

Summary Report

Name of School: Wallace Hall ELC, Primary & Academy

In November 2019 as part of Dumfries and Galloway Council, Education & Learning Directorate, Self-Evaluation for Self-Improvement Collaborative Review process Wallace Hall ELC, Primary & Academy were visited by a team of colleagues to carry out an all through thematic review. The purpose of this thematic review was to gather more in-depth information and evidence around 'all through provision' in Dumfries and Galloway schools.

During the visit, which was over two days the team worked closely with the Head Teacher, staff, children and parents to gather evidence to evaluate the impact of the school's self-evaluation and practice in relation to improving outcomes for all learners and the provision of quality learning experiences and assessment.

As a result of this validated self-evaluation visit the review team identified and agreed the following strengths in the school's work:

- Confident, happy & well-behaved children and young people who are proud of their school community.
- Calm and inclusive ethos evident across the all through setting. Positive and supportive relationships between staff and children. Learning Assistants being used very well in almost all cases to support learner's needs.
- Commitment of the senior leadership team, with a clear focus on developing effective learning and teaching 2-18.
- Positive transition arrangements in place across the Wallace Hall cluster to support those moving from all cluster primaries into secondary school.
- Wellbeing indicators being used well to track and offer support to children and young people at all stages.
- An increasing number of opportunities, particularly in Secondary and P7, for young people to participate in leadership roles.
- A senior phase curriculum which builds on the broad general education offering a rich, accessible experience and wide opportunities to meet the need of almost all learners. The use of local contexts and employability pathways is evident at all stages.
- Effective and innovative use of budgets, including accessing external funding opportunities, with clear planning and stakeholder engagement which remains focused on school improvement priorities.

The following aspects for development were also identified and discussed:

- Building on the best practice further develop opportunities across the setting to enable staff (2-18) to work together to develop clear pathways for learning and skills development across the broad general education and senior phase.
- Continue improving the school as identified in the school's improvement plan with a particular focus on 2-18.
- Continue to further develop across all stages approaches to involving children and young people in planning for, assessing and discussing their progress.
- Continue to build on approaches to planning and delivering high quality learning and teaching across the school.

As agreed, and as part of the school improvement planning process, the school will continue its work to address these areas of development in the coming terms and into the next school session.