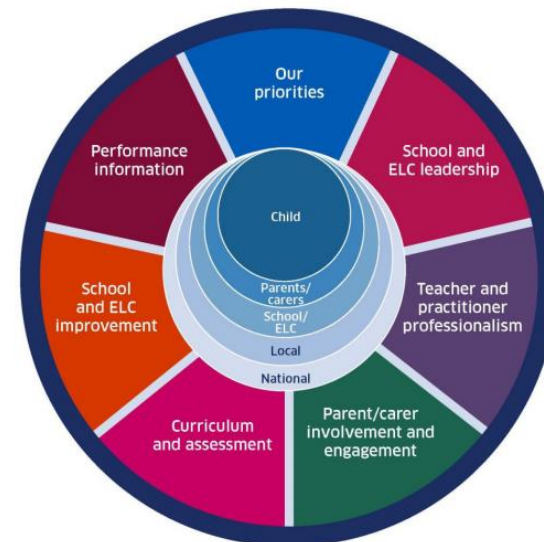


Directorate

## School/ELC Annual Standards and Quality Report

2022-23



**School:** Wallace Hall Primary  
**Date:** May 2023

## Contents

|   |           |
|---|-----------|
| <b>1. Vision, Values and Aims.....</b>  | <b>3</b>  |
| A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale .....                         | 3         |
| <b>2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities .....</b> | <b>5</b>  |
| School Priority 1: Wallace Hall Primary Priority 1: Building back stronger .....                                      | 5         |
| School Priority 2: .....  | 9         |
| School Priority 3: .....  | 13        |
| School Priority 4: .....  | 15        |
| <b>2.2 Report on the impact of PEF .....</b>  | <b>17</b> |
| <b>2.3 Summary of Key Strengths and Areas for Improvement .....</b>   | <b>35</b> |
| 1.3 Leadership of change.....   | 35        |
| 2.3 Learning, teaching & assessment.....  | 38        |
| 3.1 Ensuring wellbeing, equality and inclusion .....  | 39        |
| 3.2 Raising attainment and achievement .....  | 41        |
| 2.2 Curriculum .....  | 46        |
| 2.7 Partnerships .....  | 46        |
| <b>Appendix 1 – Vision Values and Aims .....</b>  | <b>48</b> |
| <b>Appendix 2 – Sketchnote .....</b>  | <b>49</b> |
| <b>Appendix 3 – Wallace Hall's Journey since 2008 .....</b>   | <b>50</b> |

# 1. Vision, Values and Aims

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

### Vision, Values and Aims

### School Statement – [See Appendix 1](#)

**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 to 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.



Updated October 2020

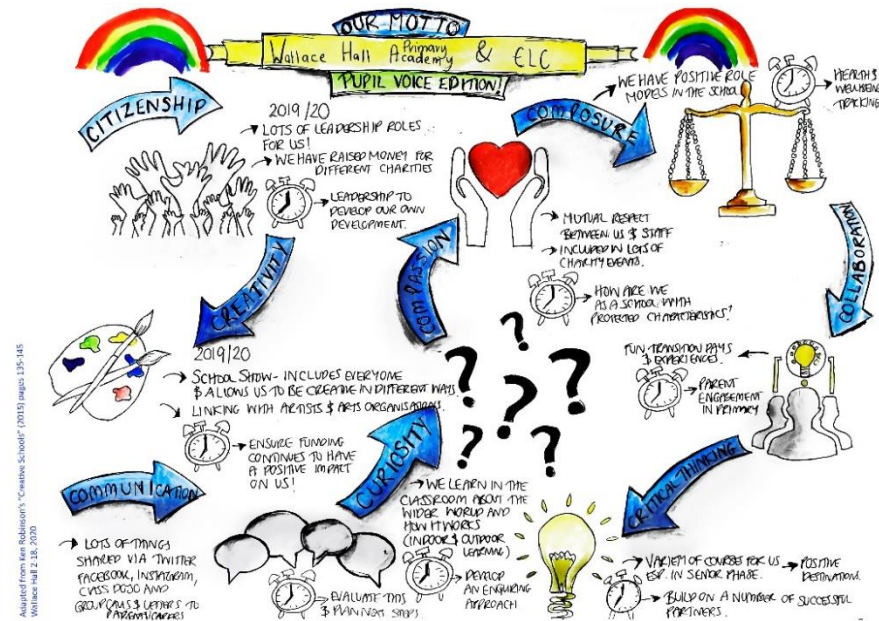
#### Focus on our capacities

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.

**Our motto**  
Together we grow, learn and achieve



Updated October 2020



Adapted from Ken Robinson's "Creative Schools" (2015) pages 135-145  
Wallace Hall 2.10.2020

## 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.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*





## 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:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate (Include evidence of impact.)   | Next Steps (Looking Forwards)  |
|---|---|--|
| <p><b>School Priority 1: Wallace Hall Primary</b><br/><b>Priority 1: Building back stronger</b></p> <ul style="list-style-type: none"> <li>• <i>Health and Wellbeing</i></li> <li>• <i>Positive relationships</i></li> <li>• <i>Rights Respecting Schools</i></li> </ul> <p>NIF Priority</p> <p>Placing the human rights and needs of every child at the centre of education<br/>Improvement in attainment, particularly in literacy and numeracy</p> | <p>Launch the 'Wallace Hall Way' at the start of the new session in all classes, with pupils creating their backpacks linked to the 4 Articles from the UNCRC to signify what they need. These are displayed down the length of the main primary corridor. All classes created a Class Charter and the articles were included in the Positive Relationships Policy. The rights are displayed in all classrooms and most communal areas.</p> <p>Right of the Fortnight assemblies have taken place throughout the year; the articles focused on are displayed in the corridor and the RRSA display board has been created. The new Pupil Rights Group has been created. Questionnaires</p> | <p>We will create new class charters in August with their new class teacher. As a school we will refresh the 4 articles covered last year and extend the children's knowledge of other articles. Relaunched at the first Rights assembly in August 2023. Then in September during the parents open afternoon the children will make new backpacks to reflect the articles.</p> <p>Re-establish the pupil group considering sustainability of the group – range of ages. The pupil group will identify areas/articles within the school they feel should develop.</p> |

|   |   |  |
|---|---|--|
| <p>Closing the attainment gap between the most and least disadvantaged children and young people<br/>Improvement in children and young people's health and wellbeing<br/>Improvement in employability skills, and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <p>School leadership, parental engagement, school improvement,</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p> | <p>have been given to staff and all pupils to measure the impact of the RRSA work. Guest speakers have visited and spoken to pupils at assembly about the articles – Halo Trust and Scripture Union. Some staff have attended online training from Unicef. All Staff were trained in the UNCRC introductory module. The RRS approach will be fully embedded across the school and the silver award accreditation has been awarded.</p> <p>Nurture approaches will be fully embedded across the school, meaning that pupils will feel supported, encouraged and understood by all staff they encounter in all parts of the school. The nurture room has been established and developed. Class teachers have identified pupils requiring nurture support through consultations with ASLT. Nurture is timetabled into the LA timetables, which involves some pupils having a soft start to their day in the nurture room and others within their classes. As a staff we are responsive to children's needs in the moment, providing space for children to reflect and de-escalate where necessary.</p> <p>There has been a huge amount of work carried out to support a specific pupil with significant needs. This has involved working alongside other agencies and inclusion. All staff involved have shown commitment in providing the best environment for this specific child. This work</p> | <p>Staff training on the sustainable development goals and extension of UNCRC modules.</p> <p>Begin work for Gold Accreditation.</p> <p>Further develop Nurture within the Positive Relationships Policy, including Anti Bullying.</p> <p>All new staff to be trained in Nurture approaches.</p> <p>Further support and advice required from the Authority on how best to meet the educational needs of this specific pupil. Staff training to further upskill staff required.</p> |
|---|---|--|

|  |   |  |
|--|---|--|
|  | <p>has been a success in parts, but further support is required.</p> <p>Breakfast club runs 5 days a week for identified pupils.<br/>NSPCC anti bullying week was a focus in September.</p> <p>Staff feel confident in managing situations which occur including how to de-escalate potentially problematic situations.</p> <p>PEF pupils will be making progress in line with their peer group, they will have targeted interventions appropriate to their needs. Teaching staff have had consultations with ASLT and have identified the specific needs of PEF pupils. Relevant interventions and support have been planned on an individual basis.</p> <p>Work with Aberlour to support pupils and families requiring additional input with attendance, resilience, routines etc. Aberlour support worker provides input for identified pupils. She is willing to undertake home visits to support and improve attendance rates for specific families.</p> | <p>Refresh Team Teach training will be carried out in February 2024 for those who require it.</p> <p>Continue to use tracking and monitoring to identify needs and allocated PEF resources as appropriate.</p> <p>Continue to monitor attendance to look for patterns. Send out letters with appointments as an initial follow up to continual non-attendance – below 90%.</p> <p>Blocks of Aberlour intervention to continue with a focus on self-esteem, nurture, healthy living and attendance. (PEF funded)</p> <p>All staff have used this new spreadsheet this session to track pupils' attainment and a review will take place in June to allow changes before the new academic year. Create an additional spreadsheet which tracks</p> |
|--|---|--|

|  |  |  |
|--|--|--|
|  | <p>System established that will give a clear picture of progress and attainment across 2-18 school. Met with Dr Fulton and created a new spreadsheet to track pupil's academic achievement, SHANARRI levels, ASL and PEF data. Consulted with staff over this spread sheet and refined before launching the current version.</p> <p>Initial Moderation meetings in Literacy have taken place between second and third level.</p> | <p>the life of a child through primary and their attainment journey.<br/>Decide a communal way to share and respond to SHANARRI concerns.</p> <p>Further moderation meeting to build on this work between primary and secondary staff to take place.</p> |
|--|--|--|



| Area for Improvement   | Progress and Impact on:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate (Include evidence of impact.)  | Next Steps (Looking Forwards)   |
|--|--|---|
| <p><b>School Priority 2:</b><br/><b>Literacy</b><br/>To raise attainment in literacy. Data will continue to show improvement in Literacy attainment and more children will achieve the national expectation or better</p> <p><b>NIF Priority</b></p> <p>Placing the human rights and needs of every child and young person at the centre of education<br/>Improvements in attainment, particularly in Literacy and Numeracy.<br/>Closing the attainment gap between the most and least disadvantaged children and young people<br/>Improvements in employability skills and positive destinations</p> <p><b>NIF Driver</b></p> <p>School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b></p> <p>1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p> | <p>The strategic plan for improving Literacy created by all staff, with involvement of pupils and parents and carers has been progressed.<br/>The Framework for reading and writing have been shared Authority wide online through opt in information sessions.</p> <p>Mr McNay worked with Education Scotland – Laura MCGinley – to complete his ISL project and shared with staff at the February INSET the regional reading house focussing on Comprehension.</p> <p>WHP staff (Miss Purves, Mr McNay) continue to be involved in local authority working groups – Creating Balanced Literacy and Excellence and Equity as well as engaging with wider expertise e.g. links with the University of Glasgow and Education Scotland. Miss Purves and Mr McNay created SWAY presentations and videos to accompany the new framework for both reading and writing. The WHPS Literacy group worked and moderated with Secondary staff to help create the 2<sup>nd</sup> and 3<sup>rd</sup> level frameworks.</p> | <p>The final versions will be shared with staff in August 2023.<br/>WH staff will decide how to apply both reading and writing framework in their own classrooms through WTA sessions.<br/>How do we carry out writing lessons within a play culture?<br/>A joined up approach of having all literacy weaved together. Reading and writing closely linked (Staff member to lead)</p> <p>To develop a detailed 2-18 literacy plan which covers reading, writing, listening and talking and ensures clear progression across the 2-18 school.</p> |

|                            |  |   |
|----------------------------|--|---|
| National Standard Criteria | <p>Staff continued to complete Stephen Graham training from the Local Authority.<br/>Most Primary teaching staff have undertaken professional learning in:</p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Procedure</li> <li>• Discussion</li> <li>• Response</li> </ul> <p>The variety and regularity of Text types across years of primary were decided in June 2022 as an initial trial.</p> <p>The D&amp;G draft Writing Framework was shared with all staff at the January INSET. This has been trialed over term 3 and 4 in some classes. Finalised document to be issued in August. It is hoped that writing attainment will improve by using this framework and having a consistent coherent plan. Writing framework is being used to plan and identify key features of writing pieces currently</p> <p>Common language glossary work in progress including terms from WH and wider authority framework information. Terms, meaning and level which the term would be expected to be introduced into the 2-18 whole school literacy overview started.</p> | <p>The variety and regularity of Text types across years of primary require to be revisited at the start of session 23-24 to ensure they complement the IDL.</p> <p>As a staff, we need time to look at and implement the writing framework in a sustainable manner across the school. As a staff we need to begin to devise an assessment tool which can be used identify Achievement of a level and Benchmarks for Writing.</p> <p>Continue to work with 2-18 colleagues and the local authority to create this document.</p> |
|----------------------------|--|---|

|  |  |   |
|--|--|---|
|  | <p>Positive impact of Nessy (See PEF report)</p> <p>Pupil voice will play a major part in continuing to develop the school literacy culture including: opportunities for parental involvement, library development, Love of Reading Week/World Book Day, more effective use of Accelerated Reading.</p> <p>Continue to develop partnerships with the local library, Moat Brae and the Wigtown Book Festival.</p> <p>School Love of Literacy week took place in March 2023.</p> <p>Positive reading culture continues to be developed. The library has a P7 committee, parent helpers, and Secondary elective pupils to maintain.</p> <p>ELC to reinstate CAPER approach post covid</p> <p>Primary Staff involved with Wigtown book festival.</p> <p>Miss Purves met with the cluster probationers to moderate writing pieces. She facilitated decision making around achievement of a level.</p> | <p>Classes will be able to book timetabled slots in the library to actively pursue guided reading in groups with ASL staff and develop whole class literacy habits and approaches. WHPS to register as a Scottish government "Reading School"</p> <p>Build on good practice for Accelerated Reading record keeping and cascaded to all staff. Accelerated Reading training scheduled for August/September 2023</p> <p>Ongoing moderation of work within school and across the cluster. Collection and access to writing examples from different text types and at different levels may help staff to make professional judgements. Particularly between second and third level, working with secondary colleagues. Time needs to be built</p> |
|--|--|---|

|  |  |  |
|--|--|--|
|  | <p>Closing the Literacy Gap, Fast Lane, Literacy Ladders and other interventions have continued for targeted individuals with an identified need. Staff training directory was made available in term 1 in school for ASL opportunities. An audit was carried out and all ASL staff were up to date and appropriately trained. TLQ training was flagged as a need. Different pathway for this training sourced and put in place.</p> <p>Considerations of all learners are taken into account through attainment meetings biannually, Shanarri Assessment biannually, IEP and Learning Conversation target setting ongoing in class 6–8-week cycle.</p> <p>Implement use of Assessment jotters<br/>Staff to decide on the use of Assessment week jotters to evidence a snapshot of a child writing ability throughout a Primary Year</p> | <p>into the WTA for moderation of writing, potentially at Cluster level</p> <p>DHT to work alongside the PT PEF to ensure a streamline use of budget to include early intervention and meeting all identified needs. Through PEF funding a class teacher will be released to implement TLQ one session per week</p> <p>Continue to hold Attainment meetings 3 times a year at the end/beginning of each planning block.</p> <p>This has not been carried out this session. It will remain on the plan and will be looked at over the course of the next session. The staff appreciate that this is an issue, however WTA restrictions will dictate the amount of time available for development of this through collegiates.</p> |
|--|--|--|

| Area for Improvement   | Progress and Impact on:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate (Include evidence of impact.)  | Next Steps (Looking Forwards)   |
|--|--|---|
| <p><b>School Priority 3:</b><br/>To develop a coherent and progressive numeracy programme based on Developing Number Knowledge authority approaches to raise attainment in number processes and fractions, decimals and percentages. More pupils will be meeting national expectations or better in Numeracy.</p> <p><b>NIF Priority</b><br/>Placing the human rights and needs of every child at the centre of education<br/>Improvement in attainment, particularly in literacy and numeracy<br/>Closing the attainment gap between the most and least disadvantaged children and young people<br/>Improvement in children and young people's health and wellbeing<br/>Improvement in employability skills, and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b><br/>School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p> | <p>During the August inset day, staff had time in CfE levels to look at DNK resources in the D&amp;G Framework for Numeracy Team, and share practice.</p> <p>Online planning frameworks and assessments will be shared across stages to ensure consistency. Collegiate session to look at planning for DNK and the authority progression frameworks and share this with colleagues. Make use of the Education Scotland resources to support professional learning related to Developing Number Knowledge.</p> <p>Staff will be confident in the use of available standardised data to inform achievement of a level decisions, including SNSA data. Whole school agreement of transition information to be created and shared with staff. No progress with this target as yet, planned for later in session.</p> | <p>Continue to embed DNK and work through the pilot for Beyond Number. Look at the Framework for Numeracy overview and how this links to the Stages of Intervention.</p> <p>Moderation and assessment procedures highlight strengths and next steps which feed into teacher planning. Staff will work collegiately to plan 'high quality' periodic assessments and to moderate using the full moderation cycle for Numeracy. Numeracy to become the focus of moderation activities in session 23/24.</p> <p>A standardised maths assessment will be used across the cluster to provide data around pupil progress. It was decided that SNSA was the best form of standardised assessment for Maths that is available currently. The cluster working group will look at further assessment options like SOFA (ACER).</p> |

|   |  |   |
|---|--|---|
| <p>HGIOS? 4 / HGIOELC? Qis</p> <p>1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p> <p>National Standard Criteria</p> | <p>Work with ASLT to guide LAs to implement Numeracy Launch Pads and Closing the Numeracy Gap for identified pupils. Agree how to implement the full framework to ensure the joined up universal, support and targeted approach. Consider wider use of the Launch Pads to support parental engagement.</p> <p>Organise parental engagement sessions to support parents to use their child's learning targets in Maths to support learning at home. Organise family learning sessions related to number processes and fractions in everyday contexts.</p> <p>Following a visit to Sanquhar Primary to meet the Family Learning co-ordinator to share ideas around the use of maths borrow bags.</p> | <p>Staff training on Maths Recovery may take place, if available and costs allow.</p> <p>Continue to use tracking and monitoring data to identify needs and allocate resources as appropriate.</p> <p>Mrs Renwick has purchased resources for maths bags and plans to deliver family learning sessions for P2 and P3 parents before the end of the session.</p> |
|---|--|---|



| Area for Improvement  | Progress and Impact on:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate (Include evidence of impact.)  | Next Steps (Looking Forwards)   |
|---|--|---|
| <p><b>School Priority 4:</b><br/><b>Partnerships and collaboration</b></p> <p>To re-engage more fully with parents and carers, our community and wider partnerships for the benefit of all children's learning and wellbeing. <i><b>In particular, face to face working with parents and carers</b></i></p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child at the centre of education<br/>Improvement in attainment, particularly in literacy and numeracy<br/>Closing the attainment gap between the most and least disadvantaged children and young people<br/>Improvement in children and young people's health and wellbeing<br/>Improvement in employability skills, and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <p>School leadership, parental engagement, school improvement,</p> <p>HGIOS? 4 / HGIOELC? Qis</p> | <p>Improved communication with Parents and Carers and improved the connection between families and their child's classroom and learning, through reinstating Class Dojo in the Primary School for the purpose of communication and sharing success.<br/>Involved Parents and Carers in their child's learning in school for example, open afternoons, assemblies, sharing and celebrating learning, learning workshops, supporting class trips, reading cafés, gardening club, play pedagogy sessions, world of work week etc.<br/>Wider Achievement is celebrated weekly at Assembly.</p> <p>Re-establish, or continue to develop, partnership working with a range of organisations for the benefit of all learners.</p> <p>This session we have engaged with:</p> <p>Thornhill Church,<br/>Aberlour,<br/>Active schools:<br/>Dance competition Multi Sports Club<br/>Rugby Tournament</p> | <p>Primary to look to reinstate Library Volunteers/Parental Links to promote Library as Literacy and Parental Hub</p> <p>Primary DHT's , appropriate CT' and ASL teacher developing Number Sacks to travel between home and school to promote parental engagement and learning with Numeracy.</p> <p>Inviting parents to be involved with the RRS group working with DHT</p> <p>Develop a potential link with the Old School group.</p> <p>It has been identified that very few children have library cards. Potential school drive to increase Library Membership amongst school community, part of Positive Literacy culture development in Primary as per Literacy plans.)</p> |

|  |   |  |
|--|---|--|
| <p>2.7</p> <p>National Standard Criteria</p> | <p>Sportshall Athletics tournament<br/> Cross Country<br/> Football tournament<br/> Dumfries Saints –Rugby<br/> Sustrans -iBike<br/> Halo Trust<br/> Scripture Union<br/> Wigtown Book festival.<br/> Feis Rois<br/> Youth Music Initiative Fiddle and Accordion sessions.<br/> Burns Association<br/> Child Smile<br/> RHET<br/> Scottish Country Dance Society (SCDS)<br/> The Bridge<br/> Fishing for the Future</p> | <p>Continue to attend sporting and creative events and competitions to allow pupils opportunities to represent the school and develop their wider skills.</p> <p>.</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?

All summative data is recorded in detailed spreadsheets which are completed and accessed by SMT, ASLT and class teachers to provide an overview of pupil learning and progress. Class teachers add data such as Single Word spelling test standardised scores, PM benchmarking levels, DNK phase. This data is entered at specific intervals throughout the academic year showing progress over time. PEF PT & ASLT can access this data to help identify and inform appropriate actions to support learners.

Literacy interventions with targeted pupils are evidenced through pre and post intervention assessments. These are used to inform teaching and data is collated to track progress for the following programs:

- o Highland Literacy Phonological Awareness
- o Closing the Literacy Gap
- o Fast Lane

A poster is created after CLG & Fast Lane interventions which shows progress made and is sent home with the learner to share with their family.

When completing a CLG intervention, we also make use of a D & G spreadsheet which charts pupil progress and creates line graphs.

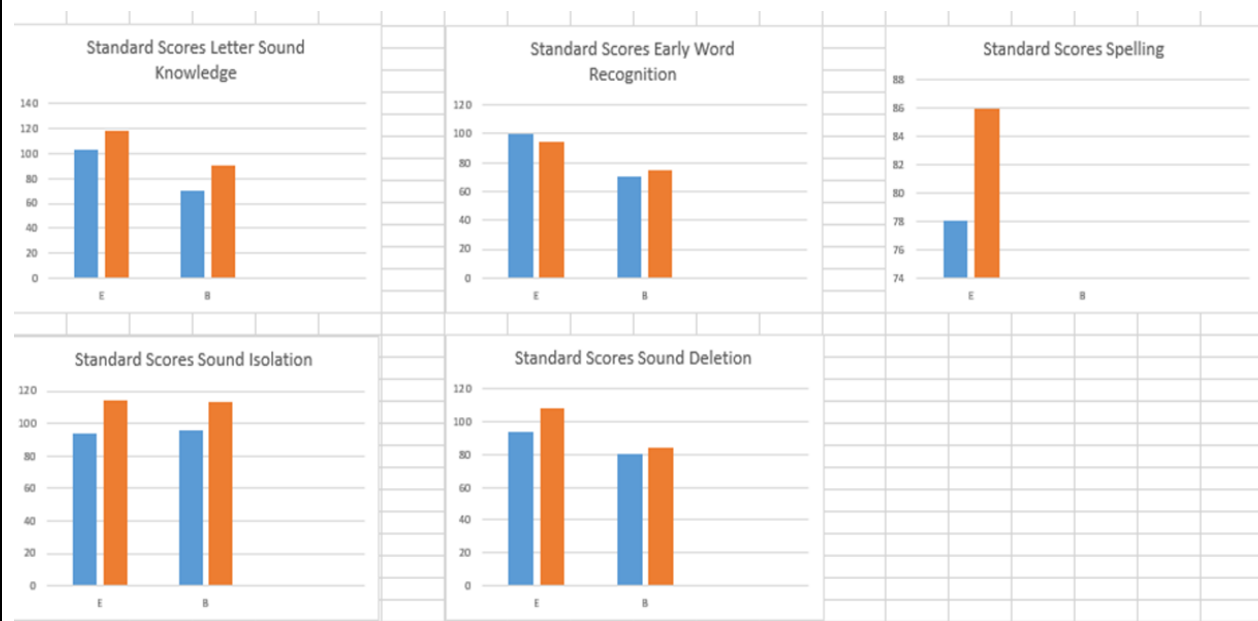
This year CLG has been delivered to targeted pupils in P3 & P4. Pupils in receipt of FSM were prioritised and thereafter we provided targeted interventions for pupils who were experiencing literacy difficulties, specifically in P4 as identified by the class teachers.

When planning a Closing the Numeracy Gap intervention a placement test is carried out and a follow up Phase assessment, to pinpoint what concepts the learner is confident in and those which require further teaching. The same assessment is carried out during the intervention to map progress.

| <b>Pupil 1 (KG)</b>           | <b>Pre</b> | <b>Post</b> | <b>-/+</b>       |
|-------------------------------|------------|-------------|------------------|
| <b>Speed words read</b>       | 256        | 382         | +                |
| <b>Accuracy</b>               | 98         | 103         | Gain + 10 months |
| <b>Rate</b>                   | 95         | 92          |                  |
| <b>Comprehension</b>          | 107        | 99          |                  |
| <b>CLG Level</b>              | <b>11</b>  | <b>18</b>   | +                |
| <b>PM Benchmark Level</b>     |            | <b>18</b>   |                  |
| <b>Pupil 2 (EW)</b>           |            |             |                  |
| <b>Speed words read</b>       | 35         | 181         | +                |
| <b>Letter sound knowledge</b> | 103        | 118         | Gain + 7 months  |
| <b>Early word recognition</b> | 100        | 94          | Gain + 13 months |
| <b>Sound isolation</b>        | 94         | 114         | Gain + 25 months |
| <b>Sound deletion</b>         | 94         | 108         | Gain + 25 months |
| <b>CLG Level</b>              | <b>4</b>   | <b>11</b>   | +                |
| <b>PM Benchmark Level</b>     |            |             |                  |
| <b>Pupil 3 (LL)</b>           |            |             |                  |
| <b>Speed words read</b>       | 37         | 137         |                  |
| <b>Accuracy</b>               | 95         | 82          |                  |
| <b>Rate</b>                   | --         | <70         |                  |

|                           |    |    |                 |
|---------------------------|----|----|-----------------|
| <b>Comprehension</b>      | 70 | 81 | Gain + 9 months |
| <b>CLG Level</b>          | 4  | 8  | +               |
| <b>PM Benchmark Level</b> |    |    |                 |

CLG & SRS progress monitoring



How well are you removing barriers to learning and ensuring equity for all?

Our PEF funding is used flexibly to support the needs of identified learners who require additional support with Literacy, Numeracy or Health and Wellbeing. Learners eligible for free school meals benefit from this support, however, where possible, we aim to support as many learners as we can, regardless of whether they are eligible for free school meals. We also use a wider definition of vulnerability to support specific children and their families.

Our PEF team work closely with Senior Management and Additional Support for Learning to target learners who may benefit from a specific intervention, as judged from available data and information from attainment meetings, ASLT consultations as well as class teacher judgements and standardised/formative assessments.

### **STAFF CONSULTATION**

Staff were also asked to make suggestions regarding PEF spending to ensure equity for all and to share any skills they may have to extend our provision. They responded with

- o Sensory/Fidget toys for specific class
- o New, phonics based reading books in P1
- o Top up ORT reading books to make a group set (P2 - P4)
- o Phonic Readers (Catch Up Readers) (P4 -P6)
- o Nessy spelling & reading program (P3 – P6)
- o Fine motor – thera putty
- o Red / Blue magnetic letters
- o Ipads

We were able to purchase all of these items to support a large number of learners throughout the school.

### **IPADS**

As a result of a decline in the productivity of our laptops, teaching staff were consulted and expressed a preference for additional iPads to be purchased to improve access to technology for all pupils. As a result of two projects not beginning this session, we have been able to purchase 14 iPads and a charging trolley, with the view that in another year or two we will have enough iPads to



|   |   |
|---|---|
|   | support a full class and improve the provision of quality, up to date technology and access to learning.  |
| How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned? | <p>PEF applied to West Sound Cash for Kids and were able to provide a voucher to all FSM pupils plus a few other families to support them at Christmas.</p> <p>Greater consideration needs to be given to involving school staff in decision making but also in reporting progress of specific pupils and sharing data to share evidence.</p> |

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

|   |   |          |        |       |    |    |   |       |       |        |       |
|---|---|----------|--------|-------|----|----|---|-------|-------|--------|-------|
| <b>PEF Project/spending area 1:</b><br><br><b>Literacy – supporting all learners</b><br><b>Spelling</b><br><b>Reading</b> | Accelerated Reader subscription – Primary 4 – 7 pupils<br>Nessy Reading and Spelling – Primary 3 -6 pupils (individuals selected by teachers)<br>Reading books – ORT & Big Cat – to supplement reading resources in P1 - 4<br>Phonic Book readers & worksheets – to support Catch Up readers – Hi-Lo reading books to keep less able readers engaged.   |          |        |       |    |    |   |       |       |        |       |
| Rationale:  | To raise attainment in literacy (SIP Priority 2)  |          |        |       |    |    |   |       |       |        |       |
| Impact:   | <u>Spelling &amp; Reading</u><br><u>Nessy Brief Summary</u><br>P3 Reading & Spelling – all maintained or improved progress<br>P4 Reading - all pupils except 2 in reading and 1 in spelling maintained or improved progress<br>P5 Reading & Spelling - all except 2 in reading, maintained or improved progress<br>P6 Reading & Spelling - all except 2 in reading, maintained or improved progress<br><br>Phonic Books – supporting 3 pupils currently – all have responded well to the new texts<br><br><u>Accelerated Reading</u><br><br>Attainment since August for pupils who benefit from PEF <table><tr><td>PUPIL ID</td><td>P7</td><td>P6</td><td>P5</td><td>P4</td></tr><tr><td>A</td><td>+1:01</td><td>+1:02</td><td>+ 0:01</td><td>+0:05</td></tr></table> | PUPIL ID | P7     | P6    | P5 | P4 | A | +1:01 | +1:02 | + 0:01 | +0:05 |
| PUPIL ID  | P7  | P6       | P5     | P4    |    |    |   |       |       |        |       |
| A   | +1:01   | +1:02    | + 0:01 | +0:05 |    |    |   |       |       |        |       |

|                    |   |       |       |        |       |
|--------------------|---|-------|-------|--------|-------|
|                    | B   | +0:05 | -0:04 | + 0:03 | +0:10 |
|                    | C   |       | +1:07 | =      | -0:03 |
|                    | D   |       | +3:01 |        | +0:03 |
|                    | E   |       | +2:00 |        |       |
|                    |   |       |       |        |       |
| Evaluative Comment | <p>Staff are still learning how to utilise Nessy and manage consistent, dedicated time for it to fit in with daily plans. It is a big undertaking, and we still have several months left to monitor the impact in terms of our own Standardised assessments.</p> <p>NESSY achievement reports to date (Appendix 1-4)</p> <p><u>PUPIL VOICE</u></p> <ol style="list-style-type: none"> <li>1. I like Nessy, it helped me with spelling words with a 'c', what goes first</li> <li>2. It's a fun way to learn</li> <li>3. I like the nuggets and I get to spend the,</li> <li>4. I could only spell words at the top but now I can spell "athlete"</li> </ol> |       |       |        |       |

|  |   |
|--|---|
| <b>PEF Project/spending area 2:</b><br><br><b>Literacy – supporting all learners</b><br><b>Writing</b> | Stephen Graham – Text Types/Writing CLPL training – all teachers  |
| Rationale:   | To raise attainment in literacy (SIP Priority 2)  |
| Impact:  | Staff have begun to make plans to ensure that all text types are covered throughout the school.   |
| Evaluative Comment   | Staff are developing greater confidence teaching and assessing the different text types. Moderation using new criteria has begun and further work on embedding the Authority writing framework and assessment is planned for session 23/24. |

|  |  |
|--|--|
| <b>PEF Project/spending area 3:</b><br><br><b>Numeracy</b> | Play Along Maths Borrow a Bag / Parental/Home Engagement   |
| <b>Rationale:</b>  | Partnerships and Collaboration – face to face working with parents/carers (SIP Priority 4)<br>To provide an opportunity for Parents/Carers to come into the school, learn about how Mathematics and Numeracy is taught using the DNK approach and find out ways they can support learning at home.   |
| <b>Impact:</b>   | Project did not get started as early as we would have liked due to staffing changes at management level. Initial plans involved a teacher planning and preparing the materials, however the teacher had no availability to be employed to enable this to happen.<br>Resources have now been purchased and our planned project is now underway.<br>Our Maths bags contain practical, fun games and activities which will cover concepts including number sequences, fact families, addition, subtraction, multiplication, division, place value, symmetry, co-ordinates, measure, money, 2D & 3D shape. |
| <b>Evaluative Comment</b>                                  | The project is still in progress with ten Maths bags complete and another ten in progress. A Sway is being created to share with families the rationale of Play Along Maths.<br><br>We aim to invite families into school before the end of this term. We would like to invite P3 families to participate this year, with the view that we could deliver to P3 & P2 next year.   |

|  |   |
|--|---|
| <b>PEF Project/spending area 4:</b><br><b>Numeracy</b> | Purchase subscription for Times Tables Rock Star  |
| Rationale:   | Numeracy (SIP Priority 3)   |
| Impact:  | P3 – 89% active<br>P4 – 96% active<br>P5 – 96% active<br>P6 – 97% active<br>P7 – 81% active<br>for an average of 9 – 12 minutes |
| Evaluative Comment                                     | <u>PUPIL VOICE</u><br>1. I like it, it's a fun way to learn as it's just games but it's challenging you                         |

|  |  |
|--|--|
| <b>PEF Project/spending area 5:</b><br><b>Health &amp; Wellbeing</b> | Roots of Empathy   |
| Rationale:   | When looking at our Health and Wellbeing tracker it showed that a significant proportion of our pupils self-identified nurture as being a need.<br>Roots of Empathy was selected as a program which we could deliver, year after year, requiring limited annual spending, which would cover a huge number of Health and Wellbeing experiences and outcomes including empathy, emotional literacy, bullying |



|                    |   |
|--------------------|---|
|                    | "Roots of Empathy reduces aggression, increases sharing, caring, and inclusion, and promotes resilience, well-being, and positive mental health."   |
| Impact:            | <p>Teacher &amp; instructor observed -</p> <ul style="list-style-type: none"> <li>• improved confidence in specific pupils, when participating during ROE class lessons</li> <li>• improved engagement and interest (verbally &amp; non verbally), during family visits</li> <li>• ability to empathise with others</li> <li>• confidence speaking to another adult, ask relevant questions</li> <li>• build on previous knowledge, observations and experiences</li> <li>• talk about feelings and emotions</li> </ul> <p>Questionnaire are being completed at the moment and Action for Children will collate a report later in the year.</p> |
| Evaluative Comment | Roots of Empathy program has been very successfully received within the Primary 4 classroom, children have been highly engaged, especially during Family Visit sessions.  |

|   |   |
|---|---|
| <b>PEF Project/spending area 6:</b><br><br><b>Early Literacy / Health &amp; Wellbeing</b> | Early Level Literacy : Talking Listening and Questioning training and purchase of resources (Black Sheep Press) |
|---|---|

|                    |   |
|--------------------|---|
| Rationale:         | Phonological awareness assessments from the previous two years (interrupted schooling) showed a significant number of children were still at the early stages of developing their phonological awareness. The school has TLQ resources for ELC but not for Primary 1.   |
| Impact:            | <p>Initial plans involved training a teacher in the program – this has been completed.</p> <p>Changes in management structure meant that implementing the program became very difficult and eventually unmanageable as the teacher had no availability to be employed for the sessions.</p> <p>LA – it became apparent that our LA was familiar with the nursery program but not the Primary 1 program, therefore also needed to participate in the training, which we did not anticipate.</p> <p>A small TLQ group was started but due to the lack of remaining term time the group was stopped.</p> <p>No impact to report.</p> |
| Evaluative Comment | <p>Resources and training have been purchased to allow the program to be delivered in the future.</p> <p>PEEP training has not been started in Nursery so TLQ will be valuable in supporting our new intake of Primary 1 pupils 2023/24.</p> <p>We hope that the P1 teacher will take on TLQ with a teacher backfill being provided to allow these sessions to take place.</p>  |

|  |  |
|--|--|
| <b>PEF Project/spending area 7:</b><br><br><b>Health &amp; Wellbeing</b> | Aberlour to support and help engage families requiring additional support with attendance, routines etc. |
|--|--|

|                    |   |
|--------------------|---|
| Rationale:         | Building back Stronger – Health & Wellbeing, positive relationships (SIP Priority 1)<br>“Attendance rates will be addressed and will improve” |
| Impact:            | Minimal, if any, impact in terms of improved attendance.  |
| Evaluative Comment | Will plan not to employ Aberlour in the same capacity next year, only if a specific need arises   |

|  |  |
|--|--|
| <b>PEF Project/spending area 8:</b><br><b>Staffing</b> | Principal Teacher of PEF 1 x day per week<br>Learning Assistant 3 x per week   |
| Rationale:   | To plan, deliver and evaluate targeted interventions for pupils who may benefit from additional support to narrow the poverty related attainment gap and support learners to make progress.  |
| Impact:  | Our PEF Learning Assistant backfills other Learning Assistants in the morning which provides greater capacity for us to deliver targeted interventions throughout the afternoon. This enables us to target a significant number of learners within a week and provides the capacity to support learners on a number of occasions, thus maintaining momentum and opportunities for over learning to take place. |

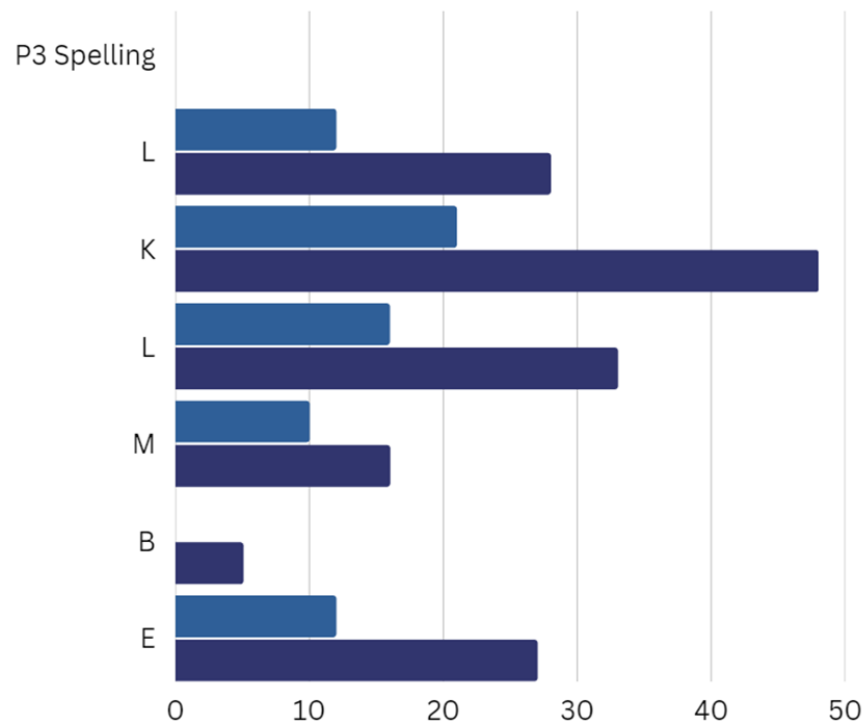
|                    |   |
|--------------------|---|
|                    | Our PT of PEF liaises with staff and parents. Creates written plans, monitors and evaluates targeted interventions, in consultation with LAs. Involvement in creating LA timetables to make best use of staff training/knowledge and to ensure continuity of interventions. Train LA staff where required. Feedback information to class teachers to inform their planning. Plan and facilitate the purchase of resources. Compiling data to inform next steps as well as end of year reporting and sharing with staff as relevant. |
| Evaluative Comment | PT PEF liaises with SMT to ensure continuity of provision, addressing need which may arise during staff tracking/consultation meetings.   |

## Appendix 1

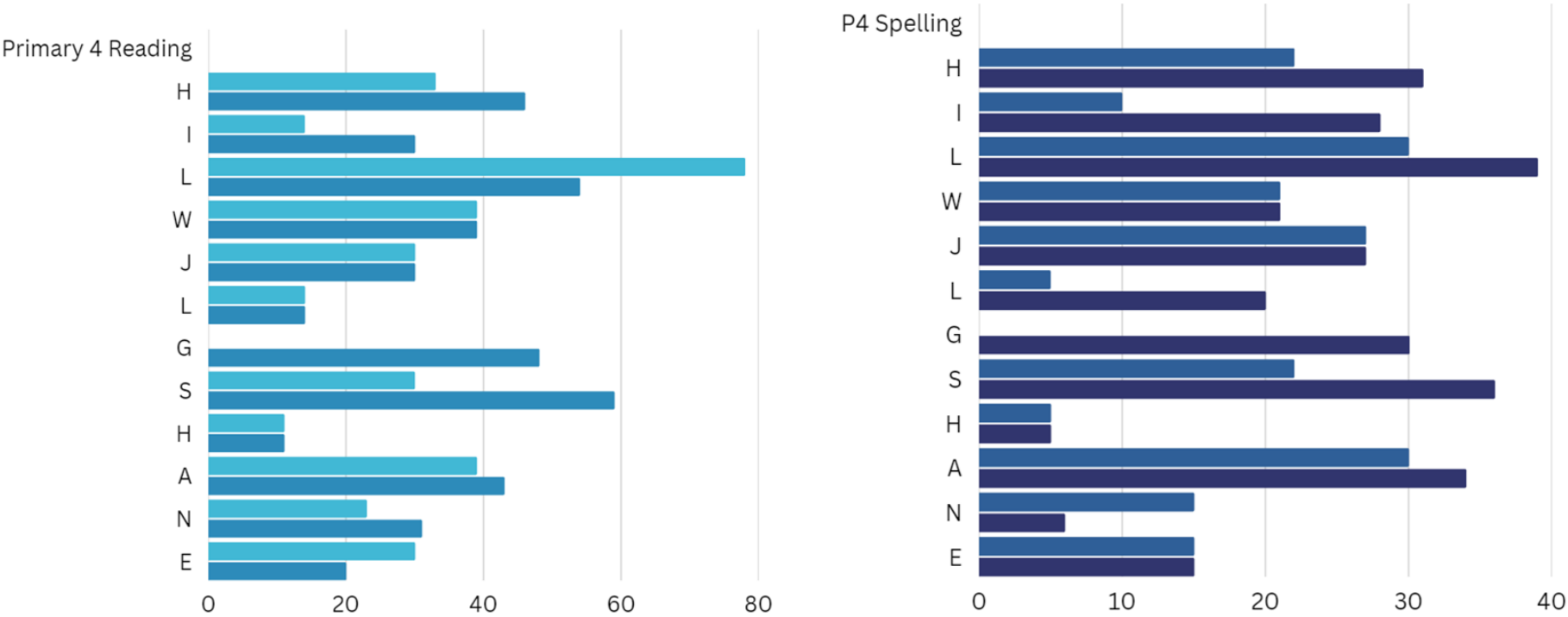
## KEY

Light blue (top line) Baseline score

Dark blue (bottom score) – Current score

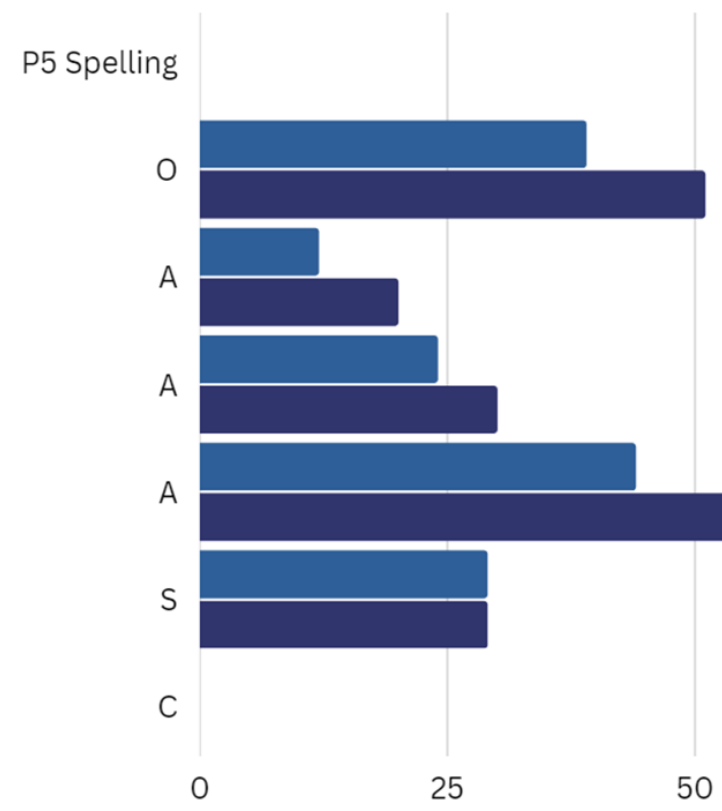
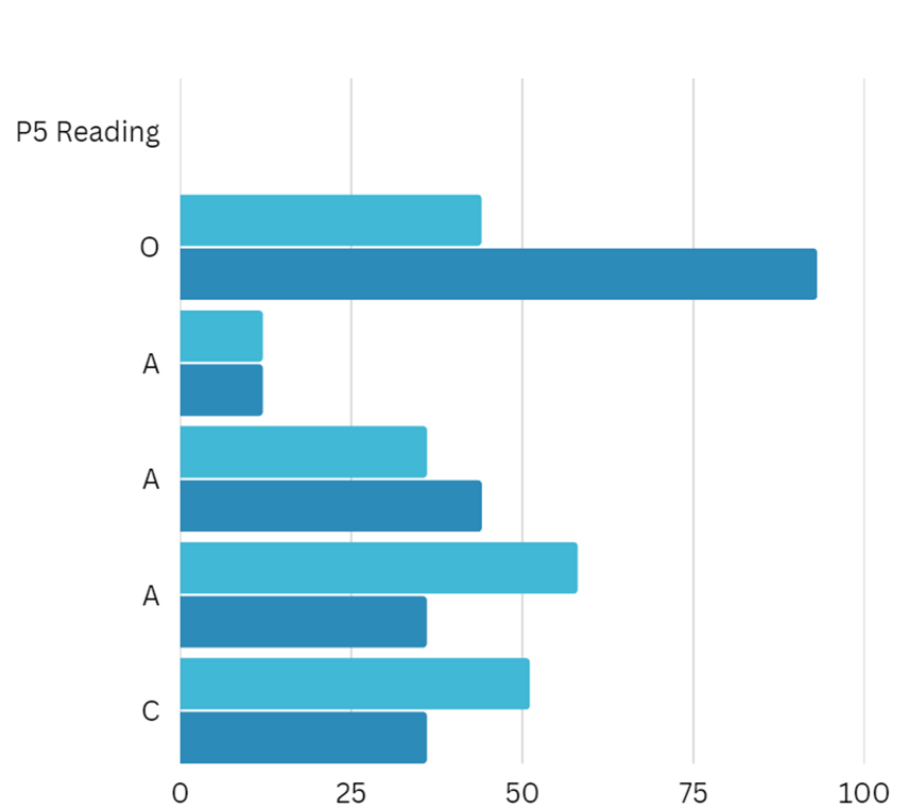


Appendix 2

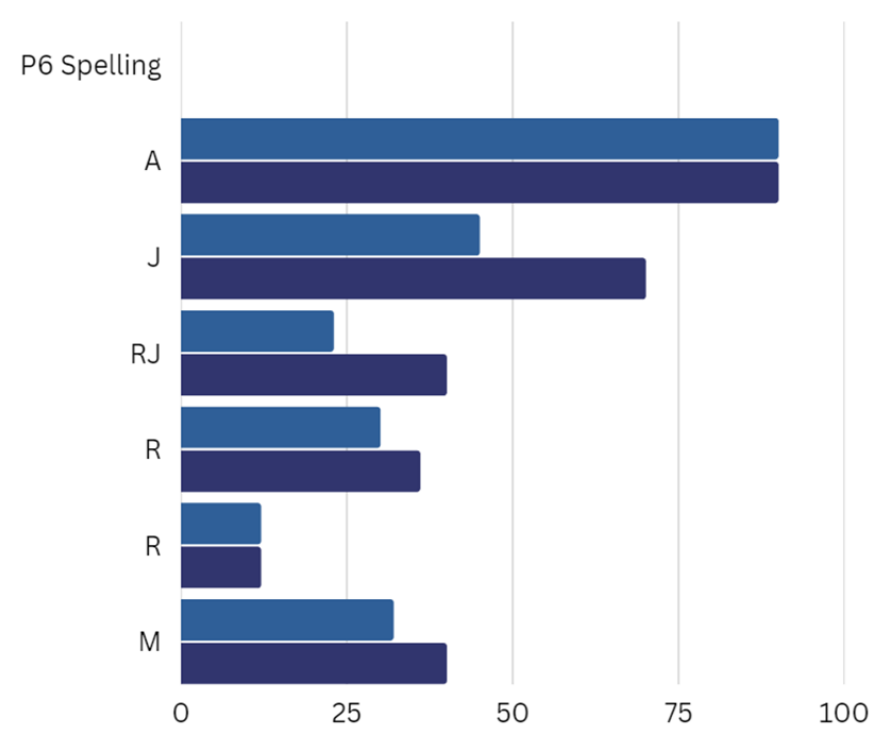
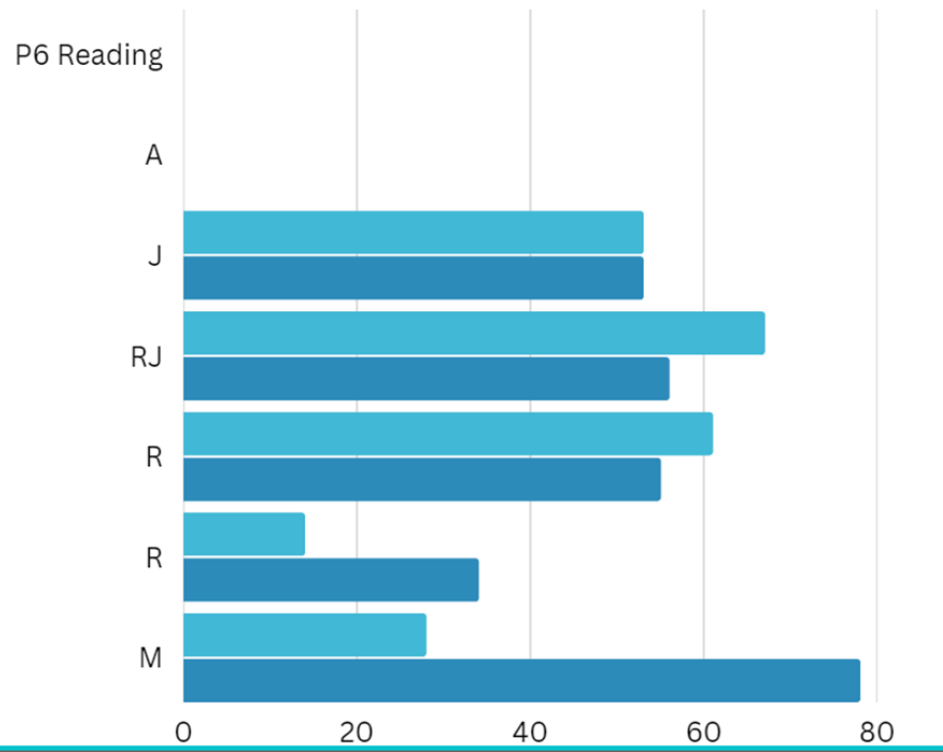


Appendix 3





Appendix 4



## 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?<br>What's working well for<br>your learners?<br>(Include evidence of<br>impact.)   | Areas for Improvement   | Evaluation<br>based on the<br>six-point<br>scale |
|--|--|---|--|
| <b>1.3 Leadership of change</b>  |  |   |  |
| <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change</li> </ul> | All Primary staff have a shared vision focusing on improvements in outcomes for all.   | Staff to partake in Vision Values and Aims review across the 2-18 as per 3-year self-evaluation cycle.  |  |
|  | There have been clear priorities for improvement, a timeline for the development work needed and a plan for implementation. A whole school overview of these areas was shared with parents and carers at the beginning of the session, with an update on progress shared just after the Christmas holiday. | Involve parents and carers more in understanding the improvement work taking place in school and how they can contribute positively to this work. |  |
|  | Development work is carefully planned across the school year to enable all staff to be involved. Evaluation and review time are built into the calendar to enable a flexible and dynamic approach.   | Maintain opportunities to develop and reflect on Learning and Teaching and new developments which are offered.                                    |  |

|  |   |   |  |
|--|---|---|--|
|  |   |   |  |
|  | Staff and Parents/Carers have been consulted on the 2023/24 SIP.  | Staff have contributed to the 23/24 through collegiate sessions. It is planned to consult with Parents and Carers prior to the summer holidays.   |  |
|  | Several teachers have taken opportunities to lead areas of development. This has included members of staff involved in a literacy staff working group, members of staff leading on Employability and a staff member leading an Early Level project to improve the implementation of Developing Number Knowledge at Early Level and transition between the ELC and P1.   | Continue to encourage and enable staff to lead at all levels.   |  |
|  | <p>Pupils are actively involved in improving the school. House Captains and Pupil Council members seek the views of pupils and ensure they are listened to and acted upon. 'Taking Action' mixed age groups were re-started this session.</p> <p>Eco group consisting of a representative from each class, meet weekly with Mrs Belford (Biology) to discuss sustainability and environmental issues. JRSO group representatives from across the school take forward projects such as Walk to School week and iBike tasks as directed by the authority.</p> <p>RRS group received the Silver award (UNICEF) and are now working towards Gold.</p> | <p>Involve pupils in creating and developing 'Taking Action' groups next session. Establish a 10-14 house of representatives group to offer pupil voice across the 2-18 campus.</p> <p>RSS group to begin to work towards Gold.</p> |  |



| <b>Quality Indicator</b><br><br><b>2.3 Learning, teaching &amp; assessment</b>  | <b>How well are you doing?</b><br><b>What's working well for your learners?</b><br><b>(Include evidence of impact.)</b>  | <b>Areas for Improvement</b>  | <b>Evaluation based on the six-point scale</b> |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Learning and engagement Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> | <p>Our learning environment is built on positive and supportive relationships with all pupils.</p> <p>The majority of pupils are engaged with their learning and are active participants, sharing their knowledge and experiences and shaping the learning in their classrooms.</p> <p>Staff work hard to engage learners and plan meaningful learning experiences.</p> <p>Teachers make use of a wide range of approaches in their classrooms to motivate and support pupils. Differentiation is used skillfully, and formative assessment approaches are used to inform next steps in teaching.</p> <p>High quality assessments are planned collaboratively and implemented, then moderated in level groups. The assessment calendar guides assessment activities across the year and ensures consistency of approach.</p> | <p>Continue with the cycles of collaborative planning for teaching input and assessment and refine the process for it to become embedded for staff.</p> <p>Continue to highlight the need for both the software and hardware required to enhance our learning in digital technologies.</p> <p>Continue to look for opportunities to allow learners to be more involved in their wider community again – links to Thornhill Rotary, Briery Park, Old School Thornhill, Library, local businesses etc.</p> <p>Prioritise moderation in literacy through Stage meetings.<br/>Evaluate SEEMIS reporting and establish if this is to continue as the format used to report to parents in session 23/24</p> |  |

| <b>Quality Indicator</b><br><br><b>3.1 Ensuring wellbeing, equality and inclusion</b>   | <b>How well are you doing?<br/>What's working well for your learners?<br/>(Include evidence of impact.)</b>   | <b>Areas for Improvement</b>   | <b>Evaluation based on the six-point scale</b> |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul> | <p>Curriculum delivery focused on literacy, numeracy and health and wellbeing. Individual nurture needs were considered for learners at all stages upon the return to school.</p> <p>Extensive ASL, CT and DHT consultation allowed timetabling of resources and staff to be effectively deployed in supporting the most vulnerable learners.</p> <p>PEF spend – focused on needs at individual level, then rolling this out to other pupils.</p> <p>Staff model behaviour which promotes and supports the wellbeing of all.</p> <p>RRS questionnaires showed most pupils felt safe, supported and listened to, and they knew which adults they could speak to about an issue or concern. SHANARRI indicators are used in all classes and pupils are familiar with these. They complete a self-evaluation exercise twice per year and any concerns or changes are followed up. The indicators have been linked to the UNCRC and work on Rights in assemblies and classes.</p> | <p>Continue to be responsive at identifying learners who require support and/or interventions as required.</p> <p>Continue working with staff, pupils and families on RRS, working towards the Gold Award.</p> |  |

|  |  |  |  |
|--|--|--|--|
|  | All staff took part in 3-year Child Protection training from the local Authority safeguarding lead in August. Staff have had training in Rights too. |  |  |
|--|--|--|--|



| <b>Quality Indicator</b><br><br><b>3.2 Raising attainment and achievement</b>  | <b>How well are you doing?</b><br><b>What's working well for your learners?</b><br><b>(Include evidence of impact.)</b>  | <b>Areas for Improvement</b>   | <b>Evaluation based on the six-point scale</b> |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul> | <p>Attainment in Literacy and Numeracy are two of the school's priorities for improvement.</p> <p>As a whole school, involving all stakeholders we self-evaluated QI 3.2.</p> <p>Parents thought we were good at identifying learning needs and tailoring support as required.</p><br><p>Staff felt that we were making good progress in literacy to raise attainment with the use of PM benchmarking, AR and Stephen Graham. Staff feel that they are beginning to embed these changes.</p> <p>DNK is working well.</p> | <p>From the Parent voice they were unsure of what the assessment data gathered by the school is used for in terms of furthering their child's learning. Parents were still not fully aware of CfE levels and what these mean for their child.</p> <p>Further work to be done on explaining progress through a level.</p><br><p>Staff felt how we track and recognise achievements and our use of outdoor learning were both areas to be developed.</p><br><p>Some of the staff are not fully trained in the Stephen Graham approach. Therefore, modelling of writing and a more joined up approach is required to ensure consistency. Not all staff are comfortable using AR, and refresher training is required.</p><br><p>Several of the staff felt that DNK is new, and we still require time to gain confidence in the model and to allow us to embed it with the children before we see the impact.</p> |  |

|  |   |   |  |
|--|---|---|--|
|  | <p>Pupils stated that:</p> <ul style="list-style-type: none"> <li>• learning makes them feel happy</li> <li>• they are involved in setting and reviewing their learning targets</li> <li>• that they are challenged in their maths activities</li> <li>• feel that you achieve in school</li> <li>• work in groups which helps understanding</li> <li>• can use literacy skills to support your learning different situations</li> <li>• At WHPS we recognise and celebrate all types of achievements</li> <li>• Staff at WHPS encourage me to get involved in things that I might find tricky</li> </ul> | <p>Work is required to involve all pupils in their own learning and how they learn. For some pupils' literacy activities require more challenge.</p> <p>Further work is required to build confidence to allow pupils to talk confidently about their learning.</p> <p>Pupils would appreciate more opportunities to learn outdoors.</p> |  |
|  | <p><b>Numeracy</b></p> <p>We track our learner's achievement using a range assessments and teacher judgement, and record this on our data spreadsheets at various identified points in the session.</p> <p>We have had discussions with staff over making achievement of a level decisions using the data to feed into these decisions. Staff confidence and understanding of this process is increasing.</p>   | <p>Identify another Standardised assessment on alternative years to complement SNSA.</p> <p>Time is required to continue to build teacher confidence surrounding achievement of a level.</p>  |  |

|  |  |   |  |
|--|--|---|--|
|  | Data showing how many pupils are on track to achieve the expected level looks positive and interventions have been identified to support those who are close to achieving the levels in P1, P4 and P7.   | Attainment meetings will occur at the end of each planning block. Following these Attainment meetings, a review of ASfL provision will take place.  |  |
|  | <p><b>Literacy</b><br/>Literacy curriculum development has occurred this year with a focus on staff professional development in teaching writing, developing the curriculum, and creating a plan to improve reading comprehension.</p> <p>A robust tracking system is in place to monitor attainment over time in Literacy and Numeracy. A range of standardised assessments and teacher judgement are used to track learners' attainment, and these are recorded on cohort data spreadsheets at identified points in the session.</p> | <p>Implement new Writing Programme of Study, evaluate and review in May 2024.</p> <p>Implement strategic plan for improving reading comprehension.</p> <p>Review all current tracking spreadsheet and ensure they show the attainment journey of the life of a child.</p> |  |
|  | Assessment of pupils' attainment is ongoing. We have put in place improved plans to build accurate and robust judgements about how well pupils are learning and progressing. Staff confidence and understanding of this process is increasing. Data showing how many pupils are on track to achieve the expected level looks positive and interventions have been identified to support those who are close to achieving the levels in P1, P4 and P7.  | Develop staff confidence at all levels regarding use of data to effectively meet the needs of all learners.   |  |

|  |   |  |  |
|--|---|--|--|
|  | Attainment Meetings with a clear agenda take place between Depute Head Teachers, Class Teachers. Pupils' attainment and progress is discussed, and staff consult on actions to support and challenge learners.            | The Additional Support for Learning Teacher attends the end of level Attainment Meetings.                          |  |
|  | Moderation of Achievement of a Level and within a level has continued with Stage Meeting format introduced in 2020/21 .   | Prioritise regular literacy and numeracy moderation occurs in stages providing opportunities for staff discussion. |  |
|  | Probationer moderation sessions for writing occurred with QAMSO input.  | Participate in Cluster Moderation activities in Session 2023/24.   |  |
|  | Pupils develop a wide range of skills and attributes through a varied curriculum in school and by engaging in activities outside of school. Pupils achievements are valued and shared at our Wider Achievements Assembly. | Increase pupil awareness of and ownership of wider achievements both in and out of school.                         |  |
|  | There have been several opportunities for pupils to engage with local businesses and organisations this year.   | Increase partnership working (see Q.I 2.7)   |  |
|  | Pupil Equity Funding (PEF) is used to promote equity of success and achievement for all our pupils. See PEF report.   | Evaluate and review PEF usage.   |  |
|  | There are concerns for a small number of pupils about the negative impact of very low attendance on their wellbeing and attainment. The Attendance Officer and the Aberlour   | Continue to undertake interventions to support attendance.   |  |

|  |   |  |  |
|--|---|--|--|
|  | organisation are working with families to remove barriers to attending school and improve attendance. |  |  |
|--|---|--|--|

| Quality Indicator  | How well are you doing? What's working well for your learners? (Include evidence of impact.)  | Areas for Improvement   |
|--|---|---|
| <p><b>2.2 Curriculum</b></p> <ul style="list-style-type: none"> <li>Learning Pathways</li> </ul>   | <p>Staff plan carefully to meet the needs of pupils and creatively utilise available resources in order to support learners appropriately. Prior learning is considered, and progression is carefully planned for all pupils.</p> <p>The experiences and outcomes as well as the four capacities are the starting points for teacher planning, and this is shared with parents through the termly overviews sent home, and also celebrated through class certificates.</p> <p>Staff have had a clear focus on the key areas of literacy, numeracy and health and wellbeing, and these areas are always prioritised.</p> <p>Staff understand the principles of curriculum design and reflect on these when planning learning</p> | <p>Outdoor Learning could be more fully developed and supported across the school to ensure all pupils have regular opportunities to participate in it. Possibly Through Learning for Sustainability.</p> |
| <p><b>2.7 Partnerships</b></p> <ul style="list-style-type: none"> <li>Impact on Learners</li> <li>The impact of parental involvement on improving children and young people's learning.</li> </ul> | <p>Partnerships with all stakeholders are valued and characterised by trust and respect. Staff communicate at regular intervals with parents and carers, both formally and informally, and in response to meeting individual children's needs. Parental involvement in their child's learning has increased as face-to-face meetings return to as before.</p> <p>Further parent events such as Love of Literacy Day have re-established our school community ethos.</p>   | <p>We continue to welcome Parents and Carers into Wallace Hall Primary over the next session.</p>   |





## 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  | Collaboration   | Communication   | Compassion  |
|--|---|---|---|
| <p><b>Highlights of 2019/20</b><br/>There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>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.</p> <p><b>Looking forward</b><br/>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.</p> | <p><b>Highlights of 2019/20</b><br/>Promoting closer collaboration and sharing of good practice between the primary and secondary.</p> <p>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.</p> <p><b>Looking forward</b><br/>To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.</p> | <p><b>Highlights of 2019/20</b><br/>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.</p> <p>Excellent communication across our school, our cluster and our community which helped support the work of the Wallace Hall Hub during Covid-19.</p> <p><b>Looking forward</b><br/>Focus groups will be asked to evaluate our systems of communication and agree our next steps.</p> | <p><b>Highlights of 2019/20</b><br/>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.</p> <p><b>Looking forward</b><br/>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.</p>                       |
| Composure  | Creativity  | Critical Thinking   | Curiosity   |
| <p><b>Highlights of 2019/20</b><br/>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.</p> <p><b>Looking forward</b><br/>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.</p>   | <p><b>Highlights of 2019/20</b><br/>The school has effective and innovative ways to bring in extra funding.</p> <p>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.</p> <p><b>Looking forward</b><br/>We will continue to explore how the school can ensure that funding has a positive impact on all learners.</p>            | <p><b>Highlights of 2019/20</b><br/>Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.</p> <p><b>Looking forward</b><br/>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.</p>  | <p><b>Highlights of 2019/20</b><br/>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'.</p> <p><b>Looking forward</b><br/>We wish to develop an enquiring approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.</p> |

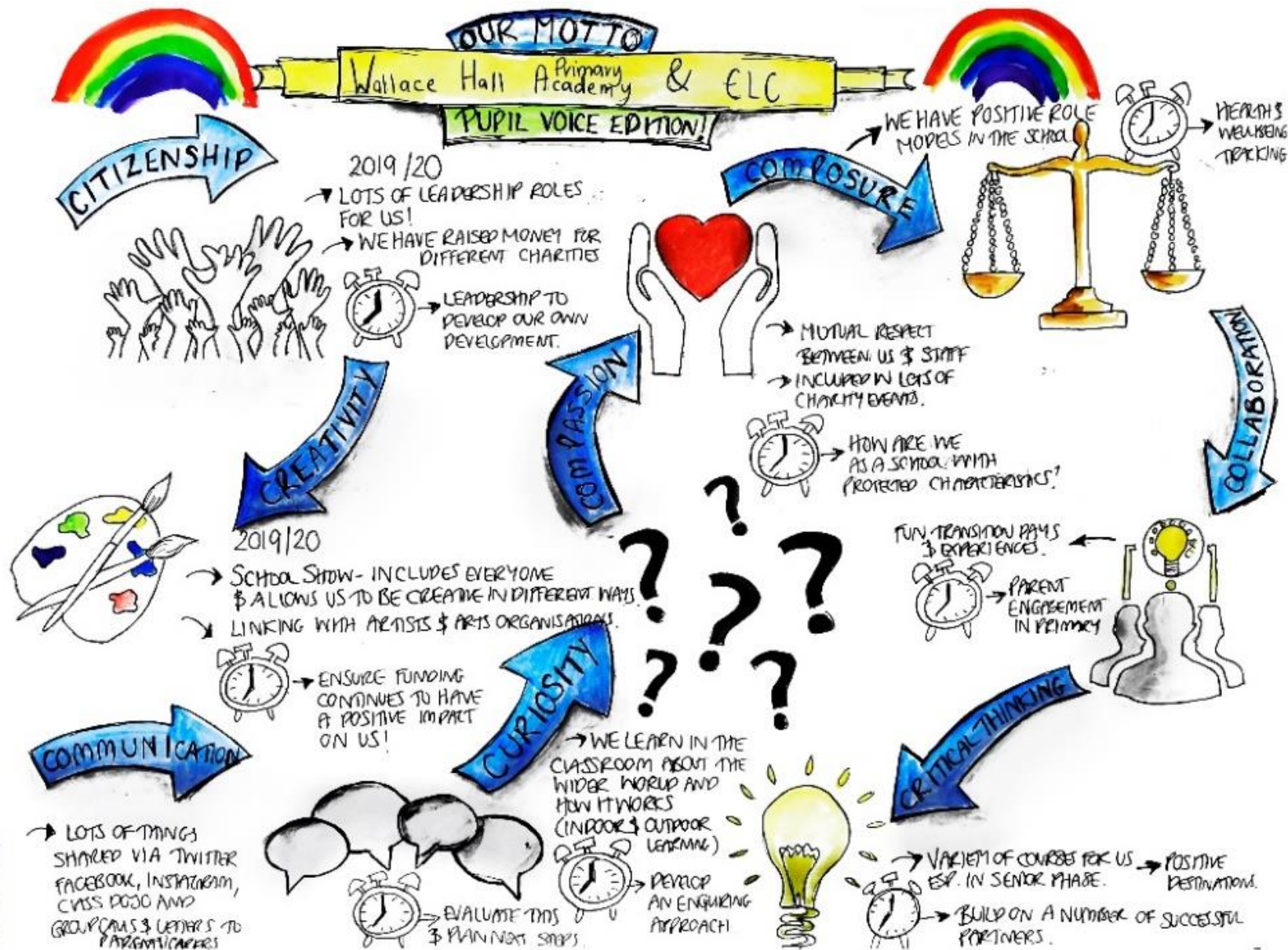
### Awards and recognition

|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
| <b>Dumfries and Galloway Rural Award</b><br>Smarter Scotland: Queensberry Initiative | <b>Lantra Scottish Landbased and Aquaculture School Project Award:</b><br>Commitment to delivering rural training winners 2020 | <b>The SOA Star Award:</b><br>Innovation for Queensberry Initiative Award at Wallace Hall Academy | <b>The Scottish Education Award:</b><br>Enterprise and employability | <b>World Teamwork Award</b><br>Winners: World Robotics Festival, Detroit USA, 2018 | <b>Scottish Champions:</b><br>First Lego League Robotics 2019 | <b>UK &amp; Ireland Champions:</b><br>First Lego League Robotics 2018 |
|--|--|---|--|--|---|---|

Updated October 2020



## Appendix 2 – Sketchnote





## Appendix 3 – Wallace Hall's Journey since 2008



