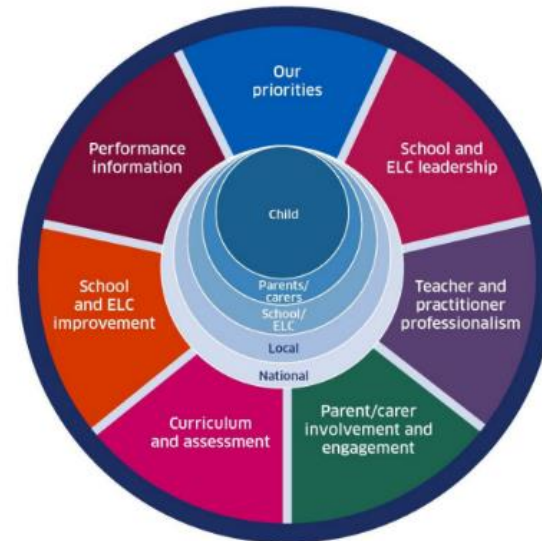


Education and Learning Directorate

School/ELC Annual School Improvement Planning

2025-2026



School: Wallace Hall Academy

Date: May 2025

SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	2.3 Pace and Challenge of Learning, Teaching and Assessment	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>To improve the overall quality of Learning, Teaching and Assessment and to ensure greater consistency across the academy.</p>	<ul style="list-style-type: none"> • Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. • Assessment approaches are matched to the needs of learners and are used to support them to demonstrate where they are in their learning. • Explanations and instructions from teachers will be clear and they will make use of skilled questioning, and engagement to promote curiosity, independence and confidence to support their learning. • Pupils will have a clear understanding of the purpose of their learning and will have opportunities for active engagement in their learning on a regular basis. 	<p>By April 2026, almost all teachers will increase the number of lessons that give pupils responsibility and leadership in learning. This will be measured through lesson observations and pupil feedback.</p> <p>By April 2026, almost all teachers will consistently refer to learning goals in at least 80% of their lessons to help pupils understand success criteria.</p> <p>By April 2026, senior leaders will evaluate the use of learning journals in S1 and expand their use to other BGE year groups, based on feedback and effectiveness.</p> <p>By April 2026, teachers will use assessment data more effectively to plan lessons that challenge all pupils. This will be monitored through planning reviews and pupil progress.</p> <p>By April 2026, senior and middle leaders will offer at least two learning events for parents to help them engage more with the school.</p> <p>By April 2026, senior leaders will include data from at least two partner</p>

		<p>organisations in the pupil achievement tracking system to give a fuller picture of progress.</p> <p>By April 2026, a working group will review the current AI policy and explore the use of Copilot in Office 365, with findings shared in a staff meeting.</p> <p>By April 2026, a Learning and Teaching catalogue will be created, covering the 10 principles and offering practical techniques and resources for staff. We will continue to use the MS Team.</p> <p>By April 2026, a staff forum will be set up to explore how personal experiences influence teaching and pedagogy, with findings shared in a staff development session.</p> <p>By December 2025, a link will be made with a secondary school that holds the RRS Gold Award. A development plan will be created and shared with staff.</p> <p>By April 2026, the school will explore how the 8Cs can be linked to Rights and share this with the school community through assemblies and newsletters.</p> <p>By April 2026, the school will develop a plan to embed the UNCRC in its social media, using it to inform pupils, parents, and staff about progress in Rights Respecting Schools.</p>
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NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria			
<p>Improvements in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and the least disadvantaged children and young people</p>		<p>School and ELC Leadership</p> <p>Teacher and practitioner professionalism</p> <p>Curriculum and assessment</p> <p>Performance information</p>		<p>1.1 Self-Evaluation for Self-Improvement</p> <ul style="list-style-type: none"> ➤ Collaborative approaches to self-evaluation ➤ Analysis and evaluation of intelligence and data ➤ Impact on learners' successes and achievements. <p>1.3 Leadership of change</p> <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 <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> ➤ Learning and engagement ➤ Quality of teaching ➤ Effective use of assessment <p>Planning, tracking and monitoring</p>			
Responsible/Lead Person		Time Allocations		Funding – including PEF		Expected Completion Date	
<p>Euan Mack DHT</p> <p>James Lees PT Learning and Teaching</p>		<p>Time from staff meetings and In-Service</p>		<p>School and Authority Funding</p>		<p>April 2026</p>	
Parental and Learner Engagement Opportunities				Linkage to Framework for Inclusion			
<p>Consultation with Parent forum and Parent Council</p>				<p>Staff will reflect on inclusive practice and engage with possible improvements</p>			

School Priority /Improvement Area for Learners	3.2 Raising Attainment and Achievement	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
Raising Attainment and Achievement	<ul style="list-style-type: none"> • Almost all children and young people will be attaining appropriate levels. • Our tracking systems will continue to demonstrate improvements in attainment and achievement over time. • The school will empower children and young people to have a say in our approaches to raising attainment and achievement. • The school will develop confidence in young people to recognise and celebrate achievement outside of the classroom. 	<p>By April 2026, staff will continue to support pupils in achieving strong results in Higher Applications of Mathematics, with progress tracked through assessment data.</p> <p>By April 2026, senior leaders will create a skills framework to help pupils explain how their skills are developing. This will be used in pupil profiles and reviews.</p> <p>By April 2026, senior leaders will expand leadership opportunities in the BGE by introducing at least two new pupil leadership roles or projects.</p> <p>By April 2026, senior leaders will develop a plan to ensure all pupils have access to the 1+2 approach to modern languages, in line with national guidelines. This will be monitored through timetables and pupil feedback.</p> <p>By April 2026, a 3-year plan for developing META skills will be created. In 2025–26, lessons for S1 will be developed and trialled.</p> <p>By April 2026, staff and pupils will evaluate current methods of recognising wider</p>

		achievement and agree on next steps, with a summary shared with the school community.		
NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria
<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the gap between the most and the least disadvantaged children and young people</p> <p>Improvements in children and young people’s health and wellbeing</p>		<p>Performance information</p> <p>Teacher and practitioner professionalism</p> <p>School and ELC improvement</p>		<p>1.1 Self-Evaluation for Self-Improvement</p> <ul style="list-style-type: none"> ➤ Collaborative approaches to self-evaluation ➤ Analysis and evaluation of intelligence and data ➤ Impact on learners’ successes and achievements. <p>1.3 Leadership of change</p> <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 <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 <p>Equity for all learners</p>
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
<p>Mr Blair DHT</p> <p>Sean Bell, PT Mathematics, Business and IT</p> <p>Paul McClair, PT English and Modern Languages</p>	Time from the working time agreement and In-service days	Funding will come from school budgets	April 2026	

Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Consultation with the Parent Forum and the Parent Council		We will continue to look at concerns in a solution focused manner and then try and agree the next steps which will lead to the best outcomes for all learners	

School Priority /Improvement Area for Learners	1.3/3.1 Leadership and Health and Wellbeing	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>Following a successful secondary Inspection in which we achieved three Very Goods in Leadership of Change, Learning, Teaching and Assessment, Raising Attainment and Achievement and Ensuring Wellbeing, Equality and Inclusion</p>	<ul style="list-style-type: none"> • A plan will be created to review the 8Cs over the next three years. • A working group will organise visits to a number of schools to investigate good practice across the country. • The school will look at how we can maintain or even improve on the quality of performance that was observed during the inspection in January 2025. 	<p>By April 2026, senior leaders will create a plan to review and simplify the school's '8Cs' and align them with the school's vision and values. A summary will be shared with staff and pupils to help them understand how they are improving in these areas.</p> <p>By April 2026, staff will increase opportunities for pupils and parents to take part in planning, delivering, and reviewing school and department improvement plans. Success will be measured by the number of participants and feedback collected.</p> <p>By April 2026, a working group will visit at least three other schools to observe good practice, evaluate what works best, and implement the most effective ideas at Wallace Hall.</p> <p>By April 2026, senior leaders will improve support for pupils at risk of exclusion by reviewing current strategies and introducing at least two new support measures.</p> <p>By April 2026, staff will review and update the wellbeing checks to ensure they meet</p>

		the needs of all pupils. This will include gathering feedback from pupils and staff. By April 2026 , staff will strengthen anti-bullying efforts by using updated national guidance and promoting equality. Progress will be tracked through pupil surveys and incident reports.	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and the least disadvantaged children and young people Placing the Human Rights of each child at the centre of education	School leadership and performance information	1.3 Leadership of change <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 3.1 Ensuring Wellbeing, Equality and Inclusion	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
B Graham E Mack	Time from staff meetings and in service	School and Authority funding	April 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Questionnaires and consultation with Parent Council		Staff will reflect on inclusive practice and engage with possible improvements	

