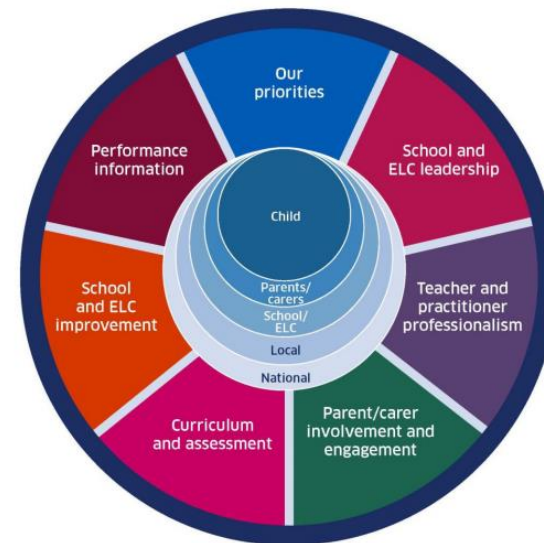


Education and Learning Directorate



School/ELC Annual Standards and Quality Report 2022-23



School: Wallace Hall Academy
Date: May 2023

Contents

1. Vision, Values and Aims.....	4
A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale	4
2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities	6
Wallace Hall Academy Priority 1: Recovery – Building Back Stronger	6
Wallace Hall Academy Priority 2: Maths and Numeracy.....	7
Wallace Hall Academy Priority 3: Modern Languages.....	8
Wallace Hall Academy Priority 4: Learning, Teaching and Assessment (including Target Setting)	9
Wallace Hall Academy Priority 5: Literacy	10
Wallace Hall Academy Priority 6: Leadership of Change	11
Wallace Hall Academy Priority 7A: Employability Skills and Positive Destinations	13
Wallace Hall Academy Priority 7B: DYW	15
Wallace Hall Priority 8: Curriculum Learning Pathways.....	17
Wallace Hall Academy Priority 9: Health and Wellbeing.....	20
Wallace Hall Academy Priority 10: Transitions	23
Wallace Hall Academy Priority 11: Tracking and Data	24
Wallace Hall Academy Priority 12: PEF	26
Wallace Hall Academy Priority 13: Self Evaluation	27
Wallace Hall Academy Priority 14: Partnerships.....	29
Wallace Hall Academy Priority 15: Secondary Development Partnerships	32
Wallace Hall Academy Priority 16: Learning for Sustainability (LfS)	33
Wallace Hall Academy Priority 17: Moderation and Achievement of a Level	35
Wallace Hall Academy Priority 18: Digital Literacy	36
2.2 Report on the impact of PEF	38
PEF Project/spending area 1	40
PEF Project/spending area 2	43
PEF Project/spending area 3	46

2.3 Summary of Key Strengths and Areas for Improvement	52
1.1 Self-Evaluation for Self-Improvement	52
1.3 Leadership of change	53
2.3 Learning, teaching & assessment	55
3.1 Ensuring wellbeing, equality and inclusion	59
3.2 Raising attainment and achievement	61
2.2 Curriculum	64
2.7 Partnerships	66
Appendix 1 – Vision Values and Aims	68
Appendix 2 – Sketchnote	69
Appendix 3 – Wallace Hall’s Journey since 2008	70
Appendix 4 - Three Year Plan for 8Cs	71
Appendix 5 – Digital Action Plan	72

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

School Statement – [See Appendix 1](#)

Updated October 2020

Updated October 2020



1. Vision, Values and Aims (cont)

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

Review Date:

Review Activities (as appropriate)

The latest review was completed in October 2020 and please see the finalised version of our [Strategic Vision](#) and our [Sketchnote](#) which was produced by our Pupil Voice group. We also consulted with pupils, parents and staff about our strategic vision statement. Finally, we have also produced a [wall display](#) which shows the changes in our strategic vision since 2008 – please see photo on the right. We have looked at our 8Cs and have now broken these 8Cs into a 3-year plan which will allow us to focus on 2/3 capacities each year rather than trying to cover all 8 each year. See [Appendix 4](#).



2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 1: Recovery – Building Back Stronger</p> <p>NIF Priority Closing the gap and Improvements in health & wellbeing during recovery</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.4, 2.5</p>	<p>Staff have benefitted from training on digital leadership. CPD on ICT and wider training has been offered through 15-minute forums, on InSet Days and through our Leadership Academy with Education Scotland.</p>	<p>Ensure relevant and quality CPD continues to be available for all staff at Wallace Hall.</p> <p>The Leadership Academy partnership with Education Scotland is ongoing - staff have indicated preferred training topics for session 2023/2024.</p> <p>SMT participated in some online training around Gen+ and are considering options as to how this could be embedded into Health and Wellbeing.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 2: Maths and Numeracy</p> <p>We will continue to develop mathematics and numeracy, share practice and support the confidence and understanding of staff, pupils and parents. We will also look at planning, partnerships, programmes of work and methodologies.</p> <p>NIF Priority Improvements in attainment particularly in literacy & numeracy</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</p>	All S4 pupils sit Nat4/5 Numeracy alongside their Mathematics qualification.	All S4 pupils attain Numeracy qualification at appropriate level.
	<p>Termly numeracy visits to all cluster primary schools ongoing.</p> <p>Termly numeracy visits to all cluster primary schools ongoing. Department has a greater understanding of the ability and needs of P7 pupils coming to the secondary from cluster Primaries next session.</p>	Continue these visits.
	<p>Targeted support ongoing to help close attainment gap - 4 groups per week for all stages.</p> <p>Maths teachers following advice from Education Scotland</p> <p>4 periods of small group tuition taking place.</p> <p>16 FSM pupils being supported with targets logged on Pupil Information Database.</p>	<p>Support ongoing as staffing in the Mathematics department allows.</p> <p>Evaluate impact of intervention via assessment.</p> <p>Explore extending PEF support.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 3: Modern Languages</p> <p>To build on the work that's already taken place around 1 Plus 2 Modern Languages and further develop the BGE in the academy</p> <p>NIF Priority Improvements in attainment particularly in literacy & numeracy</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</p>	Partnership developed with Penpont Primary and visits taking place.	Continue this transition work and expand to other local primary schools.
	Due to staffing constraints, two MFLs offered last session rather than three.	Continue to build on Modern Language provision as staffing constraints allow.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 4: Learning, Teaching and Assessment (including Target Setting)</p> <p>To further develop our school's response to Learning Teaching and Assessment and Target Setting</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 3.2, 3.3</p>	<p>Staff engaging in peer observations either in departments or in mixed groups as per preferences. Primary have all recently engaged in a peer observation programme.</p> <p>Staff meetings focused on L&T to promote and focus on various aspects as per staff PRD targets.</p>	<p>Continue to promote peer observations and offer targeted CPD through staff meetings focusing on L&T aspects.</p> <p>Look at peer observation programme across 2-18 school and encourage observations to take place.</p>
	<p>Target setting section has been added into new academy L&T policy and shared with staff.</p> <p>Primary and ELC added their own input to the sections.</p>	<p>Refer PTC's to target setting section for promotion and incorporation within their subjects.</p> <p>How to make the best use of observations.</p> <p>Look at ways to extract data from observations and how that could be used for future planning.</p>
	<p>Identified L&T targets for both TIP's and staff PRD's have been collated. L&T staff meetings have been tailored to focus on majority focus areas. Staff also have access to L&T 'teams' page with various resources and research to focus their learning needs. L&T newsletter also provides a wealth of resources for targets.</p>	<p>Continue to offer support to all staff regarding L&T targets and make sure they have CPD opportunities with regards to this. Primary staff adding L&T targets to upcoming PRD's.</p> <p>All staff across 2-18 should have a clear Learning & Teaching focus as development.</p>
	<p>Two additional Working Groups have been set up (Differentiation and Equalities) and meetings will take place in May/June 2023.</p>	<p>At the final meeting, all Working Groups will deliver a short presentation identifying progress and key next steps.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 5: Literacy</p> <p>Outcomes for learners in a school community. Staff will be more confident about when a pupil has achieved a level in literacy within the CfE taxonomy</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver</p> <p>Assessment of children's progress. Teachers' professionalism.</p> <p>HG10S?4 / HG10ELC QIs: 1.2, 2.2, 2.3, 3.2</p>	<p>Lexonix programme fully implemented. Impact of this programme being measured by the summer with 5 rounds complete and data from 140 pupils to analyse and thereafter impact measured.</p> <p>PMcC delivered impact report of Lexonix with key headlines well received – avg. reading age gain of 30 months (F: 36, M: 22.5)</p>	<p>Budget allocation for Lexonix's renewal to be split amongst several departments including PEF, Library and English.</p> <p>PMcC to complete similar report on full academic year in Aug 2023.</p> <p>Success of Lexonix programme reviewed and sustainability reviewed.</p>
	<p>Paired reading is supported via personal reading programme in English and this has built pupil confidence for mentor and reader.</p>	<p>Continue with paired reading programme.</p>
	<p>HW booklets currently being reviewed as part of TIP.</p>	<p>Consistent approach is a focus for the department.</p>
	<p>'Word boxes', where subject-specific vocabulary is broken down and taught explicitly across the academy in a consistent way.</p>	<p>'Word boxes' investigated and implemented. PTCs liaising on developing a 'writing frame' booklet to be delivered to Senior Phase pupils in order to support their extended writing approaches across the curriculum.</p>
	<p>PMcC has been working with Primary DHTs and literacy working group exploring streamlining comprehension practice.</p> <p>Currently investigating dovetailing primary approach with academy SRA and deliver sessions as part of P6/P7 transition.</p> <p>PMcC has taught P7 and continues to work closely with AMC in the primary.</p>	<p>PMcC continue to meet with DHTs and literacy group.</p> <p>PMcC will review 'balanced literacy' materials on the DG Team tile and incorporate best practice.</p> <p>KBR looking to integrate SRA into May TT with P7.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 6: Leadership of Change</p> <p>Improvements in attainment, particularly in literacy and numeracy</p> <p>NIF Priority Improvements in attainment particularly in literacy & numeracy</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p>	<p>Staff have opportunities to undertake leadership roles and have access to relevant CPD via our Leadership Academy.</p> <p>We have looked at difficult conversations and effective meetings and plan to complete the Leadership Academy this by looking at the completion of Pastoral Notes in Seemis.</p> <p>Participants were also asked to prioritise topic areas for next academic session</p> <p>Many of our staff have gone on to secure Leadership roles within the school and across the authority. Wider staff who attend the Leadership Academy now have strategies that they can employ when working on tricky areas of their remit.</p>	<p>B Graham will continue to deliver one Leadership Academy training session per term and this will follow the plan that was agreed with participants at the March 2023 Leadership Academy meeting.</p> <p>2-18 SMT will liaise with personnel from the Gen+ programme regarding incorporating at Wallace Hall.</p>
<p>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</p>	<p>Significant work has been undertaken in policy planning, including internal verification policy.</p> <p>Policy documents and plans have been shared with all secondary Head Teachers in Dumfries and Galloway.</p> <p>The work on our school policies has ensured all documents are held in a central place, accessible to all staff and ensuring a consistent response is given to all policy question, whether pupils, staff, parents or the wider community.</p>	<p>Policy planning will continue as a priority with regularly updated planning document and policies made available to all staff. Our 2-18 SMT will look at policy planning once per term.</p> <p>Link to LNCT policies and agreements for D&G embedded into planning document.</p>

	Working Groups are ongoing with 8 groups for staff to get involved with: Numeracy, Literacy, Employability, STEM, Health & Wellbeing, Learning For Sustainability, Differentiation and Equalities.	Three Working Group meetings organised for June 2023. Short presentation by each group leader will be made at final session and recommendations taken forward.
	<p>Greater focus placed on our 8Cs and these are highlighted in the building, at assemblies, school functions etc.</p> <p>Pupils and staff have a better understanding of our 8C and are then able to employ these values in their day-to-day working across the school.</p>	BG creating a plan to focus in-depth on 3 of our 8Cs each year. See Appendix 4.
	<p>BG continues to work with the BOSCH group, Education Scotland, both for Leadership Academy and through his appointment as an Associate Assessor.</p> <p>We are reviewing our own approaches to Learning Teaching, Pupil Voice and Curriculum and agreeing how improvements can be made in these areas.</p>	<p>BG will ensure that he and other members of staff are aware of educational good practice and new initiatives.</p> <p>The 3 members of the Academy SLT have now joined BOSCH working groups on Learning and Teaching, Pupil Voice and Leadership and Curriculum.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 7A: Employability Skills and Positive Destinations</p> <p>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</p>	<p>Wallace Hall Strategic Employability Group (SEG) meet termly. All members deliver a 2-minute update on their involvement with Employability Skills and Positive Destinations. Areas covered more in depth this year include: DYW Insight Data, SQA Employability Award and Work Experience.</p>	<p>SEG will continue to meet once per term, collating a strategic vision for Employability across the school.</p> <p>SEG members have agreed that WHA will follow a targeted Work Experience approach and this will be implemented.</p>
	<p>S3 Electives offering opportunities for pupils to gain additional qualifications. This session: Duke Of Edinburgh, Eco school, NPA Fitness, Citizenship award and John Muir.</p> <p>Collaboration ongoing with Princes Trust and Senior Study Class and completion of second module with all pupils taking part will ensure all pupils to gain a Princes Trust Award.</p>	<p>Build on sourcing further opportunities for pupils to gain qualifications during electives.</p>
	<p>A Lindsay has devised a new system for tracking in school and wider achievements. This will be realigned to incorporate the 8Cs and will going out to consultation with staff and pupils during Term 4 2023/23.</p>	<p>Next steps will be dependent on outcome of consultation and trial. However, new system will hopefully be ready for implementation in August 2023.</p>
	<p>A business elective or 'mini company' project is still being investigated between the Whapples orchard and Home Economics. Produce was sold at a number of Christmas markets in December.</p>	<p>Staffing constraints have had an impact on the feasibility of this project. This will be revisited should staffing allow.</p>
	<p>E Stuart has attended Education Scotland profiling events to learn more about the future of senior phase profiling and is part of the Education Scotland group for profiling.</p>	<p>Continue with this next year, dates to be set for both, discuss what could be improved for 2023.</p>

	S4 pupils accredited with SQA Employability Award where possible.	Continue to build on pupil completion of SQA Employability Award for relevant pupils next academic session.
	Work continues on promoting Employability skills and their relevance in subject classrooms.	Poster designs still to be finished with additional photographs taken.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 7B: DYW</p> <p>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</p>	Key aspects of Employability and DYW featured in DYW Activity Plan continue to be implemented and evaluated.	BG/JH will continue to meet every 3-weeks to discuss priorities.
	<p>We have been working with our existing partners and building links with new partners to support employability skills and positive destinations.</p> <p>Career Mentoring offers senior pupils valuable support and advice on their next steps post WHA. New mentors involved in this process broadening pupil opportunities.</p> <p>Army and Navy led workshops supporting development of employability skills in STEM with S2</p> <p>Data sharing with D&G College has improved.</p>	<p>Continue to organize annual workshops with Army and Navy, expanding to include leadership and problem solving activities for S5.</p> <p>Work will continue with businesses/organisations to identify ways in which we can further support our senior pupils, including building on our Career Mentoring programme.</p> <p>Creating stronger links with SRUC, Barony.</p> <p>D&G College Application Roadshow to continue in 2024.</p>
	<p>S1 pupils register with MWOW during H&W lessons.</p> <p>MWOW Ambassadors recruited, trained and deployed into S2 and S1 HWB classes.</p> <p>MWOW Ambassadors supporting S1/S2 pupils with MWOW website.</p>	<p>Ensure S1 MWOY registration takes place during Term 1.</p> <p>MWOW Ambassadors recruitment, training and deployment programme continued.</p>
	Structured ECG meetings taking place on a regular basis and this has had an impact on positive destination figures.	ECGs continue to take place each term.

	16+tab updated and information shared with relevant staff.	Continue to update Employability Destination Tracking spreadsheet saved in Teams
	<p>Supported Scottish Careers Week highlighted local careers in areas with high vacancies to all students</p> <p>Mel McGhie (SDS) and MWOW Ambassadors set up a careers information stand in the Street during lunchtimes.</p> <p>4 Career talks by NHS, B Graham, SAB Advisory and CITB conducted during HWB lessons to highlight alternative routes beyond school.</p> <p>New S4 attended NHS career insight day</p> <p>S5 and S6 leavers attended mock online interviews with Ecogenics</p>	<p>Continue to arrange career talks and mock interviews</p> <p>UWS Nursing event is being brought back for 2023 – this will be for S5 and S6 pupils</p>
	<p>Our Career and Future Planning Team is updated regularly with relevant information on further and higher education, work experience, training and career opportunities.</p> <p>Opportunities for leavers to meet with SDS and identified staff, ensuring pupils are supported for their future career plans.</p> <p>All pupils in their final year of secondary school have a named member of staff to work with and support with future plans.</p> <p>New S4 pupils have been added into CFPT and tagged.</p>	<p>Aim to identify leavers in S4 and S5 earlier (early October) so support can be in place prior to applications opening at D and G College.</p> <p>Continue ensuring all pupils in their final year have an identified member of staff to support them with their future plans.</p> <p>Add S4 pupils in CFPT on an annual basis.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Priority 8: Curriculum Learning Pathways</p> <p>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2</p>	<p>Continue to develop opportunities around agricultural employability through our rural skills and forestry programmes.</p> <p>Animal Care course offered this year. J Blair continues to be part of Senior Phase working group at authority level, looking at additional courses which can be offered.</p> <p>A Marchant shared information with N Miller about the Rural Careers day at Dumfries House. This has come via RHET to A Marchant. It was very successful with a lot of employment opportunities on show.</p> <p>B Graham is working with personnel from Dumfries House, Prince's Foundation and Countryside Learning Scotland</p> <p>Barista course is successfully established with Barista students providing hot drinks to staff a couple of times each week.</p>	<p>Continue to build on and develop new links with businesses such as Dumfries House, Countryside Learning Scotland, Buccleuch Estates, Barony College, Kilnford Farm Shop and Café and Loch Arthur Farm Shop and Café.</p> <p>Each department is to create a "Pathway Planner" to be displayed on classroom walls which shows all of the pathways through their department from S1 to S6 and beyond.</p> <p>Due to popularity of the Barista experience, pupils interested in taking part will be required to apply for this opportunity, further enhancing their employability skills.</p> <p>Barista course will be more streamlined next year to allow units and awards to be gained by those taking the elective.</p>

	<p>National 5 Computing Science course is embedded and now running for its second year.</p> <p>Higher Computing running as part of multi-level Computing Science class.</p> <p>NPA Administrative Activities running as additional qualification for pupils in S5 who are undertaking predominantly Nat 5 courses.</p>	<p>NPA's to be investigated for pupils as an addition to National Computing Science.</p> <p>For session 2023.24, we will be offering pupils who are studying predominantly level 5 courses the chance to achieve a level 6 qualification in Personal and Social Development (KF).</p>
	<p>Employability skills gap highlighted in school leavers.</p> <p>Obtained funding for Let's Get Employed course during study leave and plan to deliver again this year.</p> <p>Funding obtained for a further Let's Get Employed course during 2022/2023 to target those furthest from the labour market in S4.</p>	<p>Next course of Lets Get Employed to be arranged for June.</p> <p>S4 students studying less than 3 N5 qualifications this year will be attending 9 days of LGE in May 2023. All of these students will also attend a minimum of 6 days work experience with local employers during study leave.</p>
	<p>We completed the 3 remaining exchanges in project to Belgium, Hungary and Estonia in February 2023.</p> <p>As a result we will complete the full project which after completion of the final report will free up the remaining 30% of funding which is normally paid in late August.</p>	<p>This will be the final Erasmus project after Brexit. AH will investigate how we can incorporate the Turing scheme and link to our partner schools who are still using Erasmus funding.</p>
	<p>Resources for robotics reviewed and task built into course framework for S2 students in April</p> <p>Robotics embedded into S3 Engineering Science - students now working on robotics task as part of their course now new resources are developed.</p>	<p>Robotics task in S2 replaced with environmental STEM project due to expansion of S3 robotics project noted below and limited robotics resources.</p> <p>S3 Engineering Science students took part in a small-scale robotics challenge set up between 3 regional schools. WHA took 5 of top 6 places. This is continuing next year, with discussions of potential expansion across region.</p>

	STEM Working Group: STEM Activity undertaken for whole of S1 and now built into calendar for upcoming years. Event for whole of S2 in December.	Activities set up for whole of S1 and S2, with other activities taking place in addition to these for other groups.STEM Working group will discuss and agree strategy for expansion of STEM programme.
	Audit carried out of extra-curricular STEM activities across the school.	Working group will discuss results and agree skill sharing mechanism. Will share progress & next steps with school.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
Wallace Hall Academy Priority 9: Health and Wellbeing NIF Priority NIF Driver HGIOS? 4 / HGIOELC? Qis	Pastoral team continue to work hard to support wellbeing of pupils. Regular updates are shared with staff via email.	Continue to include all teachers into HWB team to ensure continuity when wider staff covering HWB classes.
	HWB Team set up for all teachers delivering HWB this year All HWB tutors have been included into relevant year group teams. Communication with pastoral staff takes place on Teams and resources are shared on Teams.	Continue to communicate and share resources with pastoral staff via MS Teams.
	Menopause support group has met several times this academic session. H&W afternoon for staff took place during February Inset.	DJ leading on menopause support – currently still awaiting information back from the authority.
	Staff survey was shared and completed. Pupil surveys have been shared with seniors, and junior surveys will take place in May, HWB teachers surveyed to gain feedback on the following areas: Teams, support, materials and resources	Pupil Evaluations taking place in term 4. Teacher evaluations took place in term 3. Use survey feedback to inform future planning and delivery of HWB curriculum.
	PTs PS continue to develop HWB resources to meet the needs of learners, embedding relevant content, and engaging outside speakers, when new issues/topics arise which require addressing with students (e.g. police delivering talks to S1 around group chats)	Planning days booked in for May to review all courses and plan for next year, PTs Pupil Support have booked a development day at the Bridge to work on developing new resources and materials for HWB lessons.
	Weekly communication from PTPS and PT ASL team to update staff on pupil's wellbeing.	PTs Pupil Support and ASfL will continue to send weekly emails with important pupil updates for staff.

	Meetings between L Mack and N Flint have taken place to discuss transition process and individual pupil needs have been instigated.	Meetings between L Mack and N Flint to discuss transition process and individual pupil needs will continue as and when necessary. The frequency of these meetings will be greater in Term 3 and Term 4.
	<p>HWB conversations have been organised to allow us to meet with pupils minimal twice a year to check progress.</p> <p>HWB conversations have been taking place throughout the year. Staff are currently working through the second diet of BGE HWB conversations.</p>	<p>Due to capacity these have been reduced to voluntary for senior phase and aiming for twice per year in BGE. BGE will get second conversations in May.</p> <p>Wellbeing indicator scores, achievements and future planning information are tracked on a new spreadsheet containing data for pupils in each house.</p>
	PTs Pupil Support have liaised with the regional HWB group via A Lindsay.	AL will continue to be part of Authority HWB Curricular Progression Framework development group. This will inform assessment processes for 23-24.
	Looking at using social media as a method of sharing links with pupils and parents as this will allow them to get notifications on their phone.	Investigate if bespoke HWB social media can be set up or shared via main page. This will be considered during the development phase of next year's curriculum.
	<p>One HWB assessment has taken place for S3 - further assessments planned.</p> <p>Report tracking via Blooket assessment was piloted with S1 pupils this year.</p>	Blooket assessments were carried out in S1 in term 2. A further S1 Blooket assessment will take place in term 4. This pilot will be reviewed ahead of course development for next year. Change in BGE reporting meant that scores were not shared with home.
	22 senior pupils completed MVP mentoring training in October and have now delivered the first HWB lesson to S1 classes. Some pupils also beginning to be used as Mentors for other pupils that are struggling with relationships etc.	<p>Consultation on policy still to take place.</p> <p>An additional session was delivered to S1 in term 3 with a great deal of success from this year's MVP mentors. MVP lesson delivered to all cluster primary P7s as part of transition programme.</p>

		<p>Look at the possibility of delivering more lessons to S2/S3 HWB classes.</p> <p>To be considered during development phase for next year's HWB curriculum.</p>
	We are working with LGBT Youth in order to attain silver charter award.	<p>Aim to attain LGBT silver charter award.</p> <p>P McClair consulting with PTC group around a curriculum audit of the 8 protected categories and where their profile can be raised in curricular areas of the school</p>
	Mid-year H&W review took place. Development days taking place termly to create block plans and new resources using focus group feedback and pupil suggestion.	Termly development days to continue. The next day will take place at the Bridge.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 10: Transitions</p> <p>NIF Priority Closing the gap Improvements in health & wellbeing</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.6, 3.2</p>	<p>Primary/secondary transitions calendar agreed for 2022/2023 and Transitions Passport Booklet created and shared.</p>	<p>Continue to update Transitions calendar for next academic session and use Transitions Passport Booklet. This has now been completed for the new intake of S1.</p> <p>All cluster primaries have been for full day visit to work with Expressive Arts department and have had two visits from subject staff in Term 3.</p> <p>All P7 pupils will have a full day visit in May prior to induction days in June.</p> <p>Meetings with cluster P7 staff have been completed to ensure all relevant information is shared prior to S1 classes being organised.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 11: Tracking and Data</p> <p>NIF Priority Closing the attainment gap and improvements in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Teacher professionalism, assessment of children's progress and performance information</p> <p>HGIOS? 4 / HGIOELC? QIs:</p> <p>1.2, 2.3, 3.2</p>	<p>New more streamlined system for giving a clear picture of progress and attainment devised along with S McLean. Allows for staff to track and includes feedback from the Local Authority. The system also allows ASfL to track more detailed interventions</p>	<p>S McLean and primary DHTs to implement and evaluate.</p>
	<p>Progress in analysing and aligning data from a variety of sources into one document continues to be made. SQA exams will provide more hard data this session.</p> <p>A document containing SQA data was adapted to include Insight data and then adapted again once appeals were in. This gives a full overview of results in the Senior Phase.</p> <p>Tracking documents in the BGE created twice per year to track progress of individuals and groups.</p>	<p>Split up the BGE tracking so it is done one year group at a time to allow for greater impact at all levels.</p> <p>Continue to provide tracking overview twice per year for each year group. SMT to meet with PTC Tracking and Monitoring after each tracking period to monitor trends and agree next steps and interventions.</p>
	<p>All HWB conversations are recorded using Wellbeing Indicators in BGE and School Based Assessment in Senior Phase.</p>	<p>Continue to record all HWB conversations. Spreadsheet also used to track all interventions for all pupils.</p>
	<p>Initial analysis of Literacy and Numeracy across the 2-18 school prepared for group to use as a starting point.</p>	<p>B Graham will get back to R Fulton with any further L&N tracking needs</p>
	<p>Meetings with J Blair/R Fulton/E Mack take place to look at data and decide on next steps for pupils who are struggling/underachieving.</p> <p>Tracking data discussed with PTCs during PT/DHT link meetings to ensure actions are taking place for underachieving/struggling pupils.</p>	<p>These meeting to continue each time tracking data is available</p> <p>Continue to produce reports for SMT to highlight pupils in need of support and/or challenge.</p>

	<p>Key reports produced and shared with SMT. 2 tracking reports for Senior Phase and one for S1 so far.</p> <p>Update of PE BGE tracking spreadsheet.</p>	
	<p>Termly meetings with ASfL are scheduled to discuss/show best to target support following interrogation of tracking data.</p> <p>All intervention plans include research data as part of rationale.</p> <p>Ongoing – data entered weekly. The analysis of this data was shared and evaluated by SMT and our school EO.</p> <p>Individual targets for all interventions are on Pupil Information database. Intervention lead/participating teachers encouraged to add info. of pupil progress here.</p>	<p>Continue to maintain attainment records</p> <p>Encourage teaching staff/learning assistants to update records</p> <p>Explore latest research re. attainment</p>
	<p>Visit from Lewis Paterson who will demonstrate to SMT and PTs how to use Insight effectively to inform next steps has been rescheduled for May 2023.</p>	<p>Ensure Insight data is used effectively.</p>
	<p>Key staff have been invited to Parent Council meetings to facilitate engagement between parents/carers and school staff.</p> <p>Good use of tracking reports to support effective communication with parents.</p>	<p>Continue to promote strong links with Parent Council with Parent Council representatives invited to attend school events.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 12: PEF</p> <p>Pupil Equity Funding will be used to bridge the financial attainment gap. Plans are in place and interventions are now being used.</p> <p>NIF Priority Closing the attainment gap.</p> <p>NIF Driver Assessment of children's progress and performance information. Parental engagement, school improvement and performance information HGIOS? 4 / HGIOELC? QIs</p>	<p>Evidence of attainment across a number of interventions clearly details impact of PEF (see individual intervention data).</p> <p>New interventions in Lit., Num., and HWB have all been successfully implemented.</p> <p>All pupil learning targets defined and integrated with PS and ASfL target setting and monitoring systems.</p> <p>Poverty proofing measures increased and over £4,000 accessed from outside providers over the course of the year to support nearly 100 families. J Carson</p>	<p>Continue to research, plan, implement and evaluate best interventions to demonstrably raise attainment in Literacy, Numeracy and Health and Well-being for all FSM pupils.</p> <p>Work with cluster partners to build on successful PEF interventions delivered in primaries.</p> <p>Define PEF intervention impact statements and pupil learning targets ensuring these are shared with appropriate stakeholders.</p> <p>Ensure equal access to resources, equipment and curricular trips through appropriate poverty proofing measures.</p> <p>Develop opportunities for all FSM pupils to engage with and succeed in the wider life of the school and communities in which they live.</p>
	<p>Acting PT Learning and Teaching planned and lead good practice in Learning and Teaching, supporting its implementation.</p>	<p>Continue to implement good practice in Learning and Teaching.</p>
	<p>Regular formal communication method between PTPS and PEF team established.</p>	<p>Termly meetings with both ASfL PT and PTs PS.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 13: Self Evaluation</p> <p>The implementation of the new 2-18 self-evaluation plan to ensure it has a clear focus on excellence and equity</p> <p>NIF Priority Improvements in attainment particularly in literacy & numeracy Closing the gap Improvements in health & wellbeing Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>1.1</p>	<p>Updated self-evaluation 3-year plan shared with staff.</p> <p>Formal school review forms now being used consistently across the academy to capture self-evaluation good practice and next-steps.</p>	<p>Continue to monitor plan and ensure tasks are undertaken.</p> <p>Staff working on completing QI 3.2 and QI 3.1 to capture self-evaluation and good practice which is taking place in departments. Further Qis will be populated in session 2023.24</p>
	<p>Lesson evaluation forms finalised in both primary and secondary. ELC currently working on creating their own version. 2-18 L&T policy currently in progress.</p>	<p>Complete ELC lesson evaluation form. Complete 2-18 L&T policy and share.</p> <p>Separate L&T policies for primary and ELC to be completed and shared like academy.</p> <p>Ensure all completed lesson evaluation forms are readily available for staff to access and use.</p>
	<p>S&Q reports completed and linked into TIPs for all faculties.</p>	<p>Update reminders issued to PTs.</p>
	<p>Pro-forma now included as part of self-evaluation policy.</p> <p>Lesson evaluation forms have been finalised in both primary and secondary and should now be the forms being used for all observations. These have been shared with staff and are available for all to access on our L&T 'teams' page. Creation of forms is continuing in ELC.</p>	<p>Continue to encourage staff to engage in observations using the new form. Provide training for staff regarding coaching conversations. Look at ways to get whole school feedback from observations. Get ELC to same level as primary and secondary.</p>

	<p>Self-evaluation survey data from all stakeholders was analysed and meetings/feedback sessions held with the various stakeholders. Feedback was shared with staff, Parent Council and QIO. Data was collated into a single source and is held as a working folder to inform improvement.</p> <p>End of year PT reviews took place. PT remits adjusted to reflect new staffing.</p>	<p>Ensure that robust self-evaluation process continues with staff, pupil and parental views sought and incorporated as appropriate.</p>
--	--	--

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 14: Partnerships</p> <p>To further develop our school's response to Secondary Development Partnerships</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</p>	<p>Timetable fully aligned to allow pupils to engage with SWEIC courses and School Academy. Approx. 20 in total doing so.</p>	<p>Feedback success of courses above to Senior Phase working group as part of planning for session 2023.24</p>
	<p>Close working partnership developed with Jaime from active schools. Jaime is working with Primary at current and hopes to establish a secondary lunchtime club after Christmas. However, Jaime has been replaced and we have yet to meet his replacement.</p>	<p>Implement a multi sports club for S1 And S2 to start in the new year.</p> <p>New Active Schools member of staff will get involved with Wallace Hall, supporting with delivering clubs.</p>
	<p>Continue to work with Dom from Dumfries Rugby Club in order to deliver our S4 Rugby Elective course.</p>	<p>Look to grow this with S1 next year in some capacity, either as a timetabled class or extra-curricular activity.</p>
	<p>Sports Leaders formed partnerships with Briery Park, which saw them take part in work experience on a Thursday morning. They took on various roles, such as companionship and arm chair aerobics. Both the Sports Leaders and Briery Park residents gained a lot from this partnership.</p>	<p>EL looking to develop this partnership and extend the amount of time Sports Leaders are able to volunteer, enabling them to get additional awards such as the Saltire Award.</p>
	<p>Attend regular meetings with DYW Coordinators and regional DYW staff.</p> <p>Now engaging with the NHS and SAB Advisory for career talks.</p> <p>Cample Line continues to be a positive link with pupils gaining valuable experience. We have a pupil on FSM who is taking part in the Glasgow School of Art widening participation programme also.</p>	<p>AMW is liaising with Cample Line to arrange Disability Awareness training for the Young Assistants which will allow them to practice BSL finger-spelling, further developing skills which they can use in the future. The Young Assistants will learn how to finger spell ahead of a Deaf Awareness session. This training will be led by two facilitators (one from Turtleair) who are deaf.</p>

	<p>We have increased our number of pupils who have successfully joined the Young Assistants Programme for 2022/23 –we now have 5 S6 pupils working as Young Assistants. Tina Fiske is currently working with each of the pupils to identify their strengths and their role is being built around this.</p>	
	<p>The HALO application process went ahead with 5 applicants from S6. Interviews were carried out by HALO staff along with AM Wood. One pupil (Alex Bramley) was selected and commenced his internship in September 2022. AM Wood continues to contact HALO termly to check progress.</p> <p>HALO have extended the internship to cover Summer 2023 giving the pupil a longer period to experience working within the charity and to develop his skills further.</p> <p>HALO have now extended their offer of work experience to incorporate Artificial Intelligence work experience for one of our senior pupils</p>	<p>AM Wood will contact HALO again before the end of the internship to thank HALO for their support and discuss internship options for 2023/2034.</p> <p>AM Wood will also continue to identify other possible bespoke work experience opportunities within HALO when requested by senior pupils.</p>
	<p>Responses from stakeholder surveys were discussed at Parent Council meetings and next steps were discussed.</p> <p>E McClennan has been appointed as new Chairperson. Blend of in-person and virtual meetings implemented.</p>	

	<p>B Graham has developed a very positive partnership with Education Scotland and their good practice materials being used with our Leadership Academy.</p> <p>B Graham has met with I Robertson from Countryside Learning.</p> <p>Discussion has taken place on various CPD activities with Dumfries House and B Graham has had input into the flyer to advertise these. Flyer is now finalised and B Graham has printed and circulate copies of this to relevant staff. B Graham has also circulated this information across Dumfries and Galloway, DYW and Engage via Karen Creighton, Curriculum Support Officer (STEM) and to secondary schools across SWEIC via Sheelagh Rusby,</p>	<p>Continue to build on existing partnerships and forge new partnerships as opportunities become available.</p>
--	---	---

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 15: Secondary Development Partnerships</p> <p>To further develop our school's response to Secondary Development Partnerships</p> <p>NIF Priority Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</p>	<p>Departmental TIPs were be completed and used to inform school improvement planning.</p>	<p>TIPS for session 2023/2024 will be completed in June 2023.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 16: Learning for Sustainability (LfS)</p> <p>To further develop our school's response to the recommendations from LfS Scotland</p> <p>NIF Priority • 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 Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information</p> <p>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</p>	<p>L Belford delivered a session on outdoor learning with teaching staff during the Jan/Feb INSET.</p> <p>Sharing good practice on Outdoor learning elsewhere, L Belford presented to the SWEIC Outdoor learning group in January 2023</p>	<p>L Belford has a grant from DG OWL to run forest school learning sessions for some S3 pupils April/May 2023 and get some equipment and training.</p>
	<p>Food for the future was a one-off. We will continue to liase with Dumfries House and may run the project again if offered.</p>	<p>Continue to liase with Dumfries House. Run Food for the Future again if offered.</p>
	<p>LfS Working Group has completed the self-evaluation and improvement framework on LfS frwk11-lfs-framework.pdf (education.gov.scot)</p>	<p>Document still needs to be looked at by SMT – passed to bG as per request – prior to consultation with wider staff.</p>
	<p>L Belford now taking all 3 Eco-groups, fitting primary Eco into timetable on a Monday afternoon, and attending Rights Respecting Schools assemblies.</p>	<p>Making Eco group more of a Whole school effort</p>
	<p>Recognition for our efforts from Keep Scotland Beautiful nominated as a baton handover point for Running out of Time COP27 relay.</p>	
	<p>Kerry Simpson has an S3 Outdoor learning elective and has got pallets for compost piles and bug hotels. We have used some of the 10,000 Voices money for new benches which are now in the orchard and it is available as a space to book on the school booking system.</p>	

	L Belford has contacted the former WHApples board- J Pape, L Rutherford, AM Wood, Pat Kirby and former pupils who are willing to act as WHApples Ambassadors.	<p>The orchard celebrated its 10 year anniversary in 2022 so the plan is to have a post Covid anniversary party in the orchard when appropriate.</p> <p>Doing this as part of the schools 300 year anniversary. Working with Galloway Glens and the local Kier Wood Regeneration project, Autumn 2023. Tree planting.</p>
	S Hannah in the primary and L Belford are planning to have an after school gardening club next year to help with this.	S Hannah and L Belford will take this forward.
	As LfS is an underlying part of the curriculum and a responsibility for all there will be many opportunities for wider staff involvement throughout the year.	<p>Continue to have meetings with the Dumfries and Galloway Learning for Sustainability Partnership Group.</p> <p>Continue to use resources shared on the national Learning for Sustainability Teams including SWEIC and Outdoor Learning.</p> <p>Lessons running across all yeargroups in Term 4 of 2023 during Health and Wellbeing with various LfS topics. Climate education lessons from Fuel Change will be incorporated.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 17: Moderation and Achievement of a Level</p> <p>Outcomes for learners in a school community. Staff will be more confident about when a pupil has achieved a level in literacy within the CfE taxonomy</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver</p> <p>Assessment of children's progress. Teachers' professionalism.</p> <p>HG10S?4 / HG10ELC QIs: 1.2, 2.2, 2.3, 3.2</p>	Whole school moderation event was held in August 2022.	Organise a similar event with next set of evidence in 2023. ES/JL to plan this event in May/June 2023.
	J Lees and E Stuart meeting in Term 4 to compile a moderation calendar.	Circulate this calendar to all staff. Departments should have a completed piece of work with a focus on either Lit/Num or both by May 2023 for S1/2 classes. A faculty approach is being taken for S3 (one piece of work per faculty).
	Staff have been trained on the achievement of a level and national benchmarking.	Aim to roll out this process with other year groups. As above.
	Following the S1 trial, the focus will be on achievement of a level in S1/S2/S3.	
	E Stuart/J Lees taking part in literacy/numeracy meetings with B Graham, PTs Maths and English, and primary colleagues.	Next steps established at these meetings.
	There is an area for whole school moderation within the 2-18 Team.	Teams will continue to be populated with relevant information relating to whole school moderation and national messages
	A working group has been exploring how to make pupils more aware of the extent to which they have achieved certain levels in literacy and numeracy.	Working group to meet with BG to discuss next steps.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Academy Priority 18: Digital Literacy</p> <p>To further develop and embed Digital Literacy at Wallace Hall</p> <p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <p>School and ELC Leadership,</p> <p>Curriculum and Assessment.</p> <p>Teachers and practitioner professionalism.</p> <p>Parent/carers involvement and engagement</p>	<p>L Girvan has taken on the role of Digital Leader at Wallace Hall Academy. She has met with other digital leaders across the cluster, working with them to create the digital action plan – see Appendix 5.</p>	<p>Ensure all staff are aware of Improvement Areas, Outcomes for Learners/School Community, Key Tasks and Planned Management included in our Digital Literacy Action Plan.</p>

<p>School and ELC Improvement</p> <p>HGIOS?4 / HGIOELC QIs: 1.3, 2.2, 3.2, 3.3</p>		
---	--	--

2.2 Report on the impact of PEF

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families

How rigorous is the school's approach to providing robust evidence of closing the attainment gap?	<ul style="list-style-type: none"> • We aim to be as rigorous as possible using many data sources to provide evidence: BGE tracking data, SNSA, primary transition data, pre and post assessments for many interventions (detailed below), pupil evaluations, Insight data, SQA unit passes and exam results, observations from staff and parents. • The PEF Team record and share pupil targets on our Pupil Information database for staff to access and contribute to. We also record all PEF Learning Mentoring notes alongside the team's tracking data to show the "whole" story of any young person on FSM. • We acknowledge that for some interventions, hard data may be difficult to gather, and that for others the gain may not be demonstrated over the course of a few months, but over years. • We include pupil evaluations and staff feedback where we can, and have indicated below where we would like to extend this. • Intervention evaluations (below) detail where we would like to establish more robust evidence for a particular intervention. • We have introduced a new strand to our Literacy interventions this session which provides hard data of pupil attainment in Literacy – although this is an expensive resource.
How well are you removing barriers to learning and ensuring equity for all?	<p>Please see details below of our 8 interventions: PEF Team, Poverty Proofing, Learning Mentoring, Literacy, Numeracy, Health and Well-being, Senior Phase Transitions and Wider Participation. Despite the socio-economic drivers which are beyond the control of the school (housing, health, social support and benefits), we do our best to remove barriers by providing access to all necessary learning resources where possible within the school, and by supporting families in various ways to mitigate the effect of poverty on their children's attainment.</p>
How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?	<p>Last year we had reduced the attainment poverty gap by the end of S3. Our S3 FSM pupils were performing as well as their non-FSM peers as evidenced by our BGE Tracking. We also had very positive SQA results for our FSM pupils and excellent statistics for FSM positive destinations post school. Every year group is different and we have an increase in numbers of FSM pupils in S1 (up 12%) on last year, many of whom have complex needs. We also have a group of FSM pupils in S2 with significant learning support needs. Furthermore, we have had to make cuts in our planned spending for next</p>

	<p>session due to unforeseen costs this session for staff pay rises. This may have an impact some of our attainment data for next year.</p> <p>Lessons learned:</p> <ul style="list-style-type: none">- Clear aims for each intervention to improve evaluation- Select target group of pupils early on- Work collaboratively across the school and other agencies to create a network of support for individuals and families- Be flexible and creative with the resources we have
--	---

For each PEF project/spend area complete the table. 3 tables have been inserted; more can be added if required.

PEF Project/spending area 1:	PEF Team, Learning Mentoring and Poverty Proofing. Acting PT PEF - 0.1 FTE PEF Project Officer – 21 hrs FTE 0.51 PEF Learning assistant – 17 hrs FTE 0.41																							
Rationale:	<p>At Wallace Hall Academy BGE tracking data shows pupils with Free Meal Entitlement (FME) perform slightly less well than those pupils not in receipt of FME in S1 but by S3, FME pupils are performing as well as their non-FME peers (data from session 2021-22). Data from this session will be available in May. We acknowledge that every child has unique circumstances and learning needs and there may well be numerous gaps or no gap but this may change over an individual's school career. Since the beginning of the targeted funding approach to closing the attainment gap, we have had a dedicated PEF Team to research, plan and implement a number of interventions; collect, interrogate and evaluate intervention and attainment data.</p> <p>Acting PT PEF – Management of team, strategic overview, intervention planning and implementation, research, attainment data management, impact evaluation, poverty proofing, target setting/accessing appropriate resources, grant applications and references.</p> <p>PEF Project Officer – Finance admin., data management, Learning Mentor SP, target setting/accessing appropriate resources, Senior Phase transitions, poverty proofing, parental engagement and family sessions, Career Mentoring, Employability and work experience, partnership work with third party providers e.g. Cample Line, Halo Trust.</p> <p>PEF LA – BGE, in-class support Literacy and Numeracy, primary transitions, ASN and Nurture link person, Learning Mentor BGE, small group tuition BGE, 1:1 support Literacy and Numeracy, target setting, poverty proofing, family support.</p>																							
Impact:	<table><tr><th>Year of BGE</th><th>No. of pupils</th><th>Instances of poverty proofing</th><th>Referrals made to PS/ASN /agencies</th><th>Instances of parental engage.</th><th>Total</th></tr><tr><td>S1</td><td>25</td><td>55</td><td>19</td><td>51</td><td>125</td></tr><tr><td>S2</td><td>14</td><td>24</td><td>27</td><td>34</td><td>85</td></tr></table>						Year of BGE	No. of pupils	Instances of poverty proofing	Referrals made to PS/ASN /agencies	Instances of parental engage.	Total	S1	25	55	19	51	125	S2	14	24	27	34	85
Year of BGE	No. of pupils	Instances of poverty proofing	Referrals made to PS/ASN /agencies	Instances of parental engage.	Total																			
S1	25	55	19	51	125																			
S2	14	24	27	34	85																			

S3	17	31	40	54	124
Year of SP					
S4	10	18	8	9	35
S5	9	9	5	19	33
S6	4	20	13	11	44
Total	79	157	112	178	447

The above table provides an overview of recorded instances of support for FSM pupils from Sept. 2022-April 2023.

Pupil learning targets shared on school Pupil Information database:

100% of FSM pupils have a designated Learning Mentor

119 individual targets set for pupils across the BGE of which 112 were either achieved or partially achieved.

SP targets will be shared as part of **Senior Phase Transitions** intervention evaluation (see below).

Poverty Proofing:

Both the Child Poverty Action Group in Scotland and the EIS identify the cost of school trips as a source of anxiety for both parents and young people of low income families (CPAG, 2015; EIS, 2015).

Recommendations for schools from both organisations include:

Confidential subsidising or payment for children to attend school trips (CPAG, 2015, p.29); “Pre-emptively poverty proofing policies and practices [to protect] all children from disadvantage and stigma rather than waiting to deal with their consequences” (ibid., p. 47)

<http://www.cpag.org.uk/sites/default/files/CPAG-Scot-Cost-Of-School-Day->

At Wallace Hall we have a number of poverty proofing strategies:

Securing funding from outside agencies:

1. Cash4Kids Christmas Vouchers: £1755 = 39 pupils @£45 each
2. Cost of Living Grants Jan 2023: £2150 = 43 pupils @£50 each
3. Christmas hampers for families: x12

	<p>Subsidies for school trips: S1 Residential trip - 14 pupil @ £15 each - £210</p> <p>Other agency funding: HWT grants, Employability (£300 for bicycle for one pupil), Universities Talent Scholarship Fund; Sutton Trust; Overseeing management of Settling In Funds for Ukrainian students</p> <p>Other poverty proofing:</p> <ul style="list-style-type: none"> • Supporting parents with FSM applications, clothing grants, transport, and communication re. financial support. • FSM Usage monitoring/liasing with parents and kitchen staff • Monitoring Breakfast Club; hospitality in The Hub • Hub wardrobe; Kindness Box; toiletries; stationery
Evaluative Comment	<p>The team is central to our Pupil Equity strategy for raising attainment by supporting all interventions across Literacy, Numeracy and Health and Wellbeing. The team has clearly defined roles and a strong vision for equity, inclusion and raising attainment whilst avoiding any stigma associated with poverty proofing. Staff evaluations of efficacy of PEF Team could be included next year as part of the valuation process alongside evidence given for other interventions, and potentially some Participatory Budgeting activity through Pupil Voice and parental engagement.</p>

PEF Project/spending area 2:	<p><u>Literacy</u></p> <p>Our Literacy intervention has four strands:</p> <ol style="list-style-type: none"> 1. Lexonik Literacy programme 2. SRA levelled reading programme 3. 1 x period a week Literacy class for each of the four S1 classes with PEF LA support 4. 1:1 support and small group tuition (SRA extra) for lowest attaining pupils in BGE – PEF LA
Rationale:	<p><u>Lexonik</u></p> <p>The Lexonik scheme is intended as a literacy and oral fluency intervention system which would target pupils with the lowest reading ages in the BGE, with particular focus on S1 and S2. The Lexonik scheme was purchased to build the confidence of our weakest readers and to explicitly teach them strategies to access vocabulary and language they would have otherwise completely ignored or avoided until being faced with the challenge of employing that language in their certificated classes in S4/S5/S6. Delivered in six one-hour teacher-led sessions, Lexonik Advance should work for all learners regardless of age or ability. Delivered on a 1:4 teaching ratio, it is for students with a SAS score of 85-115. https://lexonik.co.uk/project/lexonik-advance/</p> <p><u>SRA levelled reading programme</u></p> <p>“SRA Reading Laboratory has improved the reading and independent learning skills of more than 100 million students in 63 countries, becoming one of the most trusted names in literacy learning...SRA Reading Laboratory lets you develop confident readers through supplemental and personalized K–12 reading content that ensures each student is working at the appropriate level and moving ahead at his or her own pace. The program helps students: develop comprehension, vocabulary, fluency, word analysis, and study skills, reinforce specific skills in which certain students show a weakness, engage their interests and increase their knowledge base using a wide array of fiction and nonfiction selections, take ownership of their own work and progress”. https://www.mheducation.com/prek-12/program/microsites/MKTSP-UEC12M0.html</p>

Impact:	Lexonik	Round 2 data	Round 3 data =
	Round 1 data		
	June 20		
	Avg. RA Gain = 30 Months	Headlines:	
	Male Avg. = 22.5 Months	Some odd numbers in this round.	
	Female Avg. = 36 Months	Rhys had a bit of a meltdown in his post-assessment, skewing his result.	
	FSM Avg. = 21 Months	Skye M is a pupil who came out of her shell a great deal.	
	Non FSM Avg. = 36	Her +63 is more as a result of her being willing to attempt words on the post-asse	
		<u>Skyre R and Lexi are similar girls who needed some confidence to try new words.</u>	

	can be used in a variety of ways in English classes and with small groups. Firming up dates for data entry from participating teachers is a priority for next session. There is no capacity in the timetable for S1 Literacy classes to continue next session. We would hope to be able to offer PEF LA in class support to lowest attaining BGE classes in S3 next session however.
--	--

PEF Project/spending area 3:	Numeracy: small group tuition and Closing the Numeracy Gap (CNG)
Rationale:	<p>Research has provided strong evidence that weak numeracy skills are a significant factor in negative future life experiences (e.g. lower than average numeracy skills are a feature of young people involved in crime and suffering from unemployment) (Andreas Schleicher, OECD). Data from whole school tracking showed FSM pupils in S1 achieve slightly worse than average but it was noted that 24 pupils out of 99 in receipt of FSM is a significant number and about double the usual school average of 12%. This year FSM pupils in S2 and S3 achieve worse than average but it was noted that in S3 that 4 of our 17 FSM pupils joined the school very recently and we did not have a large body of assessments to make judgements.</p> <p>Last year FSM pupils in S3 were performing as well as their non-FSM peers which suggests that by the end of BGE an attainment gap had been closed. Last session we employed a Maths specialist for 12 days in the run up to the exams and this extra small group tuition for exam success helped many of our students achieve their target grades. This year we had the capacity in the Maths Dept. to use two teachers for two periods each week for this group work. This was in line with advice from Nanette Brotherwood, Education Scotland Numeracy Advisor, with whom we met earlier in the year to discuss our plans. Tuition sessions will revise basic concepts and follow closely class work in order to be most effective (as advised by Ed. Scot.) Pupils were identified in collaboration with PT Maths and team, ASfL PT, information from primary transition visits and discussions with primary staff. In the BGE, we focused on the FME+ pupils with the lowest assessment scores in each year group. Our PEF LA completed the CNG regional training and lead small tuition groups for the very lowest attaining pupils in S1/2. There was also PEF LA in class support 1x period per week for S3 “support” set throughout year. For Senior Phase pupils the Maths team focused on improving the attainment of “middle” attaining pupils with a view to improving exam passes and unit passes 2023.</p> <p>Groups ran from November 2022 - May 2023 one period per week.</p>
Impact:	<p>S2 Numeracy Skills Group: 4 pupils S3 National 3 and 4 Group: 4 pupils Key outcomes:</p> <ul style="list-style-type: none"> Increased 1-1 time to allow pupils to fully understand concepts The opportunity for pupils to identify and consolidate topics they felt they have struggled with in their main Maths class

	<p>National 5 Apps Groups: 3 pupils National 5 Group: 6 pupils Key outcomes:</p> <ul style="list-style-type: none"> • increased confidence leading into assessments • allowed focused work on specific topics that individual pupils required help with • S5/6 group achieved SQA unit passes (at the appropriate level for each pupil) <p>CNG S1 and S2: 6 pupils (Dec. 2022 – May 2023) Key outcomes:</p> <ul style="list-style-type: none"> • S1 – 3 pupils achieved increase of + 3 levels; +2 levels; 1 level (this pupil moved school) • S2 – 3 pupils achieved increase of +2 levels; +1 level, last pupil moved school. • All participants wish to continue next term. <p>Teacher has noted increased confidence in Maths class.</p>
Evaluative Comment	<p>All pupils were happy to attend classes, and parents gave positive feedback re. extra tuition sessions. More pupils could have been included in groups but session timings dictated by timetable and sometimes clashed with other subject lessons – particularly for S3 and S4 pupils.</p> <p>We would wish to continue with small group tuition led by the Maths team with PEF LA working with the very lowest attaining pupils S1 and S2. We would make the following changes:</p> <ol style="list-style-type: none"> 1. Pre- and post- intervention assessments for all groups. 2. Increase number of pupils attending sessions where possible. 3. Begin group sessions earlier in the year – September 2023. <p>Pupil evaluations to be gathered – early April 2024.</p>

PEF Project/spending area 4:	HWB: <ul style="list-style-type: none">• Nurture Groups• S1 Hub Club• Aberlour homelink worker (focus on attendance)																														
Rationale:	<p>Nurture groups: The nurturing approach to supporting wellbeing is well researched and documented: https://www.nurtureuk.org/research-evidence/ Following remote learning due to Covid, we employed a Nurture teaching specialist to support a number of vulnerable pupils to help develop emotional intelligence, social skills, give support with making friendships, and ease anxiety. Although difficult to quantify overall effects of this on academic attainment, we observed a number of very positive results. We, therefore, extended this support in session 2022-23.</p> <p>S1 Hub Club: As an extension of the Nurture support our PEF LA held a S1 support group in the The Hub one lunchtime per week.</p> <p>Aberlour homelink worker: to increase attendance of three pupils with very low attendance (Pupil 1 = 0%; Pupil 2 = 0%; Pupil 3 = 50% Recent DfE research has given a clear view of the connection between attendance and pupils' attainment. There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment. https://attendancemattersmagonline.co.uk/new-proving-a-link-between-attendance-and-attainment/</p>																														
Impact:	<p>Nurture groups 79 pupils from S1-S4 took part in 3 blocks of 8 weeks (1 period per week) nurture groups as follows:</p> <table><tr><th></th><th>Block 1 number of pupils:</th><th>Block 2 number of pupils:</th><th>Block 3 number of pupils:</th><th>Total number of pupils:</th></tr><tr><td>S1</td><td>15</td><td>10</td><td>11</td><td>36</td></tr><tr><td>S2</td><td>2</td><td>5</td><td>10</td><td>17</td></tr><tr><td>S3</td><td>6</td><td>6</td><td>5</td><td>17</td></tr><tr><td>S4</td><td>3</td><td>3</td><td>3</td><td>9</td></tr><tr><td>Total</td><td>26</td><td>24</td><td>29</td><td>79</td></tr></table> <p>21 pupils were asked to complete evaluations. 100% of pupils felt happy attending the groups.</p>		Block 1 number of pupils:	Block 2 number of pupils:	Block 3 number of pupils:	Total number of pupils:	S1	15	10	11	36	S2	2	5	10	17	S3	6	6	5	17	S4	3	3	3	9	Total	26	24	29	79
	Block 1 number of pupils:	Block 2 number of pupils:	Block 3 number of pupils:	Total number of pupils:																											
S1	15	10	11	36																											
S2	2	5	10	17																											
S3	6	6	5	17																											
S4	3	3	3	9																											
Total	26	24	29	79																											

	<p>76% of pupils felt welcome at the groups.</p> <p>As a result of attending the groups:</p> <p>76% of pupils felt as though they had someone to talk to.</p> <p>76% of pupils felt they had made friends or better friendships.</p> <p>50% said they understood their feelings better.</p> <p>81% said they can talk about their feelings better.</p> <p>81% said they feel more confident talking to other pupils.</p> <p>57% said they feel more confident talking to adults.</p> <p>62% said they feel less stressed about things that worry them.</p> <p>S1 Hub Club</p> <p>13 pupils completed evaluations of the club</p> <p>62% pupils enjoyed having a go at a new hobby or craft or game.</p> <p>62% pupils enjoyed making friends.</p> <p>38% pupils felt the club helped them with resolving any conflicts with fellow pupils or friends.</p> <p>62% pupils enjoyed feeling relaxed in school/ having a place to relax.</p> <p>Aberlour (attendance)</p> <ul style="list-style-type: none"> • Three pupils/families were supported by the agency. • The support worker developed great relationships with 'hard to reach' families, particularly one parent with significant health issues. Attendance improved for this pupil as a result of this intervention. • The support worker performed a key safeguarding role for the school – the only adult to see or communicate with one pupil this academic session.
Evaluative Comment	<p>Nurture groups</p> <p>Should funds be available we would continue with this intervention next session and improve evaluation by collecting responses from every participating pupil.</p> <p>S1 Hub Club</p> <p>Club has been very effective in providing a supportive nurturing environment for a number of S1 pupils. Club could be extended to include S2 pupils next session.</p> <p>Aberlour worker (attendance)</p> <p>Although very pleased with the impact on the three pupils and their families who were supported by Aberlour, and the commitment and attributes of the homelink worker, the intervention is expensive for the gains. Funding could be used elsewhere to have a greater impact on attainment for a larger number of pupils.</p>

PEF Project/spending area: 5	Senior Phase Transitions: <ul style="list-style-type: none">• Career Mentoring – including support with UCAS, Careers, PS, CV and Panel Mock Interviews• Other senior phase support with next steps for pupils who have not participated in the 2022 Career Mentoring programme• Sutton Trust Summer School – widening participation• Social Mobility Foundation• Clancy Trust• Support in securing PT work and work experience
Rationale:	We had very positive Insight data regarding Positive Destinations for our SP pupils session 2021-2022. This year we continued with our SP transition intervention in the ways listed above..

Impact:	<p>Career Mentoring and other SP support: All S6 pupils and 11 S5 pupils took part in the programme.</p> <p>Sutton Trust Summer School: 100% of eligible candidates applied (awaiting results for 2 pupils)</p> <p>Clancy Trust: All eligible pupils offered applications – 2 applied.</p> <p>Work Experience: S5 = 4 work experience placements arranged; S6 one pupil now part of Young Assts. Programme which will continue throughout college course.</p> <p>Support in securing P/T work: 4 pupils across SP</p>																									
	<table><tr><th>Year of Senior Phase</th><th>Number of pupils</th><th>Targets Set</th><th>Fully Achieved</th><th>Partially Achieved</th></tr><tr><td>S4</td><td>10</td><td>20</td><td>13</td><td>4</td></tr><tr><td>S5</td><td>9</td><td>20</td><td>18</td><td>1</td></tr><tr><td>S6</td><td>4</td><td>17</td><td>15</td><td>2</td></tr><tr><td>Total</td><td>23</td><td>57</td><td>46</td><td>7</td></tr></table>	Year of Senior Phase	Number of pupils	Targets Set	Fully Achieved	Partially Achieved	S4	10	20	13	4	S5	9	20	18	1	S6	4	17	15	2	Total	23	57	46	7
Year of Senior Phase	Number of pupils	Targets Set	Fully Achieved	Partially Achieved																						
S4	10	20	13	4																						
S5	9	20	18	1																						
S6	4	17	15	2																						
Total	23	57	46	7																						
	<p>Highlights:</p> <p>1 pupil part of WHA Medical Society – secured place studying Medicine.</p> <p>1 pupil secured place studying Biomedical Science, despite pressures at home.</p> <p>1 Pupil secured place at Art School and secured financial award of £200 to attend college.</p>																									
Evaluative Comment	<p>This is a very successful intervention, led by our PEF Project Officer, as evidenced by impact data above, Insight data on positive destinations, and also the very positive links established with various organizations and members of the local community.</p> <p>We will continue with this intervention, and improve evaluation by asking for pupil feedback prior to next year's SIP return.</p>																									

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
1.1 Self-Evaluation for Self-Improvement <ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Impact on learners' successes and achievements. 	<ul style="list-style-type: none"> We have developed a new system for self-evaluation in the last few years. We are looking to ensure that there are appropriate systems in place in the ELC, in the primary and in the secondary. There is strong leadership of the system and there is robust analysis of the data collected. Next steps are agreed at each stage and this is evaluated on a regular basis. Self-evaluation has had a very positive impact on the learners at Wallace Hall. We have been using formal school review forms to cut down the bureaucracy around self evaluation. 	<ul style="list-style-type: none"> We will continue to work with the ELC and the primary to ensure that we have consistent approaches across the school. We will continue to encourage teachers to use a range of different assessments to measure children's progress across the curriculum. This will help to build confidence in the achievement of a level data and ensure that we are reaching and exceeding national benchmarks. 	5

<h3>1.3 Leadership of change</h3> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> We have developed and reviewed a shared vision for the 2-18 school and this is based around the work of Ken Robinson and his 8 core competencies. We also built a display board highlighting the school's development of values from 2008 – (see Appendix 3). The 8 competencies are also used to help focus school presentations, assemblies and other whole school events. All staff understand the need for change and take responsibility for different aspects of our improvement plan. The pace of change is appropriate for our context and is supported by a number of leadership posts throughout the 2-18 school. Also 2.7 Partnerships - Cample Line – the collaborative learning at Cample Line is allowing senior pupils to learn and develop new early stage skills such as Deaf Awareness and BSL. These skills not only enhance pupil personal statements and CVs but gives them confidence to be able to communicate at some level with not only deaf people, but also people with physical disabilities, additional needs, and anyone 	<ul style="list-style-type: none"> To continue to explore how we can further embed our vision, values and aims in the life and work of the school, including our 3-year plan. We will continue with the three development posts in Employability, Learning and Teaching and Learning for Sustainability, if finance allows. We will continue to consult all stakeholders about the strengths of the school and areas of further development. Surveys were sent out to all stakeholders in the third and fourth term of 2021/2022 and this has provided the school with lots of useful information that will help support developments. This information was used to plan for session 2022/23 and we will build on this in our 2023/2024 planning. We will continue to roll out our leadership academy, 15 minute forums and work with our new PT of Learning and Teaching to improve the quality and the consistency of learning and teaching. We are also working with staff from Education Scotland to develop a middle-leadership training academy. During the Coronavirus pandemic, we have been meeting remotely and we have looked at Health and Wellbeing and the Leadership of Learning. We will consult staff on the next areas that we would wish to cover. Staff are also encouraged to take part in other national leadership courses including the middle leadership one and Into Headship. To continue to communicate on a more regular basis with partners to build further opportunities 	<p>5</p>
--	--	---	----------

	<p>who may prefer non-verbal communication</p> <ul style="list-style-type: none">• Also 2.7 Partnerships - HALO Trust – pupils on internship or work experience with HALO Trust are given real life opportunities to allow them to gain and develop new skills which will enhance their opportunities in the future. Past pupils who have taken part in the internship have spoken about how working at HALO has allowed them to talk about this experience in employment interviews and university interviews. Undoubtedly this opens doors for our pupils and gives them access to wider opportunities		
--	---	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>2.3 Learning, teaching & assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • Three staff (PMC, NFL, ECL) trained in delivering Lexonik, a literacy support intervention. Programme requires using a designated 'pre' and 'post' assessment (WRAT5) to measure impact over a six-week course. <p>PMcC delivered impact report of Lexonik with key headlines well received – avg. reading age gain of 30 months (F: 36, M: 22.5)</p> <ul style="list-style-type: none"> • Learning and Engagement In Wallace Hall 2-18 school there are very positive relationships between staff and young people and this is a significant strength. Almost all young people are well behaved and demonstrate genuine respect towards staff and one another. The positive and caring ethos is underpinned by the school's 8 capacities: Compassion, Collaboration, Communication, Composure, Critical Thinking, Creativity, 	<ul style="list-style-type: none"> • PMcC to complete similar report on full academic year in Aug 2023. <p>Each six-week 'round' of pupils could be made in advance of the academic year for S1 through use of P7 SNSA data in June. This will streamline assessment process entirely.</p>	<p>4</p>

	<p>Citizenship and Curiosity. These capacities are prominently displayed around the school and young people can relate to them in their learning and in their relationships with others. Staff and young people are building the capacities into their everyday actions, learning and engagement with each other. In addition, the national 4 capacities are visible in and around the school and are promoted by all staff. Almost all young people feel that staff know them well and they feel confident in approaching their teachers. There are organised, regular opportunities for primary and secondary Pupil Voice to be gathered, valued and acted upon. Learning is enriched and supported by our effective use of digital technologies including digital markbooks, MWOW, YASS, MS Teams, Satchel One, virtual classrooms, e-Sgoil webinars and study support sessions, and planned online learning courses linked to Dumfries and Galloway College and SRUC.</p> <ul style="list-style-type: none"> • Quality of Teaching In almost all lessons pupils demonstrate the ability to work independently on task and 		
--	---	--	--

	<p>collaborate well in group work and whole class activities. Almost all students respond well to teachers' questioning, showing confidence and critical thinking in their contributions. This develops as the young people work their way through all the stages of the 2-18 school. Teacher explanations and instructions are clear and use is made of skilled questioning and engagement to promote curiosity, communication and collaboration. Teachers and non-teaching staff observe learners closely in order to make well-timed interventions and in order to provide effective feedback.</p> <ul style="list-style-type: none"> Effective use of Assessment Assessment is a key part of planning for learning and teaching. A wide variety of assessment approaches are used and these allow the students to display their understanding and skills across the curriculum. The regional Progress and Achievement (P&A) tracking system, which is being used in the secondary and which will replace the primary digital tracking system, ensures that assessment evidence is used to identify achievement and under- 		
--	--	--	--

	<p>achievement and then agree interventions. Across our 2-18 school, there are shared expectations for high standards to be achieved and to ensure pace and challenge.</p> <ul style="list-style-type: none">• Planning, Tracking and Monitoring A variety of planning techniques are used to meet the needs of all learners across all areas of the curriculum.		
--	---	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	<ul style="list-style-type: none"> Wellbeing A mixed economy of universal, targeted and enhanced support is helping to ensure that outcomes for children, young people and families are improving. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and with a sense of community. The community is also very supportive of the school. All staff and partners are promoting positive relationships in the classroom, playground and wider community. Fulfilment of statutory duties The school works closely with partners and the local authority to ensure that we actively engage with statutory requirements, codes of practice and the changing legal landscape. Our staff, learners, parents and partners have a good understanding of rights and responsibilities in these areas. 	<ul style="list-style-type: none"> Our Health and Wellbeing programmes are now staffed by PTs of Pupil Support and volunteers. This has led to more effective learning and teaching around health and wellbeing. There are leadership posts which support the development of PEF interventions in the primary and in the academy. This builds on research and helps staff to target the young people who are most in need. The Equalities Group will continue to evaluate progress in terms of support for people with protected characteristics. Pupils will review the name for this group and look at how we can support all protected characteristics. 	<p>5</p>

	<p>Staff and pupils participate in training on a regular basis to ensure that everyone is kept up-to-date with requirements.</p> <ul style="list-style-type: none"> Inclusion and equality All stakeholders in the school collaborate to improve the outcomes for all the learners. Learners are included, engaged and involved in the life of the school. All children and young people feel well supported and challenged to do their best. All stakeholders feel that they are treated with respect and in a fair and just manner. School staff, pupils and parents understand and celebrate diversity. All protected characteristics are supported and the school works hard to ensure that barriers to participation and achievement are minimised. Strategies are in place which are improving attainment and achievement across the 2-18 school for young people who face additional challenges. New house points structure allows for all young people to achieve within the classroom, creating an inclusive environment. 		
--	--	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • Learners are making very good progress and are building on prior levels of attainment and achievement across almost all curricular areas. • In almost all departments classes are raising attainment. • The Progress and Achievement tracking system is used to support progress of all young people. The Insight data still shows that Wallace Hall Academy is outperforming our virtual comparators for the most deprived 20%, for the middle 60% and for the top 20%. • Almost all learners are successful, confident, exercise responsibility and participate in the life of the school. • We have effective systems in place to promote equality of opportunity and achievement for all our young people. • We are raising attainment for all of our learners and they move into sustained positive destinations by the time they leave school. 	<ul style="list-style-type: none"> • We will continue to evaluate tracking systems and make changes which will help us to raise attainment and achievement. We will look to see where it is possible to pull together the different tracking systems which exist in the school to ensure there are no gaps and or overlaps. • BGE – We utilise the Progress + Achievement module in Seemis to track pupils across all 8 curricular areas • Senior Phase – We have a robust Tracking and Monitoring system in place in the senior phase where data is gathered from Seemis, SQA or reporting from faculties in August, November and February. The data is collated and targeted interventions carried out as required. A review was completed of 3.2 in the primary and the academy and next steps have been agreed. • Attainment in literacy and numeracy Children's progress in literacy and numeracy is tracked using Progress and Achievement. Regular attainment meetings between the class teacher and DHTs ensure that individual children's progress is discussed and timely interventions are made if required. • Attainment over time 	<p>5</p>

	<ul style="list-style-type: none"> 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. 	<p>Attainment over time is monitored and analysed.</p> <p>Our assessment processes and data collection has been collected for this academic session. SNSAs will be completed by June 2022.</p> <ul style="list-style-type: none"> Overall quality of learners' achievement <p>Our learners are all continuously developing the skills and attitudes associated with the four capacities and the school's 8Cs.</p> <p>The promotion and development of these 8 capacities lies at the heart of our school culture. There are many opportunities for pupils to lead learning and to contribute to the life of the wider school, including as MYWOW Ambassadors and as part of Pupil Voice meetings.</p> <ul style="list-style-type: none"> Equity for all learners - please see PEF responses for more detail. <p>Detailed information is gathered about our most disadvantaged pupils and many interventions have been put in place to support pupils' individual needs, for example Nurture groups, literacy and numeracy support, poverty proofing school trips, improved ICT.</p>	
	<ul style="list-style-type: none"> Improved literacy attainment in BGE. PMcC delivered impact report of Lexonik with key headlines well received – avg. reading age gain of 30 months (F: 36, M: 22.5) 	<ul style="list-style-type: none"> Budget allocation for Lexonik's renewal to be split amongst several departments including PEF, Library and English. This will support in making its continuation more sustainable. <p>Each six-week 'round' of pupils could be made in advance of the academic year for S1 through use</p>	

	<p>RUAE December Prelim for Higher – pupils’ attainment was significantly better than 2022 RUAE SQA results:</p> <p>2022 vs Dec. Prelim 2022 using same grade boundaries for both:</p> <p>As = 14/25 Bs = 15/17 Cs = 13/6 Ds = 21/3 Us = 3/6</p>	<p>of P7 SNSA data in June. This will streamline process entirely.</p> <p>For Higher RUEA – significant improvement in ‘top end’ of attainment with nearly double the A grades attained for this element compared to 2022 SQA component marks. Focus since then has been the pupils in D and U category – PMcC has led targeted intervention RUEA sessions. Impact to be measured in SQA data come August.</p>	
--	--	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Learning Pathways • Skills for Learning, Life and Work • Rationale and Design • Development of the curriculum 	<ul style="list-style-type: none"> • The curriculum provides a flexible learning pathway which leads to raising attainment through meeting the needs and aspirations for all our learners. Good links have been made with Glasgow University, UWS, Dumfries & Galloway College, SRUC, Cumbria University and Queen Margaret University. • Learning Pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. We make very good use of information from cluster primaries, non-cluster primaries, previous primary classes, ELCC and tracking in the academy. • Pathways are based on Es & Os, benchmarks and the seven design principles of Curriculum for Excellence. • We ensure that children and young people have access to high quality learning in all curriculum areas and outdoor learning. Staff make good use of the outdoor classroom through our partnerships with Buccleuch Estate, Dumfries House, our Whapples Orchard, our two poly tunnels and our Rural Skills and Forestry courses. Science also makes good use of the outdoor classroom to support work within the BGE. In 2022, we again won the Lantra Award for school-based projects in recognition of our commitment to 	<ul style="list-style-type: none"> • We continue to liaise with external partners to support outdoor learning and opportunities for our students to engage with a variety of wider opportunities. The two academy DHTs and the HT have been participating in some group work with other BOSCH schools. We have been reviewing student leadership and voice, curriculum and learning and teaching. • The S3 profiling approach created by E Stuart and K Fraser incorporates employability skills into the profile, asking pupils to recognise where those skills are being built upon in different subject areas and extracurricular life. • S4 and S5 profiling now takes place on the MWOW site and pupils overall are happy with the use of this system. • We will continue to make and build links with international partners, including Erasmus, LEGO and the Halo Trust. LEGO work has also been planned into our BGE courses in Design and Technology. • We are working with Ian Robertson from Countryside Learning Scotland to look at how we can improve the understanding of rural opportunities and jobs for all staff. We are working with Dumfries House on a 2-day residential that will be open to teaching staff

	<p>deliver rural training. This recognises the effective ways in which we are developing links with our local community and making our young people aware of rural opportunities.</p> <ul style="list-style-type: none"> • Almost all staff take responsibility for literacy, numeracy, employability and health and wellbeing across the curriculum. • Learners demonstrate skills which they have developed at a high level in a variety of meaningful contexts. 	<p>across the South West of Scotland. This will take place at the end of May 2023.</p> <ul style="list-style-type: none"> • We continue to work very well with James Jones from Lockerbie and Dumfries House. • Work has continued in the Whapples Orchard. We have worked closely with Steilhead, a local company involved in the pasteurisation and bottling of apple juice. 'WHApple juice' was then sold within the school. The new PT of Health and Wellbeing is aiming to form a new Whapples committee to provide a strategic vision for our orchard. • Improved links have continued to be forged with Dumfries and Galloway College and SRUC Barony. Pupils have had improved and targeted support in school with specific sessions on their personal statements and applications. This has been followed up with meetings between the school and college admissions staff to monitor offers and waiting lists. • Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.
--	--	--

<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people's learning. 	<ul style="list-style-type: none"> • We worked with our parents to develop a shared vision for the 2-18 school. All partners invest significant time and energy to establish and build positive relationships. • We communicate clearly with partners using a variety of techniques. This includes Facebook, Twitter, MS Teams, Satchel One, Instagram and our website: http://www.wallacehall.co.uk/ • Our Parent Council represents parents from a wide variety of backgrounds and the level of participation is increasing. • Our Parent Council has gone through a number of changes in the past few years and has developed clear structures for the future. We have set up a number of sub groups including ICT, annual Christmas fundraising event, and primary fundraising group. • Our parents support a very effective career mentoring programme and this helps our young people to work towards positive destinations. 	<ul style="list-style-type: none"> • We will continue to develop the role of our Parent Council working groups to find a role for all interested parties. The Parent Council has organised a number of sub-groups including the Learning and Teaching group, a Communication group and two fund-raising groups. We are also in the initial stages for developing plans to recognise the Wallace Hall 300-year anniversary. • We will continue to ask parents to support activities such as Rural Skills, outdoor learning, forestry and participation in study classes. • The Primary and ELC continue to work in real partnership with the Academy • AM Wood and J Hunter work to develop partnerships related to Developing the Young Workforce. • This year we have tried to develop our relationships and partnerships with parents by providing more opportunities for informal parental engagement. • We work closely with the Halo Trust including expanding the internship programme and Career Mentoring. • We are well supported by Cample Line with students doing extended work experience, opportunities to put on photography exhibitions, recording audio descriptions of artists' work for the gallery and Career Mentoring support. Tina Fiske has also
--	---	---

		supported primary pupils with Art and Design projects.
--	--	--

Appendix 1 – Vision Values and Aims



Strategic Vision for Wallace Hall Academy, Primary and ELC

A clear purpose and local, national and international ambitions

To be the sector leader, pursuing excellence, and be at the forefront of educational innovation, making sure all of our learners are well prepared to meet the challenges of the 21st century.



Our strategic objectives

- Pupil focus – our main focus is to deliver a 2-18 education which builds on positive relationships and meets the needs of all learners.
- Striving for improvement – simplifying our priorities so we can focus resources to meet the needs of all our young people.
- Innovation and creativity for the future – supporting and enabling staff, pupils, parents and other stakeholders to focus on clear priorities which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together.

Our eight capacities

- **Collaboration:** pupils, parents and staff should be able to work constructively in collaboration with others.
- **Citizenship:** pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.
- **Communication:** our learners, staff and parents should be able to communicate clearly and express thoughts, feelings and ideas.
- **Critical Thinking:** pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.
- **Creativity:** pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.
- **Compassion:** pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.
- **Composure:** pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.
- **Curiosity:** pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories.



Focus on our capacities

Our capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the different parts of the 2-18 school and providing support and challenge for the benefit of all the young people. This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents and our community.

Updated October 2020



Our motto Together we grow, learn and achieve



Citizenship

Highlights of 2019/20
There are more opportunities for young people to take on leadership roles in the primary and secondary.

The ELC continues to visit Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.

Looking forward
Explore how all pupils can be given leadership opportunities at different times and contribute to their own personal development as well as the wider life of the school.

Collaboration

Highlights of 2019/20
Promoting closer collaboration and sharing of good practice between the primary and secondary.

Well planned transition work from ELC – P1, from primary to secondary and from senior phase to positive destinations. This transition work was enhanced by support from the community and outside agencies.

Looking forward
To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.

Communication

Highlights of 2019/20
The school uses a wide variety of methods to communicate with pupils, parents and staff. This includes our website, Twitter, Facebook, Instagram, Class Dojo, GroupCall and letters.

Excellent communication across our school, our cluster and our community which helped support the work of the Wallace Hall Hub during Covid-19.

Looking forward
Focus groups will be asked to evaluate our systems of communication and agree our next steps.

Compassion

Highlights of 2019/20
Relationships between staff and all young people are based on a culture of mutual respect. A wide variety of charity events are supported including the food bank, The Wee Sleep Out and Macmillan Cancer.

Looking forward
We are developing an equalities group to examine where we are as a school with the protected characteristics and where we want to go. Our young people are encouraged to show compassion for everyone in our school community.

Composure

Highlights of 2019/20
Our school has a calm and inclusive ethos which is evident across the ELC, primary and secondary. Young people see staff as positive role models.

Looking forward
We will explore how to build on Health and Wellbeing tracking in the secondary and look at how aspects of this approach could be used in the ELC and primary to further develop their composure.

Creativity

Highlights of 2019/20
The school has effective and innovative ways to bring in extra funding.

We have been facilitating cross curricular creativity by producing school shows which are accessible to all and making links with Arts Organisations such as Cample Line and other local artists such as Kathleen Wood and Sarah Keast.

Looking forward
We will continue to explore how the school can ensure that funding has a positive impact on all learners.

Critical Thinking

Highlights of 2019/20
Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.

Looking forward
We wish to build on a number of successful partnerships that already exist including Cample Line, Dumfries and Galloway College, DuPont, Gatas, Halo Trust, James Jones and Sons, our Partner Farmers, SDS, the Solway Credit Union and SRUC.

Curiosity

Highlights of 2019/20
Learners are given the opportunity to develop their curiosity across the curriculum. This helps them to understand how the world works. Questioning is a key part of the learners' journey. Curiosity is also developed in the ELC by accessing the outdoor classroom on 'Wellie Wednesday' and 'Tough Mudder Thursday'.

Looking forward
We wish to develop an enquiring approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.

Awards and recognition

Dumfries and Galloway Rural Award
Smarter Scotland: Queensberry Initiative

Lantra Scottish Landbased and Aquaculture School Project Award:
Commitment to delivering rural training winners 2020

The SOA Star Award:
Innovation for Queensberry Initiative Award at Wallace Hall Academy

The Scottish Education Award:
Enterprise and employability

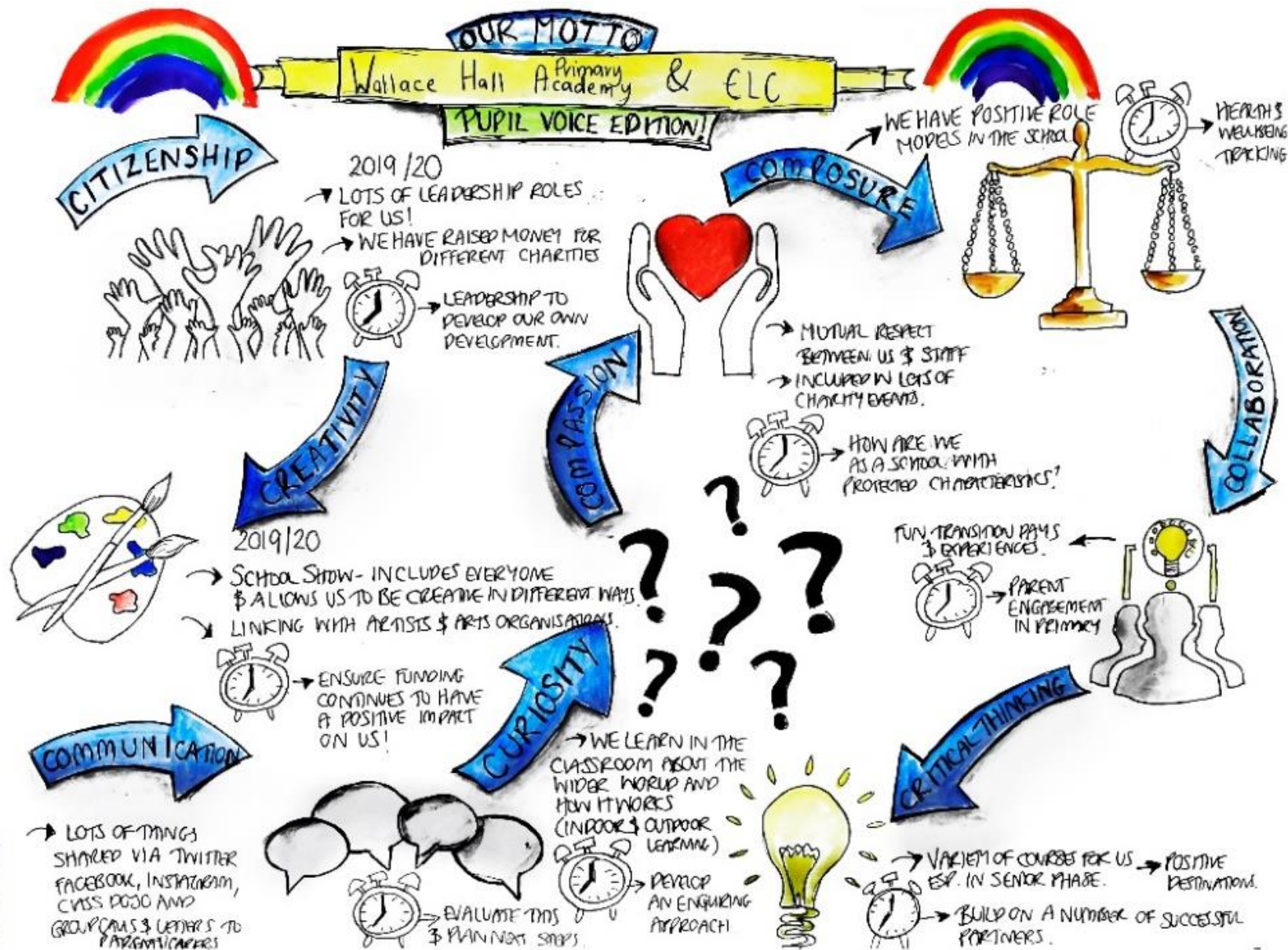
World Teamwork Award
Winners: World Robotics Festival, Detroit USA, 2018

Scottish Champions:
First Lego League Robotics 2019

UK & Ireland Champions:
First Lego League Robotics 2018

Updated October 2020

Appendix 2 – Sketchnote



Appendix 3 – Wallace Hall's Journey since 2008



Appendix 4 - Three Year Plan for 8Cs

2023/2024	2024/2025	2025/2026
Citizenship	Collaboration	Communication
Compassion	Creativity	Critical Thinking
Curiosity	Composure	+ 1 other

Appendix 5 – 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <p>Evaluate progress June 2024</p>
Staff clarity around digital platforms between cluster primaries feeding into secondary school.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <p>Survey staff in January inset 2024 to allow targeted support for those requiring it in February inset.</p>

Digital Working Group	<ul style="list-style-type: none">Establish or continue a Responsibility for All Digital working groups in each school within the cluster.	<ul style="list-style-type: none">Speak to secondary HT about forming a secondary Digital working group for 2023/24.	<ul style="list-style-type: none">Working groups to be established in August 2023. <p>Identified working groups leaders responsible.</p>
------------------------------	--	--	--