

## Education and Learning Directorate

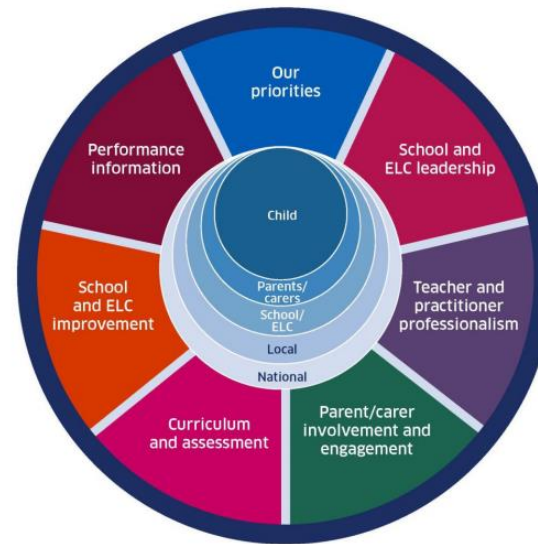
### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



**Wallace Hall Academy,  
Primary & ELC**

"Together we grow, learn and achieve"



**School:** Wallace Hall Academy

**Date:** May 2022

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# 1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - Q1 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - Q1 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - Q1 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - Q1 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

## Our 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 responsible 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

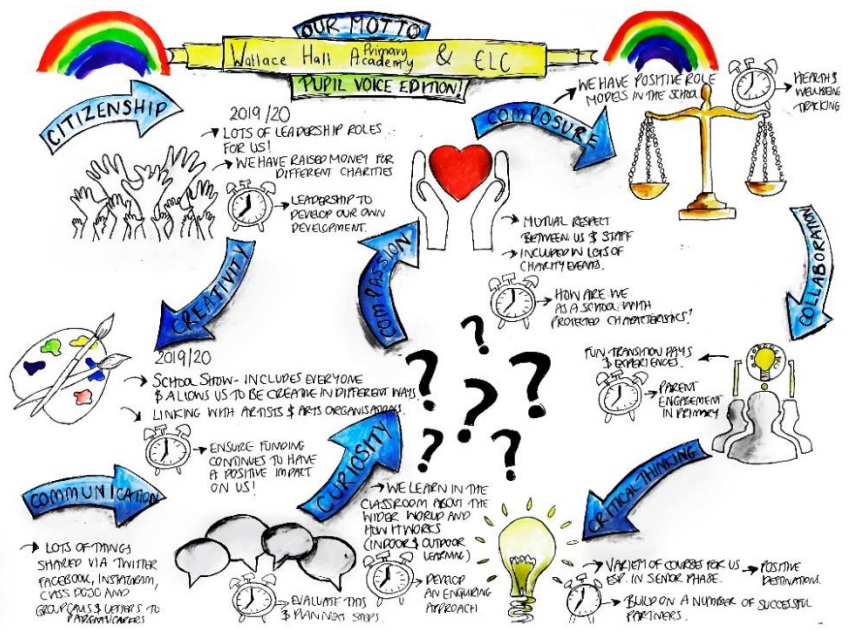
**Our motto**  
Together we grow, learn and achieve

Citizenship	Collaboration	Communication	Compassion
<p><b>Highlights of 2019/20</b> There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continued to visit Rotary clubs, raising money for charities and engaging with our local community, and the primary has formed action groups and the 6th groups.</p> <p>Looking forward 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> Promoting closer collaboration and sharing of good practice between the primary and secondary.</p> <p>We'll planned transition work from ELC to PL from primary to secondary and from senior great to positive destinations. This transition work was enhanced by support from the community and outside agencies.</p> <p>Looking forward To build on very effective parental engagement in PL and explore how this can be developed in other parts of the primary.</p>	<p><b>Highlights of 2019/20</b> The school uses a wide variety of methods to communicate with pupils, parents and staff. This includes our website, Twitter, Facebook, Instagram, Class dojo, School App and other social communication across our school, our cluster and our continuously evolving support from the community and outside agencies.</p> <p>Looking forward More groups will be added to enhance our systems of communication and agree our next steps.</p>	<p><b>Highlights of 2019/20</b> 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 Nine Steps Out and Maudslayi Cancer.</p> <p>Looking forward We are developing an equitable group to examine what we are as a school with the professional characteristics and where we need 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> 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>Looking forward We will explore how to build on health and wellbeing training 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> The school has effective and inclusive ways to bring in extra funding.</p> <p>We have been facilitating cross curricular creativity in producing school shows which are linked with staff and making links with Arts Department across the Centre (the and other local artists such as Eastleem Wood and Sarah Lewis)</p> <p>Looking forward 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> Our senior phase curriculum offers a rich variety of courses and pathways that allow our students to reach positive destinations.</p> <p>Looking forward We will build on a number of successful partnerships that already exist including Temple Law, Dunfermline and Galloway College, The Skills Academies Trust, James Jones and Sons, our Partner Farmers, SDC, the Solway Credit Union and SDC.</p>	<p><b>Highlights of 2019/20</b> Learners are given the opportunity to develop their curiosity across the curriculum. This helps them to understand how the world works by accessing the ELC by accessing the national curriculum in 'Maths Wednesday' and 'Tough Mudder Thursday'.</p> <p>Looking forward We wish to develop an engaging approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.</p>

**Awards and recognition**

<p><b>Galloway and Rural Award</b> Smartest Scotland Geoscience Initiative</p>	<p><b>Leita's Scottish Landbased and Aquaculture School Project Award</b> Commitment to delivering real training (winners 2019)</p>	<p><b>The SDA Star Award</b> Innovation for School Project Initiative Award at Wallace Hall Academy</p>	<p><b>The Scottish Education Award</b> Innovation and Employability</p>	<p><b>World Teamwork Award</b> Winners World Robotics Festival Detroit USA 2016</p>	<p><b>Scottish Champions</b> First Lego League Robotics 2019</p>	<p><b>UK &amp; Ireland Champions</b> First Lego League Robotics 2018</p>
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Updated October 2020



**OUR MOTTO WALLACE HALL ACADEMY & ELC PUPIL VOICE EDITION!**

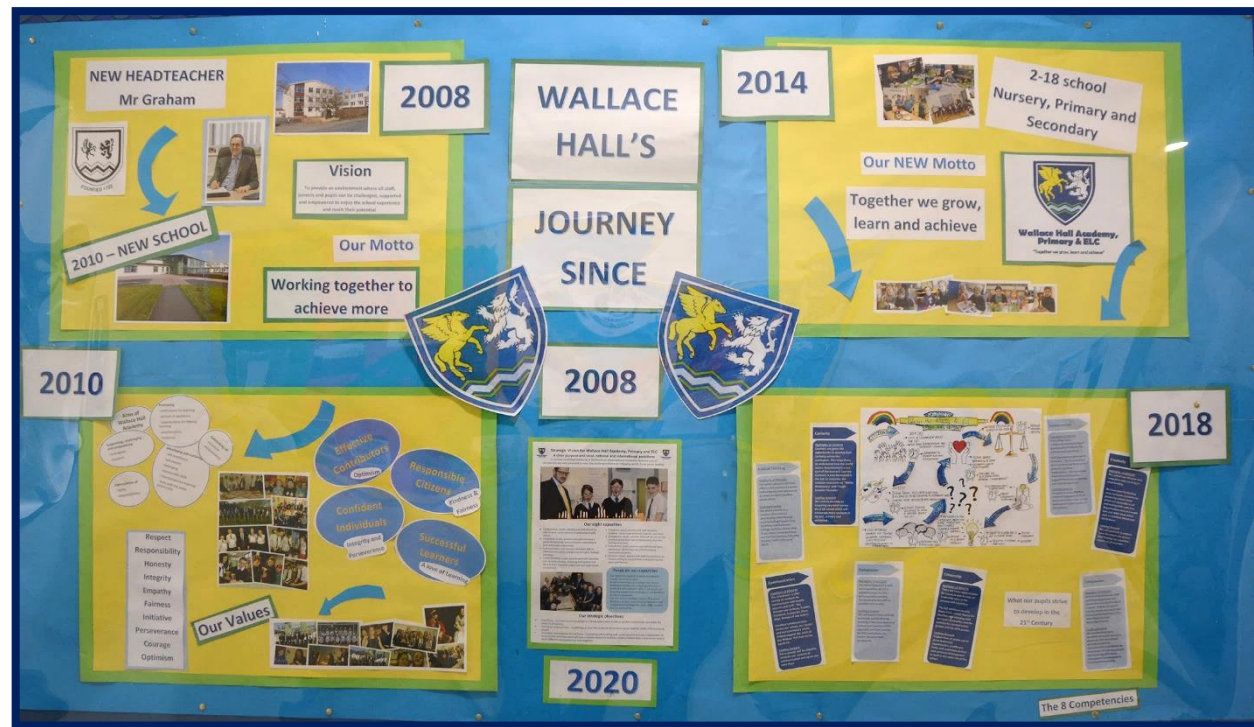
- CITIZENSHIP:** 2019/20 LOTS OF LEADERSHIP ROLES FOR US! WE HAVE RAISED MONEY FOR DIFFERENT CHARITIES. LEADERSHIP TO DEVELOP OUR OWN DEVELOPMENT.
- CREATIVITY:** SCHOOL SHOW - INCLUDES EVERYONE & ALLOWS US TO BE CREATIVE IN DIFFERENT WAYS. LINKING WITH ARTISTS & ARTS ORGANISATIONS.
- COMMUNICATION:** LOTS OF THINGS SHARED VIA TWITTER, FACEBOOK, INSTAGRAM, CLASS DOJO AND GROUPS & LETTERS TO PARENTS/TEACHERS.
- COMPASSION:** WE HAVE POSITIVE ROLE MODELS IN THE SCHOOL. WE HAVE RAISED MONEY FOR DIFFERENT CHARITIES.
- CURIOUSITY:** WE LEARN IN THE CLASSROOM ABOUT THE WIDER WORLD AND HOW IT WORKS (INDOORS & OUTDOOR). WE EVALUATE THIS & PLAN NEXT STEPS.
- COLLABORATION:** MUTUAL RESPECT BETWEEN US & STAFF. INCLUSION IN LOTS OF CHARITY EVENTS. HOW ARE WE AS A SCHOOL WITH PROTECTED CHARACTERISTICS? FUN-THENSIONAL PAYS & EVENTS. PARENT ENGAGEMENT IN PERFORM.

**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. School Improvement Progress Report – Wallace Hall Academy

*Include evaluative statement/s on the impact of Covid-19 on 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)***

Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards
<p><b>Wallace Hall Academy Priority 1: Recovery - Building back stronger</b></p> <p><b>NIF Priority</b> Closing the gap and Improvements in health &amp; wellbeing during recovery</p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> 2.4</p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> Very good progress has been made in using new school website, MS Teams, webinars, Purple Mash, Satchel One etc. to support blended learning and enhancing learning and teaching when pupils returned in August.</p>	<p>Continue to upskill staff on the use of ICT to allow for blended learning. We will request support from the authority and share good practice which already exists within the school.</p> <p>We are continuing to train staff in technology which will help if we have to go to use a blended learning approach in the future.</p>
	<p><b>Outcomes</b> Pupils and staff were able to access school laptops and webcams and we have recently purchased a number of headsets with microphones to allow staff to fully engage with pupils and staff virtually as well as in the moderation process.</p>	<p>We have invested in headsets and microphones and these have been shared with all staff across 2-18. Additional cameras have also been purchased and these are available for staff to book out.</p>
	<p><b>Outcomes</b> Full review of lessons to be learned from lockdown will take place once Covid has ended. Attendance of pupils and staff has been excellent.</p>	<p>We have researched what works with blended learning and will continue to look at how best to make use of technology to support pupils if they have to work in a blended learning fashion in the future.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy Priority 2: Maths and Numeracy</b></p> <p><b>We will continue to develop mathematics and numeracy, share practice and support the confidence and understanding of staff, pupils and parents. We will also look at planning, partnerships, programmes of work and methodologies.</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> We will evaluate the information that is available on the school Hub on numeracy and agree next steps for this information. The dates for this moderation will be included in the school self-evaluation calendar.</p> <p><b>Outcomes</b> The secondary PT of Maths will carry out an evaluation of the changes that have been made to the delivery of mathematical courses in the secondary and to ensure that there are clear links to the primary and other cluster primary schools. J Lees and R Fulton will work together to moderate and track whole school numeracy</p>	<p>We are continuing to work on implementing a moderation plan and will develop a Microsoft Team for moderation that will include all of the relevant documentation.</p> <p>Literacy/Numeracy tracking of S1 and S2 plans that have been submitted by departments has been done. ES/JL will speak to PTs about any individual issues.</p> <p>Departments have until May 2022 to complete the activity and retain the evidence. ES/JL to meet in April/May to plan a whole school moderation event using this evidence. We will focus on P7 data.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy Priority 3: Modern Languages</b></p> <p><b>To build on the work that's already taken place around 1 Plus 2 Modern Languages and further develop the BGE in the academy</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> No French transition visits have taken place this year in line with Covid restrictions.</p> <p>We will reinstate transition work for French, making use of secondary French specialist.</p>	<p>All three MFLs are represented in the new transitions booklet for current P7 pupils.</p> <p>If staffing allows, we will reinstate in-person transition visits when permitted or investigate capacity for alternative provision.</p> <p>We are looking to appoint a new teacher of Modern Languages.</p>



Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 4: Learning, Teaching and Assessment</b></p> <p><b>NIF Priority</b> <b>NIF Driver</b></p> <p><b>HGIOS? 4 / HGIOELC? Qis</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> Consolidating good practice in Learning and Teaching and how best to make use of Pupil Equity Funding to help close the attainment gap.</p>	<p>We have appointed a Maths teacher for one day per week to work with individual pupils/small groups to support numeracy.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p>

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 5: Literacy and Moderation</b></p> <p><b>Outcomes for learners in a school community. Staff will be more confident about when a pupil has achieved a level in literacy within the CfE taxonomy</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>Assessment of children's progress. Teachers' professionalism.</p> <p><b>HGIOS?4 / HGIOELC QIs: 1.2, 2.2, 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> A full evaluation has taken place of the moderation activities in the school and in the cluster. From this evaluation we will agree the next steps. The 3 QAMSOs will lead the training in all of the developments.</p>	<p>Literacy/Numeracy tracking of S1 and S2 plans that have been submitted by departments has been completed. ES/JL will speak to PTs about any individual issues.</p> <p>Departments have until May 2022 to complete the activity and retain the evidence.</p> <p>ES/JL to meet in April/May 2022 to plan a whole school moderation event using this evidence.</p>
	<p><b>Outcomes</b> The secondary QAMSOs met with BG in May 2021 to discuss developing a whole school moderation calendar to ensure that there is consistency of moderation across the whole academy.</p>	<p>ES/JL to meet in April/May 2022 to plan a whole school moderation event.</p>
	<p><b>Outcomes</b> The secondary QAMSOs will work with the PT English and Maths to agree on approaches to tracking literacy and numeracy across the secondary. This approach will ensure that all staff take on responsibility for the delivery of literacy and numeracy.</p>	<p>ES/JL continuing to work with PTs English and Maths to agree and implement next steps for the tracking of literacy and numeracy in the secondary.</p>
	<p><b>Outcomes</b> In the secondary we will investigate how to embed moderation within departments</p>	<p>Results from Learning and Teaching reviews analysing the quality of attainment in literacy and numeracy will be included in the 202-2023 self-evaluation calendar. We have had positive results from Insight data in both areas, with a significant increase in numeracy at all levels.</p>

	<p><b>Outcomes</b>  J McMillan completed the literacy review in session 2020/2021 and next steps were added into the Literacy TIP.  Learning and Teaching numeracy review due to take place in June 2021.  Numeracy working group will be led by S Bell</p>	<p>These reviews were completed and next steps incorporated into session 2021/2022 TIPs</p>
	<p><b>Outcomes</b>  Progress and achievement model will be used to develop reporting in the secondary and tracking in the primary and secondary, Progress + Achievement Levels have been included in reporting for S1, S2 and S3 reports in session 2020/21. This has given parents a clearer idea of how their child is progressing through the BGE.</p> <p>We tracked pupil Progress + Achievement in S1/2/3 in December 2020. The progress was reviewed by SMT in January 2021. Where appropriate conversations with PTCs took place but this wasn't possible in a consistent manner because of Covid restrictions.</p>	<p>Progress and Achievement conversations with PTCs will continue to take place from August 2021 to June 2022.</p>
	<p><b>Outcomes</b>  A working group will explore how to make pupils more aware of the extent to which they have achieved certain levels in literacy and numeracy</p>	<p>Dates for working groups to meet will be arranged. These meetings will take place in session 2022/23. PTs of English and Maths and Primary DHTs will plan and organize these meetings.</p>
	<p><b>Outcomes</b>  Staff will continue to be trained on the achievement of a level and national benchmarking for this area.</p>	<p>Achievement of a level and national benchmarking will be part of the whole school moderation calendar for this session. Moderation event to be planned by ES/JL for August 2022.</p>
	<p><b>Outcomes</b>  Whole school plan in place to undertake one piece of literacy/numeracy work across the year. Planning documents from departments were submitted in October. E Stuart and J Lees then evaluated these documents, created an overview of benchmark coverage across the school to identify areas of cross over, gaps in coverage, and to look at the breadth of task being completed. Feedback to was given to PTs if required.  Departments then had until May to carry out their piece of work with pupils, mark this, and keep the evidence. In June we were going to carry out a focused moderation exercise using the work from 5 S1 pupils. This would be done alongside the PT of Maths and English. This portfolio would be</p>	<p>This cycle did not take place due to COVID-19.</p> <p>ES &amp; JL will put together a calendar of whole school moderation activity for 2022-23, with a focus on S1 &amp; S2 learners. This will ensure that all departments are providing at least one piece of work for either literacy or numeracy. This work will then be used to produce a moderation exercise for five pupils from S1. The PTs of Maths and English will be included in this process and the materials will help us to</p>

	<p>assessed to ascertain whether it could go towards evidence of achievement of a level in literacy/numeracy from across the school. This portfolio would then be built upon in S2 with more work. This process was not completed due to lockdown.</p> <p>This was a pilot project that we did not get to see the end of, and therefore we plan to carry this out next year again with S1 only. We want to ensure that this process is successful before we roll it out with an additional year group. It was always our intention to start with S1 pupils so that we could work with that year group over 3 years to create a portfolio of work, adding an additional assessment each year.</p>	<p>assess whether the work would allow us to confidently say that the pupils had achieved a particular level. This is planned to take place in Term 1 of 2022/2023.</p> <p>After the S1 trial, we will look to roll this process out with other year groups.</p> <p>Plans have been submitted to JL - awaiting materials to begin the moderation process. The focus will be on achievement of a level in P7.</p>
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Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 6: Leadership of Change</b></p> <p><b>Improvements in attainment, particularly in literacy and numeracy</b></p> <p><b>NIF Priority</b> <b>Improvements in attainment particularly in literacy &amp; numeracy</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> We will investigate our capacity to offer a number of leadership posts across the primary and secondary. These posts will be given clear targets, timescales and resources.</p> <p>We have appointed people to new leadership posts in Employability, Additional Support for Learning and Learning and Teaching.</p>	<p>Part-time Acting DHT post was advertised and LS was the successful applicant. LS works on a Thursday and Friday, SMcDiarmid works on Monday/Tuesday/Wednesday and BG is based in the Primary on a Thursday.</p> <p>This post will continue until June 2023.</p>
	<p><b>Outcomes</b> The internal verification policy has been updated to provide a greater focus on the procedures around assessing coursework to be submitted to the SQA. Exemplars of good practice will also be included as appendices. Update in co-operation with Sanquhar Academy.</p>	<p>The Internal Verification Policy has been shared with all staff and will be shared again around prelim time.</p>
	<p><b>Outcomes</b> A group has been formed that looks at the mental health of staff and this now has five members.</p> <p>The group has organised various activities to support staff HWB including staff setting up of staff Strava group, recipe sharing, 5 steps to well-being ideas and a team has been set up to share further ideas</p> <p>Staff Random Act of Kindness (RAK) Buddy support system has been set up in the academy to trial effectiveness.</p> <p>This group will continue to explore ways to support the mental health of staff.</p>	<p>We will make use of staff HWB Team to plan for activities/events to support staff HWB in the next academic year.</p> <p>A sub-group has will continue to look at menopause support.</p> <p>We will evaluate effectiveness of Staff RAK.</p>

	<p><b>Outcomes</b>  In April 2021, secondary staff chose to take part in working groups focusing on responsibilities for all. Groups included literacy, numeracy, employability, health and wellbeing, STEM and Sustainability.</p>	<p>2 meetings of the Numeracy working group have taken place. A plan is in place to update the school policy and all of the school's materials throughout the year.</p> <p>The literacy working group met to discuss responsibilities for all.</p> <p>The employability working group met twice in term 1 and discussed the use of a focus month to highlight careers in all subject areas. A mini version of this was completed during Scottish Careers Week. The focus month will happen once the skills posters have been produced (start of session 2022/2023)</p> <p>STEM group met twice, with proposal for whole school STEM day at the end of the year proposed. Outside agencies contacted, and meetings planned for August 2022</p> <p>The Health and Wellbeing group met and plans were discussed to ensure that Health and Wellbeing for all continues to be a priority at Wallace Hall.</p> <p>The Sustainability working group met with plans being put in place to build on this Responsibility for All next academic session.</p>
	<p><b>Outcomes</b>  The Leadership Academy will continue to run on a termly basis.</p> <p>BG worked with David Burgess, Education Scotland to provide remote training during 2020/2021. Education Scotland provided materials and these were delivered by school staff. Staff were asked to choose from 10 possible topics and selected emotional health and wellbeing, leadership of learning and communicating and decision-making. The leadership of learning presentation took place in May 2021.</p>	<p>BG continues to work with Education Scotland to plan, deliver and evaluate leadership sessions with our middle management team.</p>

	<p><b>Outcomes</b> The 8Cs have been used on a regular basis within assemblies and classes in the last academic year. Primary and secondary Pupil Voice groups are working to produce Sketchnotes which will be more accessible for primary pupils.</p>	<p>We will encourage greater focus on the 8Cs in the Academy. This may include assemblies, Health and Wellbeing and other aspect of the school</p>
	<p><b>Outcomes</b> There have been big changes with the introduction of Windows 10 in August 2019. There were a wide variety of issues with this roll-out however the school has worked very closely with Laura Fugaccia to upskill our staff's use of Teams during the pandemic. Staff are more confident in using ICT and other platforms.</p> <p>Staff have displayed a high level of resilience in dealing with the challenges and moving forward.</p> <p>A member of staff has been using Skype for Career Mentoring but we have been told that this will no longer be available. We have asked the authority to find out if there are other ways that we can keep these meetings going. We continue to have significant issues organising virtual meetings via MS Teams with authority staff and external agencies who are not in the education section of Glow.</p>	<p>We will continue to upskill our staff on the use of ICT. Organising virtual meetings with external agencies who are not in the education section of Glow and with parents/carers etc. still presents challenges but we will continue to discuss with the authority on how best to overcome these challenges.</p>
	<p><b>Outcomes</b> We will continue to encourage staff to visit other schools</p>	<p>BG will continue to participate in BOSCH group meetings and encourage all other staff to explore visits to other schools.</p>

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 7A: Employability Skills and Positive Destinations</b></p> <p><b>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</b></p> <p><b>NIF Priority</b> <b>Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> BG is leading development work around employability across the 2-18 school. This includes an employability fortnight, training, charity work and a solution to partnership working with key employees and employers.</p> <p>The authority has now organised a leadership post for DYW and it is planned that this will last for 23 months. A member of staff has been appointed and development plan has been created.</p> <p>SB is the new PT of Maths, Business Education and Employability</p> <p><b>Outcomes</b> There will be a review of the leadership and management of the Whapples orchard. This review will look at present practice and how we can involve business leaders and pupils. We will also look to see how we can make better use of the produce including Home Economics and the Pegasus Restaurant.</p> <p>Our PT of H &amp; W has contacted Holywood trust in relation to possible funding. The PT has had a site meeting with Duncan Hall to explore possibility of incorporating wellbeing garden and has spoken to Pat Kirby re Old School Thornhill CC involvement. PT H&amp;W has contacted Thornhill Community Council about possible involvement and is waiting on response. Students have been recruited for new Whapples board and staff have been asked to contact PT H&amp;W if interested in becoming involved.</p>	<p>Several S5 and S6 pupils completed work experience in the Primary during the first half of 2022. This work experience will also be encouraged next session</p> <p>S3 Electives are in place and running for the entire 2022-23 session to allow pupils the chance to gain a qualification from the elective</p> <p>Post Covid regulations, SB will build on Work Experience opportunities for pupils and consolidate key employability skills into the curriculum and our Electives provision.</p> <p>AL, our new PT H&amp;W, has some good ideas on the leadership and management of the Whapples orchard and will take forward these in session 2022/2023.</p> <p>Meetings will take place with the student body to discuss Whapples and Food for the Future.</p> <p>Funding has been secured from 10,000 voices.</p> <p>Duncan Hall has drafted a plan re development. This plan has been passed to AL to take forward.</p> <p>This has moved to the Learning for Sustainability Priority in Section 3 2022/2023</p>



	<p><b>Outcomes</b></p> <p>We now have two poly-tunnels in the school grounds. Classes using the polytunnels will be encouraged to explore sustainability, environmental issues and employability skills. We will make links to the Prince's Trust and look at how both poly-tunnels can be managed in a more effective way.</p> <p>Due to Covid restrictions, only the primary classes are able to use the polytunnel at present. However, it is planned for the polytunnels to be shared by the whole school.</p> <p>Each primary class has an allotted time to visit the polytunnel. The children are growing their own vegetables and enjoying learning about how to grow and care for plants.</p> <p>The areas outside around the polytunnels are being used to grow vegetables by primary classes and the Rural Skills group. There are plans for the Eco School group to have an area.</p> <p>A new storage shed has been constructed and the refurbishment of the older polytunnel is underway.</p> <p>Primary children have enjoyed using the polytunnel, particularly P4s led by Sarah Hannah. Harvest produce was collected for harvest festival celebrations and shared with families in school.</p> <p>The polytunnel has also been used for small groups. More class participation anticipated when volunteers can return to being in school.</p> <p>PT H&amp;W had meeting with SSM re management of poly-tunnels. She has been added to the Team and will take ownership role of Team.</p> <p>PT H&amp;W has emailed all staff looking to be involved. She has applied for funding for seated planters to add to the poly-tunnel area.</p> <p>PT H&amp;W and NM are in process of planning for involvement in Food for the Future project with Dumfries House.</p>	<p>Co-ordinate completion of polytunnel timetable to meet needs of both primary and academy.</p> <p>Encourage more class participation when we can welcome volunteers into school post Covid.</p> <p>Continue to develop our F4F project and build links with Dumfries House. PT H&amp;W, NM and LB will take this forward.</p> <p>This has moved to the Learning for Sustainability Priority in Section 3 2022/2023</p>
	<p><b>Outcomes</b></p> <p>Whole school review of profiling was completed in February 2020. This focused on existing practice and next steps.</p> <p>Employabilty/Skills Survey (quiz) updated and ready be used</p> <p>ES and KF will use the information from the skills explorer to help S3 pupils to create their visual CV profiles between April and June. S3 profiling was completed in March 2022</p>	<p>ES/KF will meet to plan profiling for next academic session.</p>

	<p>Profiling has been built into HWB plans with S5 completing by Dec 2021 and S4 by April 2022</p> <p>Senior H&amp;WB classes have started to engage with MWow profiling</p> <p>ES/KF to meet in Term 3 to plan how the S3 profiling process will work</p>	
	<p><b>Outcomes</b> Due to Covid, work experience hasn't taken place this year in any meaningful way and we await further guidance from the authority.</p> <p>Some of our staff have taken part in training relating to the new way of organising experiences of work.</p> <p>The Employability Working Group will be specifically looking at how we plan for experiences of work for the next academic year.</p> <p>With regards to work experience we will be adhering to authority guidelines and checking regularly for updates.</p> <p>Several S4, S5 and S6 pupils have completed work experience placements in the Primary and a residential army work experience placement was organised for one of our pupils.</p>	<p>We will continue to review work experience in the academy and agree on the next steps for the future.</p> <p>WHA Employability Working Group to create a flow chart clearly showing the process from start to finish and then share with all staff.</p> <p>WHA Employability Working Group to complete a review of WHA procedures for arranging pupil work experience in line with the authority's new WorkIT system.</p>
	<p><b>Outcomes</b> The school continued to look at employability in the ELC, the primary and in the secondary. This has included the use of a strategic employability group, an employability fortnight in the primary and ELC, a mini-careers convention in S2 and a number of new partnerships with local businesses. This is an area we will continue to develop in 2020 and 2021.</p> <p>Partnership work has been difficult due to Covid but we are still doing work in the ELC, primary and secondary with DYW.</p> <p>Our strategic group meets on a termly basis and an employability fortnight took place in the primary in May.</p>	<p>Strategic Employability Group will continue to meet on a termly basis.</p> <p>PG will take on the role of primary representative.</p>
	<p><b>Outcomes</b> We have reviewed the employability skills framework and this was shared with staff.</p> <p>A new skills framework has been developed and shared with the SEG. The skills framework was cross-matched against SDS meta-skills and finalised. We will use this to track development of key employability skills over the next few years.</p>	<p>JH will liaise with VS to finalise the poster design for the Academy posters.</p> <p>JH will liaise with Primary DHTs and NC regarding the primary posters.</p>

	<p>The Higher photography students have just completed the skills photos for the Academy posters. We now have to finalise the design and put it all together. I will be liaising with Vickie for this.</p> <p>Due to primary staffing changes the primary posters have stalled but JH will build on work already completed next academic session. Icons are in place but language on the posters still to be agreed.</p>	
	<p><b>Outcomes</b> Staff were advised during WorkIT training in May 2021 that Risk Assessments are still on hold due to Covid. These can only be requested in urgent circumstances and must be sanctioned by our Head teacher.</p> <p>D&amp;GC and WorkIT have advised that all schools will be notified when it is deemed safe to reinstate the process of requesting risk assessments via the WorkIT platform.</p> <p>D&amp;G Council have now moved to the new WorkIT system. WorkIT will be carrying out all new risk assessments and will update any already held on file for work experience.</p>	<p>Continue to use our Career and Future Planning Team to promote Work Experience and training opportunities with pupils.</p> <p>We will explore how to restart a full programme of Work Experience for session 2022/2023.</p>
	<p><b>Outcomes</b> The 11 key employability skills have been reviewed and updated and these new skills will be embedded within Health and Wellbeing lessons and other parts of the curriculum. Our employability skills framework was shared with our SEG and has now been approved.</p>	<p>Continue to promote the 11 key employability skills in Health and Wellbeing lessons and in the wider curriculum.</p>
	<p><b>Outcomes</b> To work towards 100% achievement of the 3 units of the SQA Employability Award.</p> <p>Due to Coronavirus, this has not been possible but we will continue to work towards this.</p> <p>S4 have completed parts of the Units for this award. We hope to have the majority of units completed by summer 2022 so that pupils can gain their overall award in 2021-22.</p>	<p>To ensure all pupils are accredited with all 3 units of the SQA Employability Award by the end of S4.</p>

	<p><b>Outcomes</b></p> <p>The Whapples harvests have been good and these are likely to continue to grow in future years as the trees mature. Covid has meant that exploring the most appropriate methods for pasteurisation and bottling has been compromised. We had hoped to work with a third party or investigate purchasing the equipment for use in school. Progress in this area – in the short and medium terms – will have to be assessed in the light of the lockdown and subsequent phased return to school.</p>	<p>AL and SB will review and assess the progress made on incorporating a business class/elective or “mini company” project as an option. Links to Home Economics will also be investigated.</p>
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Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Priority 7B: DYW</b></p> <p><b>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> All pupils are now aware of and use My World of Work for planning and profiling. We will continue to embed this within Wallace Hall Academy.</p> <p>S1 registered with MWOW in HWB, in conjunction with an online webinar from e-Sgoil.</p> <p>MWOW Ambassadors went into all S1 classes to help register students</p>	<p>Continue to ensure that S1 pupils are registered with MWOW during H&amp;W lessons.</p>
	<p><b>Outcomes</b> The Career Mentoring programme ran in e-format during 2020/21 with 26 senior pupils being supported by 10 volunteer mentors. We hope to add more mentors which will widen the scope for more pupils to be mentored and also gives a more varied sector background.</p> <p>Parental Engagement by email and group call enhanced the take up from pupils who may not have ordinarily signed up. This also ensured that parents were advised of the process and also date/times of all pupil appointments with their mentors</p> <p>In session 2021/2022, WHA Career Mentoring continued to run in e-format with mentors and pupils meeting virtually on a monthly basis. Mentors and pupils did the final session in December 2021 - a mock interview session.</p>	<p>A full programme of Career Mentoring will run in session 2022/2023. We will continue to look at adding mentors to increase numbers if there is sufficient pupil demand.</p>
	<p><b>Outcomes</b> We continue to work closely with Cample Line with the Young Assistants Programme (YAP). These internships offer excellent opportunities for our senior pupils to work in the studio as Digital Archive Assistants. This year they were involved in a variety of tasks including recording audio descriptions of exhibitions such as 'undo the knot'. These opportunities are helping to strengthen pupils' Personal Statements and CVs while building employability skills.</p>	<p>We will explore further opportunities to build on the Cample Line Young Assistants Programme in 2022/2023.</p> <p>We will liaise with Tina Fiske at Cample Line to identify opportunities for senior pupils which will link to pupil's individual skill base and future career aspirations.</p>

	<p>Free School Meals pupils have also joined the programme this year which has additionally given them financial support as the YAP is offered on a financial reward basis.</p> <p>WHA had three S6 pupils participating in the Cample Line Young Assistant programme for this academic year. The programme ran in a blended format for 2021/22.</p>	<p>We will also explore links with other creative industries.</p>
	<p><b>Outcomes</b> Due to Covid restrictions it has not been possible for Work Experience/Internships to take place with organisations such as the Halo Trust.</p> <p>However, our partnership has continued to thrive as during lockdown the Halo Trust supported Wallace Hall by providing 8 laptops for staff to use to support remote learning.</p>	<p>AMW will liaise with Halo Trust with the aim of reintroducing the Internship Programme for our senior pupils.</p>
	<p><b>Outcomes</b> During lockdown, Employability Core Group weekly meetings were held with Skills Development Scotland, Kerry Fraser and Grahame Arrowsmith. The meeting allocated responsibilities for interventions for pupils at risk of leaving with no positive destination. The meeting outputs were communicated through the weekly pupil support meeting.</p> <p>J Hunter has re-established ECG meetings with PTs PS and SDS.</p>	<p>Structured ECG meetings to continue next session.</p>
	<p><b>Outcomes</b> Due to Covid, careers event could not be organised before the S2 options process.</p> <p>Some students across the school attended the virtual Dream Big in D&amp;G.</p> <p>Investigate future Careers events, possibly expanding to senior and P7 pupils in a format conducive to meeting their needs. P7 and S3 pupils worked together on job applications and interview skills during our Employability Fortnight in the primary.</p> <p>Virtual Interview Skills session by DYW Region was arranged for S4 students. Virtual interviews took place with 3 local employers.</p>	<p>We will continue to plan and implement Careers Events in line with Covid restrictions.</p>
	<p><b>Outcomes</b> As a result of Covid, subject choice meetings didn't take place in the normal way. However, pupils and parents were given options as to how best to work with the school to support pupil option choices.</p> <p>This session, pupils should be able to have a face to face interview with a PTPS or DHT to help with this. Parents will also be offered a phone call to discuss their child's options in the senior phase.</p>	<p>Continue to explore different ways to support pupils and parents during the options process.</p>

	<p>In the event of another lockdown, Microsoft Form will again be used to capture pupil option choices following a phone call.</p>	
	<p><b>Outcomes</b> School Partnership Agreement and the Strategic Employability group will continue to organise next steps for all career and employability activities.</p>	<p>The SEG will continue to meet on a termly basis. At these meetings we will continue to review the strategic focus of Wallace Hall around employability and DYW.</p>
	<p><b>Outcomes</b> Investigate additional employability related accreditations. It was the intention for the S4 Employability Group in May (those pupils taking three or fewer National 5s) to work towards the SCQF 'Administrative Activities' Award. This should be pursued in 2021.</p> <p>Prince's Trust awards have been explored as an alternative option for S3 electives.</p>	<p>NPA in Travel and Tourism has been developed this year and will hopefully be delivered next session during electives. PE will also look into offering a Fitness award.</p> <p>S3 electives to continue next academic session, 1 period per week. These will offer similar opportunities to session 2021/2022.</p> <p>Work with the Princes Trust is still ongoing. We will identify a member of staff to lead Prince's Trust partnership.</p>
	<p><b>Outcomes</b> Due to Covid, fewer awards are available for pupils. SMT met with 3 staff from Dumfries and Galloway Youth Work to agree on the next steps for Wider Achievement. This will include looking at awards for the S3 Elective.</p>	<p>Continue to investigate possible awards for S3 pupils.</p>
	<p><b>Outcomes</b> All leavers have received support from a named teacher/adviser and SDS have met with pupils where required.</p> <p>Regular meetings take place PTs PS to discuss leavers and destinations so that all pupils are receiving appropriate support. Meetings take place as part of ECGs.</p> <p>Spreadsheet lists are updated and saved in Teams to show progress with plans and highlight those pupils most in need of input. Lists of leavers and their progress will be maintained.</p>	<p>Continue to ensure school leavers are well supported with their next steps towards a positive destination including further education, training and employment.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Priority 8: Curriculum Learning Pathways</b></p> <p>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p>	<p><b>Outcomes</b> We will look to continue to develop opportunities around agricultural employability through our rural skills and forestry programmes and continue to look at additional practical inputs which can be made by local farmers and businesses. These courses now have an employability skills focus built into them.</p> <p>Due to COVID-19, new opportunities for practical visits were limited. However, we did explore more of what we could do on the school grounds. In addition, we still managed to hold remote lessons with Tarff Valley, BASC Shooting, and the Scottish SPCA to build upon employability skills. We also held a number of phone calls with farmers to ensure that local farmers were still very much included within the programme.</p> <p>This year so far, we visited have the following rural businesses -Tarff Valley, Johnston Tractors, Kilnford farm shop and café, Loch Arthur farm shop and café, we have visited farms at Dumfries House and Clonhie, remote lessons have been delivered by Tarff Valley about their pre-apprenticeship scheme and the SSPCA and a professional chef has delivered a masterclass in lamb and beef dishes.</p> <p>Employability has been a theme discussed during all visits or remote lessons.</p>	<p>Continue to develop opportunities around agricultural employability through our rural skills and forestry programmes.</p> <p>Consolidate links with existing partner farmers and reintroduce post-Covid practical visits for classes.</p> <p>Build on and develop new links with businesses such as Kilnford Farm Shop and Café and Loch Arthur Farm Shop and Café.</p> <p>Explore with staff from the 'Lean Bean' coffee shop whether they could be involved with the training of our future Barista groups.</p> <p>We will further develop Whapples and Pegasus and continue to develop links with Dumfries House.</p>
<p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> We continue to investigate other skills for work courses and PT HE, PE and H&amp;W is looking at how we can make better use of the Pegasus restaurant.</p> <p>NPAs are now available for pupils in Science, Social Subjects and Employability at N4 level and we are planning to introduce the NPA in Business &amp; Computing in the next academic session.</p> <p>Research is taking place into offering of NPA's through Pegasus restaurant. PT H &amp;W has spoken to TB from D&amp;G college in relation to NPA in bakery.</p> <p>Investigate the feasibility/capacity of developing a Skills for Work course through the use of Pegasus.</p>	<p>The National 5 Computing Science course will be embedded and next steps agreed.</p> <p>We will investigate introducing Higher Computing.</p> <p>Continue to investigate other suitable NPA's which meet the needs of pupils.</p> <p>New course to be investigated for 2022/2023 session, based on Labour Market Information (LMI) and skills gaps.</p>



	<p>Plan for delivery of Personal Achievement Award (linked with PE) through Pegasus.</p> <p>Funding bid in process for Let's Get Employed programme for students at risk of no positive destination.</p> <p>Nat 5 Computing Science introduced and being delivered to a group of S4-S6 pupils.</p>	
	<p><b>Outcomes</b> Utilise link with the Barony Campus to offer Animal Care as a supplementary course to Rural Skills.</p> <p>One pupil completed this course this year. It is now part of the College Academy offering each year. For session 2021.22 no pupils have applied for this course.</p>	<p>We will continue to build links with the Barony College as an option for pupils interested in this area.</p>
	<p><b>Outcomes</b> We will continue to investigate other ways to utilise the opportunities on the Buccleuch Estate.</p>	<p>Due to Covid we have been unable to use the Buccleuch &amp; Queensberry Estate but we will explore options during the next academic year.</p>
	<p><b>Outcomes</b> We will continue to make links with international partners, including Erasmus, and provide opportunities for young people to develop skills and achieve.</p> <p>We have again been successful and have been granted full funding for our next project which was initially planned to run between August 2020 and July 2022.</p> <p>Wallace Hall, led by A Harley, has now completed our previous project which ended in 2020 and received the full additional funding (30%) payable at end of project. We were again rated highly by the E.U. for our project work. Over the course of the project another 80 WHA pupils went abroad on exchanges. We also had another 80 host parents from the local community involved. In the school this year we have had a group of S3 pupils working on elements of Erasmus with the hope that they will be first group to be involved. We have also looked at E Twinning but this is proving difficult due to issues like different time zones and technology. We have a link with a school in the Ukraine but this is not really progressing the way we want.</p> <p>We have continued to have 4 weekly coordinators meetings and do anticipate potential problems once we resume especially getting host parents and are planning to potentially use other forms of accommodation.</p>	<p>AH will continue to build on links made with international partners, including Erasmus, and provide opportunities for young people to develop skills and achieve.</p>

	<p>This may be our last Erasmus project and at the moment it is very unclear how the replacement method of funding introduced by the UK government will actually work. The EU has introduced new methods of funding Erasmus including a 7-year funding option that some of our partner schools have already taken up. Our partner schools all want to continue to work with us.</p> <p><b>Update</b> Covid has of course severely impacted on the project and the expectation is now that no exchanges will take place until early 2023.</p> <p>We have managed to extend the end date of the project by initially a year and have now added a further 6 months which takes us to December 2023.</p> <p>We have continued to face problems with Erasmus. AH has agreed an extension with the British Council that we can extend project until August 2023. This gives us a bit of a chance to get the project completed although we are dependent on our partner schools getting similar extensions.</p> <p>The good news is we have continued to hold monthly coordinators meetings and update our website and have pupils involved. As a result, we can use the portion of the budget given for project management which to date is £4000 and should be £6000 by August 23. This is in addition to the £4000 plus surplus from the last project so even if we are unable to do any exchanges, we will have £10000.</p> <p>AH has organised assemblies with S4 and S5 shortly where he will put together a group in the expectation, we can start to do exchanges from August 2023. It is important to the management of the project that we can have 1/2 periods with this group in 2022/23.</p>	
	<p><b>Outcomes</b> Higher Engineering Science is running successfully. Good uptake of pupils, with knock on effect of increased uptake at N5 due to availability of progression route.</p>	<p>Continue to build on uptake for Engineering Courses.</p>
	<p><b>Outcomes</b> A bespoke STEM room was created to provide opportunities for pupils to work in areas such as robotics. However, this room has not been well used this year due to lockdown and/or Covid restrictions together withdrawal this year from robotics competitions.</p> <p>Room used as classroom for HE throughout the year. Use for STEM was discussed at initial STEM group meeting, and HE use seems to currently serve the best purpose. Robotics equipment to be transferred to D&amp;T department for use in Engineering Science. Plans for room to be discussed with new head of H&amp;W</p>	<p>Following discussion with STEM Working Group, NC will meet with AL to decide how the room will be used next session.</p>

	<p><b>Outcomes</b>  The LEGO robotics team is no longer meeting as a group but we will still explore possible links.  NC has advised IET &amp; Education Scotland about the suitability of new LEGO robotics learning resources and how they align with CfE outcomes with specific reference to Computing Science (also discussed with S Bell). NC judged at national/ international events and maintains links, having just been invited to help at virtual world championship this summer.</p> <p>NC will monitor the IET &amp; Education Scotland situation with a view towards the possibility of piloting new materials.</p> <p>Resources planned to be used in early stages of Engineering Science curriculum.</p> <p>Links maintained and NC still consulted by IET about Scottish schools' responses to Covid19.</p>	<p>NC will continue to maintain links with national &amp; international organisations and will exploit any appropriate future opportunities.</p>
	<p><b>Outcomes</b>  NC held a couple of video conferences with a teacher at a new school in Bulgaria to share ideas internationally. This was mainly offering them advice and took place in January &amp; February of 2020 but did not continue beyond lockdown in March.  NC refereed on-line robotics World Championship created by educators in USA in July. This was a live on-line competition lasting 2 days bringing together teams from across the world who had not been able to attend the cancelled world championships in Detroit and Houston. Also asked to referee at UK &amp; Ireland final in Bristol &amp; at Scottish final in Perth. Took previous robotics team as volunteers to Perth, who took on roles as stewards and commentators.  NC asked by LEGO Education UK to talk at Danish Consulate about the impact of using LEGO robotics with schoolchildren - sadly cancelled/postponed due to lockdown.</p> <p>Covid has meant robotics as a team activity had been problematic throughout the UK and beyond. Consequently, activities associated with this have been curtailed. This situation is anticipated to continue.</p>	<p>NC and the STEM working group will clearly identify what the next steps are with LEGO education and LEGO robotics.</p>

	<p><b>Outcomes</b></p> <p>Large quantity of robotic hardware now accumulated through sponsorships and collaborations with LEGO. Planning for this addition to our BGE is still ongoing and we have discussed it since returning in August. We still aim to develop new course materials and integrate them into the curriculum, but this may not be this year because we cannot currently use LEGO in group situations in a Covid-Secure manner. We would still like to do this if possible, this year, as it links through to the new S3 Engineering Science course. However, this may also be unrealistic considering the unforeseen amount of new coursework and assessments being developed to provide clear evidence for upper school certificated classes.</p> <p>We will develop new coursework and adapt existing coursework trialed previously for LEGO for use by our BGE students.</p> <p>Determine quantity of resources now available and explore potential avenues to purchase more.</p> <p>Also need to consult with other departments, particularly Computer Science, to consider cross curricular links. Will also be discussed at STEM working group.</p> <p>The STEM working group will finalise details and agree SMART targets.</p> <p>Resources evaluated and evaluated as enough for a single class set. Coursework being developed through the year but materials will be unsuitable this academic session due to the need to share resources between classes and Covid measures. Can be introduced next academic session if staggered across classes through the year.</p>	<p>NC and the STEM working group will clearly identify what the next steps are to implement cross curricular links with LEGO education and LEGO robotics.</p>
	<p><b>Outcomes</b></p> <p>In the past we have organised successful careers events for P7 and S2 which have been held in school and have investigated other events which pupils of different ages (especially S4) can attend. However, the planned careers event did not take place in the normal way. There was a virtual employability event for primary pupils held in May 2021. Some students across the school attended the virtual Dream Big in D&amp;G</p> <p>Re-introduce careers events for our pupils</p> <p>S4 Virtual Interview Skills session, organised by DYW Region, took place and was very successful.</p>	<p>In-person careers events to be re-introduced for our pupils in line with Covid guidelines.</p>

	<p><b>Outcomes</b> Senior pupils are using the MWOW website for profiling.</p> <p>MWOW also gives pupils access to a wide range of information to support their decision making in terms of choosing the correct pathways.</p> <p>Senior profiling time will be built into the H&amp;WB calendar in 2021-22. Profiling completed with S5 – Dec 21 and S4 completed in April 2022.</p> <p>Recruitment and training of a new set of MWOW ambassadors in S3.</p> <p>MWOW Ambassadors trained and deployed into S2 and S1 HWB classes</p> <p>All staff will complete the SDS Embedding Skills e-learning module on one of the January 2022 in-service days and input from regional DYW will be arranged to enhance staff engagement.</p>	<p>Continue to recruit and train MWOW Ambassadors and deploy into S2 and S1 HWB classes.</p> <p>New vocational course to be implemented in 2022/2023 session, based on current labour market information on skills gaps in local business sectors.</p>
	<p><b>Outcomes</b> We are investigating how we can include an audit of employability skills in our profiling system.</p> <p>We will embed Employability skills as part of the SQA Employability Award and are use the skills explorer headings from MWOW in the profiling lessons for S3, linking profiling to the Employability Award.</p> <p>Skills are being embedded and the SDS skills explorer headings will be used as part of the S3 profiling</p> <p>An audit of the employability skills was completed with the intention of using the skills explorer headings from MWoW in our S3 profiling. However, this looked confusing for the pupils so we went with the school's 8Cs instead and made sure that the skills from MWoW were included as much as possible within these headings.</p>	<p>We will run the programme again next year with S3 pupils.</p> <p>Work on S1 employability H&amp;WB lessons, focusing on skills and the use of the skills and strengths tools on MWOW. Pupils will complete simplified version of the visual CV that S3 pupils created.</p>
	<p><b>Outcomes</b> Funding has been secured from regional DYW for the printing of S3 profiling booklets once they have been produced.</p> <p>S3 profiling booklets were printed and S3 pupils have been using these.</p>	

	<p><b>Outcomes</b> Create a mechanism for sharing of skills and content coverage across each curricular area. This would ensure continuity of learning across curricular areas.</p> <p>Due to Covid, this has not taken place this year - ongoing</p>	<p>Create a mechanism for sharing of skills and content coverage across each curricular area. This would ensure continuity of learning across curricular areas.</p>
	<p><b>Outcomes</b> N Corrigan is working on a 3-year plan for STEM and embedding Robotics into BGE. NC has consulted across the school to establish basics of what is happening across the secondary school. Also met with Primary depute. Large amount of detail gathered across the school, allowing STEM Award submission to be made before lockdown. 3-year plan framework developed during lockdown for June, with a view to consulting with teams in school and finalising plan later in the academic year. Working group established to create primary secondary STEM strategy. Also, due to have Zoom meetings in the new year with a Primary cluster perspective.</p> <p>Working group met and discussed STEM across the school. Group felt large scale implementation at this point would be an excessive burden on stretched staff, but aim is currently to set up a STEM day at the end of the year with whole school involvement. Outside agencies have been asked to get involved and this proposal will develop further in meetings in 2022.</p>	<p>Working group will look at setting up a STEM day with whole school involvement. Outside agencies have been asked to get involved and this proposal will develop further in meetings in 2022.</p>
	<p><b>Outcomes</b> NC working with Carol Moyes to plan and implement 3-year STEM plan.</p> <p>Staff feel fairly confident in the delivery of STEM aspects of the curriculum, and that they have colleagues who they can turn to should they need support. It was also interesting talking to secondary staff who did not feel that P7 pupils had any specific gaps in knowledge that impacted on their ability to access the S1 curriculum. Re skills, they did however state that it would be beneficial if pupils had a better understanding of working in mm and also were more skilled at drawing graphs</p> <p>Each school or partnership to formally evaluate themselves against the framework.</p> <p>Collate results and identify area(s) for cluster working; these may be areas for improvement across the cluster, or these may be areas where some schools wish to improve but others are making good progress - achieving schools/staffs could mentor those looking to improve</p>	<p>NC and working group to drive forward STEM strategy and plan.</p>

	<p>Set up a calendar of review points throughout the session to share progress</p> <p>Establish how progress will be shared - staff are open to supporting each other but many felt the capacity to share across the cluster was a limiting factor. It will be important that the method chosen for collaboration (i.e. face to face, or a shared Notebook) is easy for all staff to engage with.</p> <p>N Corrigan, J Lees, R Fulton &amp; S Bell agreed to meet to allow C Moyes to take forward proposals within the primary setting.</p> <p>STEM strategy initially developed by NC and taken to STEM group, who were concerned that staff were currently overburdened, and this might be better introduced gradually (hence proposed STEM day).</p> <p>NC still in contact with C Moyes, with the potential for collaboration still available if this is required.</p>	
	<p><b>Outcomes</b></p> <p>Continue to encourage departments to investigate possible new courses</p> <p>Work on some employability qualifications was due to take place in May this year for N4 pupils, but not possible due to school closure. Will look to roll out May 2021.</p> <p>We are currently planning for the current S3 group 3 to work towards achieving Nat applications by the end of S4. As minimum we hope that all almost all will achieve the numeracy unit.</p> <p>We are looking at running Nat 5 Applications for S5/6 pupils for 2022/23, instead of the Nat 5 Maths course.</p> <p>Funding secured from regional DYW for resources for N4 Employability qualifications.</p> <p>Several new courses added to the S3 curriculum for this year. (Mandarin, French, Music Technology)</p> <p>Already plans in place to increase this next session again.</p> <p>New courses on offer at lower levels in senior phase to ensure we are meeting the needs of all pupils. (E.g. Nat 4 Physics, Chemistry and Biology)</p>	<p>Continue to encourage departments to investigate delivering possible new courses/NPAs</p>

	<p><b>Outcomes</b></p> <p>Nat 5 photography course run by college this session with a good take-up from the school. However, no pupils opted for N5 Photography for the forthcoming session – this was also going to be delivered in school.</p> <p>Materials have been created for the National 5 and Higher Photography courses and these will be offered again next year.</p> <p>S3 Photography course introduced with excellent uptake. Hoping this will impact NPA course uptake the following year.</p> <p>1st year of S3 Photography course- this has been successful so far and good pupil engagement. Hopefully the S3 course will encourage good uptake in 2022/23.</p> <p>Another good year for uptake for Higher Photography. It has been a good course to get more boys in the department/ faculty.</p>	<p>NPA Level 5 and Higher Photography courses will be offered next session and we will continue to develop Photography courses.</p>
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Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 9: Health and Wellbeing</b></p> <p><b>NIF Priority</b> <b>Closing the gap</b> <b>Improvements in health &amp; wellbeing</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> <b>2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> We have published more detailed information about the Health and Wellbeing curricular topics on our website including resources for parents to use as discussion tools with their young people. Termly letter provides parents and pupils with plans for Health and Wellbeing topics. HWB Section of Website has lots of information available for both pupils and parents to support HWB. This is updated regularly.</p> <p><b>Outcomes</b> The Wellbeing Information Sharing (WISH) form is being used to provide feedback to staff around H&amp;W concerns. This also involves feedback to the staff that referred from Pupil Support.</p> <p><b>Outcomes</b> Develop assessment and tracking processes for the HWB Curriculum.  S1 classes have begun to use learning passports to track progress and achievement in HWB. First input was Nov 2020 however lockdown has prevented further progress.  S1/S2/S3 Kahoots have been used to assess pupil knowledge and understanding of HWB topics</p>	<p>Continue to publish information linking to HWB courses and keep website updated.</p> <p>HWB links continue to be displayed on the school website and pertinent links are shared with teachers through the school letter.</p> <p>Work ongoing to keep this updated termly.</p> <p>Following staff consultation, WISH forms will not be used next session.</p> <p>Continue to develop assessment tracking processes for the HWB Curriculum Further embed the use of learning passports into S1 Health and Wellbeing classes to track progress and achievement Continue to use Kahoots in S1/S2/S3 Health and Wellbeing classes to assess pupils' prior knowledge of HWB topics and use this data to inform lesson content.</p>

	<p><b>Outcomes</b> Consult pupils on the implementation of the new Positive Relationships Policy in line with the Respect Me guidance. However, due to Covid restrictions, we have had no MVP mentors present to support this.</p> <p>Senior Elective has focused more on mentoring of S1 pupils by S6 and one group focusing on Transitions. MVP may be reintroduced next academic session. 1 to 1 mentoring prioritized at the moment</p>	<p>MVP: will be an elective in 2022/23 and monitoring/implementation plans agreed for the year.</p>
	<p><b>Outcomes</b> Pupil Support staff have reviewed the Bullying and Equalities module on Seemis</p>	<p>A clear plan for Equalities to be developed by December 2022 and a plan in place for Anti Bullying by November 2022.</p>
	<p><b>Outcomes</b> PT Health and Wellbeing and a PT Pupil Support are leading the Equalities pupil group who are working towards an award. The Equalities group will review the school's approaches to gender and sexual orientation.</p> <p>Two meetings have taken place prior to Christmas. A Team has been created to share ideas by students. SH has made links with Beth Goodyear from LGBT Youth Scotland to work towards achieving LGBT schools charter status.</p> <p>Purple Friday was promoted during lockdown learning through social media platforms.</p> <p>SH and AT will meet with equalities group in May to plan for presentation of lessons to students during HWB lessons.</p> <p>The LGBT Charter is a programme that will enable our school to proactively include LGBT people in every aspect of school life. The programme will support our school to undertake training and review policies, practice and resources to make sure that we are meeting legislative needs while being as inclusive as possible.</p> <p>Wallace Hall Academy will aim to achieve a bronze LGBT charter. Both Beth Goodyear and Kerry Riddell will be involved in supporting this. We will plan and deliver lessons along with Kerry Riddell to ensure inclusive learning environments for all pupils.</p> <p>When awarded our LGBT Charter it will enable us to send a positive message, with confidence, that our school is a champion of LGBT inclusion. The LGBT Charter makes a clear statement that equality and diversity are at the heart of our school community.</p> <p>Charter application completed. Place secured on charter journey. Awaiting assignment of charter manager.</p>	<p>AL and the Equalities pupil group to work towards achieving LGBT Bronze charter status for Wallace Hall.</p> <p>Elective to identify any areas of concern and possible solutions.</p>

	<p>Links with Moffat and NWCC made by SH to work on charter journey.</p> <p>SH working with elective to identify areas of concern and possible solutions. To date door signs, active equalities group, updated notice board and logo developed.</p>	
	<p><b>Outcomes</b> Some staff are trained in MWOW but new staff will need to be trained. We will also need to review any new training materials since the last training took place.</p> <p>HWB has been hit significantly by lockdown.</p> <p>LR is carrying out a thorough review of the HWB curriculum with pupils and staff.</p> <p>New MWoW pupil ambassadors have been trained.</p> <p>Review was carried out through pupil focus groups and staff questionnaires. Pupil and staff feedback has been used to inform planning for upcoming HWB courses. Changes and developments have been incorporated where possible. There is a lot of content to cover and there have been a number of assemblies this year and so it can be difficult to include lots of new topics.</p>	<p>We will use findings of the Review to inform improvement planning and lesson planning for next year.</p> <p>Development days will take place termly and these to be linked directly to SIP.</p> <p>Updates and progress from termly development days to be reported back to SMT.</p> <p>Date for HWB teachers to be trained agreed.</p>
	<p><b>Outcomes</b> In the secondary we have a team of staff including PTs Pupil Support, PT Additional Support for Learning, Lead PEF staff, a DHT and other volunteers who work together to make sure that we are supporting the wellbeing of all our young people.</p> <p>All our teaching support staff meet on a regular basis to make sure we are sharing information and planning together.</p> <p>Information sharing meetings still occurring and happened during lockdown.</p> <p>Natalie Flint was appointed as permanent PT ASN. Pupil Support Team and ASN are very much one team now and work closely together in order to meet the needs of the learners.</p> <p>We have now introduced targeted support including S1, S2 and S3 nurture group to help support young people with their emotional development.</p>	<p>Continue to work with all staff in promoting and supporting wellbeing for all pupils.</p> <p>PTs PS to continue to meet weekly with PT ASN in order to meet the needs of all learners.</p> <p>All staff to contribute to supporting pupils and share any concerns with PTs Pupil Support/ASN to enable more targeted support to take place.</p> <p>Key areas for improvement to be identified.</p>

	<p><b>Outcomes</b> SHANNARI indicators well used in the academy and they have been introduced into primary classes. Each class in the primary has looked at the indicators and adapted the language to make sure it is appropriate to the age and stage of the pupils.</p> <p>The Seemis progress tracking progress and achievement module has been used effectively in the academy and in Wallace Hall primary. Other cluster primaries are still investigating the possible impact of this module.</p> <p>Pupils are introduced to SHANNARI indicators and we use these to help them to assess how they are feeling ahead of HWB conversations. These allow us to identify when a pupil is in need of support. The wellbeing wheel forms provide pupils with full explanations of the indicators, in language that is easy to understand.</p> <p>SHANNARI indicators are considered by PTs PS when filing in RfAs to agencies as these help agencies to identify when a wellbeing needs is not being met.</p> <p>Pupils in the Primary complete SHANNARI tracking wheels twice a year, and this information is added to the Data Spreadsheet. Any changes (positive or negative) are discussed and interventions taken if needed.</p> <p>SHANARRI indicators used in creation of Class Rules, ethos and expectations as well as influencing newly created class charters as part of RRSA term 1 session 2021.</p>	
	<p><b>Outcomes</b> We still have good working relationships across the school and our 2-18 SMT group meets on a regular basis.</p>	<p>Continue to build good working relationships across the 2-18 school, meeting on a regular basis.</p>
	<p><b>Outcomes</b> The Mental Health First Aid group met on a number of occasions and this has now developed into a H&amp; W group which is led by PT H&amp;W.</p> <p>Various activities have taken place to support staff HWB including staff Strava group, recipe sharing, 5 steps to well-being ideas. Afterschool fitness club takes place on Tuesdays for staff. A Team has been set up to share further ideas.</p> <p>Make use of staff HWB Team to meet and to plan for activities/event to support staff HWB this term.</p> <p>Within Covid guidelines, end of term events, rugby sessions, menopause forums, Barista coffee deliveries and other activities have taken place.</p>	<p>AL will continue to organise various activities/sessions/forums to support staff and pupil Health and Wellbeing.</p>

	<p><b>Outcomes</b></p> <p>Secondary staff continue to use Emotion Works where appropriate. These are particularly useful during restorative conversations.</p> <p>Primary staff had Emotion Works training and were using it in classes to discuss incidents and behaviours.</p> <p>Enhanced focus on Emotion Works in the Primary as this has not been used as much recently. Refresher/new staff training to take place in term 3 or 4.</p> <p>Emotion Works refresher input to be organized by Primary DHTs using exiting materials to remind staff of options to regulate emotions and responses in class. (staff development)</p> <p>Program used together with Emotional Literacy materials for each individual class from LT Scotland, RRS materials and newly created Promoting Positive Behavior policy in WHPS. Further work needed on bringing Emotion Works approaches back to the fore.</p> <p>Use of reflection time and BG restorative question suggestions in WHPS</p> <p>Emotion Works used where appropriate following incidents of poor behaviour and for restorative conversations.</p>	<p>Continue to make use of Emotion Works, where appropriate, across the 2-18 school.</p>
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Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 10: Transitions</b></p> <p><b>NIF Priority</b> <b>Closing the gap</b> <b>Improvements in health &amp; wellbeing</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> <b>2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> As part of online transitions curricular taster sessions were provided to all cluster Primaries. Almost all faculties prepared and delivered lessons which focused on key skills used in Secondary.</p> <p>Transitions calendar agreed for 2021/22 and new Transitions Passport Booklet created and shared will cluster; this includes information and activities from all faculties. Taster lessons will be delivered online or in person in term 3&amp;4.</p>	<p>Curricular sessions will be part of transition programme next session and provide curricular links for all cluster pupils</p>
	<p><b>Outcomes</b> A new careers adviser is now in school two and a half days per week, and she has prioritised working with pupils identified by staff who could be at risk of a negative destination. Employability and skills have also been contacted where required for pupils who need more support.</p> <p>The career and future planning team is being used by staff to post information relating to careers, jobs, courses etc. and all new S4/5 and 6 pupils will be added to this Team if they have not already joined.</p> <p>Jo Hunter, PT DYW, has set up tags using the 16+ Seemis intended destination categories so that specific pupils can be targeted with information relevant to their chosen career path.</p> <p>Employability Coordination Group set up to allow a coordinated approach to helping students find a positive destination. Meetings will occur 4 times per year, ahead of key leaving dates.</p> <p>Employability and skills have been in to meet staff in school, pupils referred to Mel McGhie where appropriate and updates being shared with PT PS</p> <p>16+ tab continues to be updated and information gathered has been passed to JH – S4 are now in the Team and tags have been added</p>	<p>We will continue to work with a variety of agencies to ensure positive, sustained destinations when pupils leave school.</p> <p>Continue to update the 16+ tab and gather and share information as relevant.</p> <p>SDS and PS will meet regularly to share information.</p>

	<p><b>Outcomes</b>  No transition jotters recovered from cluster 19/20, and no jotters issued 20/21. Small-scale booklet created for remote transition during May 2020 but we did not receive work from P7s.</p> <p>Discuss possibility of reinstating use of transition jotter, online support sessions and visits when Covid restrictions are lifted.</p> <p>We could not reinstate jotters or carry out support visits due to Covid restrictions. Modern Languages staff participated in the whole school transitions booklet and supplied written tasks for P7 to do.</p> <p>Transitions Passport Booklet created and shared will cluster; this includes literacy task.</p>	<p>Transitions visits and activities to be reinstated post Covid.</p>
	<p><b>Outcomes</b>  Wallace Hall Primary and Academy are making use of the authority attainment tracking system and the other cluster primaries are investigating whether they are going to use it.</p>	<p>Encourage the use of a system we can all link into and that will give us a clear picture of progress and prior attainment.</p>
	<p><b>Outcomes</b>  Create greater linkage between P7 and S3 Profiles.  ES &amp; KF still to get the information regarding profiling approaches from Cluster HTs.  KF has contacted The P7 teacher at WHP and a meeting will be arranged before the summer. We will use the MWOW profile for P7.</p> <p>A meeting with Cluster Heads and DHTs to be organised to discuss a plan on how to make best connections between the P7 and S3 profiles. This is still ongoing.</p>	<p>Identify link member of staff to liaise with Cluster Heads to discuss greater linkage between P7 and S3 profiles.</p> <p>Clear plan for going forward to be in place by August 2022.</p>
	<p><b>Outcomes</b>  A major review of UCAS was completed, next steps were implemented effectively and we have introduced a number of changes. We will make greater use of profiling when UCAS applications, College applications and job applications are made.  Pupils in senior school use MWOW profiling and this has proved helpful for pupils when making applications.</p> <p>Senior profiling using MWoW has been built into the senior H&amp;WB calendar</p>	<p>To continue to embed profiling into the HWB curriculum for senior pupils.</p>

	<p><b>Outcomes</b> Transition process continue to be embedded across the 2-18 school.</p> <p>In the secondary, we have increased staff support available to pupils, ensuring positive, sustainable destinations are pursued for all our young people.</p> <p>To continue with the process set up in 2020-21, ensuring that all pupils in their final year of school have a named member of staff to work with and support with their future plans.</p> <p>All pupils have named supporter, leavers in S4 and S5 will be supported by PT PS/or an identified member of staff</p>	<p>Ensure all senior pupils in their final year have a named member of staff to work with and support them with future plans.</p>
	<p><b>Outcomes</b> Progress is being made on the implementations on profiling for S3 to S5. However, due to Covid-19, the process was delayed.</p> <p>Profiling for S3 to S5 will be carried over to 2021/22 and the survey will be completed following the creation of the visual CV.</p> <p>Senior profiling using MWow has been built into the senior H&amp;WB calendar S5 completed profiling as part of HWB lessons and S4 will complete this before April 2022</p>	



Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 11: Tracking and Data</b></p> <p><b>NIF Priority</b> Closing the attainment gap and improvements in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Teacher professionalism, assessment of children's progress and performance information</p>	<p><b>Outcomes</b> Link the BGE Progress + Achievement tracking system to the Senior Phase tracking systems and digital markbooks.</p> <p>We tracked Progress + Achievement Levels for S1, S2 and S3 pupils in December.</p> <p>Incorporate Progress + Achievement Levels into the digital markbooks for 2021-22.</p> <p>The digital markbook in 2021-22 contains Progress + Achievement data. A help video was also provided to show staff how to use it as part of their markbooks.</p> <p>The criteria for Levels within Progress + Achievement was shared with all staff. No faculties fed back any changes.</p>	<p>Staff will be asked to continue to focus on what is meant by progress and achievement within their subject.</p>
<p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1.2, 2.3, 3.2</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> SHANARRI indicators continue to be used in the academy and new booklets have been developed in the primary that are age and stage appropriate.</p> <p>HWB assessments have only taken place in term1+2 due to Covid and it is unlikely we will be able to do it in term 4 as staff are under pressure with SQA work.</p> <p>HWB conversations data being recorded in tracking sheets.</p> <p>SHINE surveys completed and we await the results of the regional HWB surveys. The results will then be collated and next steps identified.</p>	<p>Re-engage with HWB assessment for pupils and investigate use of SHINE Network Data to assess HWB at whole school level.</p> <p>Use data gathered interventions and HWB curriculum topics.</p> <p>Results of SHINE surveys and regional HWB surveys collated and next steps identified.</p>

	<p><b>Outcomes</b> Effective tracking of literacy and numeracy across the curriculum is being investigated and a plan will be agreed for next steps.</p> <p>Whole school moderation plan for S1 and S2 is in place.</p>	<p>Next steps for tracking of whole school literacy and numeracy will be agreed after the moderation cycle.</p> <p>We will also look at P7 moderation in literacy and numeracy.</p>
	<p><b>Outcomes</b> SHINE is being used and we are exploring how we can make greater use of this network.</p> <p>See above for other comments related to Health and Wellbeing assessments.</p> <p>Students took part in spring sleep data collection. This report is in progress. Results will be shared with SH.</p> <p>Once results of sleep analysis have been shared, SH will feedback to PTPS and this information may be used to inform HWB lessons across all levels.</p> <p>All pupils across S1-S6 completed SHINE survey in January as above.</p>	<p>Results of regional HWB surveys collated and next steps identified as above.</p> <p>SHINE was explored but we will not be using this network next academic session.</p>
	<p><b>Outcomes</b> Progress + Achievement tracking data is now incorporated into S1, S2 and S3 full reports, all of which went out in 2020-21.</p> <p>In session 2021/22, Progress + Achievement data incorporated into S2 reports and planned to go into S3 and S1 reports as well</p>	<p>Continue to incorporate Progress and Achievement Data into S1, S2 and S3 reports.</p>
	<p><b>Outcomes</b> <b><u>Whole school</u></b></p> <p>We continue to produce reports on key aspects of data and share this with key individuals on a regular basis. This has been done this for the SQA assessments and we also produced a tracking report in the BGE report for December 2020.</p> <p>Some primaries are sharing Progress + Achievement Level information with us which we will make use of to inform the transition process and the rest of the cluster are considering how to make the best use of this model.</p> <p>At key points (BGE tracking, SP Working Grades etc.) SMT meet to identify which pupils are in need of support and/or challenge.</p> <p>No yearly attainment overview planned for 2020-21 due to the nature of the way SQA results were generated.</p>	<p>Continue to produce reports on key aspects of data and share this with key individuals on a regular basis.</p>

	<p>Senior Phase tracking in October and November took place. It was sent to parents and collated for review by SMT. Pupils failing in a number of subjects will be spoken to in early December to support and/or challenge them.</p> <p>We got hold of as much Progress + Achievement data as we could for our new S1 pupils and it was incorporated into the digital markbook. A help video was also provided to help staff use the data.</p> <p>The first round of Progress + Achievement tracking is underway for all S1, S2 and S3 pupils.</p> <p>Yearly attainment meeting with Tom Snow took place in mid-December. An overview of our results has been forwarded to him in advance of the meeting. RF happy to go into greater detail with any aspect of Insight Tom is interested in discussing. Feedback from this meeting was very positive.</p>	
	<p><b>Outcomes</b>  <b><u>BGE tracking and monitoring</u></b></p> <p>Progress + Achievement data was collected and analysed. We were able to identify those pupils making limited progress between tracking periods and intervened in a variety of ways including literacy, behavioural and PEF support.</p> <p>Progress + Achievement data included in S2 reports and due to go into S3 and S1 reports also. Details shared with PTCs in January.</p> <p>Progress + Achievement data will be used to inform subject choice from S2 into S3 and S3 into S4. The details of the P + A tracking was shared with PTPS and SMT in January to try and help inform the S2 into S3 options process but due to inconsistencies across departments it wasn't as useful as we had hoped. We will continue to work with PTCs to improve the consistency of the data.</p> <p>Make use of Progress + Achievement during Options process with S2 and S3 pupils. Details shared with PTPS and SMT in January. The details of the P + A tracking was shared with PTPS and SMT in January to try and help inform the S3 into S4 options process but due to inconsistencies across departments it wasn't as useful as we had hoped. We will continue to work with PTCs to improve the consistency of the data.</p>	<p>We will continue to liaise with PTs and teaching staff about moderation.</p> <p>We will continue to work with the PTCs to improve the consistency of the Progress and Achievement data.</p>

	<p><b>Outcomes</b>  <b><u>Senior Phase tracking and monitoring</u></b>  Once working grades were collected, SMT met to highlight pupils most at risk of underachievement. Due to remote learning, final session of this took place in May rather than February.</p> <p>During lockdown we tracked pupil engagement and we were able to report to parents and support and/or challenge those who weren't engaging.</p> <p>Senior Phase tracking conducted in October and November. All data sent home to parents and collated by SMT. Pupils at risk were allocated a member of EMT to speak with about their next steps.</p>	<p>Continue to liaise with SMT and mentoring team to provide guidance on which pupils are most 'at risk', making effective use of data and ensure targeted support is put in place.</p>
	<p><b>Outcomes</b>  <b><u>Use of Insight</u></b></p> <p>Lewis Paterson meeting cancelled this year as Insight data didn't appear until February.</p> <p>Consultation took place with PTCs of Maths and English to ensure we were making use of Numeracy and Literacy awards to ensure the maximum number of pupils achieved qualifications.</p> <p>A CPD session was organized for all staff where they were able to choose 2 aspects on Insight they were interested in to investigate more fully.</p> <p>Visit from Lewis Paterson has been postponed until we return to a more normal final exam structure as Lewis' advice will have more impact then.</p>	<p>Continue to make effective use of Insight data to ensure all pupils are supported effectively to reach a positive destination.</p> <p>Reschedule visit from Lewis Paterson to take place in December 2022 who will demonstrate to SMT and PTs how to use Insight effectively to inform next steps.</p>
	<p><b>Outcomes</b>  <b><u>PEF</u></b></p> <p>Following whole school reviews, data is shared with PEF staff. We make use of filters to allow relevant pupils to be targeted and analysed individually.</p>	<p>Continue to review impact of PEF interventions through the use of data.</p>
	<p><b>Outcomes</b>  <b><u>Parental engagement</u></b></p> <p>Progress + Achievement data was included in reports for S1, S2 and S3 pupils in 2020-21.</p>	<p>Engage with the Learning and Teaching Group from the Parent Council to hear their views on the strengths and weaknesses of the system.</p>

	<p><b>Outcomes</b> WHA data continues to be strong across multiple measures using Insight but due to the unique way results were created during Covid our analysis and evaluation of these measures will not be as valid and reliable.</p> <p>A CPD session was organized for all staff where they were able to choose 2 aspects on Insight they were interested in to investigate more fully.</p>	<p>We will continue to build on progress made in this area</p>
	<p><b>Outcomes</b> Second tracking report was produced in December 2021. This was then shared with our EMT where we discussed how best to moderate results and help ensure greater consistency across all subject areas. SMT met remotely in January to discuss next steps.</p> <p>Progress + Achievement tracking data shared with S1, S2 and S3 parents.</p>	<p>Continue to make good use of tracking reports to support effective communication with parents.</p>
	<p><b>Outcomes</b> It is now normal practice for discussions to take place about the research that is available for any new intervention that we will use. Sources like the EEF and other academic papers are widely available.</p> <p>All PEF Interventions (secondary) continue to be based on sound academic research e.g. EEF, NFER, OfSted, CPAG, Scottish Government.</p> <p>Plans from previous years all underpinned by relevant research. Intervention plans not yet revised for session 2021/22 as we have been awaiting news of national and local financial decisions regarding salaries and other costs. JC will update plans before end of session 2022.</p>	<p>Ensure research evidence is detailed on all PEF secondary interventions plans.</p>
	<p><b>Outcomes</b> PEF secondary attainment tracking spreadsheets continue to be used to show overview of attainment in line with BGE tracking calendar, achievement of individual targets, referrals to PS/ASN, participation in Literacy, Numeracy and HWB PEF interventions, parental engagement, poverty proofing instances along with individual records of mentoring sessions. Not linked with Seemis data – but can be used alongside this to attempt to give “whole picture” of individual pupil achievement.</p> <p>PEF Team to maintain records of the above during session 21/22.</p> <p>JC revised all PEF Interventions following discussion with HT by end of January 2022</p> <p>PEF Team continues to track data of CfE levels from teaching staff (collated by Dr Fulton) in line with whole school tracking dates, HWB data, poverty proofing and referrals, individual targets on PEF Attainment Spreadsheet and</p>	<p>PEF Team to continue to evaluate and develop PEF attainment tracking records.</p>

	<p>Pupil Information database which has hyperlinks to details of all PEF pupil mentoring sessions.</p>	
	<p><b>Outcomes</b>  See above description of PEF attainment tracking.  PEF Team met with PT ASN and PS team to discuss how ASN, PS and PEF individual pupil targets and progress could be recorded consistently across the three teams and also shared with staff. Little progress on this due to Covid. PEF pupil data ready to be integrated with Pupil Information database for next session.</p> <p>PEF pupil targets all entered on to ASN Pupil Information database. Available for access and contributions by all staff. JC shared this with all staff at January inset.</p>	<p>PEF Team to continue to work with primary colleagues to develop PEF attainment tracking across primary and secondary.</p> <p>PEF Team to continue to work with ASN and PS to integrate pupil targets, progress and pupil PEF mentoring in to one consistent and accessible system.</p>
	<p><b>Outcomes</b>  R Fulton is reviewing digital markbooks and will update before the start of the new academic year.</p> <p>Next steps are to incorporate Progress + Achievement data into the digital markbooks for 2021-22.</p> <p>Digital markbooks now include Progress + Achievement data.</p>	
	<p><b>Outcomes</b>  R Fulton is making good progress in aligning data from a wide variety of sources in one document.</p> <p>Overview across the school produced in July which agreed very well with published Insight data in September. Much less hard data available from the SQA this session due to there being no exams.</p>	<p>Continue to make progress in analysing and aligning data from a variety of sources into one document.</p>
	<p><b>Outcomes</b>  The end of year reviews did not happen in 2019-20 but these will take place in June 2021.  Tracking in the BGE and SP will form part of the end of year PTC reviews June 2021.</p> <p>All of the BGE and Senior Phase tracking data has been included on the digital markbook. RFis investigating how these two systems could tie together to inform target setting early in S4.</p>	<p>To review TIPs as part of end of year meetings with PTs.</p> <p>Links will be created between the BGE Tracking and the Senior Phase Tracking to ensure continuity of data.</p>

	<p><b>Outcomes</b> Assessments will take place for all pupils in S3 during May for session 2021 and assessments will run as normal for future sessions</p> <p>Post Covid, assessments will run as normal for future sessions Assessment plan in place for April/May.</p> <p>SNSA assessments took place during the session as appropriate for different classes.</p>	
	<p><b>Outcomes</b> Progress data report was produced by R Fulton in December 2020 and discussed by Academy SLT in January 2021. Next steps were agreed.</p> <p>The next steps from the progress data report produced by R Fulton have been incorporated into this section of the data report.</p> <p>.</p>	<p>Progress data report next steps to be identified and agreed for 2022/2023</p>
	<p><b>Outcomes</b> We have made use of Progress + Achievement module this year but the Covid lockdown and remote learning have meant that we couldn't use it all the ways we would want to. This is something we will roll out next year.</p> <p>Gather more data using the BGE Progress + Achievement module so that we can identify the progress made by individual pupils and target support accordingly.</p> <p>Reports were produced in January. SMT focused on consistency and reviewed pupils who were in need of targeted support.</p>	<p>Continue to moderate the use of the BGE Progress + Achievement module both in departments and across the school.</p>
	<p><b>Outcomes</b> Senior Phase Tracking continues to be well used in the Academy. Following collation of working grades, SMT meet to highlight pupils most at risk of underachievement. Due to remote learning, the final session which normally happens in February took place in May 2021</p> <p>During lockdown we did track pupil engagement with the Remote Learning work and we were able to report to parents and support and/or challenge pupils.</p> <p>Senior Phase Tracking continues to be well used in the Academy. Following collation of working grades, SMT meet to highlight pupils most at risk of underachievement. Due to remote learning, the final session which normally happens in February took place in May 2021</p> <p>During lockdown we did track pupil engagement with the Remote Learning work and we were able to report to parents and support and/or challenge pupils.</p>	<p>Continue to use Senior Phase Tracking to support and/or challenge pupils.</p>

	<p><b>Outcomes</b></p> <p>We have identified how to link the BGE and Senior Phase tracking systems together with the intention of this becoming a feature of the digital markbooks which are shared each year. We would be better placed to do this in 2021/22 when we have established further moderation of the BGE Progress + Achievement module.</p> <p>Create and develop a holistic system that would tie in senior phase tracking, BGE tracking and primary tracking, making good use of relevant data in the 2021-2022 digital markbooks.</p> <p>All of the available data included in the new digital markbook. A video explaining how to use it was also provided for staff.</p>	
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Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 12: PEF</b></p> <p><b>Pupil Equity Funding will be used to bridge the financial attainment gap. Plans are in place and interventions are now being used.</b></p> <p><b>NIF Priority</b> <b>Closing the attainment gap.</b></p> <p><b>NIF Driver</b> Assessment of children's progress and performance information. Parental engagement, school improvement and performance information</p> <p><b>HGIOS? 4 / HGIOELC? QIs</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> We have a leader in the primary and a leader in the secondary who are co-ordinating our approaches to closing the gap. This has resulted in better use of data and interventions which are having a greater impact on some of our young people who receive support through PEF. We will continue to keep going with the interventions that are working well and make further interventions where we feel that further changes and support/challenge are required.</p> <p><b>Secondary information</b> <b>Interventions:</b> <b>PEF Team</b> – contacted and offered support to 100% of FSM parents/pupils during school closure Regular remote support (1-2 calls per week) was given to according to need as follows: S1-53%, S2-27%, S3-21%, S4-73%, S5-44%, S6-29% All vulnerable pupils supported remotely during school closure by PS, ASN, PEF so differences in percentages above accounted for by support being given by other teams or not required/refused.</p> <p><b>Learning Mentoring (LM)</b> Achieving Learning Targets as of April 2021: Of the 45 pupils in the S1-S3 target group the following % achieved or partially achieved learning targets: S1 – 82% S2 – 73% S3 – 85% Total: 82% of the target group in S1-3 have support in achieving individual learning targets</p> <p><b>Individualised support for S4-6 group</b> focused on transitions: 62% supported via Career Mentoring, Work experience (virtual), Mock Interviews, College application and/or UCAS support, application support for Sutton Trust Summer School and Nuffield Research Placement, Social Mobility Foundation</p> <p><b>Referrals to other support agencies/teams within school</b></p>	<p>Set Numeracy targets and increase small group tuition in Numeracy.</p> <p>Continue to achieve learning targets in Lit., and HWB increasing small group tuition in Literacy.</p> <p>Clearly define all learning targets to integrate with PS and ASfL target setting and monitoring systems.</p> <p>Clearly define PEF intervention impact targets and measures</p> <p>Increase and monitor Participation in Wider Activities and Engagement with Learning.</p> <p>Continue PEF support at transitions to include cluster primaries.</p> <p>Continue to develop Parental Engagement strategies and Poverty Proofing measures.</p> <p>Plan literacy/Learning Mentoring input with appropriate colleagues across the academy.</p> <p>PEF LA and PEF Project Officer continue to work with three most vulnerable pupils: family support sessions and home learning support.</p> <p>Poverty proofing is ongoing.</p>

Pupil Support team: 23  
Parental Engagement: 55 calls made  
CAMHS: 0  
Virtual/online Work Experience - 10  
SDS - 15  
Befrienders - 1  
SMT - 1  
Support with EMA – 12

**Literacy and Numeracy** – Every pupil in S1, 2 and 3 has been assessed as part of SRA Reading Scheme. SRA catch-up supported by PEF LA could not take place this year due to school closure. Numeracy intervention developed and small group catch-up sessions have started for target groups S1 and S2– led by PEF LA in The Hub

**Poverty Proofing** – every FSM pupil issued with stationery packs, laptops and offered data memory cards to support home learning during school closure and on return to school

**Parental Engagement** – 100% parents contacted in last six months via telephone

**Monitoring and Evaluating Impact** – see School Priority 11 Tracking and Data

**Transitions – PEF Project Officer working** 1 day per week in primary and supporting P7 transitions. PEF LA attending all primary 7 remote transitions sessions.

PEF targets to date this session all accessible by all staff on Pupil Information database.

Literacy impact targets:

1. All BGE pupils to take part in SRA Levelled Reading programme (2x 2 week blocks per session)
2. 100% of participating pupils to move up at least one level on the programme.
3. FME pupils with literacy needs to be supported 1:1 LA support in class or in small group, and appropriate resources purchased where necessary.
4. All targets for Literacy to be shared with teachers and relevant LAs.

HWB impact target:

1. 100% of FME pupils meet/be supported by a learning mentor at least once per term
2. Most vulnerable pupils to be supported 1:1 or in small groups using Nurture, STILL or any other appropriate support techniques.
3. Most vulnerable pupils to have individual targets set and support to achieve these by end of session.

	PEF LA attending cluster primary enhanced transition visits.	
	<p><b>Outcomes</b> We have now finished our partnership with Tapestry and we have appointed a new Acting PT of Learning and Teaching who will develop a new plan and support its implementation.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p>	Acting PT Learning and Teaching will plan and lead good practice in Learning and Teaching and support its implementation.
	<p><b>Outcomes</b> Continue to work alongside PEF team to ensure that no young person from a disadvantaged background is left without the option and understanding of mentoring. All pupils are given the option to sign up to mentoring at start of academic year in HWB lessons. FSM pupils are targeted as part of PTPS deciding who gets a mentor and offered a chance to take part. Some have chosen not to take part and continue with PEF mentoring only.</p> <p>We will continue this next year and develop links/communication between PEF mentor and senior mentor.</p>	Establish regular formal communication method between PTPS and PEF team.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Priority 13: Self Evaluation</b></p> <p><b>The implementation of the new 2-18 self-evaluation plan to ensure it has a clear focus on excellence and equity</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy Closing the gap Improvements in health &amp; wellbeing Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b></p>	<p><b>Outcomes</b> We will continue to roll out a strategic plan for self-evaluation for the ELC, primary and academy with a clear focus on next steps and impact. These plans will be shared with all staff and we will work with the ELC, the primary and the secondary and make sure the processes are consistent across the whole school.</p> <p>Policy and 3-year plan were updated in May 2019 and shared with all staff to make sure processes were consistent across the school.</p> <p>Policy and plan will be due to be updated again in May 2022.</p> <p>BG is working on strategic planning for self-evaluation for the Primary and ELC.</p> <p>Policy update currently ongoing for secondary. New observation pro-forma will be part of the update. All self-evaluation activities to be summarised on formal school review form.</p> <p><b>Outcomes</b> Review of the QI machine for tracking of departmental evaluations of quality indicators of 2.2, 2.3, 2.4 and 3.2 in the academy was completed. Staff felt the QI machine was an effective indicator of progress.</p> <p>Staff are now asked to link this progress to their Team Improvement Plan.</p> <p>This session we moved back to using standards and quality reports as staff felt that the QI machine was too restrictive when planning future activities and reviewing work which has taken place.</p>	<p>Self-evaluation policy update was finalised in session 2021/2022.</p> <p>ELC and Primary strategic planning will be embedded into ELC and Primary sections of the SIP.</p> <p>Continue to ensure robust self-evaluation processes are in place across the secondary.</p>

<p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b>          To review the classroom observation sheets which are used across the school and to come up with a consistent form that can be used by all.</p> <p>As part of his 2-year plan J Lees, Acting PT Learning and Teaching, will be developing a Lesson Evaluation Toolkit which all staff across the school will use during classroom observations. This will be created using the Teaching and Learning Improvement group and from initial staff training.</p> <p>Primary Staff have been involved in a twilight session with James Lees to discuss features of effective lessons and have completed an online survey. Primary and ELC staff will be involved in the training on January INSET.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p> <p>Staff have so far been involved in a couple of activities relating specifically to Learning and Teaching. Responses from this, Learning and Teaching Improvement group and pupil voice meetings have been collated to create a draft of our lesson observation sheets. These were launched during INSET January 2022.</p>	<p>Lesson Evaluation Toolkit has been developed and the finalised form will be used during classroom observations.</p>
	<p><b>Outcomes</b>          Train staff in the use of the new whole-school Lesson Evaluation Toolkit and ensure this is used consistently.</p> <p>In the August 2021 In Service Day, staff asked to comment on the Lesson Evaluation Toolkit and were trained on how to make best use of this form including using for peer observations and self-evaluation. When the form is finalised, we will agree a way to collate the findings of observations, either using numbers of traffic lights. This will then allow us to see areas of good practice and areas for further development.          This will be incorporated into whole school planning for T+L, led by JL.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p> <p>Staff have so far been involved in a couple of activities related specifically to Learning and Teaching. Responses from this, Learning and Teaching Improvement group and pupil voice meetings have been collated to create a draft of our lesson observation sheets. These were launched during INSET January 2022.</p>	<p>Continue to train staff in the use of the new whole-school Lesson Evaluation Toolkit and ensure this is used consistently.</p>

	<p><b>Outcomes</b> To investigate how we can store and collate information from observation and look for improvement or changes in practice.</p> <p>Learning and Teaching Plan will look at methods of how information from <i>'Lesson Evaluation Toolkit'</i> can be collected and stored. Investigate roll of self-evaluation and data in improving Learning and Teaching.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p> <p>Staff have so far been involved in a couple of activities relating specifically to Learning and Teaching. Responses from this, Learning and Teaching Improvement group and pupil voice meetings have been collated to create a draft of our lesson observation sheets. These were launched during INSET January 2022.</p>	<p>Our Learning and Teaching Improvement Strategy will remain a focus and will continue to be rolled out across the school.</p>
	<p><b>Outcomes</b> Good progress has been made on use of self-evaluation plan in ELC, Primary and Academy and we will continue to make use of this and focus on impact. We have also amended the self-evaluation calendar to take account of the 2 lockdowns which have taken place over the past year. Activities which could take place have done so, those which couldn't have been planned for next session. Reschedule activities that could not take place into session 2021/2022</p> <p>3 year self-evaluation plan has been updated with postponed activities included in the plan.</p>	
	<p><b>Outcomes</b> Data is collected from a variety of sources including staff, pupil and parent questionnaires. However, data this session has been more limited due to not being in school, or classroom observations not taking place.</p> <p>Feedback from authority visits will be used to inform TIPs and events which will be planned for working groups and future INSET days.</p> <p>Primary parents have completed a Communication Survey and there is a Parent Council Working Group looking at this</p> <p>Data from parental questionnaires now will be collected by school due to authority no longer organizing this. The first of this was collected regarding communication with home. Self-evaluation questionnaires were sent out in January and responses collated.</p>	<p>Data from our self-evaluation surveys will be analysed and used to inform our school improvement planning.</p>

	<p><b>Outcomes</b> We will continue to develop our self-evaluation across the whole 2-18 school and learn from good practice which already exists in Wallace Hall.</p> <p>Ensure discussion with Primary and Secondary Leads and continue to organize meetings to ensure good practice.</p>	
	<p><b>Outcomes</b> Use of QI machine to continue in the secondary and the Authority has organised further access to aspects of this software. We will investigate how we can make best use of these additional functions.</p> <p>We will continue to investigate how to make best use of the other functions of the QI machine now that the authority allows us to make full use of this software. This will be carried out over the next two academic years.</p> <p>We no longer use the QI machine and the authority has withdrawn their offer of paying for this.</p>	

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 14: Partnerships</b></p> <p><b>To further develop our school's response to Secondary Development Partnerships</b></p> <p><b>NIF Priority</b> <b>Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> <b>2.3, 3.2, 3.3</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> A Sketchnote has been produced by Academy Pupil Voice Group and this was shared with the Primary Pupil Voice Group. Consultation also took place with parents, pupils and staff about the visions, values and aims of the school and the document has now been updated to reflect the changes.</p> <p>Sketchnote has been shared widely.</p>	
	<p><b>Outcomes</b> Consultations with key stakeholders have taken place around significant changes to the school. This has included learning conversations in the primary, our visions for the 2-18 school and plans for the 33 period week for the academic year 2022-2023.</p> <p>JB is part of the authority working group for the 33 period week and he is sharing key decisions as they are made.</p> <p>33 period week work put on hold because the uncertainty of 1.5 hours of additional preparation time for staff.</p> <p>Further aligned columns being worked on to allow more opportunities for working with SWEIC, Glasgow Caledonian University and colleges.</p>	<p>JB continues to develop the timetable to allow more opportunities for our pupils to engage with further education providers including SWEIC, Glasgow Caledonian University and colleges.</p>
	<p><b>Outcomes</b> We continue to review senior phase pathways.</p> <p>College Academy courses are now of a mainly vocational type, with the exception of the HNC in Electrical Engineering and HNC Computing Science. Feedback from pupils this year has been more positive, especially for the HNC courses and Cyber Security.</p> <p>Higher Politics is not running in session 2021.22 due to insufficient numbers. Nat 5 and H Engineering Science courses continue to be popular with pupils achieving well.</p>	<p>We will continue to review senior phase pathways.</p>



	<p>Due to lockdown this session, the planned link of the Barista group to courses from the Prince's Trust did not take place. The Barista course is not taking place in session 2021.22 because of a low uptake.</p> <p>We do still have some concerns about the College courses being offered and we will make some changes following the reviews of this.</p> <p>College course uptake this year has been low. 1 pupil withdrew from her college course due to a change of mind of career plan and transportation from Kelloholm.</p> <p>Computing Science at Nat 4/5 level has been added this year, with the plan for it to be offered at all levels in 2022.23.</p> <p>Practical Cookery was offered for next session, with a very large take up.</p>	
	<p><b>Outcomes</b></p> <p>New DYW leadership post was advertised in December 2020. J H was appointed to this 2-18 post was in January 2021 focus of the remit will be on key aspects of Employability and DYW. An activity plan for March 2021-April 2023 was agreed with BG and SEG.</p> <p>Activity plan will be implemented and evaluated at relevant stages between now and April 2023</p> <ul style="list-style-type: none"> <li>• Skills Framework finalized.</li> <li>• SDS Embedding skills module scheduled for 6<sup>th</sup> January 2022.</li> <li>• MWOW Ambassadors trained and deployed into S1 and S2 HWB classes.</li> <li>• Higher photography students taking photos of skills for posters – ongoing</li> <li>• Central Database of DYW activities implemented and maintained.</li> <li>• Funding bid for Let's Get Employed programme for 10 students for 2022/2023 session.</li> </ul> <p>Virtual interviews ongoing – 25 so far, more scheduled.</p>	<p>Continue to implement and evaluate key aspects of Employability and DYW featured in JH's Activity Plan.</p>
	<p><b>Outcomes</b></p> <p>We haven't been able to facilitate Halo Trust internships this year as a direct result of Covid</p> <p>As soon as Covid restrictions are reduced to a required level to all pupils to work onsite with the Halo Trust, we plan to re-instate the 3 internship opportunities for pupils.</p>	<p>AMW will liaise with Halo Trust with the aim of reintroducing the Internship Programme for our senior pupils.</p>

	<p><b>Outcomes</b>          Cample Line continues to work with WHA as a valuable partner offering online and virtual work experience, training and skills workshops for senior pupils which are linked to current Cample Line Exhibitions.</p> <p>We will continue to build on this partnership with Cample Line allowing pupils access to artists and other creative professionals. We will also use the link with Tina Fiske to identify opportunities for new Career Mentors who have the necessary skills.</p> <p>Covid has had an impact on our link with Cample Line. We still communicate and hope to reintroduce visits for session 2022/23. We are hoping the Young Assistant Programme will be available to pupils next year as well as course/workshops and talks.</p> <p>We have identified three S6 pupils who are now working closely with Cample Line and some of their creative partners including Matchbox Cineclub, D&amp;G Hard of Hearing Group, Juliana Capes and Tabi Mudaliar. The pupils are being offered training in the following areas:</p> <ul style="list-style-type: none"> <li>• producing audio content</li> <li>• creating audio resources</li> <li>• creating multi-sensory resources</li> <li>• communication awareness</li> <li>• subtitling and captioning.</li> </ul>	<p>Build on our partnership with Cample Line and look at further opportunities including through the Young Assistant Programme.</p>
	<p><b>Outcomes</b>          We continue to work closely with our Parent Council. Meetings continue to be organised remotely during lockdown and this has proven to be a very successful method of communication.</p> <p>.</p>	<p>We will explore using MS Teams for Parent Council meetings post Covid</p>
	<p><b>Outcomes</b>          We have received an extension to our Green Flag application as a result of Covid. Eco-School Scotland are happy with the school action plan and have stated that they are very positive about the changes made since our last flag, including our new polytunnels. Other positives include changes in packaging in the school canteen, teachers doing carbon literacy training, various groups doing projects across the 2-18 school and pen recycling.</p> <p>Eco Group running as an S3 elective for the duration of the 2021-22 session.</p> <p>We were awarded our third Green Flag award in June 2021. This was a great achievement over a difficult period and a real team effort due to the work around the polytunnels and some excellent work in the ELC and primary in regards to composting, outdoor learning, Eco project work and pen recycling.</p>	<p>Next steps for this area are addressed in priority 16 of Section 3 2022/2023</p>

	<p>We now have our next Environmental review and Action Plan under way. This will continue to target Litter/Waste management as well as the new topic introduced by Eco Schools in 2021 of Climate Action. This ties into our involvement with Fuel Change and getting climate education for all pupils within HWB lessons.</p> <p>It has been agreed that Health and Wellbeing classes will be encouraged to do some litter picking. This will be organised on a rotational basis with all classes eventually taking some responsibility.</p> <p>All HWB classes have been on a litter picking rota since August 2021. We will evaluate effectiveness of this at the end of the Christmas term. So far feedback has been mainly positive. Ideally we would like to do litter picks at key times after break and lunch, but this would have to be considered when making future timetables. Some other classes and individuals have also used the litter trolley resource. The primary and ELC are now going to copy this model as well.</p> <p>We are actively exploring how we can introduce more sustainable ways of collecting paper, card and plastics.</p> <p>We have re-purposed one of our General waste bins for additional Paper/Card recycling. This will need a real push in order to get everyone within the building using the Green (or new blue) paper bags correctly and ensuring that the cleaning staff are separating. The Paper/card bins often fill due to cardboard from the kitchen. We could potentially use this card elsewhere in the school.</p> <p>We have been given 8 red-lidded wheelie bins for plastic/metal recycling. The Eco committee have a plan for how these can be used alongside the black boxes in every room across the 2-18 school. Our cleaning team are short staffed so this will involve responsibility for all at the classroom level, as well as the prefects and the Eco groups. Staff will be informed about the new system as soon as possible before going ahead.</p> <p>We have P5 as our primary Eco Committee (meeting termly), and S3 elective as the junior Eco Committee (meeting weekly) and an S5/6 elective as the senior Eco Committee (meeting fortnightly).</p>	
	<p><b>Outcomes</b> <b>Academy/Primary Partnerships</b></p> <p>The Parent Council has been using smaller groups to drive forward key aspects of their plan for the year.</p> <p>In December, the Learning and Teaching group was working with parents on what they called 'the wee blether'. This has been used to discuss anti-bullying strategies and positive approaches to behavior.</p>	<p>We will continue to liaise with Parent Council to develop relevant aspects of the SIP.</p>

	<p>LEGO/robotics in any form has been effectively impossible over the past year due to issues with sharing of resources. This has been something universal across the UK (&amp; globally) leading to the cancellation of robotics tournaments, which could have formed the core of this plan.</p> <p>We are still waiting to see what develops post-Covid19, but links are being maintained by NC with the IET (national organisers) as an advisor about their new educational developments and internationally as an invited judge on Virtual World Championships.</p> <p>STEM Working Group set up, having met twice. Plan is currently to develop a STEM day at the end of the academic year, where all departments will be involved in a cross curricular framework. Plans being developed, possibly also using outside agencies, and further meetings are planned for early next year. LEGO robotics no longer in extra-curricular plans due to workload burden, but plan is to redirect robotics resources for use within classrooms as part of the new Engineering Science course.</p>	
	<p><b>Outcomes</b></p> <p><b>Partnerships with Parents/Carers</b> Some of the plans have not taken place this year as a direct result of the Covid pandemic. However, the Parent Council has continued to work closely with the school to support policy development, help with consultations and raise money.</p> <p>This year there has been a big focus on the drainage of our playing fields and anti-bullying structures within the primary</p> <p><b>Building partnerships with local businesses and organisations</b> The Halo Trust kindly loaned staff at Wallace Hall 8 laptops to facilitate online learning. Classes across S1-S3 year groups participated in the Dream Big in D&amp;G careers event, hosted by Founders4Schools. Partnership with HSBC established through the Prince's Trust Enterprise Challenge. Regional DYW team to help us make contact with local businesses to support delivery of SDS Embedding Skills CPD module.</p> <p><b>Developing Sports</b> Due to Covid-19 sporting events are taking place within school only. Cross country and sports day will take place in May/June. SH has had meetings with BL re inclusion of cluster Primary's in future events.</p>	<p>Encourage more parental engagement with the Parent Council and revisit some of the plans that did not take place such as:</p> <ul style="list-style-type: none"> <li>• Consider how more work could be done with families, perhaps linked to PEF e.g. LA with responsibility for working with families, Attendance projects like a 'walking bus' and Breakfast Club</li> <li>• More opportunities for parents to volunteer their skills to help in school; some limitations to this due to necessary PVG checks and potential Covid restrictions.</li> <li>• Continue to work with the Parent Council and the various sub-groups to support the development of a variety of tasks.</li> </ul> <p>We will continue to be proactive in looking for opportunities to build partnerships with local businesses and organisations.</p> <p>Continue to work with Active schools. BL will be asked to become point of contact for Active schools in primary.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Wallace Hall Academy</b> <b>Priority 15: Secondary</b> <b>Department Partnerships</b></p> <p>To further develop our school's response to Secondary Development Partnerships</p> <p><b>NIF Priority</b> <b>Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs:</b> <b>2.3, 3.2, 3.3</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> Due to staff focusing on Covid recovery, TIPs will now be completed in June 2021.</p> <p>DHTs/PTs provided a TIP update and next steps prior in December 2021 update of our SIP.</p>	<p>TIPs for session 2022/2023 will be completed in June 2022.</p> <p>An update will be requested in December 2022 with a further update requested in April 2023.</p>
	<p><b>Outcomes</b> To improve literacy for all pupils across the academy.</p> <p>ES and JL are co-ordinating the use of moderation activities for S1 and S2.</p> <p>Literacy working group has identified and agree priorities for improvement.</p> <p>Staff will be asked to consider the impact of Covid lockdowns remote learning and blended learning on attainment to see if there are things we should hold onto or things we should change.</p> <p>Pupil info icon about literacy will be reviewed and information will be used to plan future developments and resources.</p> <p>Literacy Es and Os will be reviewed in subject teaching to ensure that all students receive the appropriate level of support and challenge.</p> <p>Implement new SRA Reading Programme materials as appropriate. This has been digitized as well as new resources purchased and is now in use with BGE English classes.</p>	<p>To improve literacy for all pupils across the academy.</p> <p>Literacy periods will be evaluated to consider how to make best use of the time and allow students to catch up on the basic skills of reading, writing, talking and listening.</p> <p>Create expanded moderation calendar to plan for more time to be spent on moderation at all levels within the English Team and for literacy across the board.</p>

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>Academy Priority 16: Target Setting</b></p> <p><b>To further develop our school's response to Target Setting</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2, 3.3</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> Following discussions about whole school approaches to target setting at EMT in 2019/2020, the Learning and Teaching group has been reviewing target setting across the 2-18 school. This group will build on good practice that already exists and will then research, plan, implement and evaluate a whole school approach. A draft plan was completed before Christmas 2020.</p> <p>The PT of Learning and Teaching is using plan to develop his plans for the future.</p> <p>Target Setting is part of the priorities for PT Teaching and Learning and work on this will be completed in the second half of 21/22 academic year.</p> <p>Learning and Teaching improvement strategy is currently being rolled out across the school over a two-year period. Currently, we are focusing on our Principles of an Effective Lesson and embedding how these can shape our L&amp;T policy and observations.</p> <p><b>Outcomes</b> Linking parts of Target Setting to the use of Employability Skills Statement within planning so that they are embedded and are reflected as target setting as part of MWOW.</p> <p>This has been completed as part of our profiling programme. All staff received input about the employability skills focus week during the Feb Inset days.</p>	<p>Target setting and the Learning and Teaching Improvement Strategy will continue to be developed across the 2-18 school.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Academy Priority 17: Learning for Sustainability (LfS)</b></p> <p>To further develop our school's response to the recommendations from LfS Scotland</p> <p><b>NIF Priority</b> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people's health and wellbeing</p> <p><b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2, 3.3</b></p> <p><b>National Standard Criteria</b></p>	<p><b>Outcomes</b> The focus for year 1 of our school LfS plan is to get it firmly on the agenda and have increased awareness from all stakeholders as to what is included in this part of the curriculum. Using the key pillars of Sustainable Development Education, Outdoor Learning and Global Citizenship we have a 3-year plan to focus on each in turn. The 2021/22 session will focus on Sustainable Development Education across the 2-18 school.</p> <p>A staff working group for LfS has been established.</p> <p>We held a staff training during February INSET and sharing of CLPL opportunities throughout session.</p> <p>0.1 contract to LfS co-ordinator role.</p>	<p>Creation of "Guide to LfS" for our school for staff, learners and parents.</p>
	<p><b>Outcomes</b> Completion of the self-evaluation and improvement framework on LfS <a href="https://www.education.gov.scot/frwk11-lfs-framework.pdf">frwk11-lfs-framework.pdf (education.gov.scot)</a></p> <p>"Starting the Journey" section of the document. Findings shared so we know what we are doing well and areas of improvement.</p>	<p>Using strategies outlined in our 3 year LfS plan to complete this document and review on an ongoing basis.</p>
	<p><b>Outcomes</b> Continue working with partners mentioned elsewhere in this SIP to support LfS themes.</p> <p>Wallace Hall is a pilot school for Fuel Change Foundations which aims to provide a holistic approach to climate change literacy within the curriculum</p> <p>Eco school committees run on timetable looking at whole school sustainability.</p>	<p>We will continue to work with partners to support LfS themes.</p> <p>Get involved with WHApples orchard and the development of the Health and Wellbeing garden.</p> <p>Introduce the use of the polytunnels, gardening group and composting in the secondary.</p>

## 2.1.1 Report on the impact of PEF

(Not required for ELC if PEF has not been used for children in the nursery.)  
Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?

How rigorous is the school's approach to providing robust evidence of closing the attainment gap?

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

(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?**

We use many sources of data to identify and evidence attainment throughout the academic session:

- In order to track pupil progress through the BGE we use the Progress + Achievement module in Seemis. Twice per year (in December and April) teaching staff indicate where each pupil in S1, S2 and S3 is currently working at within the CfE Level. This data is interrogated by SMT and then by PT PEF to identify individual pupils and target possible groups of pupils re. Literacy and Numeracy.
- New intake FSM S1 pupils (and FSM pupils joining the school at any point) complete a self-assessment wheel to self-assess areas of need Inc. homework, attendance, literacy, numeracy, friendships and confidence to help inform target setting for Learning mentoring sessions.
- Base line tests to be used to track numeracy gains next session
- SRA assessments used to track reading progress across the BGE; Rapid Reader and Toe by Toe for lowest attaining pupils. We are considering the purchase of Lexonic to further develop and track literacy skills in the BGE
- Individual and group tuition learning targets are logged on Pupil Information database and shared with all staff and evaluated twice per year
- The PEF Team have their own PEF Tracking data base which uses whole school tracking and Learning mentoring notes, and logged details of interventions per pupils to provide a "whole story" view of attainment for each FSM pupil.
- Learning mentoring targets for HWB, Literacy and Numeracy are created through discussion with pupils, teaching staff/Las, parents/carers where appropriate, and PEF PT

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

Our philosophy is to strive for equal access to the curriculum for all FSM pupils and also to support and foster wider participation in the life of the school and the community: "Placing the human rights and needs of every child and young person at the centre of education" *NIF Priority*.

We have the following interventions:

1. **PEF Team** - PT, PEF Officer, PEF LA: design, implement and evaluate all interventions, manage finances and data, work collaboratively with other teams in school and outside agencies where appropriate.
2. **Learning Mentoring** – 100% of FSM pupils at WHA have a designated mentor from the team – some pupils, where required, have specific learning targets. These are shared with staff via Pupil Info. Database. All staff can contribute to progress made towards individual targets.
3. **Poverty proofing** - Trips Subsidy policy; curricular equipment store; uniform and PE kit wardrobe; supporting applications for funding and grants
4. **Literacy** – individual support, small group tuition and in class LA support. Specific interventions with English Team.
5. **Numeracy** – individual support, small group tuition, in class LA support. Specific interventions with Maths Team.



6. **HWB/Nurture** – 1:1 support, Nurture Groups, referrals to and liaison with PS and ASL teams.
7. **Parental Engagement** – 100% of parents contacted prior to Parents' Evenings. Where necessary parents supported in family sessions in school, 1:1 via telephone. Aberlour working with three families to increase pupil attendance.
8. **Transitions** – Senior Phase Transitions to support positive destinations and poverty proofing PEF Project Officer (see data below); PEF LA attends all transition sessions (Inc. cluster primaries) and also enhanced transition with invitations to parents to attend.

Our interventions cut across all NIF priorities including the one above re. rights of the child:

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in attainment, particularly in literacy and numeracy (*NIF Priorities*)

**How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?**

**Learning Mentoring individual targets analysis (Lit., Num., HWB)**

**BGE Mentoring**

S1 – 16/18 individual targets (89%) 31 targets set in total – 24 achieved, 4 partially achieved.

S2– 15/20 individual targets (75%) – 26 targets set in total, 21 achieved, 4 partially achieved, 1 not.

S3 – 3/14 individual targets (22%) 8 targets set in total – 7 partially achieved, 1 not achieved.

A number of S3 FSM pupils are supported by PS and/or ASN or other agencies.

**Senior Phase Mentoring**

S4 – 8-16 individual targets (59%) – 13 targets set in total – 9 achieved, 2 partially, 1 not.

S5 – 4/9 individual targets (45%) – 8 targets set in total – 2 achieved, 2 partially, 4 not.

S6 - 6/6 individual targets (100%) – 17 targets set in total – 11 achieved, 3 partially, 3 not.

Total percentage of targets achieved or partially achieved: BGE = 94%; SP 76%

Targets partially or not achieved explained by either absence, pupils moving or leaving school, or nature of targets set.

SMART targets to be set for all individuals next session.

**Table 1**

Year of BGE	No. of FSM pupils	Instances of poverty proofing	Literacy Support (group or individual)	Numeracy Support in class or group	Nurture Group	Referrals made to PS/ASN /agencies	Aberlour to support attendance	Instances of parental engage.
S1	18	38	7	8	8	7	1	26
S2	20	24	7	5	11	23	2	61
S3	14	11	3	3	6	18	0	15

**Table 2**

Year of Senior Phase	Number of FSM pupils	Instances of poverty proofing	Literacy Support (group or individual)	Numeracy Support in class or group	Making use of The Hub	Referrals made to PS/ASN /agencies	Instances of parental engage.
S4	16	2	0	7	11	10	5
S5	9	28	0	5	2	32	22
S6	6	18	0	0	1	25	20

**Evaluative comment:**

Learning Mentoring programme is working well to support specific learning needs, HWB, and extending support offered by PS Team and ASL team, as evidenced by number of referrals made. Mentors are also essential in ensuring poverty proofing needs are identified and acted on. Identifying learning needs and setting and evaluating appropriate targets is important for success.

**Poverty Proofing – see data in tables 1 and 2****Literacy**

100% of BGE pupils have taken part in SRA Reading Programme – gains to be noted June 2022.

100% of BGE pupils have taken part in Personal Reading Programme

S1 and S2 Literacy Groups and 1:1 support

S1 = 45% of S1 FSM pupils have 1:1 support for literacy and 34% take part in extra literacy classes (see details of targets achieved as part of Learning Mentoring evaluation)

S2 = 25% of S2 FSM take part in extra literacy classes

Not all pupils require literacy support in S1 and S2

LA support in weekly reading period for classes with high number of pupils on FSM who require support.

**Evaluative comment:** SRA and Reading Programme are established research based interventions. Literacy classes and 1:1 sessions show progress in number of targets achieved. Data for reading needs to be collated earlier in term to be ready for SIP return. New PT English next session – may have new intervention suggestions.

**Numeracy**

Numeracy Specialist employed for 12 days for small group tuition BGE and Senior Phase targeted at “middle” range of ability. In total 6 x groups had 12 sessions.

S1 = 17% of FSM pupils attended small group tuition sessions

S2 = 25% of FSM pupils attended small group tuition sessions

S3 5 non-FSM pupils selected by Maths to take part in 4 sessions

S4 – 50% of FSM pupils attended small group tuition sessions

S5 – 45% of FSM pupils attended small group tuition sessions

During exam leave, in-class 1:1 support given by specialist, focus = exam preparation

Feedback from both pupils and Maths teams = v. positive. Gains to be measured in exam results, unit passes and progress in class tests for BGE groups.

**Evaluative comment:** We intend to continue with this intervention next year but with SMART individual targets for each group. PEF LA will be trained in Numeracy support strategy and will work with lowest attaining pupils in BGE (S1/2) using base line testing pre and post intervention to quantify gains. Attendance was an issue with S3 group – selection of pupil groups needs careful thought.

#### **HWB/Nurture**

**Weekly nurture groups** x 12-week period with specialist teacher for FSM+ pupils in BGE who require support with confidence building, peer relationships, self-esteem, low mood, anxiety:

S1 = 67% of FSM pupils took part

S2 = 50% of FSM pupils took part

S3 = 36% of FSM pupils took part

#### **Particular successes:**

1 non-attending pupil returned to school full time following this intervention

1 pupil developed more friendships and this helped improve mood

1 pupil who is isolated positively engaging with others and increased confidence

1 pupil with behaviour issues taking on more responsibility and leadership = v positive

**Aberlour** – Aberlour worker (six hours per week) working with three families to increase attendance.

**Evaluative comment:** Positive feedback for this new intervention from both families and PS Team. Nurture interventions difficult to quantify gains. Pupil evaluations to be sought next session.

#### **Parental Engagement – see data in tables 1 and 2**

100% of parents contacted prior to Parents' Evenings which has led to supporting other areas beyond curricular attainment, and also has increased parental attendance at Parents' Evenings.

Where necessary parents supported in family sessions in school and 1:1 via telephone - 2 families this session.

Aberlour working with three families to increase pupil attendance.

#### **Senior Phase Transitions**

##### **Career Mentoring – including support with UCAS, Careers, PS, CV and Panel Mock Interviews**

From our 7 S6 FSM pupils – 4 of these (57%) took part in the Career Mentoring programme.

This year 2 of our S5 pupils also took part which is 18% of S5 year group – this is a lower figure for S5 due to the programme only being offered to pupils in their leaving year.

32 WHA pupils participated in the programme – 6 of these (19%) participants were FSM

##### **Other senior phase support with next steps for pupils who have not participated in the 2022 Career Mentoring programme**

**S6** – the 3 remaining non-Career Mentoring pupils from this year group were given support with college applications, personal statements, CVS, apprenticeships and general UCAS Support

**S5** - the 9 remaining non-Career Mentoring pupils from this year group were given support with college applications, personal statements, CVS and apprenticeships

##### **100% of all S5 and S6 pupils were given some form of support with next steps**

##### **Sutton Trust Summer School – widening participation**

PEF approached 5 S5 pupils who were deemed eligible for the Sutton programme – only one of these pupils decided to go ahead with the application with support from PEF

1 pupil was successful and offered a place at the University of Edinburgh for summer 2022

##### **Social Mobility Foundation**

PEF approached all S5 FSM pupils in relation to the Social Mobility Foundation. 2 FSM pupils applied and 1 was successful.

**Clancy Trust**  
PEF identified 2 pupils from S6 FSM pupils who fitted the criteria to allow them to apply to the Clancy Trust and supported applications. 2 applied, we still await the outcome from BG.

**Work Experience**  
From the pupils on the table above – all S6 FSM pupils have had the opportunity of virtual work experience through the Career & Future Planning Team – 100%  
From the above S5 pupils above all have been offered work experience in virtual format via the Career & Future Planning Team – 100%

**Support in securing PT Work**  
4 out of our 7 S6 FSM pupils have had support in securing part time employment – 57%  
3 out of 10 S5 FSM pupils requested and were given support in securing part-time work – 30%

**Evaluative comment:** Very positive statistics for this intervention.

## 2.2 Summary of Key Strengths and Areas for Improvement

Wallace Hall Academy

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

**Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.**

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.1 Self-Evaluation for Self-Improvement</b></p> <ul style="list-style-type: none"> <li><i>Collaborative approaches to self-evaluation</i></li> <li><i>Analysis and evaluation of intelligence and data</i></li> </ul> <p><i>Impact on learners' successes and achievements.</i></p>	<ul style="list-style-type: none"> <li>We have developed a new system for self-evaluation in the last few years. A key part of this has been to encourage all stakeholders to take responsibility for self-evaluation at their level. We are looking to ensure that there are appropriate systems in place in the ELC, in the primary and in the secondary. We have developed a range of approaches to ensure that staff, partners, learners and others are actively involved in the self-evaluation process. There is strong leadership of the system and there is robust analysis of the data collected. Next steps are agreed at each stage and this is evaluated on a regular basis. Self-evaluation has had a very positive impact on the learners at Wallace Hall.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to work with the ELC and the primary to ensure that we have consistent approaches across the school.</li> <li>We want to continue to encourage all staff to agree next steps after data has been collected. This will include data collected from classroom observations, general whole school data and results of questionnaires from parents, pupils and staff.</li> <li>We will continue to encourage teachers to use a range of different assessments to measure children's progress across the curriculum. This will help to build confidence in the achievement of a level data and ensure that we are reaching and exceeding national benchmarks.</li> </ul>	
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<ul style="list-style-type: none"> <li>We have developed and reviewed a shared vision for the 2-18 school and this is based around the work of Ken Robinson and his 8 core competencies. This was reviewed with pupils, parents and staff in the 2020/2021 session and this resulted in some minor changes in document for parents and staff and Sketchnotes (<a href="#">see Appendix 2</a>) being produced for primary and secondary pupils. We also built a display board highlighting the school's</li> </ul>	<ul style="list-style-type: none"> <li>To continue to explore how we can further embed our vision, values and aims in the life and work of the school.</li> <li>We will continue with the three development posts in Employability, Learning and Teaching and Learning for Sustainability.</li> <li>We will continue to consult all stakeholders about the strengths of the school and areas of further development. Surveys were sent out to all stakeholders in the third and fourth term of</li> </ul>	

	<p>development of values from 2008 – (<a href="#">see Appendix 3</a>). The 8 competencies are also used to help focus school presentations, assemblies and other whole school events.</p> <ul style="list-style-type: none"> <li>• Our planning aims to ensure continuous improvement. We are building on best practice and developing a policy based on the National Improvement Framework and HGIOS?4.</li> <li>• All staff understand the need for change and take responsibility for different aspects of our improvement plan. The pace of change is appropriate for our context and is supported by a number of leadership posts throughout the 2-18 school. We also plan to use resources to support a couple of acting posts which will help to drive aspects of our improvement plan forward and give some of our staff an experience of leadership.</li> <li>• Due to Covid (2021/2022), it has not been possible to make all the changes that we planned for. However, where insufficient progress has been made we will include that in this year’s improvement plan.</li> <li>• All members of the 2-18 SLT participated in the Agile Leadership Course delivered by Education Scotland and Dr Simon Breakspear, an Australian academic.</li> </ul>	<p>2021/2022 and this has provided the school with lots of useful information that will help support developments. This information will also be useful for our planning in 2022/2023.</p> <ul style="list-style-type: none"> <li>• We will continue to roll out our leadership academy, 15 minute forums and work with our new PT of Learning and Teaching to improve the quality and the consistency of learning and teaching.</li> <li>• We are also working with staff from Education Scotland to develop a middle-leadership training academy. During the Coronavirus pandemic, we have been meeting remotely and we have looked at Health and Wellbeing and the Leadership of Learning. We will consult staff on the next areas that we would wish to cover.</li> <li>• Staff are also encouraged to take part in other national leadership courses including the middle leadership one and Into Headship.</li> </ul>	
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### 2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring.*

- **Learning and Engagement**

In Wallace Hall 2-18 school there are very positive relationships between staff and young people and this is a significant strength. Almost all young people are well behaved and demonstrate genuine respect towards staff and one another. The positive and caring ethos is underpinned by the school's 8 capacities: Compassion, Collaboration, Communication, Composure, Critical Thinking, Creativity, Citizenship and Curiosity. These capacities are prominently displayed around the school and young people can relate to them in their learning and in their relationships with others. Staff and young people are building the capacities into their everyday actions, learning and engagement with each other. In addition, the national 4 capacities are visible in and around the school and are promoted by all staff. Almost all young people feel that staff know them well and they feel confident in approaching their teachers. There are organised, regular opportunities for primary and secondary Pupil Voice to be gathered, valued and acted upon. Learning is enriched and supported by our effective use of digital technologies including digital markbooks, MWOW, YASS, MS Teams, Satchel One, virtual classrooms, e-Sgoil webinars and study support sessions, and planned online learning courses linked to Dumfries and Galloway College and SRUC.

- **Quality of Teaching**

In almost all lessons pupils demonstrate the ability to work independently on task and collaborate well in group work and whole class activities. Almost all students respond

- We have appointed an Acting PT post for supporting effective learning and teaching in the 2-18 school.
- We will continue to roll out Progress & Achievement tracking from S1 – S3 and track health and wellbeing across the secondary using health and wellbeing indicators.
- We have set up a number of working groups to look at how we can focus further on key aspects of learning and teaching. We will look at ways to support staff on how to deliver the best quality learning and teaching in a consistent fashion. We will look to learn from different stage of the school and from best practice nationally and internationally. The learning and teaching group was asked to look at this and a plan has been formulated and is now being implemented.
- We will continue to work with upper primary staff to moderate Level 2 work in numeracy and literacy.

	<p>well to teachers' questioning, showing confidence and critical thinking in their contributions. This develops as the young people work their way through all the stages of the 2-18 school. Teacher explanations and instructions are clear and use is made of skilled questioning and engagement to promote curiosity, communication and collaboration. Teachers and non-teaching staff observe learners closely in order to make well-timed interventions and in order to provide effective feedback.</p> <ul style="list-style-type: none"> <li> <b>Effective use of Assessment</b>            Assessment is a key part of planning for learning and teaching. A wide variety of assessment approaches are used and these allow the students to display their understanding and skills across the curriculum. The work of 3 QAMSOs has allowed teachers to build their confidence in the achievement of levels. The regional Progress and Achievement (P&amp;A) tracking system, which is being used in the secondary and which will replace the primary digital tracking system, ensures that assessment evidence is used to identify achievement and under-achievement and then agree interventions. Across our 2-18 school, there are shared expectations for high standards to be achieved and to ensure pace and challenge. There are a good number of opportunities for effective moderation across the stages, within our cluster and across the curriculum. A good example of this is moderation activities on the BGE and the Senior Phase in English. In 2021/22 there has been a school approach to tracking literacy in S1 by making direct use of benchmarks. We will then roll this out for S2 and S3 and to further develop confidence in the achievement of a level.         </li> </ul>		
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	<p>This will be supported by moderation staff in primary and secondary together.</p> <ul style="list-style-type: none"> <li> <b>Planning, Tracking and Monitoring</b>            A variety of planning techniques are used to meet the needs of all learners across all areas of the curriculum. Learners are involved in planning. Systems are in place to monitor and evaluate progress and information is shared on attainment across the different stages of the school. This includes information on young people who receive free school meals, those who achieve the Education Maintenance Allowance and Looked After Children. Data is well used to evaluate the effectiveness of interventions and this is used to ensure an impact on those who could under-achieve.         </li> </ul>		
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li><i>Wellbeing</i></li> <li><i>Fulfilment of statutory duties</i></li> <li><i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li> <b>Wellbeing</b>            A mixed economy of universal, targeted and enhanced support is helping to ensure that outcomes for children, young people and families are improving. Our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Staff and partners feel valued and supported. All staff have been trained in mental health support and the school organises a wide variety of activities to support and build a team ethos. Staff have been asked their views on their wellbeing and we have agreed how to work together to support all staff in the 2-18 school. We have a working group that now co-ordinates support in the school for Health and Wellbeing.             The learners benefit from a high-quality education which is provided for all. Concerns about the Social Education programme were evident in self-evaluation findings and concerns have also been expressed nationally. As a result, significant changes have been made to our Health and Wellbeing curriculum         </li> </ul>	<ul style="list-style-type: none"> <li>Our Health and Wellbeing programmes are now staffed by PTs of Pupil Support and volunteers. This has led to more effective learning and teaching around health and wellbeing.</li> <li>There are leadership posts which support the development of PEF interventions in the primary and in the academy. This builds on research and helps staff to target the young people who are most in need.</li> <li>The Equalities Group will continue to evaluate progress in terms of support for people with protected characteristics. Pupils will review the name for this group and look at how we can support all protected characteristics.</li> </ul>	

	<p>and these changes have been positively received. Key stakeholders are being kept informed of the major changes and the topics covered in each academic term. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and with a sense of community. The community is also very supportive of the school. All staff and partners are promoting positive relationships in the classroom, playground and wider community. In 2019, the secondary rolled out a new positive relationships policy. Middle managers have been involved in a leadership academy session to develop positive behavior principles. Each child is treated as an individual with their own needs, risks and rights and this is a core aspect of the new policy.</p> <ul style="list-style-type: none"> <li>• <b>Fulfilment of statutory duties</b> The school works closely with partners and the local authority to ensure that we actively engage with statutory requirements, codes of practice and the changing legal landscape. Our staff, learners, parents and partners have a good understanding of rights and responsibilities in these areas. Staff and pupils participate in training on a regular basis to ensure that everyone is kept up-to-date with requirements.</li> <li>• <b>Inclusion and equality</b> All stakeholders in the school collaborate to improve the outcomes for all the learners. Learners are included, engaged and involved in the life of the school. All children and young people feel well supported and challenged to do their best. All stakeholders feel that they are treated with respect and in a fair and just manner. School staff, pupils and parents understand and celebrate diversity. All protected characteristics are supported and</li> </ul>		
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	<p>the school works hard to ensure that barriers to participation and achievement are minimised. Strategies are in place which are improving attainment and achievement across the 2-18 school for young people who face additional challenges.</p> <p>Covid has meant that we have been unable to welcome our partners and providers into school. However, we have maintained and enhanced our communication through virtual platforms such as MS Teams. We will plan to include partners in face-to-face communication as we move forward out of Covid.</p>		
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learners are making very good progress and are building on prior levels of attainment and achievement across almost all curricular areas.</li> <li>• In almost all departments classes are raising attainment. However, Covid will have had a significant impact on attainment and achievement and this is something we will have to focus on as we move forward and we will continue to build staff confidence.</li> <li>• The Progress and Achievement tracking system is used to support progress of all young people. The Insight data still shows that Wallace Hall Academy is outperforming our virtual comparators for the most deprived 20%, for the middle 60% and for the top 20%. We use the Progress and Achievement system to track the BGE and the senior phase and we also have tracking systems within individual departments in the academy. This includes the effective use of spreadsheets.</li> <li>• Almost all learners are successful, confident, exercise responsibility and participate in the life of the school.</li> <li>• We have effective systems in place to promote equality of opportunity and achievement for all our young people.</li> </ul>	<ul style="list-style-type: none"> <li>• We have had a number of training sessions for staff on achievement of a level. This was provided by our three QAMSOs and staff are becoming more confident in their understanding of what it means to achieve a level. In the next academic session, primary staff will be working with secondary staff on moderation to build confidence with achievement of a level data and specifically level 2.</li> <li>• We will continue to evaluate tracking systems and make changes which will help us to raise attainment and achievement. We will look to see where it is possible to pull together the different tracking systems which exist in the school to ensure there are no gaps and or overlaps.</li> <li>• BGE – We utilise the Progress + Achievement module in Seemis to track pupils across all 8 curricular areas</li> <li>• Senior Phase – We have a robust Tracking and Monitoring system in place in the senior phase where data is gathered from Seemis, SQA or reporting from faculties in August,</li> </ul>	

	<ul style="list-style-type: none"> <li>We are raising attainment for all of our learners and they move into sustained positive destinations by the time they leave school.</li> </ul>	<p>November and February. The data is collated and targeted interventions carried out as required.</p> <ul style="list-style-type: none"> <li><b>Attainment in literacy and numeracy</b></li> </ul> <p>Children’s progress in literacy and numeracy is tracked using Progress and Achievement. Regular attainment meetings between the class teacher and DHTs ensure that individual children’s progress is discussed and timely interventions are made if required.</p> <ul style="list-style-type: none"> <li><b>Attainment over time</b></li> </ul> <p>Attainment over time is monitored and analysed.</p> <p>Our assessment processes and data collection has been collected for this academic session. SNSAs will be completed by June 2022.</p> <ul style="list-style-type: none"> <li><b>Overall quality of learners’ achievement</b></li> </ul> <p>Our learners are all continuously developing the skills and attitudes associated with the four capacities and the school’s 8Cs.</p> <p>The promotion and development of these 8 capacities lies at the heart of our school culture. We strive to bring out the best in our pupils and prepare them for life in the broadest sense by supporting our whole school community to respect each other, collaborate, innovate, and to encourage and challenge each other. There are many opportunities for pupils to lead learning and to contribute to the life of the wider school, including as MYWOW Ambassadors and as part of Pupil Voice meetings.</p> <ul style="list-style-type: none"> <li><b>Equity for all learners - please see PEF responses for more detail.</b></li> </ul>	
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		<p>We have begun developing more effective systems to promote equity of success and achievement for all our children and young people. We are aiming to raise the attainment of all our learners. Detailed information is gathered about our most disadvantaged pupils and many interventions have been put in place to support pupils' individual needs, for example Nurture groups, literacy and numeracy support, poverty proofing school trips, improved ICT.</p> <p>We have a member of staff who is supporting small groups and who is encouraging pupils to have a growth mindset.</p>	
<p><b>2.2 Curriculum: Theme 3</b></p> <ul style="list-style-type: none"> <li><i>Learning Pathways</i></li> </ul>	<ul style="list-style-type: none"> <li>The curriculum provides a flexible learning pathway which leads to raising attainment through meeting the needs and aspirations for all our learners. Good links have been made with Glasgow University, UWS, Dumfries &amp; Galloway College, SRUC, Cumbria University and Queen Margaret University.</li> <li>Learning Pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. We make very good use of information from cluster primaries, non-cluster primaries, previous primary classes, ELCC and tracking in the academy.</li> <li>Pathways are based on Es &amp; Os, benchmarks and the seven design principles of Curriculum for Excellence.</li> <li>We ensure that children and young people have access to high quality learning in all curriculum areas and outdoor learning. Staff make good use of the outdoor classroom through our partnerships with Buccleuch Estate, Dumfries House, our Whapples Orchard, our two poly tunnels and our Rural</li> </ul>	<ul style="list-style-type: none"> <li>We continue to liaise with external partners to support outdoor learning and opportunities for our students to engage with a variety of wider opportunities.</li> <li>Our approach to profiling is helping to raise young people's awareness of themselves as learners and support them to recognise their skills for learning, life and work. An audit of employability skills was completed and the skills linked to our 8Cs, the SQA Employability Award and, where possible, to the skills explorer headings from MYWOW.</li> <li>The S3 profiling approach created by E Stuart, K Fraser, and G Arrowsmith incorporates employability skills into the profile, asking pupils to recognise where those skills are being built upon in different subject areas and extracurricular life.</li> <li>S4 and S5 profiling now takes place on the MWOW site and pupils overall are happy with the use of this system.</li> </ul>	

	<p>Skills and Forestry courses. Science also makes good use of the outdoor classroom to support work within the BGE. Last session, we again won the Lantra Award for school-based projects in recognition of our commitment to deliver rural training. This recognises the effective ways in which we are developing links with our local community and making our young people aware of rural opportunities.</p> <ul style="list-style-type: none"> <li>• Almost all staff take responsibility for literacy, numeracy, employability and health and wellbeing across the curriculum. We have working groups that exploring progress that has been made, progress that we want to make and how we can make further progress. These working groups met in Term 1 and Term 4 of session 2021/2022.</li> <li>• In addition to the four groups above, we also have groups for STEM and learning for sustainability and we plan to introduce two further working groups focusing on wider achievement and on differentiation.</li> <li>• Learners demonstrate skills which they have developed at a high level in a variety of meaningful contexts. We have a well-developed system for tracking employability skills and this was reviewed and amended in the last year. Areas for development are identified and then pupils are given extra support when required.</li> </ul>	<ul style="list-style-type: none"> <li>• In session 2021/2022 S3 pupils worked with P7 pupils on job applications and interview skills.</li> <li>• We will continue to make and build links with international partners, including Erasmus, LEGO and the Halo Trust. LEGO work has also been planned into our BGE courses in Design and Technology.</li> <li>• We are working with Ian Robertson from Countryside Learning Scotland to look at how we can improve the understanding of rural opportunities and jobs for all staff. We are working with Dumfries House on a 2-day residential that will be open to teaching staff across the South West of Scotland.</li> <li>• We continue to work very well with James Jones from Lockerbie and Dumfries House.</li> <li>• Work has continued in the Whapples Orchard. We have worked closely with Steilhead, a local company involved in the pasteurisation and bottling of apple juice. 'WHApple juice' was then sold within the school. The new PT of Health and Wellbeing is aiming to form a new Whapples committee to provide a strategic vision for our orchard.</li> <li>• Improved links have continued to be forged with Dumfries and Galloway College and SRUC Barony. Pupils have had improved and targeted support in school with specific sessions on their personal statements and applications. This has been followed up with meetings between the school and college admissions staff to monitor offers and waiting lists. Within school, employability and Pupil Support staff have supported pupils to put plans in place where pupils have not secured places, or are unlikely to obtain the grades required in a conditional offer. This has</li> </ul>	
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		<p>involved working closely with the team from SDS.</p> <ul style="list-style-type: none"> <li>• Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</li> <li>• Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</li> <li>• Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning.</li> </ul> <p>Examples of this include: We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <ul style="list-style-type: none"> <li>• <i>The impact of parental involvement on improving children and young people’s learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• We worked with our parents to develop a shared vision for the 2-18 school. All partners invest significant time and energy to establish and build positive relationships.</li> <li>• We communicate clearly with partners using a variety of techniques. This includes Facebook, Twitter, MS Teams, Satchel One, Instagram and our website: <a href="http://www.wallacehall.co.uk/">http://www.wallacehall.co.uk/</a></li> <li>• The strength of our communication has been highlighted throughout the Covid-19 pandemic and we have received a huge amount of thanks for our speed and depth of our responses. A lot of this work is a result of our School Support Manager’s hard work and dedication.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to develop the role of our Parent Council working groups to find a role for all interested parties. The Parent Council has organised a number of sub-groups including the Learning and Teaching group, a Communication group and two fund-raising groups. We are also in the initial stages for developing plans to recognise the Wallace Hall 300-year anniversary.</li> <li>• We will investigate running a day for parents to follow a secondary timetable. We may make use of Parent Council members first. As a result of Covid, this has not taken place this year.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Our Parent Council represents parents from a wide variety of backgrounds and the level of participation is increasing.</li> <li>• Our Parent Council has gone through a number of changes in the past few years and has developed clear structures for the future. We have set up a number of sub groups including ICT, annual Christmas fundraising event, and primary fundraising group. Questions about the Parent Council were included in our stakeholder surveys to parents/carers and the results were as follows:  <i>I feel encouraged to be involved in the work of the Parent Council and/or parent association – 12 strongly agree, 60 agree, 17 disagree, 6 strongly disagree, 29 don't know.</i>  <i>I am kept informed about the work of the Parent Council and/or parent association – 13 strongly agree, 76 agree, 15 disagree, 2 strongly disagree, 18 don't know.</i></li> <li>• Our parents support a very effective career mentoring programme and this helps our young people to work towards positive destinations.</li> <li>• Through effective partnerships we are working together with our community to support the learning of all our young people.</li> <li>• As a result of our effective partnerships all our learners have access to a range of learning pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to ask parents to support activities such as Rural Skills, outdoor learning, forestry and participation in study classes.</li> <li>• The Primary and ELC continue to work in real partnership with the Academy</li> <li>• A Maths specialist has now been employed to support PEF pupils in their numeracy work.</li> <li>• AM Wood and J Hunter work to develop partnerships related to Developing the Young Workforce.</li> <li>• This year we have tried to develop our relationships and partnerships with parents by providing more opportunities for informal parental engagement.</li> <li>• We work closely with the Halo Trust including expanding the internship programme and Career Mentoring.</li> <li>• David Clark, Professor of End of Life Care, continues to support dissertations with Advanced Higher Modern Studies classes.</li> <li>• We are well supported by Cample Line with students doing extended work experience, opportunities to put on photography exhibitions, recording audio descriptions of artists' work for the gallery and Career Mentoring support. Tina Fiske has also supported primary pupils with Art and Design projects.</li> <li>• Data was discussed at the May Parent Council meeting and they will be following these points up at whole school events by producing a booklet and working with parents to make sure</li> </ul>	
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		that they are kept informed and encouraged to be involved.	
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### 3. SCHOOL IMPROVEMENT PLAN 2022 – 2023

*(Limit the number of priorities to ensure they are manageable and achievable.)*

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)

Academy Priority1: Recovery - Building back stronger	Outcomes	Key Tasks	Planned Management
<b>Recovery - Building back stronger</b>  <b>NIF Priority</b> <b>Closing the gap and Improvements in health &amp; wellbeing during recovery</b>  <b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information	Very good progress has been made in using new school website, MS Teams, webinars, Satchel One etc. enhancing learning and teaching.  A booking system for peripheral devices such as webcams has been implemented.	Continue to train and upskill staff on the use of ICT. We will request support from the authority and share good practice which already exists within the school.  Organising virtual meetings with external agencies who are not in the education section of Glow and with parents/carers etc. still presents challenges but we will continue to discuss with the authority on how best to overcome these challenges.	B Graham
		As finance allows, we will continue to invest in our ICT provision which will help if we have to use a blended learning approach in the future.	B Graham
<b>HGIOS?4 / HGIOELC QIs: 2.4, 2.5</b>			

		We have researched what works with blended learning and will continue to look at how best to make use of technology to support pupils if they have to work in a blended learning fashion in the future.	B Graham
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<b>Academy Priority 2: Maths and Numeracy</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 2: Maths and Numeracy</b></p> <p><b>We will continue to develop mathematics and numeracy, share practice and support the confidence and understanding of staff, pupils and parents. We will also look at planning, partnerships, programmes of work and methodologies.</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p>	<p>Attainment in numeracy continues to improve.</p>	<p>The secondary PT of Maths will carry out a review/evaluation of the changes that have been made to the delivery of mathematical courses in the secondary and to ensure that there are clear links to the primary and other cluster primary schools.</p> <p>This review will be informed by results of responsibilities of all working group meetings.</p>	<p>S Bell</p>
	<p>We have appointed a Maths teacher for one day per week to work with individual pupils/small groups to support numeracy.</p>	<p>Evaluate the impact of this targeted support in helping close the attainment gap.</p>	<p>S Bell/J Carson</p>

<b>Academy Priority 3: Modern Languages</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 3: Modern Languages</b></p> <p><b>To build on the work that's already taken place around 1 Plus 2 Modern Languages and further develop the BGE in the academy</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p>	<p>We will reinstate transition work for French, making use of secondary French specialist.</p> <p>All three MFLs are represented in the new transitions booklet for current P7 pupils.</p>	<p>If staffing allows, we will reinstate in-person transition visits when permitted or investigate capacity for alternative provision.</p>	<p>P McClair</p>
	<p>To have sufficient staffing to deliver Modern Languages</p>	<p>We have appointed a new temporary teacher of Modern Languages to cover maternity leave but we will investigate our ability to extend this post.</p> <p>We are aiming to work towards a 3-language model.</p>	<p>B Graham/P McClair</p>

<b>Academy Priority 4: Learning, Teaching and Assessment (including Target Setting)</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 4: Learning, Teaching and Assessment (including Target Setting)</b></p> <p><b>To further develop our school's response to Learning Teaching and Assessment and Target Setting</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2, 3.3</b></p>	<p>Consolidating good practice in Learning and Teaching.</p> <p>Improvement strategy will continue to be developed across the 2-18 school.</p>	<p>Building on good practice, continue to develop and roll out improvement in Learning and Teaching across the school in session 2022/2023.</p> <p>This will include Learning and Teaching Group meetings and peer observations.</p>	<p>J Lees</p>
	<p>Target Setting will be embedded within the Teaching and Learning process within classes.</p>	<p>Consult with PTCs regarding the best practice using Target Setting as part of the Learning, Teaching and Assessment process while ensuring this adheres to the school's identified principles of an effective lesson.</p>	<p>J Lees</p>
	<p>Teaching and Learning priorities have been identified in Department TIPS and individual staff have identified Teaching and Learning targets from their professional reviews.</p>	<p>Work with PTs to ensure they are supported to meet the targets set in TIPS.</p> <p>Collate PRD targets and ensure Professional Learning Opportunities are tailored to the needs of staff.</p>	<p>J Lees</p>
	<p>To make sure that the curriculum is supportive and challenging for every child in the school.</p>	<p>Set up a Monday night Working Group to plan for future training of all staff.</p>	<p>N Flint</p>

Academy Priority 5: Literacy	Outcomes	Key Tasks	Planned Management
<p><b>Wallace Hall Academy Priority 5: Literacy</b></p> <p><b>Outcomes for learners in a school community. Staff will be more confident about when a pupil has achieved a level in literacy within the CfE taxonomy</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>Assessment of children's progress. Teachers' professionalism.</p> <p><b>HGIOS?4 / HGIOELC QIs: 1.2, 2.2, 2.3, 3.2</b></p>	<p><u>Literacy Gap – Reading Ages (Post-Pandemic Gap, etc.):</u> Targeted early intervention for pupils with a reading age of 1+ years below their actual age – data obtained from CAT tests at P7, as is normally the case. (Articles 3, 13, 14, 28, 29)</p> <p>Target similar groups in S1, S2 and S3 with paired peer reading partnerships, employing S5 and S6 pupils to do this weekly.</p>	<ul style="list-style-type: none"> <li>• Liaise with SLT member who organizes TT to see if Lexonik (or equivalent intervention scheme) can be allocated.</li> <li>• Liaise with HT and previous PTC around budget constraints – will it be feasible?</li> <li>• Investigate where in the school day there appears opportunities for literacy incentives to be 'shoehorned' in – or if after-school opportunities could be built in regularly, especially with regards to peer reading.</li> <li>• Liaise with PTC around stockroom texts and budget constraints for purchasing of any new class texts.</li> <li>• Investigate costing of printing HW booklets we design for entire cohorts Time and budget dependent – PMC will lead creation of HW booklets to be aligned with existing curriculum/reflect needs of cohorts communicated by current PTC. Could be built in association with input from the team</li> </ul>	<p>P McClair and J Blair.</p>

	<p><b><u>Whole-School Literacy Strategies</u></b></p> <p>Raise the profile of literacy and reading for enjoyment across the academy</p> <p>Embed independent silent reading time for enjoyment where feasible</p> <p>Establish whole school writing frames that are consistent from S1+ in order to reduce confusion around processes and organization of extended writing.</p>	<p>Consider a school literacy policy for all pupils where they are expected to carry reading books.</p> <p>PMcClair to liaise with current staff around the idea of embedding silent reading time.</p> <p>If not already in place PMcClair will liaise with other members of MLT in key subject areas such as Social Subjects where extended writing is expected to take place to build cohesion across the school.</p> <p>Develop word lists (top 10) for each subject area.</p> <p>Investigate and report on explicit teaching of subject-specific vocabulary.</p> <p>.</p>	<p>P McClair and J Blair</p>
	<p>To develop a detailed plan for a 2-18 literacy plan which covers reading, writing, listening and talk and ensures clear progression across the 2-18 school.</p>	<p>Staff group organized by PT English/Modern Languages to identify key documentation that already exists and create our own whole school plan from these documents. (Including authority policy, work completed by Anna Meredith and information received from Education Scotland visit.</p>	<p>P McClair and Primary DHT</p>



Academy Priority 6: Leadership of Change	Outcomes	Key Tasks	Planned Management
<p><b>Wallace Hall Academy Priority 6: Leadership of Change</b></p> <p><b>Improvements in attainment, particularly in literacy and numeracy</b></p> <p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p>	<p>Staff have opportunities to undertake leadership roles and have access to relevant CPD via our Leadership Academy.</p>	<p>We will investigate our capacity to offer a number of leadership posts across the primary and secondary. These posts will be given clear targets, timescales and resources.</p> <p>BG will continue to work with Education Scotland to plan, deliver and evaluate our Leadership Academy sessions with our middle management team and any staff aspiring to leadership posts.</p> <p>Build on the Agile Leadership training.</p>	<p>B Graham</p>
<p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p>	<p>Staff have a sound knowledge on the internal verification policy and the procedures around assessing and submitting coursework to the SQA</p>	<p>Ensure staff are aware of the internal verification policy which has been updated to provide a greater focus on the procedures around assessing coursework to be submitted to the SQA. Exemplars of good practice has been included as appendices</p>	<p>R Fulton</p>
<p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p>	<p>Staff feel that their HWB is fully supported at Wallace Hall. A HWB Team has been set up to offer strategies and activities to support HWB.</p>	<p>We will make use of staff HWB Team to plan for activities/events to support staff HWB in the next academic year.</p> <p>A sub-group has will continue to look at menopause support.</p> <p>We will evaluate effectiveness of Staff Random Acts of Kindness/Buddy Support System.</p>	<p>A Lindsay/D Jarvie</p>
	<p>Working groups will focus on responsibilities for all. Groups include literacy, numeracy, employability, health and wellbeing, STEM and Sustainability.</p>	<p>Numeracy working group plan to update the school policy and all of the school's materials throughout the year. Working Groups will agree next steps.</p>	<p>Working Group leads</p>

		<p>The literacy working group will focus on responsibilities of all in embedding literacy across all subject areas. Working Groups will agree next steps.</p> <p>The employability working group will consider the use of a focus month to highlight careers in all subject areas. Working Groups will agree next steps.</p> <p>STEM working group investigated the possibility of a STEM event. However, outside providers withdrew their offer. We will look into building on existing STEM activities and creating a clearer understanding of STEM opportunities. Working Groups will agree next steps.</p> <p>The Health and Wellbeing group will ensure that Health and Wellbeing for all continues to be a priority at Wallace Hall. Working Groups will agree next steps.</p> <p>The Sustainability working group met with plans being put in place to build on this Responsibility for All next academic session. Working Groups will agree next steps.</p>	
	<p>Two new Working Groups will be started in August 2022 focusing on Wider Achievement and Differentiation</p>	<p>Identify a member of staff to lead the wider achievement working group and agree next steps.</p> <p>Natalie Flint will lead the differentiation working group and produce a plan for future developments.</p>	<p>B Graham/N Flint</p>

	Our 8Cs will be embedded in our visions, values and aims throughout the school.	We will encourage greater focus on the 8Cs in the Academy. This may include assemblies, Health and Wellbeing and other aspects of the school.	B Graham
	Our staff will be aware of educational good practice, new initiatives and available training both on a local and national level.	BG will continue to participate in BOSCH group meetings and encourage all other staff to explore visits to other schools	B Graham

Academy Priority 7A: Employability Skills and Positive Destinations	Outcomes	Key Tasks	Planned Management
<p><b>Wallace Hall Academy Priority 7A: Employability Skills and Positive Destinations</b></p> <p><b>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</b></p>	<p>Employability continues to develop across the 2-18 school. Developments include an employability fortnight, training, charity work and a solution to partnership working with key employees and employers.</p>	<p>Strategic Employability Group will meet termly to collate a strategic vision for Employability across the school.</p>	<p>B Graham</p>
	<p>S3 Electives will enable pupils to gain a relevant qualification from the experience.</p> <p>NPA Travel and Tourism &amp; NPA Fitness have been developed this year. We will aim to deliver NPA Fitness in session 2022-23.</p>	<p>S3 Electives are in place and running for the entire 2022-23 session.</p> <p>SB will investigate with relevant staff further opportunities (Outdoor Education /John Muir Award, Duke of Edinburgh Award, Prince's Trust, Youth Philanthropy Initiative etc.) for pupils to gain certification during electives.</p> <p>Staff member to be identified to investigate and plan for NPAs in Travel and Tourism during session 2023-24.</p> <p>N Flint will take the lead on communication with the Prince's Trust.</p>	<p>S Bell/A Lindsay/N Flint/J Hunter</p>
	<p>Re-introduce an awards process to develop processes for recognizing wider achievement e.g. Saltire Awards, Youth Achievement Awards.</p>	<p>Investigate and implement an awards process to ensure wider achievement is meaningfully recognised. This will be offered as a Monday night Working Group in session 2022/2023.</p>	<p>SMT</p>

	<p>Work Experience opportunities will be opened up again post Covid.</p>	<p>Post Covid regulations, SB will build on Work Experience opportunities for pupils and consolidate key employability skills into the curriculum and our Electives provision.</p> <p>Working group will plan experiences of work for the next academic year, create a flow chart showing the process from start to finish and share this with staff</p> <p>WHA Employability Working Group to complete a review of WHA procedures for arranging pupil work experience in line with the authority's new WorkIT system.</p>	<p>S Bell/J Hunter</p>
	<p>A business elective or 'mini company' project will be established with the Whapples orchard with possible links to Home Economics.</p>	<p>Staffing changes will further delay progress with this. SB and AL will review the work already done and share with SMT once HE Teacher has been appointed.</p>	<p>S Bell/A Lindsay</p>
	<p>Profiling is an integral aspect of HWB lessons.</p>	<p>ES/KF will plan how to further develop profiling for next academic session and beyond.</p> <p>Following feedback from the focus week we aim to embed Employability skills as part of the SQA Employability Award, using the 8Cs (linked where possible to the skills explorer headings from MWOW) in the profiling lessons for S3, associating profiling with the Employability Award.</p> <p>Work on S1 employability H&amp;WB lessons, focusing on skills and the use of the skills and strengths tools on MWOW. Pupils will complete simplified version of the visual CV that S3 pupils created.</p>	<p>K Fraser/E Stuart/B Graham</p>

		A meeting with Cluster Heads and DHTs to be organised to discuss a plan on how to make best connections between the P7 and S3 profiles. BG will discuss with Cluster Heads and DHTs how to move this forward.	
	To work towards 100% achievement of the 3 units of the SQA Employability Award.	Ensure all pupils are accredited with all 3 units of the SQA Employability Award by the end of S4 in session 2022/2023.	K Fraser
	Key employability skills and their relevance will be promoted in subject classrooms.	In partnership with Photography, Design and Manufacture and the Primary, poster designs will be finalised. Posters will be printed and circulated to subject classrooms by October 2022.	J Hunter

<b>Academy Priority 7B: DYW</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<b>Wallace Hall Priority 7B: DYW</b>  <b>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</b>	Continue to implement and evaluate key aspects of Employability and DYW featured in DYW Activity Plan.	BG and JH to continue to meet regularly to implement and evaluate key aspects of Employability and DYW featured in DYW Activity Plan.	B Graham/J Hunter
<b>NIF Priority Improvements in employability skills and positive destinations</b>	Secondary development partnerships are built on to improve employability skills and positive destinations.	Work with our existing partners and build new links with partners to support employability skills and positive destinations.	J Hunter/K Fraser/AM Wood
<b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information	All pupils are now aware of and use My World of Work for planning and profiling. We will continue to embed this within Wallace Hall Academy.	Continue to ensure that S1 pupils are registered with MWOW during H&W lessons.  Continue to recruit and train MWOW Ambassadors and deploy into S2 and S1 HWB classes.	PTs PS
<b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</b>	A full programme of Career Mentoring will continue to be available for senior pupils to give support with personal statements, university and college applications and entry to the workplace.	A full programme of Career Mentoring will run in session 2022/2023. We will continue to look at adding mentors to increase numbers if there is sufficient pupil demand.	A M Wood
	Interventions will be put in place for pupils at the risk of leaving school with no positive destination in place.	Structured ECG meetings will continue on a regular basis.	J Hunter/K Fraser/SDS

	<p>Pupils will have the opportunity to attend Careers Events to help them shape plans for their futures.</p>	<p>We will continue to plan and implement Careers Events in line with Covid restrictions.</p> <p>We will liaise with DYW and ensure our pupils are aware of and have access to any virtual or in person career education opportunities</p>	<p>J Hunter/DYW</p>
	<p>SDS School Partnership Agreement will provide support all career and employability activities.</p> <p>Ensure school leavers are well supported with their next steps towards a positive destination including further education, training and employment.</p>	<p>SDS Careers Adviser will continue to work closely with JH, KF and members of our SEG to ensure WH pupils are supported for their future career plans. All leavers will receive support from a named teacher/adviser and SDS Careers Adviser will meet with pupils where required.</p> <p>Spreadsheet lists are updated and saved in Teams to show progress with plans and highlight those pupils most in need of input. Lists of leavers and their progress will be maintained.</p> <p>Career and Future Planning Team will continue to be updated with relevant information on further and higher education, work experience, training and career opportunities.</p>	<p>J Hunter/K Fraser/SDS K Fraser/J Hunter and Career and Future Planning Team</p>



<b>Academy Priority 8: Curriculum Learning Pathways</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Priority 8: Curriculum Learning Pathways</b></p> <p>To further develop our school's response to the recommendations from Developing Scotland's Young Workforce</p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2</b></p>	<p>Continue to develop opportunities around agricultural employability through our rural skills and forestry programmes.</p>	<p>Consolidate links with existing partner farmers and reintroduce post-Covid practical visits for classes.</p> <p>Build on and develop new links with businesses such as Dumfries House, Kilnford Farm Shop and Café and Loch Arthur Farm Shop and Café.</p>	<p>N Miller/A Lindsay</p>
	<p>We continue to investigate other skills for work courses and A Lindsay, PT HE, PE and H&amp;W will aim to make better use of the Pegasus restaurant.</p>	<p>Explore with staff from the 'Lean Bean' coffee shop whether they could be involved with the training of our future Barista groups.</p> <p>We aim to re-establish Whapples as a community orchard. Should staffing allow we will look to use the Pegasus facilities within the curriculum.</p>	<p>A Lindsay</p>
	<p>New skills for work course will be available to meet the needs of our students.</p>	<p>The National 5 Computing Science course will be embedded and next steps agreed.</p> <p>We will investigate introducing Higher Computing.</p> <p>Continue to investigate other suitable NPA's which meet the needs of pupils.</p> <p>New course to be investigated for 2022/2023 session, based on Labour Market Information (LMI) and skills gaps.</p>	<p>S Bell/J Blair/J Hunter</p>

	<p>Utilise link with the Barony Campus to offer Animal Care as a supplementary course to Rural Skills.</p>	<p>We will continue to build links with the Barony College as an option for pupils interested in this area.</p>	<p>J Blair</p>
	<p>We will continue to investigate other ways to utilise the opportunities on the Buccleuch Estate and Dumfries House.</p>	<p>Due to Covid we have been unable to use the Buccleuch &amp; Queensberry Estate but we will explore options for here and other estates during the next academic year.</p>	<p>L Belford/N Miller/A Marchant</p>
	<p>We will continue to make links with international partners, including Erasmus, and provide opportunities for young people to develop skills and achieve.</p>	<p>Covid has of course severely impacted on the project and the expectation is now that no exchanges will take place until early 2023.</p> <p>We have managed to extend the end date of the project by initially a year and have now added a further 6 months which takes us to December 2023.</p> <p>We have continued to face problems with Erasmus. AH has agreed an extension with the British Council that we can extend project until August 2023. This gives us a bit of a chance to get the project completed although we are dependent on our partner schools getting similar extensions.</p> <p>The good news is we have continued to hold monthly coordinators meetings and update our website and have pupils involved. As a result, we can use the portion of the budget given for project management which to date is £4000 and should be £6000 by August 23. This is in addition to the £4000 plus surplus from the last project so even if we are unable</p>	<p>A Harley</p>

		<p>to do any exchanges, we will have £10000.</p> <p>AH has organised assemblies with S4 and S5 shortly where he will put together a group in the expectation, we can start to do exchanges from August 2023. It is important to the management of the project that we can have 1/2 periods with this group in 2022/23.</p>	
	<p>Clearly identify what the next steps are with LEGO and robotics. Plan in place for embedding Robotics into BGE.</p>	<p>We will develop new coursework and adapt existing coursework trialed previously for LEGO for use by our BGE students.</p> <p>Embed Robotics into S3 Engineering Science.</p> <p>Determine quantity of remaining resources available and explore potential avenues to purchase more for possible use with BGE students. May be introduced this academic session if staggered across classes through the year.</p> <p>Computer Science embedded as part of BG curriculum.</p>	N Corrigan
	<p>Agreed plan in place for STEM working group to ensure cohesive overview of STEM activities in school.</p>	<p>The STEM working group will finalise details and agree SMART targets.</p> <p>STEM working group investigated the possibility of a STEM event. However, outside providers withdrew their offer. We will look into building on existing STEM activities and creating a clearer understanding of STEM opportunities.</p>	STEM Working Group

		A plan will be decided at the next meeting of the STEM Working Group in June 2022.	
	Decision made on how the bespoke STEM room will be used in the future.	Following discussion with STEM Working Group, NC will meet with AL to decide how the room will be used next session.	N Corrigan/A Lindsay/STEM Working Group
	NC to plan and implement 3-year STEM plan with a calendar of review points throughout the session identified to share progress.	Following the June 2022 STEM Working Group meetings, NC and working group will drive forward STEM strategy and plan.	N Corrigan and STEM Working Group
	A mechanism for sharing STEM skills and content coverage across each curricular area will be investigated. This would ensure continuity of learning across curricular areas.	Look at creating a mechanism for sharing of skills and content coverage across each curricular area. Plan in place by end of October 2022.	N Corrigan in consultation with STEM Working Group

<b>Academy Priority 9: Health and Wellbeing</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 9: Health and Wellbeing</b></p> <p><b>NIF Priority Closing the gap Improvements in health &amp; wellbeing</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 3.2</b></p>	<p>The Health and Wellbeing of our pupils and staff is promoted and improvements embedded.</p>	<p>Continue to work with all staff in promoting and supporting wellbeing for all staff and pupils.</p> <p>PTs PS and PT ASL continue to work together to ensure we meet the needs of all learners.</p> <p>Make use of staff HWB Team to meet and to plan for activities/event to support staff HWB this academic session.</p>	<p>EM/PTs PS and ASL/AL and HWB committee</p>
	<p>Ensure there is current and relevant information about the Health and Wellbeing curricular topics on our website including resources for parents to use as discussion tools with their young people.</p>	<p>Continue displaying and updating HWB links on the school website and ensure pertinent links are shared with teachers through the school letter.</p> <p>Work ongoing to keep this updated termly.</p>	<p>E Mack/A Lindsay and HWB committee</p>
	<p>To have a robust assessment and tracking processes for the HWB Curriculum.</p>	<p>Continue to develop assessment tracking processes for the HWB Curriculum</p> <p>Review the use of learning passports into S1 Health and Wellbeing classes to track progress and achievement</p>	<p>E Mack</p>
	<p>MVP mentoring programme is reintroduced this academic session.</p>	<p>Reintroduce the MVP mentors into Electives in the next academic year.</p> <p>Deliver MVP training and deliver to S1 HWB classes.</p> <p>MVP mentors to consult pupils on the implementation of the new Positive Relationships Policy in line with the Respect Me guidance.</p>	<p>E Mack/PTs PS</p>

	<p>The school's approaches to gender and sexual orientation will be reviewed and improvements implemented.</p> <p>The LGBT Charter is a programme that will enable our school to proactively include LGBT people in every aspect of school life. The programme will support our school to undertake training and review policies, practice and resources to make sure that we are meeting legislative needs while being as inclusive as possible. Wallace Hall will work towards achieving LGBT Bronze Charter status.</p>	<p>A volunteer pupil voice group will continue to meet with AL to plan for presentation of lessons to students during HWB lessons.</p> <p>Continue to work with LGBT personnel and schools who have already achieved their LGBT Charter who will support Wallace Hall in achieving our LGBT Bronze Charter status. A charter manager has been identified and we will meet with them to move forward our charter application.</p> <p>We will also look at how well we are doing in supporting the other protected characteristics.</p> <p>Establish an area where all pupils feel comfortable and safe.</p>	A Lindsay
	<p>HWB curriculum continues to improve and develop following the HWB review completed last academic session.</p>	<p>The Pupil Support PTs will use termly development days to focus on HWB curriculum improvement planning.</p> <p>New staff and pupils ambassadors to be trained in MWOW.</p>	PTs PS/JH
	<p>The HWB review is used to inform HWB curriculum improvement planning.</p>	<p>The Pupil Support PTs will use termly development days to focus on HWB curriculum improvement planning.</p>	PTs PS

Academy Priority 10: Transitions	Outcomes	Key Tasks	Planned Management
<p><b>Wallace Hall Academy</b> <b>Priority 10: Transitions</b></p> <p><b>NIF Priority</b> <b>Closing the gap</b> <b>Improvements in health &amp; wellbeing</b></p>	<p>Transitions process will be embedded across the 2-18 school. Curricular sessions will be part of transition programme and curricular links provided for all cluster pupils. Faculties will deliver lessons focusing on key skills used in secondary.</p>	<p>Transitions calendar agreed for 2022/2023 and Transitions Passport Booklet created and shared.</p>	<p>LM</p>
<p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.6, 3.2</b></p>	<p>To continue to work with a variety of agencies to ensure positive, sustained destinations when pupils leave school.</p>	<p>ECG meetings will take place 4-times per year, ahead of key leaving dates.</p> <p>Continue to update 16+ tab and this information shared with relevant people.</p> <p>Career and Future Planning Team to be updated as information is available.</p> <p>New S4 pupils to be added in and tagged.</p>	<p>JH/KF/PTs PS and ASL</p>
	<p>All pupils have named supporter, leavers in S4 and S5 will be supported by PT PS/or an identified member of staff</p>	<p>To continue with the process set up in 2020-21, ensuring that all pupils in their final year of school have a named member of staff to work with and support with their future plans.</p>	<p>PTs PS</p>

<b>Academy Priority 11: Tracking and Data</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 11: Tracking and Data</b></p> <p><b>NIF Priority</b> Closing the attainment gap and improvements in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> Teacher professionalism, assessment of children's progress and performance information</p> <p><b>HGIOS? 4 / HGIOELC? QIs:</b> <b>1.2, 2.3, 3.2</b></p>	System established that will give a clear picture of progress and attainment across 2-18 school.	Meet with Primary DHTs to refine the present system to ensure it is able to provide the data that will help us raise attainment. This will take place in Term 1 of 2022/2023.	SMT/ R Fulton
	Data from a variety of sources in analysed and aligned in one document.	Continue to make progress in analysing and aligning data from a variety of sources into one document. SQA exams will provide more hard data this session.	R Fulton
	HWB assessments established and data used to assess HWB at whole school level.	Record HWB conversations recorded in tracking sheets.	E Mack
	Effective tracking of literacy and numeracy across the curriculum.	Next steps for tracking of whole school literacy and numeracy will be agreed after the moderation cycle.	SMT/RF
	We continue to produce reports on key aspects of data and share this with key individuals on a regular basis	<p>Continue to produce reports on key aspects of data and share this with key individuals on a regular basis.</p> <p>Continue to make good use of Senior Phase tracking and digital markbooks.</p> <p>We will continue to work with PTCs to improve the consistency of the data collected.</p>	SMT/RF



		<p>SMT will meet at key points (BGE tracking, SP Working Grades, Senior Phase Tracking etc.) to identify which pupils are underachieving and in need of support and/or challenge. Ensure targeted support is put in place.</p> <p>Continue to moderate and develop the use of the BGE Progress + Achievement module.</p> <p>Details of P + A tracking will be shared with PTPS and SMT in January to try and help inform the S2 into S3 options process and S3 into S4 options process.</p> <p>Identify a member of staff to lead tracking pupil achievement that is linked to the 4 capacities.</p>	
	<p>Digital markbook and tracking data to be combined to inform target setting early in S4.</p>	<p>Investigate and establish how these two systems can be combined.</p>	<p>R Fulton</p>
	<p>We continue to produce reports on key aspects of data and share this with the PEF Team on a regular basis</p>	<p>Data will be shared with PEF staff, using filters to allow relevant pupils to be targeted and analysed individually. Review impact of these interventions.</p> <p>All PEF Interventions (secondary) will continue to be based on sound academic research e.g. EEF, NFER, OfSted, CPAG, Scottish Government.</p> <p>PEF Team will continue to track data of CfE levels from teaching staff in line with whole school tracking dates, HWB data, poverty proofing and referrals, individual targets on PEF Attainment Spreadsheet and Pupil Information database which has hyperlinks to details of all PEF pupil mentoring sessions.</p>	<p>J Carson</p>

		PEF pupil targets will continue to be entered and updated in ASN Pupil Information database. This database will be available for access and contributions by all staff.	
	Continue to make effective use of Insight data to ensure all pupils are supported effectively to reach a positive destination.	Reschedule visit from Lewis Paterson who will demonstrate to SMT and PTs how to use Insight effectively to inform next steps.	SMT/RF
	Regular parental engagement takes place with the Parent Council Learning and Teaching Group from the Parent Council.	Key staff will be invited to Parent Council meetings to facilitate engagement between parents/carers and school staff.  Continue to make good use of tracking reports to support effective communication with parents.	BG

<b>Academy Priority 12: PEF</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 12: PEF</b></p> <p><b>Pupil Equity Funding will be used to bridge the financial attainment gap. Plans are in place and interventions are now being used.</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>NIF Priority Closing the attainment gap.</b></p> <p><b>NIF Driver</b> Assessment of children's progress and performance information. Parental engagement, school improvement and performance information</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b></p> <p><b>1.5, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3</b></p>	<p>PEF interventions will continue to help close the attainment gap.</p>	<p>We will continue to keep going with the interventions that are working well and make further interventions where we feel that further changes and support/challenge are required.</p> <p>Continue to achieve learning targets in Lit., Num. and HWB increasing small group tuition in Literacy and Numeracy</p> <p>Clearly define all learning targets to integrate with PS and ASfL target setting and monitoring systems.</p> <p>Clearly define PEF intervention impact targets and measures.</p> <p>Increase and monitor Participation in Wider Activities and Engagement with Learning.</p> <p>Develop PEF support at primary transitions to include cluster primaries and parents/carers where appropriate.</p> <p>Continue PEF support at Senior Phase transitions to foster positive destinations for all.</p> <p>Continue to develop Parental Engagement strategies and Poverty Proofing measures.</p> <p>Plan Literacy/Numeracy/HWB/Learning Mentoring input with appropriate colleagues across the academy and from Education Scotland.</p>	<p>J Carson</p>

		<p>PEF LA and Project Officer to continue to work with the most vulnerable pupils including engagement through family support sessions and home learning support.</p> <p>PEF Assistant to be trained on closing the numeracy gap.</p>	
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<b>Academy Priority 13: Self Evaluation</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Priority 13: Self Evaluation</b></p> <p><b>The implementation of the new 2-18 self-evaluation plan to ensure it has a clear focus on excellence and equity</b></p>	<p>Strategic plan for self-evaluation in place with a clear focus on next steps and impact. Plans shared with all staff and we will work with the ELC, the primary and the secondary and make sure the processes are consistent across the whole school.</p>	<p>Policy and 3-year plan were implemented in May 2019 and shared with all staff to make sure processes were consistent across the school. This was further updated in 2021. This is now identified for review in our policy planning document for session 2024/2025.</p>	<p>B Graham/J Blair/J Lees</p>
<p><b>NIF Priority Improvements in attainment particularly in literacy &amp; numeracy</b></p>	<p>Standards and Quality reports ensure robust self-evaluation is embedded in all departments.</p>	<p>J Blair will roll out self-evaluation process and ensure progress is linked to Team Improvement Plans.</p>	<p>J Blair</p>
<p><b>Closing the gap Improvements in health &amp; wellbeing Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information</p>	<p>Learning and Teaching improvement strategy rolled out across the school. Training will be in place for use of Lesson Evaluation Toolkit. New observation pro-forma will be embedded in our self-evaluation process.</p>	<p>Lesson Evaluation Toolkit has been developed and the finalised form will be used during classroom observations.</p> <p>Continue to train staff in the use of the new whole-school Lesson Evaluation Toolkit and ensure this is used consistently.</p> <p>Store and collate information from observations and look for improvement or changes in practice.</p> <p>Final pro-forma agreed and incorporated into our self-evaluation procedures.</p>	<p>J Blair/J Lees</p>

<p><b>HGIOS? 4 / HGIOELC? Qis</b></p> <p><b>1.1</b></p>	<p>Data is collected from a variety of sources including staff, pupil and parent questionnaires.</p>	<p>Data from our self-evaluation surveys (completed by all stakeholders in 2022) will be analysed and used to inform our school improvement planning.</p> <p>End of year PT reviews will take place at end of 2022 to help support our middle leadership.</p>	<p>B Graham</p>
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<b>Academy Priority 14: Partnerships</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 14: Partnerships</b></p> <p><b>To further develop our school's response to Secondary Development Partnerships</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</b></p>	<p>Our timetable will allow further opportunities for our pupils to engage with further education providers including SWEIC, Glasgow Caledonian University and colleges.</p>	<p>J Blair will continue to develop timetable provision to facilitate partnership working.</p>	<p>J Blair</p>
	<p>Links built with local businesses and organisations.</p>	<p>Continue to work proactively with organisations and businesses such as Active Schools, regional DYW personnel, SDS, our partners farmers etc.</p>	<p>A Lindsay/J Hunter/N Miller</p>
	<p>We continue to work closely with Cample Line with the Young Assistants Programme (YAP). These internships offer excellent opportunities for our senior pupils to work in the studio as Digital Archive Assistants. This year they were involved in a variety of tasks including recording audio descriptions of exhibitions such as 'undo the knot'. These opportunities are helping to strengthen pupils' Personal Statements and CVs while building employability skills.</p> <p>Free School Meals pupils have also joined the programme this year which has additionally given them financial support as the YAP is offered on a financial reward basis.</p>	<p>We will explore further opportunities to build on the Cample Line Young Assistants Programme in 2022/2023.</p> <p>We will liaise with Tina Fiske at Cample Line to identify opportunities for senior pupils which will link to pupil's individual skill base and future career aspirations.</p> <p>We will also explore links with other creative industries.</p>	<p>V Simpson/AM Wood</p>
	<p>Our Internship Programme with Halo Trust will be reintroduced for session 2022/2023.</p>	<p>AMW has spoken to Halo Trust and the application process for our senior pupils has already started. AMW will liaise with Halo Trust/SMT and successful candidate/s on internship arrangements.</p>	<p>AM Wood</p>
	<p>Parent volunteers able to offer support in areas of expertise.</p>	<p>Following authority guidelines and as Covid mitigations allow, we will encourage parental volunteers to offer support in areas of expertise</p>	<p>B Graham/D Jarvie</p>

	Our Parent Council meetings will be accessible for all who wish to engage.	Responses from our stakeholder surveys will be discussed at Parent Council meetings and next steps agreed.  Explore using MS Teams as a platform for Parent Council meetings post Covid.	B Graham
	Other partnerships developed	Look to form new partnerships including Countryside Learning Scotland, the Rotary and Education Scotland.	B Graham



Academy Priority 15: Secondary Development Partnerships	Outcomes	Key Tasks	Planned Management
<p><b>Wallace Hall Academy Priority 15: Secondary Department Partnerships</b></p> <p><b>To further develop our school's response to Secondary Development Partnerships</b></p> <p><b>NIF Priority Improvements in employability skills and positive destinations</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</b></p>	<p>Departmental TIPs will be completed and inform school improvement planning.</p>	<p>TIPs for session 2022/2023 will be completed in June 2022.</p> <p>An update will be requested in December 2022 with a further update requested in April 2023.</p>	<p>J Blair</p>

<b>Academy Priority 16: Learning for Sustainability (LfS)</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Academy Priority 17: Learning for Sustainability (LfS)</b></p> <p><b>To further develop our school's response to the recommendations from LfS Scotland</b></p> <p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in children and young people's health and wellbeing</li> </ul> <p><b>Improvement in skills and sustained, positive school-leaver destinations for all young people</b></p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's' progress, school improvement and performance information</p> <p><b>HGIOS?4 / HGIOELC QIs: 2.3, 2.7, 3.2, 3.3</b></p>	<p>Ensure LfS is firmly on the agenda and that stakeholders have increased awareness as to what is included in this part of the curriculum.</p> <p>Using the key pillars of Sustainable Development Education, Outdoor Learning and Global Citizenship we have a 3-year plan to focus on each in turn.</p> <p>The 2022/23 session will focus on Outdoor Learning</p> <p>Completion of the self-evaluation and improvement framework on LfS <a href="https://www.education.gov.scot/media/1014/lf-framework.pdf">frwk11-lfs-framework.pdf (education.gov.scot)</a></p> <p>Eco school committees run on timetable looking at whole school sustainability.</p> <p>Demonstrate our commitment to Learning for Sustainability through Green Flag status.</p>	<p>Continue to build on progress so far, sharing resources, CLPL opportunities etc. Plan a Learning for Sustainability focus week across the academy.</p> <p>Items in year 2 of the plan.</p> <p>Deliver a second LfS CPD session during one of the INSET days with a focus on Outdoor Learning.</p> <p>Ensure that elective time throughout the year for Food for the Future and Eco groups are working on developing our Outdoor spaces</p> <p>This has been completed by the LfS working group but needs further consultation with SMT and wider staff.</p> <p>We are running primary, junior (S3) and senior (S5/6) committees on this year's timetable and will evaluate the impact of this.</p> <p>Action Plan for our fourth Green Flag approved by KSB for 22/23 session, working towards targets with Eco committees.</p>	<p>L Belford</p> <p>L Belford</p> <p>L Belford, N Miller, A Lindsey (plus primary colleagues)</p> <p>L Belford, B Graham</p> <p>L Belford</p> <p>L Belford</p>

	<p>To re-establish the Whapples orchard as a community initiative and create cross curricular links with other departments.</p>	<p>AL, our new PT H&amp;W, has some good ideas on the leadership and management of the Whapples orchard and will take forward these in session 2022/2023. This will include improving access to the orchard and looking at the general maintenance of the land.</p> <p>Form a new Whapples Pupil Voice Group to discuss next steps for the Whapples project.</p> <p>Begin planning of an outdoor classroom/wellbeing garden space within orchard, spending 10,000 Voices funding we were awarded last session.</p>	<p>A Lindsay/L Belford</p>
	<p>The Polytunnels meet the needs of both primary and academy.</p>	<p>Co-ordinate completion of polytunnel timetable to meet needs of both primary and academy.</p> <p>Encourage more class and community participation when we can welcome volunteers into school post Covid.</p> <p>Continue to develop our F4F project and build links with Dumfries House.</p>	<p>N Miller/L Belford</p> <p>PT H&amp;W, NM and LB will take this forward.</p>
	<p>Continue to work with partners mentioned elsewhere in this SIP to support LfS themes.</p>	<p>As LfS is an underlying part of the curriculum and a responsibility for all there will be many opportunities for wider staff involvement throughout the year.</p> <p>Continue to have meetings with the Dumfries and Galloway Learning for Sustainability Partnership Group.</p> <p>Continue to use resources shared on the national Learning for Sustainability Teams including SWEIC and Outdoor learning.</p>	<p>Various- all staff in some capacity.</p>

<b>Academy Priority 17: Moderation and Achievement of a Level</b>	<b>Outcomes</b>	<b>Key Tasks</b>	<b>Planned Management</b>
<p><b>Wallace Hall Academy Priority 18: Moderation and Achievement of a Level</b></p> <p><b>Outcomes for learners in a school community. Staff will be more confident about when a pupil has achieved a level in literacy within the CfE taxonomy</b></p>	<p>A full evaluation has taken place of the moderation activities in the school and in the cluster. From this evaluation we will agree the next steps. The 3 QAMSOs will lead the training in all of the developments.</p>	<p>Using the evaluation evidence, ES and JL will plan and organise a whole school moderation event.</p> <p>We will focus on P7 data</p>	<p>J Lees/E Stuart</p>
	<p>A moderation calendar will ensure there is consistency of moderation across the academy.</p>	<p>ES and JL will compile a moderation calendar by June 2023 and circulate this to staff</p>	
<p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>Assessment of children's progress. Teachers' professionalism.</p> <p><b>HGIOS?4 / HGIOELC QIs: 1.2, 2.2, 2.3, 3.2</b></p>	<p>Staff will be confident on pupils' Achievement of a Level.</p>	<p>Staff will continue to be trained on the achievement of a level and national benchmarking.</p> <p>All departments to provide at least one piece of work for either literacy or numeracy. This work will then be used to produce a moderation exercise for selected pupils.</p> <p>The PTs of Maths and English will be included in this process and the materials will help us to assess whether the work would allow us to confidently to say that the pupils had achieved a particular level. This is planned to take place in Term 1 of 2022/2023.</p> <p>After the S1 trial, we will look to roll this process out with other year groups.</p> <p>Plans have been submitted to J Lees - awaiting materials to begin the moderation process. The focus will be on achievement of a level in S1/S2/S3.</p>	<p>E Stuart/J Lees/S Bell/PMcClair</p>

	The secondary QAMSOs will work with R Fulton and the PTs English and Maths to agree on approaches to tracking literacy and numeracy across the secondary. This approach will ensure that all staff take on responsibility for the delivery of literacy and numeracy.	ES/JL continuing to work with R Fulton and PTs English and Maths to discuss how best to implement next steps for the tracking of literacy and numeracy in the secondary. .	E Stuart/J Lees/S Bell/P McClair
	We will evaluate the information that is available on the school Hub on literacy and numeracy and agree next steps for this information. The dates for this moderation will be included in the school self-evaluation calendar.	We are continuing to work on implementing a moderation plan and will develop an online area for moderation that will include all of the relevant documentation.	E Stuart/J Lees/S Bell/P McClair
	Pupils will be aware of the levels they have achieved in literacy and numeracy	A working group will explore how to make pupils more aware of the extent to which they have achieved certain levels in literacy and numeracy. These meetings will take place in session 2022/23. PTs of English and Maths and Primary DHTs will plan and organize these meetings. Primary DHTs will be invited to attend and contribute.	S Bell/P McClair

# 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

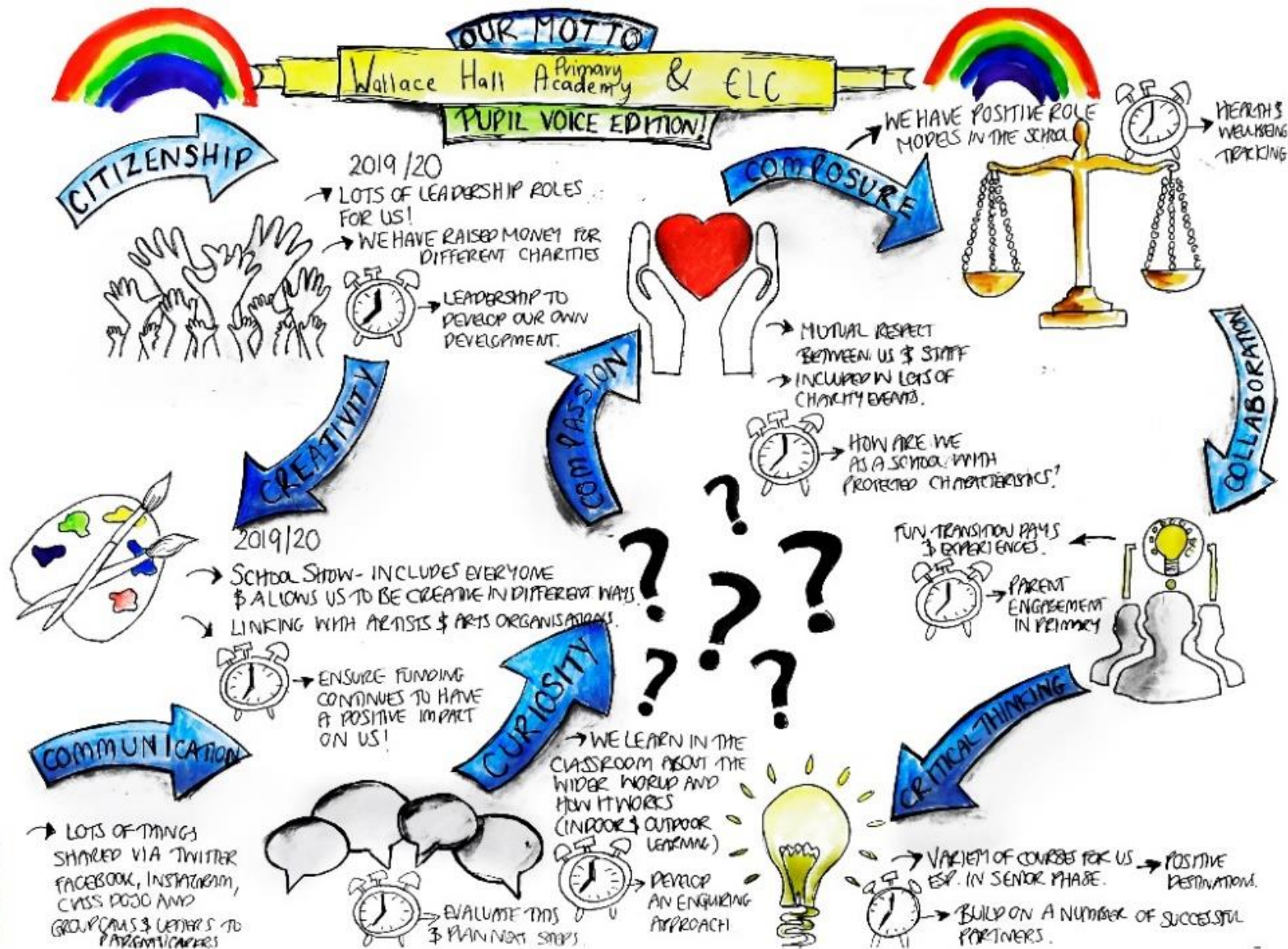
<p><b>Citizenship</b></p> <p><b>Highlights of 2019/20</b>                  There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continues to visit Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.</p> <p><b>Looking forward</b>                  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>Collaboration</b></p> <p><b>Highlights of 2019/20</b>                  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>                  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>Communication</b></p> <p><b>Highlights of 2019/20</b>                  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>                  Focus groups will be asked to evaluate our systems of communication and agree our next steps.</p>	<p><b>Compassion</b></p> <p><b>Highlights of 2019/20</b>                  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>                  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>
<p><b>Composure</b></p> <p><b>Highlights of 2019/20</b>                  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>                  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>Creativity</b></p> <p><b>Highlights of 2019/20</b>                  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>                  We will continue to explore how the school can ensure that funding has a positive impact on all learners.</p>	<p><b>Critical Thinking</b></p> <p><b>Highlights of 2019/20</b>                  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>                  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>Curiosity</b></p> <p><b>Highlights of 2019/20</b>                  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>                  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**

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

Appendix 2 - Sketchnote



Adapted from Ken Robinson's "Creative Schools" (2015) pages 135-145  
Wallace Hall 2.18.2020

# Appendix 3 – Wallace Hall’s Journey since 2008

**NEW HEADTEACHER**  
Mr Graham

**2008**

**2010 – NEW SCHOOL**

**2014**

**2-18 school**  
Nursery, Primary and Secondary

**Our NEW Motto**  
Together we grow, learn and achieve

**Wallace Hall Academy, Primary & ELC**  
"Together we grow, learn and achieve"

**WALLACE HALL'S JOURNEY SINCE 2008**

**2010**

**2018**

**2020**

**Our Values**

- Respect
- Responsibility
- Honesty
- Integrity
- Empathy
- Fairness
- Initiative
- Perseverance
- Courage
- Optimism

**Effective Contributors**  
Optimism

**Confident Individuals**  
Integrity and Perseverance

**Responsible Citizens**  
Kindness & Fairness

**Successful Learners**  
A love of Learning

**Our Vision**  
To provide an environment where all staff, parents and pupils can be challenged, supported and empowered to enjoy the school experience and reach their potential!

**Our Motto**  
Working together to achieve more

**Our 8 Competencies**

**What our pupils strive to develop in the 21<sup>st</sup> Century**

**The 8 Competencies**



## LIST OF COURSES/AWARDS OTHER THAN SQA

List of Courses/Awards from providers other than SQA completed by young people in Session 2021 – 2022

Due to Covid, many of our usual courses and awards either did not take place or pupil work could not be fully ratified to enable certificates to be presented. A meeting with Youth Work has been scheduled to introduce additional awards for session 2022 – 2023.

Course / Award	Number of young people enrolled			Number of young people achieved		
	Bronze	Silver	Gold	Bronze	Silver	Gold
<b>Duke of Edinburgh Award 2022/2023</b>	43					
<b>YASS (Young Applicants in School Scheme)</b>	27			8 have finished the course but some modules are still ongoing.		
<b>SQA Personal Achievement Award</b>	11 S3 pupils completed this during session 2021/2022 at various levels. Final results will be on pupils' SQA certificates in 2023.					
<b>Employability Award</b>	S4 (2021/22) 98 pupils in cohort. 42 passes on Unit 1 (43% of cohort), 58 passes on Unit 2 (59%), 57 passes on Unit 3 (58%)					
<b>Employability Award</b>	S5 (2021/22) 83 pupils in cohort. 69 passes on Unit 1 (83%), 55 passes on Unit 2 (66%), 71 passes on Unit 3 (86%)					
<b>LANTRA/ALBAS Award</b>	Wallace Hall won a LANTRA/ALBAS award for various projects taking place during session 2021/2022 including our polytunnel project, involvement with Food for the Future and our WHApples orchard.					
<b>Food for the Future</b>	11 pupils awarded a certificate from the 2021/22 programme at Dumfries House.					