

Wallace Hall

Celebrating Achievement

Together we grow, learn and achieve



Wallace Hall ELC, Primary and Academy How Good is our School? ... our summary for parents 2020

Education Scotland has asked all schools to report to parents on performance. This will look at what has been going well, what we want to improve on and how we judge our own standards. It will also include information about the key messages you have given us – particularly through feedback from you and from our pupils and how we plan to respond.

Our school is committed to

- A process of self-evaluation – to assess our strengths and our areas to improve on.
- Working in partnership with parents – not just sharing information with you but genuinely involving you in the work of the school helping us to make this a great place to learn and grow.

Our approach to self-evaluation: What do we do to assess our strengths and plan our development priorities?

- ✓ We ask people (pupils/staff/parents) through surveys, focus groups and questionnaires.
- ✓ We look at the wealth of data we have about the work we do – e.g. attendance statistics, behaviour merits and demerits, assessment information, SQA exam results, Standardised Assessment results, destination figures for our leavers etc.
- ✓ We observe the learning and teaching that goes on in our school.

The results of our self-evaluation activities are then collated and used to plan improvements. Of course we also have to work towards priorities set by the Scottish Government and by Dumfries and Galloway Council. You will no doubt have heard about the national drive to raise attainment for all and to close the attainment gap between the most deprived areas and the most affluent. This is part of the National Improvement Framework for Scottish education.

The National Improvement Framework priorities are:

- to improve attainment for all, particularly in literacy and numeracy.
- to improve the learning progress of every child, by reducing inequality in education.
- to improve children and young people's health and wellbeing.
- to improve employability skills and sustained positive school leaver destinations for all young people.

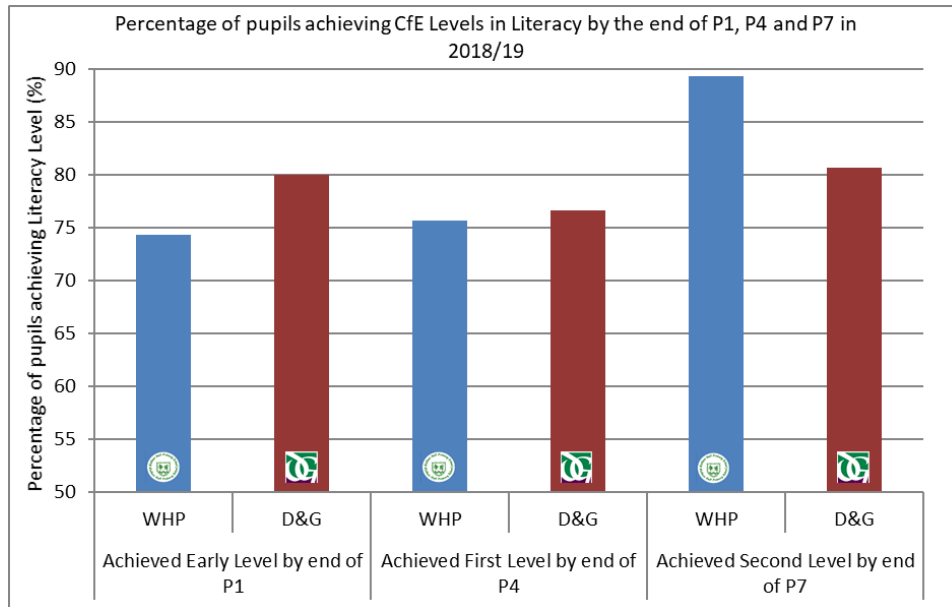
More details can be found at Parentzone – website address:
www.educationscotland.gov.uk/parentzone



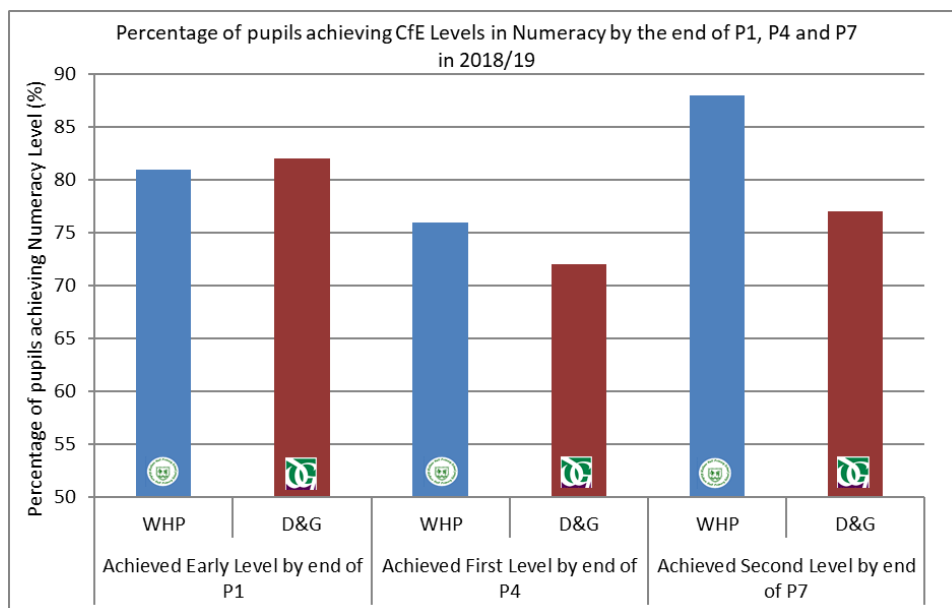
**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"

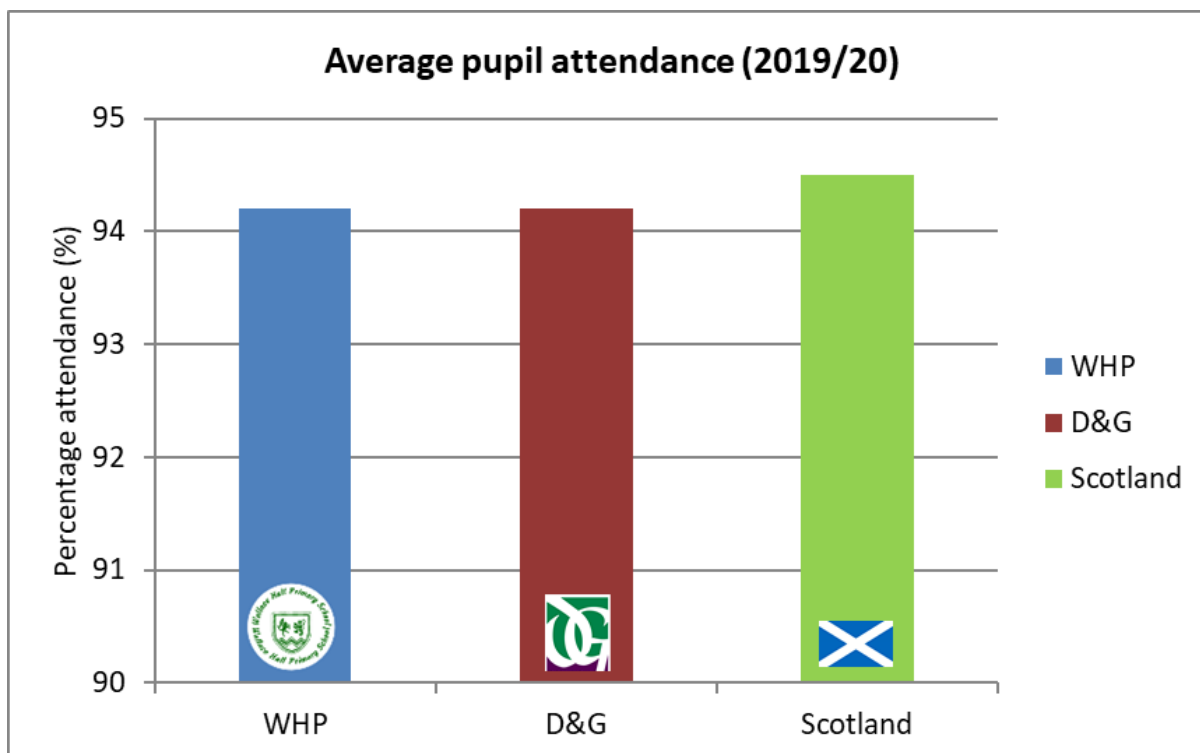
Pupils are assessed on their Literacy skills (Reading, Writing, Talking and Listening) throughout their time at Primary school. It is expected that most pupils will achieve Early Level by the end of P1, First Level by the end of P4 and Second Level by the end of P7. Due to school closures in March 2020 because of the COVID pandemic, staff at Wallace Hall Primary (alongside all other schools in the region) were asked not to enter final Levels for pupils in 2019/20. Instead the focus will be on supporting pupils with their Literacy now they are back in the classroom. We will of course share updated information with you when we have it but in the meantime the graph below shows the percentage of P1, P4 and P7 pupils who achieved certain Levels in 2018/19 in comparison with the regional average.



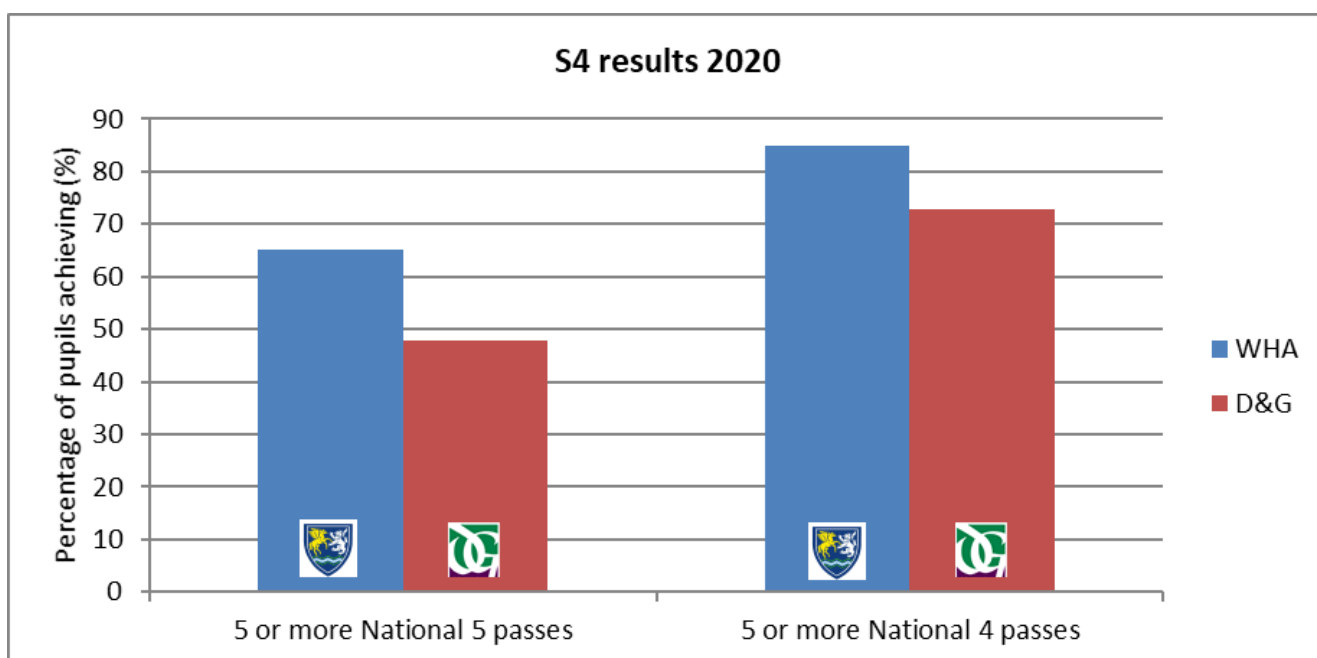
Pupils are assessed on their Numeracy skills throughout their time at Primary school. It is expected that most pupils will achieve Early Level by the end of P1, First Level by the end of P4 and Second Level by the end of P7. Due to school closures in March 2020 because of the COVID pandemic, staff at Wallace Hall Primary (alongside all other schools in the region) were asked not to enter final Levels for pupils in 2019/20. Instead the focus will be on supporting pupils with their Numeracy now they are back in the classroom. We will of course share updated information with you when we have it but in the meantime the graph below shows the percentage of P1, P4 and P7 pupils who achieved certain Levels in 2018/19 in comparison with the regional average.



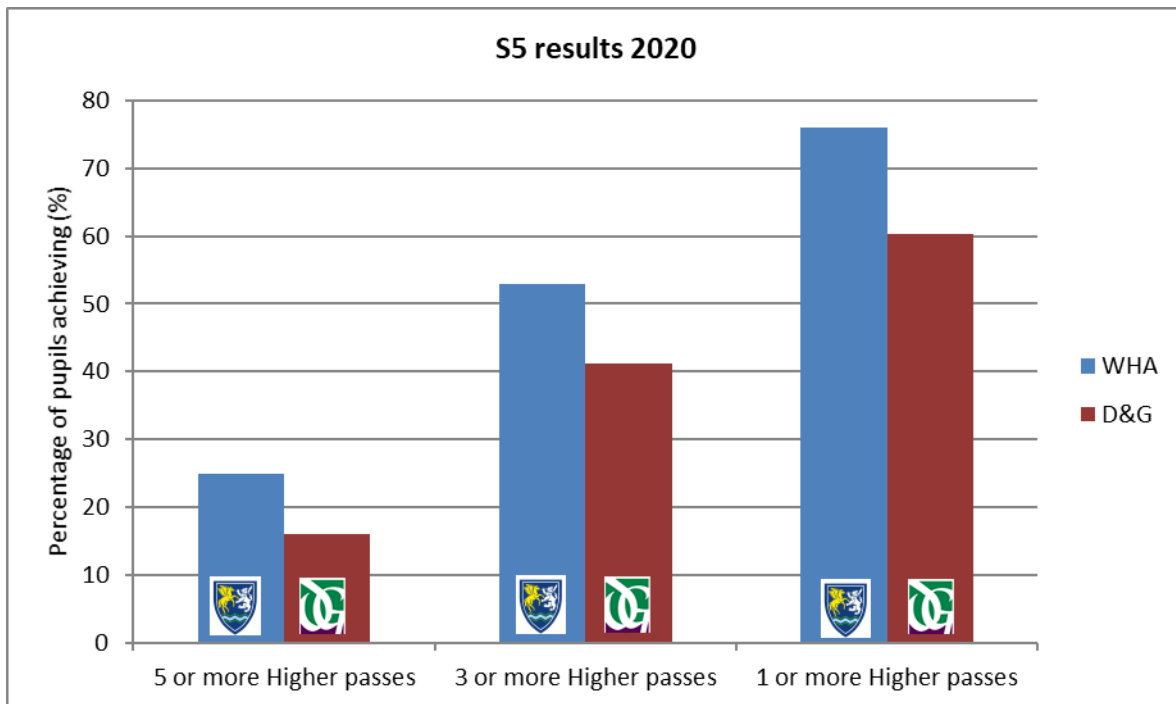
The graph below shows that pupils' attendance at Wallace Hall Primary is broadly similar with other parts of the region or nation.



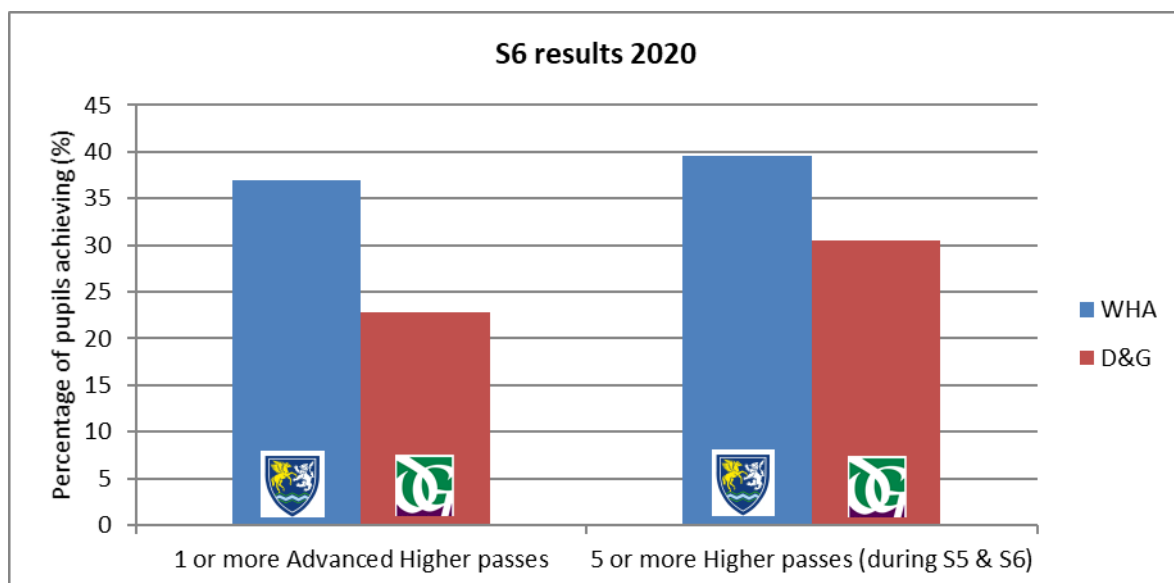
The graph below shows that pupils gaining National 4 or National 5 qualifications at the end of S4 at Wallace Hall Academy achieve more success than the regional and national averages. National 5 is the most challenging followed by National 4. Pupils sit 5, 6 or 7 qualifications at the end of S4, depending on the needs of the individual pupil. Due to the COVID pandemic, the results in 2020 were based on teacher estimates and we will get a further update in February 2021.



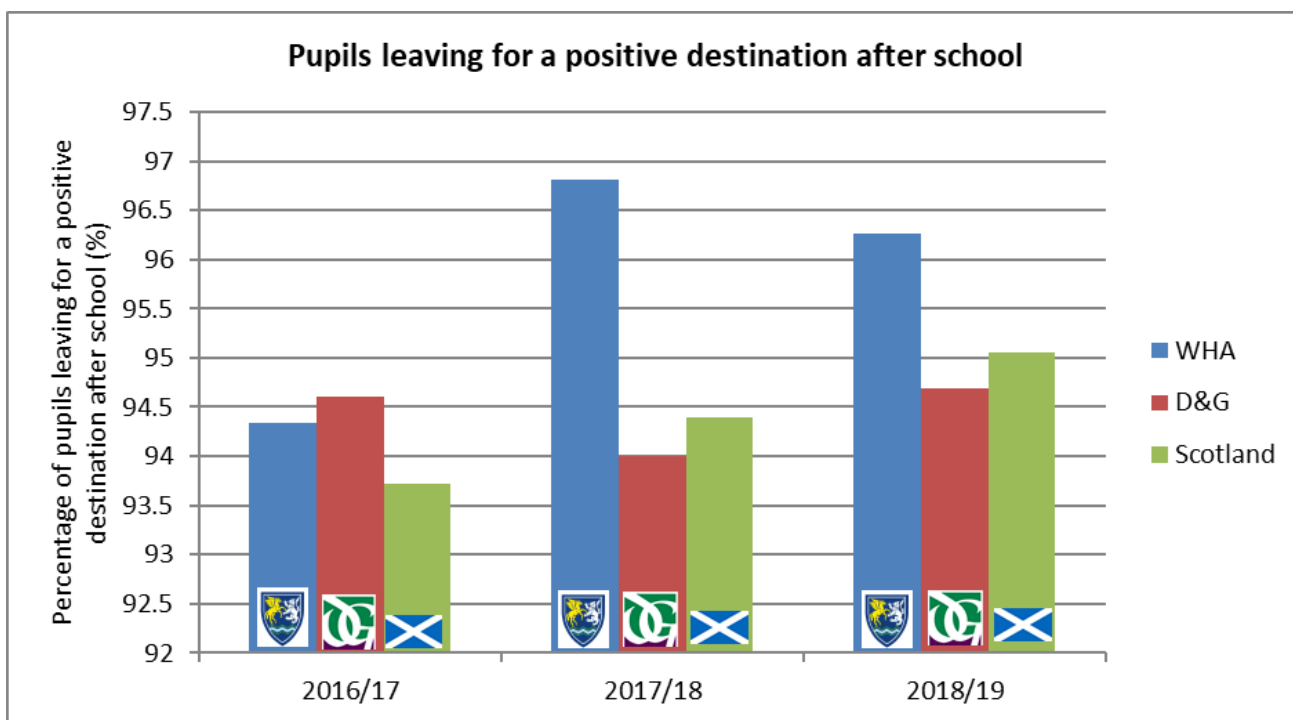
The graph below shows that pupils gaining Higher qualifications at the end of S5 at Wallace Hall Academy achieve more success than the regional and national averages. Pupils sit 4 or 5 qualifications at the end of S5 which could be made up of a mix of National and Higher courses. Due to the COVID pandemic, the results in 2020 were based on teacher estimates and we will get a further update in February 2021.



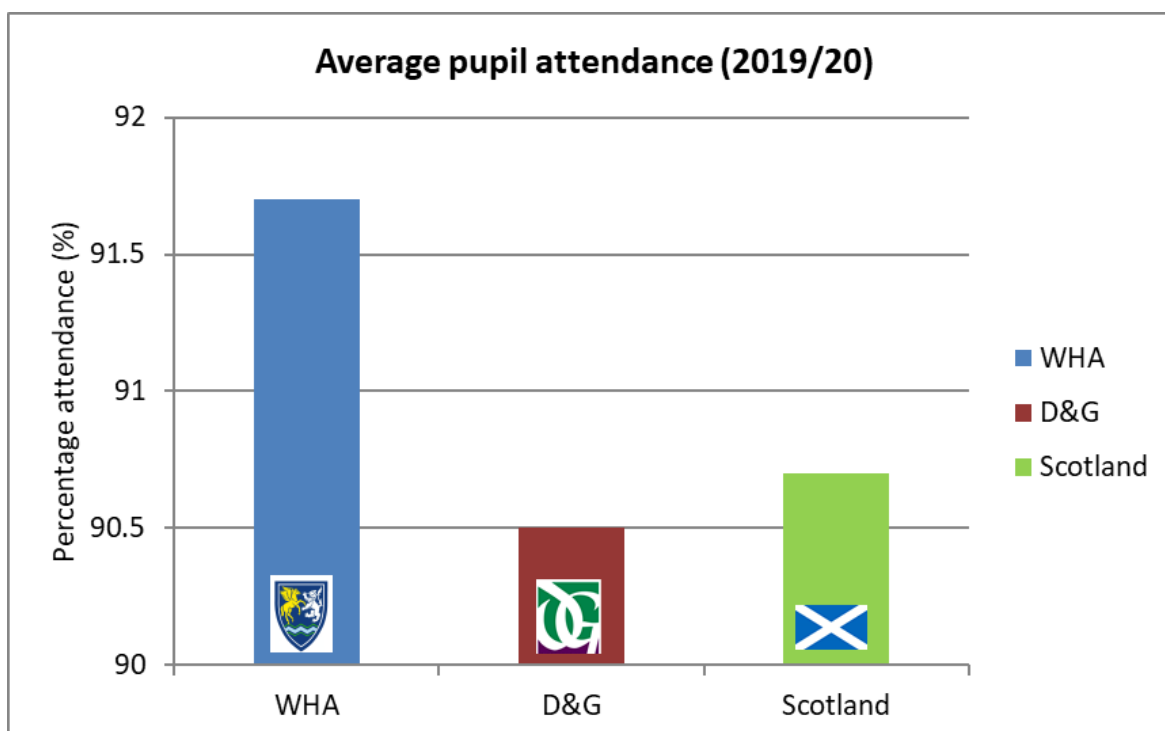
The graph below shows that pupils gaining Advanced Higher qualifications by the end of S6 at Wallace Hall Academy achieve more success than the regional average. Advanced Highers are the highest level of qualifications traditionally available in Scottish schools. In S6 the vast majority of pupils also continue to study for more Higher qualifications and the percentage of pupils leaving Wallace Hall in S6 with 5 or more Higher qualifications gained across S5 and S6 is higher than the regional average. Due to the COVID pandemic, the results in 2020 were based on teacher estimates and we will get a further update in February 2021.



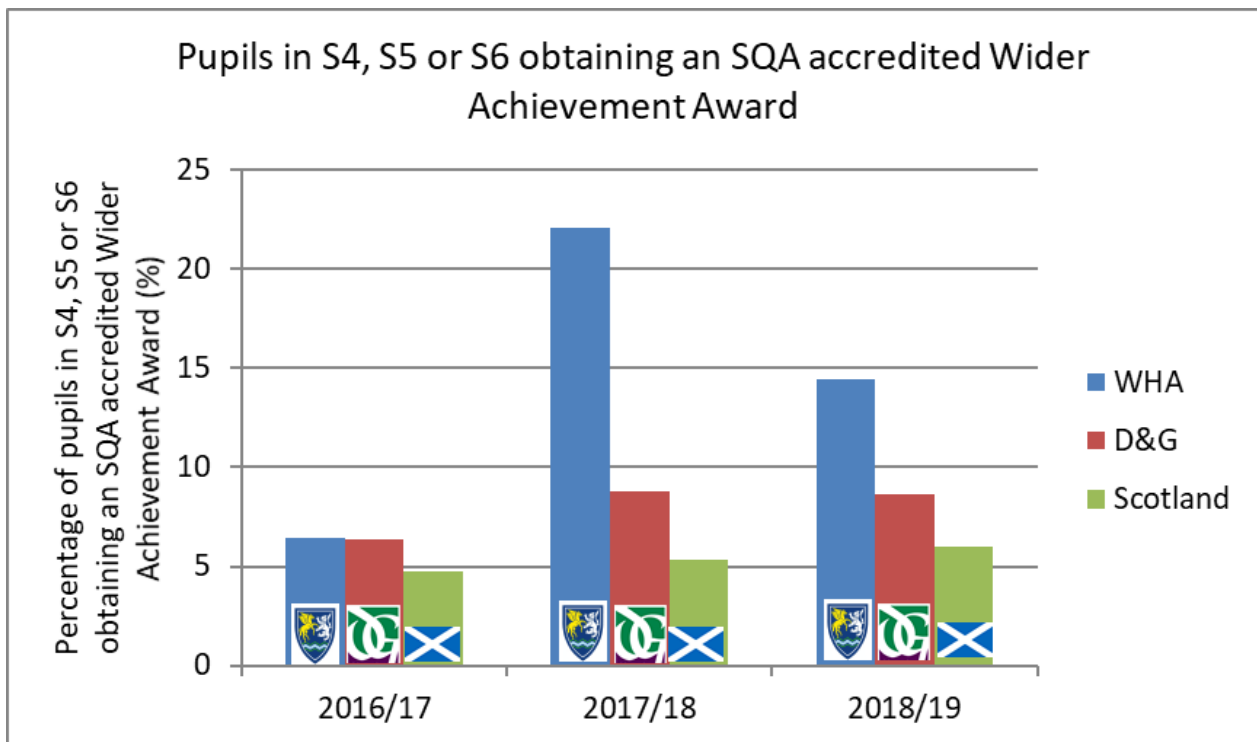
The graph below shows the percentage of pupils leaving Wallace Hall Academy at the end of S4, S5 or S6 for a positive destination. Examples of positive destinations include attending university or college, gaining employment, volunteering on a gap year or starting an apprenticeship.



The graph below shows that pupils' attendance at Wallace Hall Academy is better than in other parts of the region or nation.



In addition to awarding National 4, National 5, Higher and Advanced Higher Awards the SQA also have a range of accredited Wider Achievement Awards such as Employability and Leadership. These are vital skills that help pupils develop a wider range of skills which will be of use during and when they leave school. At Wallace Hall Academy we see the value of these skills and a number of pupils take up the opportunity to gain such Awards during their time with us.



Wider Achievement

Personal or wider achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. Wallace Hall provides opportunities for a range of achievements in the classroom and beyond. We encourage all students to take part in extracurricular activities and wish to provide opportunities for achievement and to support and encourage participation by all.

Wallace Hall works closely with community organisations to help young people access information and opportunities. On our school website there is a list of clubs in the Academy which include netball, school band, school show, sailing, rugby, football, Duke of Edinburgh, badminton, drawing and singing. In the Primary we are supported by Active Schools who run various activities. Our partnerships with a variety of organisations also give our pupils opportunities for wider achievement and this includes the Solway Credit Union, HALO Trust, Queensberry Estate, CAMPLE LINE, DuPont, Gates and Steilhead Cider.

These achievements are recognised in a variety of ways including assemblies, social media, school website, staff meetings, Celebration of Success events, church services and a variety of awards including the Youth Achievement Award, Duke of Edinburgh, Saltire, Leadership, Employability and the Prince's Trust.



Ted, Lois, Hannah and Luke
Our S6 Office Bearers 2020/21

Wallace Hall Primary House Captains



**Abbi and Leah
Dalgarnock**

**Archie and Ava
Dalveen**

**Munro and Murrin
Drumlanrig**

**Bruce and Lexi
Morton**

Wallace Hall Academy Straight A Students

Wallace Hall students excelled in this year's SQA courses with eight pupils in total achieving five straight A grades at Higher level. When the results were announced, Sarah Jones, Zoe Kean, Mia Larisma, Milly Macklin, Morna McKie, John McKay and Luke McKay were all delighted to learn that they had excelled, achieving five Highers at grade A with Aidan Kennedy also delighted to find out that he too had achieved the magic straight As at Higher level in six subject areas. In S6, Olivia Macklin, Oran Murray and Livia Nicholson all achieved three Advanced Highers at Grade A, with Oran being awarded the Wallace Hall Parent Council medal for Dux of Wallace Hall Academy.



Mr Graham congratulates Mia, Zoe, John, Aidan, Luke, Milly, Morna and Sarah who all achieved straight A grades in their Higher SQA Exams

The final page of this document shows our School Improvement Plan for 2020-21. This gives a clear indication of our plans for improvement and is based on the feedback we receive from parents, pupils and staff as well, as the advice we receive from Dumfries and Galloway Council and Education Scotland.

- 18. **ELC**
- Work towards a discreet ELC improvement plan in 2021/2022.
- Implement 1140 hours in the ELC.
- Develop new leadership structure.

- 17. **Target Setting**
- There will be a whole school review of target setting to:
- Investigate the impact across the school.
- Research best practice.
- Agree next steps.

- 16. **Secondary Development Targets**
- Secondary departments to agree targets for each area as detailed in main School Improvement Plan.

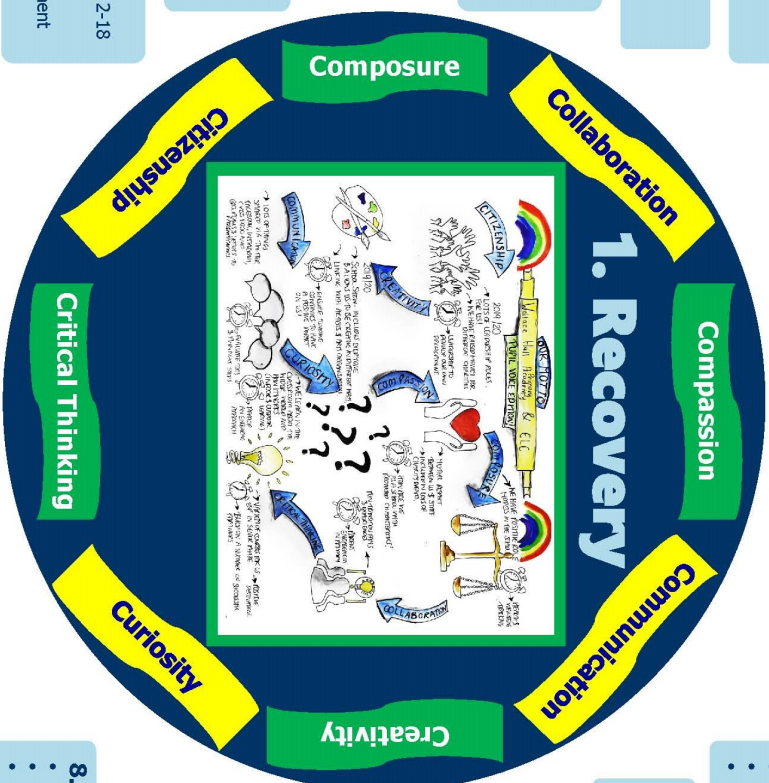
- 15. **Partnerships**
- Partnerships to be embedded and developed further with:
- Halo Trust
- Parent Council
- Cample Line.

- 14. **Self Evaluation**
- Strategic plans to be developed for the ELC, primary and academy.
- Classroom observation sheet to be reviewed.
- Staff to be trained on whole-school observations.

- 13. **PEF**
- Leadership roles in the primary and secondary to be identified.
- Interventions to be reviewed.
- Training to be organised.

- 12. **Tracking and Data**
- Progress and achievement to be fully embedded across the 2-18 school.
- Health and Wellbeing levels to be tracked across all stages.
- Further develop the confidence of primary staff in achievement of a level.

- 11. **Transitions**
- Curricular transitions to be developed further in Science and Social Subjects.
- Profiling to be reviewed.
- Parents to be surveyed about C/As.



- 2. **Maths and Numeracy**
- Teachers will be trained on the use of Big Maths in the primary.
- The PT in the secondary will evaluate recent changes to Maths courses.
- A working group will be set up to find a cluster approach to assessment.
- The National 5 Applications course suitability will be evaluated.

- 3. **Modern Languages**
- Primary will explore using British Sign Language.
- Transition work with all cluster primaries to continue.
- Further developments will be made to the Mandarin courses.

- 4. **Learning and Teaching**
- Training with Tapestry will come to an end.
- A STEM cluster group to be organised.
- Plans developed to make better use of Outdoor Learning.

- 5. **Literacy and Moderation**
- Moderation activities across the cluster will be evaluated.
- QAMSOS will continue to support this work.
- Secondary departments will develop further moderation activities.

- 6. **Leadership of Change**
- School Management will investigate capacity for additional leadership posts.
- Verification policy to be rolled out in the secondary.
- The 8 Cs will be used to create a structure for our assemblies.

- 7. **Employability Skills and Positive Destinations**
- The leadership and management of the Whapples orchard to be reviewed.
- Polytunnels to be re-structured and plans for greater use developed.
- Employability fortnight to be rolled out in the primary for a 2nd year.

- 8. **DYW**
- My World of Work to be used by a wider variety of groups.
- The Halo partnership will continue.
- We will investigate additional awards for Employability.

- 9. **Curriculum Learning Pathways**
- Other National Progression Awards to be investigated.
- A 3-year plan to be developed for 'STEM'.
- Profiling will be used to help focus on Employability Skills.



2020-21 School Improvement Plan

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