monitored by FLWs and MD</li> <li>Attendance and exclusion figures</li> <li>Insight data on pupil attainment</li> <li>Team evaluation of impact May 2019 and forward plan at this point</li> </ul>
<p><b>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</b> (1.1/1.2/1.3/2.4/3.2)</p>	<ul style="list-style-type: none"> <li>Review tracking and monitoring system in BGE and ensure adequate tracking of benchmarks and intervention to support learners at key stages</li> <li>Review depth and quality of T&amp;M tracking reports for BGE parents</li> </ul>	<ul style="list-style-type: none"> <li>CD/SP overview</li> <li>PSL and FL feedback on universal and targeted impact of system</li> <li>Parent and pupil voice feedback informs reporting review</li> </ul>	<ul style="list-style-type: none"> <li>BGE system review by Oct 2018</li> <li>Reporting review by Dec 2018</li> <li>Revised reporting format piloted Jan – June 2019</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback on BGE tracking strengths and improvement needs</li> <li>System requirements feedback</li> <li>Parent &amp; pupil voice reporting feedback</li> <li>Audit of new system and reports and action plan for further revisions 2019</li> </ul>
<p><b>Building on initial pilot this session, launch of new Wallace Hub facility to target improved engagement and attainment for pupils with identified needs (PEF)</b> (1.5/1.2/2.1/2.3/3.1/3.2)</p>	<ul style="list-style-type: none"> <li>Wallace Room refurbished into Wallace Hub targeted support space</li> <li>Pupil group identified and full working usage of space established</li> <li>Impact of targeted working with pupils captured and evaluated</li> </ul>	<ul style="list-style-type: none"> <li>JC/SB lead with link to CD</li> <li>PSLs and FLWs identify pupils and support engagement</li> <li>Pupil, parent and staff partnerships inform on-going targeted plans</li> </ul>	<ul style="list-style-type: none"> <li>Wallace Hub refurbishment by August 2018</li> <li>Pupil group progress on-going (key evaluations Oct/Dec/April)</li> <li>Staff pupil and parent collation of feedback on-going</li> </ul>	<ul style="list-style-type: none"> <li>JC/SB and link teams gauge pupil, parent and staff feedback</li> <li>Attendance figures</li> <li>Exclusion figures</li> <li>Insight attainment data and targeted positive destinations</li> </ul>

## *Improvement in Children and Young People's Health & Wellbeing*

Key Priority (MAIN HGIOS QIs IN BRACKETS)	Key Actions	By Whom?	By When?	How will we evaluate impact?
<p><b>Continue review and focus on focus on <i>Pupil Support GIRFEC</i> procedures – develop further whole school CLPL (focus on positive behaviour, safeguarding etc.)</b> (2.1/1.1/3.1/1.3/1.4)</p>	<ul style="list-style-type: none"> <li>• Pupil Support Leaders identify further key policy/procedure revisions/reviews</li> <li>• Sub-groups take feedback and revise</li> <li>• Team develop appropriate CLPL to support consistent practice</li> </ul>	<ul style="list-style-type: none"> <li>• GC overview</li> <li>• Pupil Support Team lead sub-groups (e.g. AC – Positive Behaviour)</li> <li>• All teaching and support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Priorities for further action reviewed by September 2018</li> <li>• Further CLPL priorities identified by Nov 2018</li> <li>• Staff consistent CLPL focus Feb Inset 2019</li> <li>• Review impact May 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Revised policy/procedure documents evaluated</li> <li>• Staff feedback on how this works in practice and PSLs QA</li> <li>• Pupil Support Team work with partners to provide appropriate targeted CLPL</li> </ul>
<p><b>Building on PTN parent and pupil evaluations, develop HWB strategy in partnership with PTN and catering team that targets healthier eating amongst pupils</b> (2.5/2.7/3.1)</p>	<ul style="list-style-type: none"> <li>• PTN catering feedback reviewed in partnership with local Parent Council network</li> <li>• Feedback collated and LA catering team engaged as partners</li> <li>• Provision positively reviewed in school</li> <li>• Pupil Council leads pupil voice work here</li> </ul>	<ul style="list-style-type: none"> <li>• WM/PTN overview with SP</li> <li>• Catering supervisor/ LA team</li> <li>• Pupil Council feedback generated and positive promotion plan</li> <li>• HWB team input to nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>• PTN review by Oct 2018</li> <li>• Pupil Councils engaged and feedback by Nov 2018</li> <li>• HWB team review nutritional education in partnership with lead pupil group</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and pupil feedback on catering options (PTN and Pupil Council)</li> <li>• Pupil voice feedback on healthy eating and school promotion here</li> <li>• Visible increase in uptake of healthier options</li> </ul>
<p><b>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</b> (3.1/2.1/2.7/2.4)</p>	<ul style="list-style-type: none"> <li>• Continued development of whole school HWB priorities and target on mental health</li> <li>• Develop CLPL to extend impact into classrooms across the school and build teacher capacity through MYRIAD</li> <li>• Develop pupil mental health first aid training</li> </ul>	<ul style="list-style-type: none"> <li>• PS – Mental Health Team</li> <li>• Counsellors/PSLs/FLWs</li> <li>• MYRIAD team</li> <li>• All staff</li> <li>• Pupil Mental Health Champions</li> </ul>	<ul style="list-style-type: none"> <li>• Team evaluate planning for session by Oct 2018</li> <li>• Targeted CLPL/ interventions throughout session</li> <li>• MYRIAD evaluation with Oxford University at key dates</li> <li>• Pupil Mental Health First Aiders by Jan 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil and staff feedback through evaluations (Mental Health Week)</li> <li>• Core attendance data &amp; wellbeing indicators for supported pupils</li> <li>• MYRIAD evaluation data</li> <li>• Pupil MH Champion feedback</li> </ul>

## *Improvement in Employability Skills and Sustained, Positive School Leaver Destinations for All*

Key Priority (MAIN HGIOS QIs IN BRACKETS)	Key Actions	By Whom?	By When?	How will we evaluate impact?
<p><b>PT Positive Destinations (SAC) revised remit focuses on targeted improvement of S4/5 leaver destinations and access to work experience</b> (1.5/3.3/2.6/2.7)</p>	<ul style="list-style-type: none"> <li>Revised PT Positive Destinations remit actioned in light of self-evaluation of targeted impact</li> <li>Working with targeted pupils to access SCOTS and work-related learning (S4 &amp; S5)</li> <li>Engage with Gateway regarding access to work experience</li> </ul>	<ul style="list-style-type: none"> <li>PS SAC PT Positive Destinations lead</li> <li>DH Link DHT</li> <li>Pupil Support Leaders (S4/5 year heads)</li> <li>FL (SDS)/ relevant LA and business partners</li> </ul>	<ul style="list-style-type: none"> <li>Revised remit operational by August 2018</li> <li>Monthly tracking meetings with PS/DH</li> <li>October, December and April SDS positive destinations updates</li> <li>End of year evaluation May 2019</li> </ul>	<ul style="list-style-type: none"> <li>PS and FL to collate pupil voice and partner feedback</li> <li>SDS engagement data and Pupil Support Team feedback</li> <li>Insight data on positive destinations and SDS data on sustained destinations</li> <li>Numbers accessing work experience</li> </ul>
<p><b>PTN to support 'destinations for all' agenda by launching parent-led Career Stories event in partnership with school's DYW agenda</b> (2.5/2.7/3.3)</p>	<ul style="list-style-type: none"> <li>PTN to engage with parents and partners to plan Career Stories Event for senior pupils</li> <li>Event organisation and then launch by Sep 2018</li> <li>Evaluation after event and any targeted follow-up connections for individual parents/pupils</li> </ul>	<ul style="list-style-type: none"> <li>PTN lead &amp; overview</li> <li>PS/DYW Team</li> <li>Parents and associated business and education partners</li> </ul>	<ul style="list-style-type: none"> <li>Planning May – Sep 2018</li> <li>Event Sep 2018</li> <li>Evaluation Oct 2018</li> <li>Follow-up working throughout session</li> </ul>	<ul style="list-style-type: none"> <li>PTN collates relevant pupil, parent and partner feedback</li> <li>End of year evaluation and, ultimately, improved positive destinations Insight data in consequent years</li> </ul>
<p><b>Range of curricular options further extended in senior school to support targeted interventions leading to improved attainment &amp; positive destinations</b> (3.2/3.3/2.2/2.4)</p>	<ul style="list-style-type: none"> <li>Further audit SQA course and unit delivery across Senior Phase with faculties to ensure maximised capture of achievement for all pupils (enhanced offer)</li> <li>Continue focus on S4/S5 Christmas leavers and wider achievement in senior school</li> </ul>	<ul style="list-style-type: none"> <li>DH/CD overview</li> <li>PR financial planning</li> <li>Link Faculty and Pupil Support Leaders</li> <li>Wider staff</li> <li>LA and partners</li> <li>Wallace Hub team links</li> </ul>	<ul style="list-style-type: none"> <li>Begin to target personalised interventions by September 2018</li> <li>Faculties audit delivery and suggest any further possible future capture by Jan 2019</li> <li>Plan for further impact 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>Further expansions of personalised curriculum for targeted pupils</li> <li>Review of courses and units that are available</li> <li>Insight attainment and wider achievement data, including positive destinations figures - targeting sustained rise</li> </ul>



## Wallace High School

Airthrey Road, Stirling, FK9 5HW

Tel: 01786 462166

Web: [www.wallacehigh.org.uk](http://www.wallacehigh.org.uk)

Twitter: @wallacehighsch

