

Education and Learning Directorate

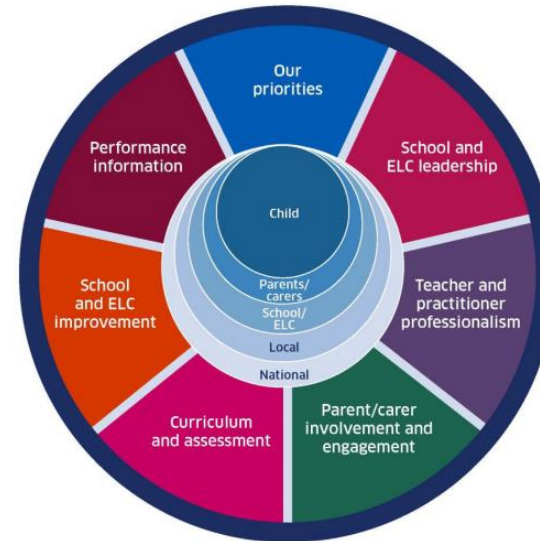
School/ELC Annual School Improvement Planning

2024-2025



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"



School: Wallace Hall Academy

Date: May 2024

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SCHOOL IMPROVEMENT PLAN 2024 – 2025 *(Limit the number of priorities to ensure they are manageable and achievable.)*

| Wallace Hall Academy Priority Improvement Area 1: Learning, Teaching and Assessment | Outcomes for Learners/School Community | Key Tasks |
|---|--|--|
| <p>Learning, Teaching and Assessment 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. | <ul style="list-style-type: none"> • Review our approaches to feedback, looking at this for different subject areas and trying to ensure it has the biggest impact on learning, teaching and assessment. • Organise training for secondary staff on assessment to ensure our assessment approaches meet the needs of all pupils. • Staff to be provided with training on questioning using materials from Impact Wales and Learning Unlimited. • JL and EM to look at other approaches to encourage a greater focus on learning and active engagement. • In 2023/24 a handout was developed on active engagement in the classroom. PTCs will be asked to use this in discussions with departmental members. • We will continue to look at learning and teaching through staff meetings, 15-minute forums, termly newsletters and reviews. • We will roll out plans for PLPs and ensure focus on learning, teaching and assessment. This will encourage staff to make use of the lesson evaluation toolkit to focus on their targets. This will be trialed in June 2024. • Learning and teaching training will be included in staff meeting calendar for 2024/2025. |
| <p>NIF Priority</p> | <p>NIF Driver</p> | <p>HGIOS?4 / HGIOELC QIs/National Standard Criteria</p> |

| <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 ➤ Planning, tracking and monitoring | |
|---|--|--|--------------------------|
| 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>Alan Lindsay/Jack Steele PT Health and Wellbeing</p> | <p>Time from staff meetings and In-Service</p> | <p>School and Authority Funding</p> | <p>May 2025</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> | |

| Wallace Hall Academy Priority Improvement Area 2: Support Improved Attendance | Outcomes for Learners/School Community | Key Tasks |
|---|---|---|
| <p>Attendance looks acceptable against authority and national figures but we feel that there is room for improvement. This will require a focus on individuals and small groups.</p> | <ul style="list-style-type: none"> Attendance will improve for individuals and all groups within the school. | <ul style="list-style-type: none"> Create new school attendance policy Clarify role of classroom teacher and PTC in highlighting attendance concerns to pupils and parents including mention in intervention letters where appropriate in line with new attendance policy Letter to be sent home to parents highlighting the link between poor attendance and attainment Update Seemis attendance letters for individual pupils who have poor attendance. Termly meetings to take place with PTPS to identify targeted groups and discuss interventions Implement calendar for tracking attendance Assemblies for pupils to highlight importance of attendance and links to attainment Resources to be sought from departments for pupils not attending school or struggling to access mainstream education Create 'Strategies for Parents' document which will provide help for parents of pupils that are struggling to attend on a regular basis BGE tracking – mentoring of pupils to be targeted at those with lower attendance Use EMT meetings to highlight pupils with 80-95% attendance and agree next steps Create school based attendance plans in line with new school attendance policy Create alternative provision/interventions for pupils not accessing mainstream Create new attendance tracking spreadsheets |

| NIF Priority | | NIF Driver | HGIOS?4 / HGIOELC QIs/National Standard Criteria | |
|---|--|---|--|--|
| <p>Closing the attainment gap between the most and the least disadvantaged children and young people</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvements in employability skills and sustained, positive school leaver destinations for all young people</p> | | <p>School and ELC Leadership</p> <p>Teachers and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Performance information</p> | <p>2.4 Personalised support</p> <ul style="list-style-type: none"> • Universal support • Targeted support • Removal of potential barriers to learning <p>2.5 Family learning</p> <ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> ➢ Wellbeing ➢ Fulfilment of statutory duties ➢ Inclusion and equality | |
| Responsible/Lead Person | Time Allocations | Funding – including PEF | Expected Completion Date | |
| <p>Euan Mack, DHT</p> <p>PTs Pupil Support: N Flint, K Fraser, E Lavery, L Mack, L Robertson</p> <p>New PT of Pupil Equity Funding</p> | <p>Time to be allocated from the school calendar</p> | <p>Funding to come from school, authority and PEF</p> | <p>May 2025</p> | |
| Parental and Learner Engagement Opportunities | | Linkage to Framework for Inclusion | | |
| <p>Self-evaluation questionnaires</p> <p>Parent Council</p> <p>Pupil Voice</p> <p>Staff Working Group</p> | | <p>We will critically reflect on the specific questions from the national framework for inclusion.</p> | | |

| Wallace Hall Academy Priority Improvement Area 3: Raising Attainment and Achievement | Outcomes for Learners/School Community | Key Tasks |
|--|--|---|
| <p>Raising Attainment and Achievement</p> | <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. | <ul style="list-style-type: none"> • Continue to support staff in the achievement of a level process through whole school moderation practice and ensure a clear focus on raising attainment and bridging the gap between the lowest attainers and the highest attainers. • The school will continue to improve staff confidence in contributing where required to literacy and numeracy data that is sent to the local authority. • We will continue to develop our tracking systems to ensure that all staff are able to access key information which will help to improve the support and challenge we provide for the young people in this school. We will include Excel dashboards to monitor individual pupils and groups within the BGE. Training to be provided for PTs. • We will implement a new system for the creation of literacy/numeracy data that is sent to the local authority. This will be driven by ES/JL and the PTs of literacy and numeracy. This system will be evaluated in June 2025. • Departmental staff to be given time for moderation within the departments and across the school. • We will work with staff and our Pupil Voice group to look at our 8Cs and build on the work of the wider achievement assemblies and S3 profiling. • We will review the impact of Lexoniks and agree our next steps. • Staff will be consulted on proposed changes to the reporting system. • New Acting PT of Pupil Equity Funding will be appointed and will be supported in their role. |

| 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 ➤ Equity for all learners |

| Responsible/Lead Person | Time Allocations | Funding – including PEF | Expected Completion Date |
|---|--|--|--------------------------|
| PEF Team Sean Bell, PT Mathematics, Business and IT Paul McClair, PT English and Modern Languages | Time from the working time agreement and In-service days | Funding will come from school budgets | May 2025 |
| 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. | |