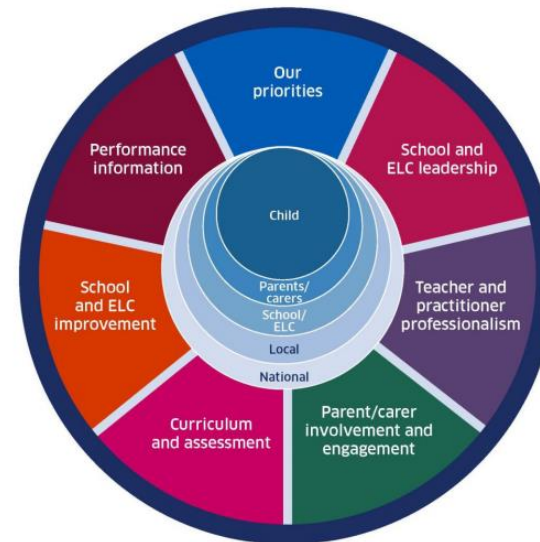**Education and Learning Directorate**

School/ELC Annual School Improvement Planning

2023-2024

School: Wallace Hall Academy
Date: May 2023

Contents

SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Wallace Hall Academy Priority Improvement Area 1: Learning, Teaching and Assessment	Outcomes for Learners/School Community	Key Tasks
Learning, Teaching and Assessment	- Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. - Assessment approaches are matched to the needs of learners and are used to support them to demonstrate where they are in their learning. - Explanations and instructions from teachers will be clear and they will make use of skilled questioning, and engagement to promote curiosity, independence and confidence to support their learning. - Pupils will have a clear understanding of the purpose of their learning and will have opportunities for active engagement in their learning on a regular basis.	- To continue to work with our PT of Learning, Teaching and Assessment to share good practice and identify areas for improvement. - Staff will identify learning and teaching priorities in their PRDs and use this opportunity to focus on this aspect of learning and teaching in their classroom. - Training will be provided to staff and staff meetings and on In-Service Days which look at how to make learning and teaching more effective. - We will continue to share research on what helps to make learning and teaching most effective. - Compulsory PE kit will be introduced in August 2023 for new S1. This will help reduce the cost of the school day and also highlight House system with different colored t-shirts.
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and the least disadvantaged children and young people	School and ELC Leadership Teacher and practitioner professionalism Curriculum and assessment Performance information	**1.1 Self-Evaluation for Self-Improvement** - Collaborative approaches to self-evaluation - Analysis and evaluation of intelligence and data - Impact on learners' successes and achievements. **1.3 Leadership of change** - Developing a shared vision, values and aims relevant to the school and its community

		➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **2.3 Learning, teaching and assessment** ➢ Learning and engagement ➢ Quality of teaching ➢ Effective use of assessment ➢ Planning, tracking and monitoring	
Responsible/Lead Person	**Time Allocations**	**Funding – including PEF**	**Expected Completion Date**
Euan Mack DHT James Lees PT Learning and Teaching Alan Lindsay PT Health and Wellbeing	Time from staff meetings and In-Service	School and Authority Funding	May 2024
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
Consultation with Parent forum and Parent Council		Staff will reflect on inclusive practice and engage with possible improvements	

Wallace Hall Academy Priority Improvement Area 2: Equalities and protected characteristics	Outcomes for Learners/School Community	Key Tasks
Equalities and protected characteristics by looking at rights, equality, health and wellbeing, GIRFEC and Anti-bullying systems.	• Our whole school community will have a shared understanding of wellbeing and children's rights. • All stakeholders promote a climate where young people feel safe and secure. • All staff and partners will take due account of the legislative framework related to wellbeing, equality and inclusion. • Staff, children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination and intolerance when they come across it. • Staff and children understand how to challenge and report bullying type behaviours.	• We will continue our journey with rights respecting schools and move from Bronze to Silver of the LGBTQ+ Charter. • We will investigate and support people with protected characteristics to help them thrive in our community. • We will work with organisations to implement the anti-bullying structures and look at implementing 'Respect Me' rewards. • PEF money will be used to bridge the gap and used to ensure that there are opportunities for all.

NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
Closing the attainment gap between the most and the least disadvantaged children and young people Placing the human rights and needs of every child and young person at the centre of education – should this be in again? Improvements in employability skills and sustained, positive school leaver destinations for all young people	School and ELC Leadership Teachers and practitioner professionalism Curriculum and assessment	**1.3 Leadership of change** ➢ Developing a shared vision, values and aims relevant to the school and its community ➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **3.1 Ensuring wellbeing, equality and inclusion** ➢ Wellbeing ➢ Fulfilment of statutory duties ➢ Inclusion and equality **3.2 Raising attainment and achievement** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Euan Mack, DHT Paul McClair PT English and Modern Languages Lewis Gray, Social Subjects Teacher	Time to be allocated from the school calendar	Funding to come from school and authority	May 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
Self-evaluation questionnaires Parent Council Pupil Voice Equalities Discussion Group	We will critically reflect on the specific questions from the national framework for inclusion.

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Wallace Hall Academy Priority Improvement Area 3: Raising Attainment and Achievement	Outcomes for Learners/School Community	Key Tasks
Raising Attainment and Achievement	• Almost all children and young people will be attaining appropriate levels. • Our tracking systems will continue to demonstrate improvements in attainment and achievement over time. • The school will empower children and young people to have a say in our approaches to raising attainment and achievement.	• To analyse the self-evaluation data from the focus on 3.2 and agree on our next steps. • We will continue to review our reporting systems to ensure that the information that goes home can be used to support progress in learning. • We will continue to review information on support that is provided through the Pupil Equity Funding so that we can aim for equality for all. • We will continue to look at our tracking data and use this to help develop school priorities.
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and the least disadvantaged children and young people Improvements in children and young people's health and wellbeing	Performance information Teacher and practitioner professionalism School and ELC improvement	**1.1 Self-Evaluation for Self-Improvement** ➢ Collaborative approaches to self-evaluation ➢ Analysis and evaluation of intelligence and data ➢ Impact on learners' successes and achievements. **1.3 Leadership of change** ➢ Developing a shared vision, values and aims relevant to the school and its community ➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **3.2 Raising attainment and achievement** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
PEF Team Sean Bell, PT Mathematics, Business and IT Paul McClair, PT English and Modern Languages	Time from the working time agreement and In-service days	Funding will come from school budgets	May 2024
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
Consultation with the Parent Forum and the Parent Council		We will continue to look at concerns in a solution focused manner and then try and agree the next steps which will lead to the best outcomes for all learners.	

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Wallace Hall Academy Priority Improvement Area 4: Digital Literacy	Outcomes for Learners/School Community	Key Tasks
Digital Literacy: To further develop and embed digital literacy at Wallace Hall.	• Staff across the cluster will have knowledge and confidence of all 5 digital literacy baseline skills • All staff across the cluster should be aware of the Microsoft educator programme • All staff across the cluster will have a Digital literacy target in their PRDI • A decision will be reached across the cluster about which digital platforms are used at each stage to provide consistency. (Purple mash, teams, Satchel One etc.) • Staff will have a better understanding of the use of and differences between Microsoft 356 apps (OneDrive, SharePoint, Teams etc.) • Establish a working group within the cluster.	• Staff across the cluster to engage with Microsoft educator programme • Offer staff across the cluster CLPL sessions and 15minute forums to support enhanced confidence around the use of digital technologies • Staff across the cluster will have an opportunity to engage with each platform to judge which platform works best at which stage • Staff across the cluster will be surveyed on which platforms should be taken forward at each stage • Cluster Digital working group to be formed in WHA for 23/24 For our Digital Literacy Action plan please see Appendix 1.

NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.	School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information	**1.3 Leadership of Change** ➢ Developing a shared vision, values and aims relevant to the school and its community ➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **2.2 Curriculum:** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners **3.2 Raising attainment and achievement:** ➢ Attainment in literacy and numeracy ➢ Attainment over time

		➢ Overall quality of learners' achievement ➢ Equity for all learners **3.3 Increasing Creativity and Employability:** ➢ Creativity skills ➢ Digital innovation ➢ Digital literacy ➢ Increasing employability skills

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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Head Teachers SMT Digital Leader/s	In-Service Days Departmental/Working Group meeting time Time will be allocated to our Digital Leader depending on requirements	Cluster budget/authority budget	May 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
• Continue to engage with parents on Digital Platforms • Support and develop homework on parental app/learning journal style • Links to wider national ICT news and opportunities via Social Media	Reflecting on and developing our inclusive practice Identify issue/problem and work to resolve issue/problem Engaging with the NFI questions, including developing and expertise in digital literacy Engaging with the inclusion team

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Appendix 1 – Digital Action Plan

Name of Cluster: **Wallace Hall**

Digital Leader Action Planning			
Improvement Area	**Outcomes for Learners / School Community**	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding and Expected Completion Date)
Digital literacy skills and confidence of staff across cluster.	• Staff across the cluster will have knowledge and confidence of all 5 digital literacy baseline skills. • All staff across the cluster should be aware of the Microsoft Educator programme. • All staff across the cluster have a digital literacy target within their PRD.	• Staff across the cluster to engage with the Microsoft Educator programme. • Offer staff across the cluster CLPL sessions and 15-minute forms to support enhanced confidence and use of digital technology.	• Responsibility of all teaching and support staff, digital leaders within each school to support staff appropriately through the programme. • Digital leaders in each school to share with line managers to include digital literacy targets for staff PRD. • Evaluate progress June 2024
Staff clarity around digital platforms between cluster primaries feeding into secondary school.	• A decision will be reached across the cluster about which digital platforms are used at each stage: (Microsoft Teams, Satchel One, Purple Mash), to provide consistency across the cluster. • Staff will have a better understanding of the difference between Microsoft 365 apps: OneDrive, SharePoint, Teams etc	• Staff across the cluster will have an opportunity to engage with each platform to form opinions of which platform works best at each stage. • Staff across the cluster will be surveyed on which platforms should be taken forward at each learning stage.	• Responsibility of all teaching staff to engage with platforms. • Time allocated within primary sector working time agreement and secondary DM agendas to share and enhance digital knowledge. • Survey staff in January inset 2024 to allow targeted support for those requiring it in February inset.

Digital Working Group	• Establish or continue a Responsibility for All Digital working groups in each school within the cluster.	• Speak to secondary HT about forming a secondary Digital working group for 2023/24.	• Working groups to be established in August 2023. • Identified working groups leaders responsible.

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Appendix 2 - Key Themes from the Wallace Hall Academy TIPs

- Learner pathways incorporating changes in both school and wider community with respect to ongoing COVID-19 related issues

- Homework (including differentiated tasks for pupils)

- Building on the use of My World of Work website

- Moderation/Sharing Standards Differentiation of class work for all learners

- Looking outwards – links to other departments/schools Tracking systems

- Departments to choose at least one of the 'Principles of an Effective Lesson' as a focus across the year for development.

- Staff in departments to continue to engage with professional learning through peer observations using the new lesson evaluation form.

- How does your S1 course build on work completed in P7?

- How can your department incorporate our school values into the curriculum?

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