

Education and Learning Directorate



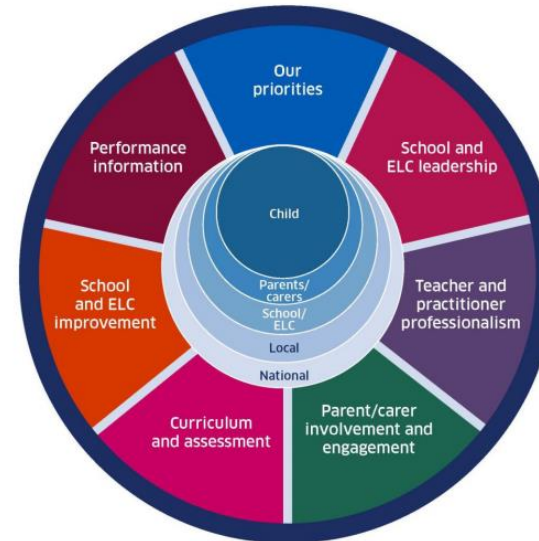
School/ELC Annual Standards and Quality Report

2023-24



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"



School: Wallace Hall Primary

Date: May 2024

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1. Vision, Values and Aims

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

Vision, Values and Aims

School Statement – [See Appendix 1](#)

Strategic Vision for Wallace Hall Academy, Primary and ELC
 A clear purpose and local, national and international ambitions
 To be the sector leader, pursuing excellence, and 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

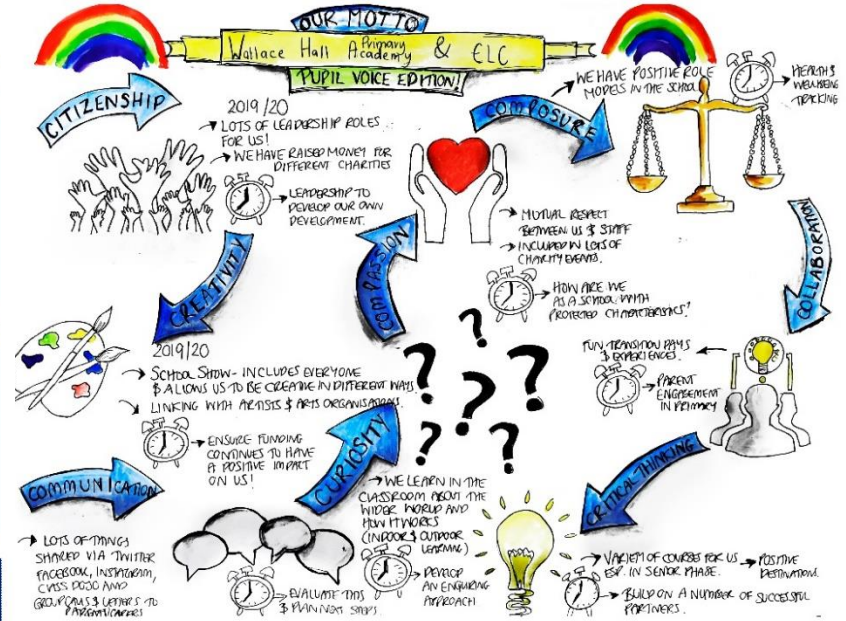
Our motto
 Together we grow, learn and achieve

<p>Citizenship</p> <p>Highlights of 2019/20 There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continues to visit Strury Park, raising money for charities and improving with our local community, and the primary has formed a new group and its staff group.</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>Collaboration</p> <p>Highlights of 2019/20 Promoting close collaboration and sharing of good practice between the primary and secondary.</p> <p>Well planned transition work from ELC to P1, from primary to secondary and from senior phase to post-16 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 P1 and explore how this can be developed in other parts of the primary.</p>	<p>Communication</p> <p>Highlights of 2019/20 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 we helped support the work of the Wallace Hall Hub during Covid-19.</p> <p>Looking forward Focus groups will be asked to evaluate our systems of communication and agree our next steps.</p>	<p>Compassion</p> <p>Highlights of 2019/20 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>Looking forward We are developing an equitable 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>Composure</p> <p>Highlights of 2019/20 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>Creativity</p> <p>Highlights of 2019/20 The school has effective and innovative ways to bring in extra funding.</p> <p>We have been facilitating cross-curricular creativity by providing school along which are accessible to all and making links with organisations such as Canine Line and other local arts such as <i>Barlow Wood</i> and <i>South East</i>.</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>Critical Thinking</p> <p>Highlights of 2019/20 Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.</p> <p>Looking forward We wish to build on a number of successful partnerships that already exist including Canine Line, Canine and Gallery, College, DuPont, Gates, Hala Trust, James Jones and Sons, our Petrol Farmers, SDS, the Silver Credit Union and SBCU.</p>	<p>Curiosity</p> <p>Highlights of 2019/20 Learners are given the opportunity to develop their curiosity across the curriculum. This links them to understand how the world works. Questioning is a key part of the learning journey. Curiosity is also developed in the ELC by accessing the external resources 'Write Wednesday' and 'Tough Monday Theatre'.</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>Dumfries and Galloway Rural Award</p> <p>Smarter Scotland Secondary Initiative</p>	<p>Leitra Scottish Landbased Aquaculture School Project Award</p> <p>Commitment to delivering rural training winners 2020!</p>	<p>The SOA Star Award</p> <p>Recognition for Unconquered Initiative Award at Wallace Hall Academy</p>	<p>The Scottish Education Award</p> <p>Interim and employability</p>	<p>World Teamwork Award</p> <p>Winner: World Robotics Festival, Detroit USA, 2018</p>	<p>Scottish Champions</p> <p>First Lego League Robotics 2019</p>	<p>UK & Ireland Champions</p> <p>First Lego League Robotics 2018</p>
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Updated October 2020



1. Vision, Values and Aims (cont.)

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

Review Date:

Review Activities (as appropriate)

The latest review was completed in October 2020 and please see the finalised version of our [Strategic Vision](#) and our [Sketchnote](#) which was produced by our Pupil Voice group. We also consulted with pupils, parents and staff about our strategic vision statement. Finally, we have also produced a [wall display](#) which shows the changes in our strategic vision since 2008 – please see photo on the right. We have looked at our 8Cs and have now broken these 8Cs into a 3-year plan which will allow us to focus on 2/3 capacities each year rather than trying to cover all 8 each year. See [Appendix 5](#).



1. Vision, Values and Aims (cont.)

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

Successful Learners

Confident Individuals

Responsible Citizens

Effective Contributors

Wallace Hall Primary Rationale

December 2023

National Improvement Framework

The vision for Scottish education is that we have:

- Excellence
- Equity

Our priority areas to develop this are:

- Placing human rights at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap
- Improvements in Health and Wellbeing
- Improvement in employability skills and positive destinations

We will achieve these by supporting and improving:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Purpose of the Primary Curriculum

As each pupil develops the four capacities, they will:

- Be exposed to high expectations from all members of the school community. Staff use their knowledge of the interests and needs of learners in their classes to plan individualised opportunities. The school is working towards enriching seamless learning experiences through whole school literacy and numeracy approaches.
- Be supported to take advantage of a wide variety of opportunities.
- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technologies, health and wellbeing, and religious and moral education.
- Achieve high levels of literacy and numeracy with opportunities to develop these across the curriculum.
- Develop skills for learning, skills for life and skills for work.
- Have opportunities to celebrate and experience success, personal development and achievements.
- Improve their learning and ensure they are appropriately challenged and supported.
- Have the opportunity to be actively engaged with their learning. It is an expectation in our school that learners should be involved in active learning through problem solving, play, creative experiences and outdoor learning.

Transitions

Pupils at Wallace Hall ELC and Primary benefit from our close working relationship with Wallace Hall Academy and the other cluster primary schools. This means that it is easier for us to work towards a seamless, coherent transition from stage to stage. Our primary staff work closely with staff in the ELC, the secondary and with staff from the other cluster primaries to ensure effective pastoral and curricular transitions.

Key ELC-P1 transition features include:

- ELC pupils and staff working together across the nursery to P1 for planning and mixed play sessions.
- Collaborative learning opportunities with the P1 children. Meeting and working with P6 buddies enables further leadership and transition opportunities to work with any specialist staff in the Primary school. This also involves an experience of primary intervals and lunches.
- Participation in stay and play sessions that are organised to engage parents/carers. Parental engagement events are hosted by the P1 teacher on a regular basis.
- Opportunities to participate in ELC parent information/transition meetings. These are run by the DHI during the day and after school to inform and support parents.
- Learning approaches in P1 that encourage a smooth transition in approach to learning through play.

Key Class to Class transition features include:


- Transitions from class to class in the primary involving hand-over of information and a moving on day.
- Participating in regular cluster meetings and cluster CPD events.
- A knowledge of how our SCs shape the life and ethos of the school. Our weekly assemblies provide opportunities for children to learn about and celebrate these capacities across the school.
- Primary Learning Conversation Targets which are shared and used at the end of the academic year and moved into the next year, e.g. P4 targets for term 1 for the new P5s.

Key P7-S1 transition features include:

- Primary staff working with academy staff to share pupil information and plan transition programmes.
- Planned transition visits where secondary specialists work with P6 and P7 pupils encompassing many areas of the curriculum.
- Participation in a P7 Information Evening in the autumn for all prospective pupils and parents.
- Participation in a three full day induction programme in June at Wallace Hall Academy where P7 pupils follow their S1 timetable.
- Taking part in a two-day residential visit to Dumfries House. Pupils are also able to take part in other school trips.
- Pupils benefitting from peer support and mentoring in a variety of experiences with senior pupils.
- Effective curricular transitions in Maths, Literacy, PE and Modern Languages.

GIRFEC: Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included

Together we grow, learn and achieve with pupils (including our pupil groups), parents, staff, carers and the wider community including local businesses





Our 4 Houses are:

DALGARNOCK

DALVEEN

DRUMLANRIG

MORTON

Communication ♦ Curiosity ♦ Composure ♦ Creativity ♦ Collaboration ♦ Compassion ♦ Citizenship ♦ Critical Thinking

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS 4 / HGIOELC Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primaryl Priority 1: Literacy – reading and writing</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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 	<p>Across the school, we are now using the D&G Frameworks for Literacy for Reading and Writing to ensure consistency of approach and progression of skills across the school. These more succinct frameworks provide staff with more structure to their planning. Planning now ties nicely with continuous provision in the early years. This should make transition between stages easier. These documents have increased teacher confidence in achievement of a level decisions.</p> <p>Staff are now using a common language provided by the framework when discussing</p>	<p>To develop a detailed 2-18 literacy plan which covers reading, writing, listening and talking and ensures clear progression across the 2-18 school.</p> <p>Create a common language glossary for the 2-18 school, and potentially across the cluster.</p> <p>To look at the framework document and assessments for listening and talking.</p>

<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy. 	<p>pupils, for transition, attainment meetings and this helps to ensure consistency and progression.</p>	
<p>NIF Driver</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information <p>HGIOS 4 QIs 1.3 Leadership of Change 2.2 Curriculum 2.3 Raising Attainment and Achievement</p>	<p>We have created pupil targets for tools for writing and the different text types for early, first and second level. This has allowed the children to have a better understanding of where they are in their learning and their next steps.</p>	<p>To create targets for reading. To consider assessments for reading for consistency across the school.</p> <p>Evaluate the targets for tools for writing and text types.</p> <p>Ensure we consider and identify individualised targets which will help pupils to make progress, for example, about attention and focus, rather than the curriculum.</p>
<p>National Standard Criteria</p>	<p>We held a collegiate session with Wendy Rigg, ES Attainment Advisor, to work with staff to support their understanding of achievement through and of a level. This session with Wendy, alongside the pupil targets, have increased dialogue around progress and achievement, which gives us a more robust understanding of where each individual child is in their learning.</p>	<p>To develop a consistent, high-quality approach to feedback to help children to understand better their individual strengths and next steps in learning.</p> <p>To use the catalyst of CYPIC to further develop and enhance our use of the benchmarks.</p>
	<p>As a staff, we revisited the text types overview to ensure progression and</p>	<p>Revisit the text type overview to fine tune to ensure it fully fits with the needs of the</p>

	<p>coverage of genre across the seven years of primary. Teachers now feel that the new overview is more streamlined, allowing for more in-depth focus on each text type.</p>	<p>school alongside the knowledge gained from the CYPIC program. Description and recount texts work well with the tools for writing focus.</p> <p>All classes will focus on tools for writing in term one, to set up for the year, and text types would follow from terms two to four.</p> <p>Explore training options for LAs on Steven Graham approach, to help with consistency of approach.</p> <p>Explore resources to support the teaching of text types, potentially PM Writing.</p>
	<p>We registered to be a Reading School with the Scottish Book Trust this session. We are currently working towards core level with our junior librarians and key staff members. We held a Wallace Hall Reading Festival week, to coincide with World Book Day in March. During this week, we held an all-day sponsored read to raise funds to supplement our Accelerated Reading texts within the school library to increase the diversity and range of texts available.</p> <p>Our library is now a more welcoming and inclusive space, and is being used more frequently by classes.</p> <p>Members of staff are attending development sessions for Scottish Book Trust to enhance our journey towards core.</p>	<p>To purchase new texts which will be more diverse and expose children to a range of genres and writing styles.</p> <p>To create pupil recommendations of good reads using QR codes to share books they have enjoyed and build a love of reading.</p> <p>Link non-fiction books to text types for high quality examples to use in class, for example, procedural texts.</p>

	<p>Staff had Accelerated Reading training at inset, provided by Renaissance Place. This allowed staff the opportunity to work together to share standards and agree a consistent approach.</p> <p>Staff are now able to use the reports available through this platform as a diagnostic tool to inform planning and support learners to make progress.</p>	<p>To build on current good practice for record keeping and approaches to delivery of Accelerated Reading to ensure consistent use across the P4-7 classes.</p> <p>Open evening/information session for parents sharing how it is used across classes and expectations.</p> <p>Upper school DHT will regularly access reports to help facilitate attainment meeting discussions.</p>
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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>Wallace Hall Primary Priority 2: Numeracy – DNK/Beyond Number</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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. <p>NIF Driver</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>We have delivered staff training looking at DNK and Beyond Number to further develop understanding. The Beyond Number framework is now used in all classes.</p> <p>Targets have been developed across the phases of DNK, which are now being used by all classes to ensure progression and a good understanding of next steps to make progress.</p> <p>There is a clear progression between phases now.</p> <p>We purchased Scottish Online Formative Assessment in Maths (SOFA) as a standardised assessment for the year groups that do not do NSAs (P2, P3, P5, P6).</p> <p>Staff had training on this platform during inset and an assessment plan for the year was created. The four year groups have now completed their assessments and the results are being reviewed to</p>	<p>To create targets for Beyond Number for early, first and second level.</p> <p>To evaluate the delivery and impact of the Beyond Number framework.</p> <p>Link the DNK target sheets with the planners.</p> <p>Explore assessment options for dyscalculia.</p> <p>To roll out the SOFA Assessments for 24-25 and use it for the full year.</p> <p>To review the effectiveness of the assessment and the data produced, then decide if we want to continue with it for future sessions</p>

<p>HGIOS 4 QIs 1.3 Leadership of Change 2.2 Curriculum 2.3 Raising Attainment and Achievement</p>	<p>help identify next steps, and gaps in learning.</p>	
<p>National Standard Criteria</p>	<p>Maths Bags have been used at P4 term 1 session, with positive feedback from staff, pupils and parents.</p> <p>Parents told us that they valued the opportunities to learn with their children and that the maths bags made learning at home more fun and engaging.</p> <p>Maths bags have been rolled down to the P3 and P2 next, with an information session for parents taking place prior to the bags being sent home.</p>	<p>Continue to roll out the Maths Bags initiative, to include early level next. Borrow bags to be started in term 1.</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>Wallace Hall Primary Priority 3: Building Better Relationships</p>	<p>The work on developing rights has continued including: fortnightly Rights Assemblies, the formation of a new Rights Squad, the creation of class charters and links made to the Wallace Hall Way.</p>	<p>Continue work towards achieving Gold Award, with new Rights Group.</p> <p>Explore the possibility of linking this work to meta skills.</p>

<p>NIF Priority</p> <ul style="list-style-type: none"> • 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 • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment. 	<p>The Rights Squad have created an action plan for their continuing work towards the Gold Award. A logo/visual representation of the whole school charter was created. Staff feel that this work has had a positive impact on behaviour management and expectations.</p>	<p>Revisit the positive relationships policy.</p>
<p>NIF Driver</p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information <p>HGIOS 4 / QIs 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p> <p>National Standard Criteria</p>	<p>Staff training was undertaken to further develop staff understanding, and make explicit links to rights and the articles across the curriculum. The articles of the UNCRC are now more visible and explicit in the school. They can be seen on displays and are referred to in teacher planning. Pupils and staff are more confident in making links to the rights, and this language is being used across the school.</p>	<p>Staff training on Sustainable Development Goals.</p> <p>Revisit how we link rights to teacher planning to clarify expectations.</p>
	<p>Family learning opportunities have been extended this session including 'Stay and ...' sessions in P1 and P2/3. These have included stay and play, stay and spell, stay and phonics, stay and read.</p>	<p>Parental feedback from our Education Scotland pre-inspection questionnaires indicated that 25.53% of our parents/carers responses did not feel the school organised activities where they can learn with their child. We will plan to extend our family learning opportunities</p>

	<p>We continue to hold open afternoons twice annually and P4 continued to use the maths bags to enhance learning at home in term 1.</p> <p>Parental feedback from our most recent 'Stay and Play' session indicated that parents valued the opportunity to be involved in their children's learning, that they enjoyed the opportunity to learn alongside their child and that it was a positive experience which would assist with continuity of homework.</p>	<p>next session and build on our current good practice, rolling up from the younger classes.</p> <p>All classes will hold an assembly for parents/carers.</p> <p>Early level phonics open afternoon for parents/carers to be planned for the start of the session.</p>
	<p>Play – we have followed the guidance from the D&G Play Pedagogy Toolkit to extend and enhance our play provision and culture. This has been highlighted as a model of good practice and shared by the Play Pedagogy team in their Play Padlet. P1 and P2/3 hosted a Play Blether for local teaching colleagues.</p> <p>The feedback from the Play Blether hosted by P1 and P2/3 was very positive, with teachers from other school sharing that they valued the opportunity to visit the school and engage in professional dialogue.</p> <p>Our SNSA data from session 22/23 was pleasing and showed no detriment from using the play-based approach.</p>	<p>Continue to enhance the play provision and environment, focusing on the outdoor area next, potentially using the school grounds (orchard?).</p> <p>Evaluate current play practice and consider if extending play culture to P3 will best meet the needs of that cohort of learners.</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>Wallace Hall Primary Priority 4: Digital Literacy</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • 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 • 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. <p>NIF Driver</p> <ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<p>Digital leaders in the primary, secondary and across the cluster are in place.</p> <p>At inset in August, all staff were shown the Microsoft Educator programme and advised to explore it independently to upskill their own digital literacy skills.</p> <p>The school has now registered for a Digital Schools Award.</p> <p>The school has shared the Learning Directory for support staff to signpost staff to this professional learning where needed.</p> <p>Laura Fuggaglia delivered a professional learning session for teachers across the cluster, on the functionality of the new Activ Panels.</p> <p>At the cluster inset session in February, colleagues from across the cluster shared various different digital platforms and skills including micro:bits, Lego Spike and accessible technologies.</p>	<p>To consider including a digital priority in Professional Reviews.</p> <p>Create a working group within school to begin to look at the Digital Schools Award and complete the initial audit.</p> <p>Create a primary skills progression for ICT which is progressive and ensures continuity.</p> <p>Plan a cluster or in school sharing practice session for the Activ Panels.</p> <p>Access STEM team and their offering to enhance the technology provision for pupils across the school.</p> <p>Investigate funding opportunities to add to our digital resources.</p>

HGIOS 4 QIs 1.3 Leadership of Change 2.2 Curriculum	We shared and discussed where each individual school or partnership was at in their digital journey.	
3.2 Raising attainment and achievement 3.3 Increasing creativity and employability National Standard Criteria	Following the removal of Class Dojo, we are awaiting a D&G recommendation for an alternative platform to use to communicate and share learning with parents/carers.	Once the authority recommendation has been made, and we see what other schools are using, we will move forward with our communication.

2.2 Report on the impact of PEF

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families

<p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p>	<p>Formative assessments are carried out at timely intervals throughout the year to monitor progress of learners in reading, writing, spelling, numeracy, pupil self-assessment using wellbeing indicators. This data is compiled on a spreadsheet and follows the cohort throughout their school journey. Data from the spreadsheet is used in a variety of ways including linking with attainment meetings and supporting additional support for learning and PEF consultations, planning and monitoring. Other specific assessments are completed by the Additional Support for Learning teacher to provide greater detail and to inform appropriate approaches to support learning. Pre and post assessment measures are taken to monitor progress. Online subscriptions are beneficial to highlight pupil progress and areas requiring additional teaching.</p>
<p>How well are you removing barriers to learning and ensuring equity for all?</p>	<p>PEF funding is used with flexibility to ensure all children at Wallace Hall are given equal access to support their learning needs. Referencing our attainment and tracking data, staff support many pupils, in a variety of ways. They deliver specific, targeted programs such as Closing the Literacy Gap, Fast Lane reading and Closing the Numeracy Gap/Numeracy Launch Pads for any pupil who might benefit from additional input, regardless of FME. Learning Assistants also support in classes, to allow class teachers to spend quality time with pupils who are not on track.</p>

The purchase of iPads has greatly enhanced the provision of modern technology and allowed us to make greater use of assistive technology.

Subscriptions to online learning resources (Nessy & Times Tables Rock Stars) are used widely across school, to benefit whole year groups as well as targeted individuals.

All learners in P1 demonstrated improved phonological awareness, through targeted intervention sessions in term 1.

Play Along Maths parent information sessions were reasonably well attended and feedback was positive.

Parent comments –

- “It was very helpful to be able to continue the same language at home”
- “Definitely (helpful) – very different to how I learned maths”

Roots of Empathy – summative assessments not yet carried out but staff have commented on

- Increased levels of interest and participation of some pupils
- Confident use of emotional literacy vocabulary – orally and in written work

All learners eligible for PEF have been offered a 50% reduction on the cost of their class trip.

New reading resource, Dandelion readers, has benefited a number of pupils in P1-5 to access decodable text.

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

Through careful monitoring, we are aware that many of our learners eligible for PEF are on or above track for Literacy and Numeracy according to class teacher judgements during attainment meetings. Those not on track are also pupils who have additional support needs.

Online Nessy program has been positively impacting on reading and spelling progress. Data for learners eligible for PEF shows that 100% of pupils have made progress in reading and spelling using Nessy. Some pupils have been making links between their online learning and class learning (spelling and grammar rules).

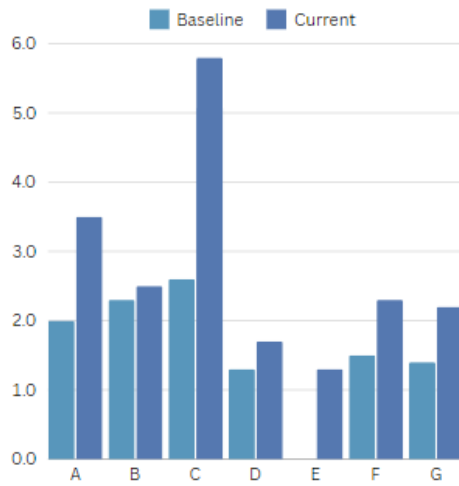
Online Times Tables Rock Stars – progress of learners who benefit from PEF, using TTRS (using Baseline & Current Gig data)

P6 – 75% pupils making progress

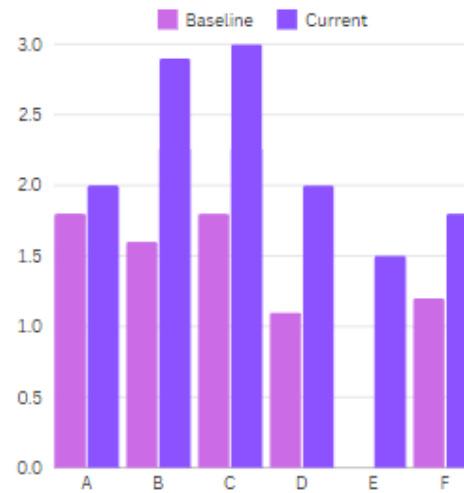
P5 – 50% pupils making progress

P4 – 60% pupils making progress

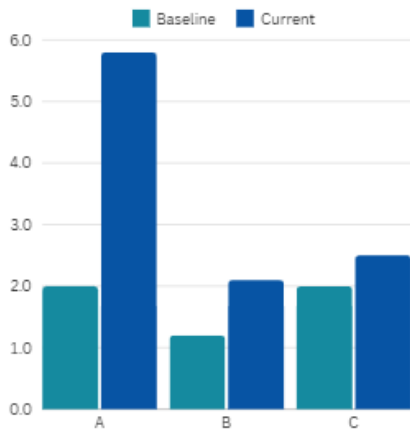
The two learners who participated and have completed CLG improved their progress in reading (50% book band improvement) and their reading of sight words (by approximately 200 additional words).



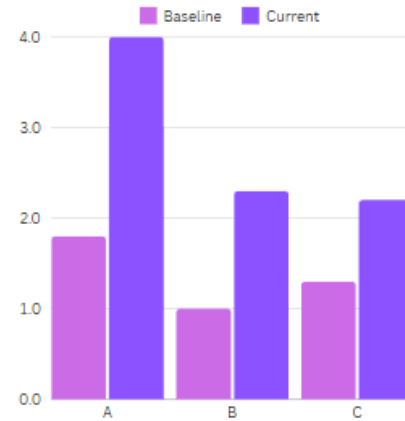
P4 'Nessy' Reading Progress



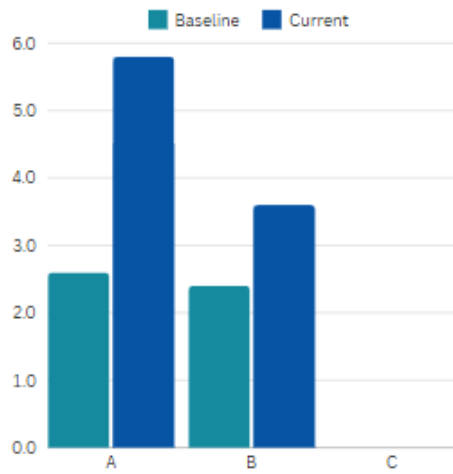
P4 'Nessy' Spelling Progress



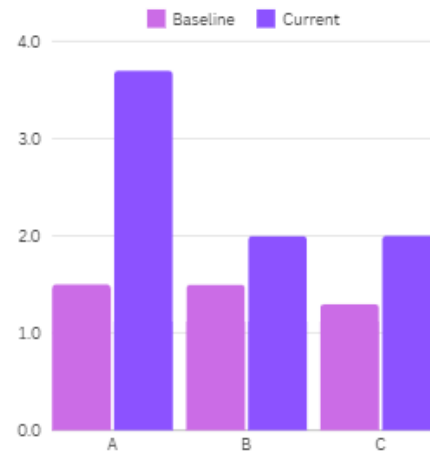
P5 'Nessy' Reading Progress



P5 'Nessy' Spelling Progress



P6 'Nessy' Reading Progress



P6 'Nessy' Spelling Progress

For each PEF project/spend area, complete the report section of '2023-24 PEF Plan and Report inc PB Template' and submit along with this document.

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
1.3 Leadership of change	All Primary staff have a shared vision focusing on improvements in outcomes for all.	Staff to partake in Vision Values and Aims review across the 2-18 as per 3-year self-evaluation cycle. This will link into the development of Skills Based learning and Meta Skills across the Primary.	5
<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	There have been clear priorities for improvement, a timeline for the development work needed and a plan for implementation. A whole school overview of these areas was shared with parents and carers at the beginning of the session, with an update on progress shared in our Education Scotland report.	Involve parents and carers more in understanding the improvement work taking place in school and how they can contribute positively to this work.	

	<p>Development work is carefully planned across the school year to enable all staff to be involved. Evaluation and review time are built into the calendar to enable a flexible and dynamic approach.</p>	<p>Maintain opportunities to develop and reflect on Learning and Teaching and new developments which are offered.</p>	
	<p>Staff and Parents/Carers have been consulted on the 2024/25 SIP.</p>	<p>Staff have contributed to the 24/25 SIP through collegiate sessions. It is planned to consult with Parents and Carers prior to the summer holidays.</p>	
	<p>Several teachers have taken opportunities to lead areas of development. This has included members of staff involved in a local authority literacy working group, P4 and P5 teachers taking part in the National Improving Writing Project (CYPIC), members of staff leading on Employability and infant staff members developing the Play culture in the P1 and P2/3 classes.</p>	<p>Continue to encourage and enable staff to lead at all levels.</p>	
	<p>Pupils are actively involved in improving the school. House Captains and Sports Committee members seek the views of pupils and ensure they are listened to and acted upon. Eco group consisting of a representative from each class, meet weekly with Mrs Belford (Biology) to discuss sustainability and environmental issues. JRSO</p>	<p>Involve pupils in creating and developing all committees next session.</p> <p>The Sports Committee will continue to work towards gaining the Silver Sports Scotland Award.</p>	

	<p>group representatives from P7 take forward projects such as Walk to School week and iBike tasks as directed by the authority.</p> <p>RRS group received the Silver award (UNICEF) and are now working towards Gold.</p> <p>Junior Librarians consisting of pupils from P4-P7 work with a key LA and teacher on the Scottish Book Trust Reading Schools Award.</p> <p>The initial meeting has taken place for The House of Representatives.</p> <p>This is a pupils' voice group spanning P6-S6 which aims to offer pupil voice across the 2-18 campus. It is chaired by Senior Phase pupils</p>	<p>Junior Librarians will continue to work towards gaining the core Reading Schools award.</p> <p>Rights Squad will continue to work towards Gold Rights Respecting Schools Award accreditation.</p>	
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Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<p>Learning and Engagement</p> <p>As a school, we highly value and work hard to maintain our relationships with pupils, families and our partners. Our inspection report verified this as it stated that SLT and staff have created and encouraged a calm and purposeful learning environment. The relationships between staff and children are nurturing and respectful.</p> <p>As a school, we are well on our journey to embedding rights into practice, and pupils and staff are using the language of rights on a daily basis. Again, this was noted in our inspection report that values are well embedded and that pupils can talk about their rights confidently.</p> <p>Pupils are afforded a range of opportunities to contribute to the life</p>	<p>Continue with the work on rights across the school.</p>	<p>4</p>

	<p>of the school through committees, groups and leadership roles. They are also afforded opportunities to lead learning within their classrooms. Most pupils report that they feel listened to, with 81.05% agreeing to this in the pre-inspection questionnaires.</p> <p>Class teachers know their pupils very well and make skilled use of transition information, and assessment data to form groupings where each child is challenged appropriately. All teachers are skilled in differentiation, and in supporting pupils to make progress.</p>		
	<p>Quality of Teaching</p> <p>As a school, we worked with a PT of L&T, to agree a set of core learning and teaching principles. These form the basis of lesson observations from both SLT and peers, and are also linked to PRDs, with teachers selecting one aspect to work on. These development areas also feed into planned professional learning opportunities.</p> <p>Our inspection report stated that our staff have a shared understanding</p>	<p>Feedback is going to be a key focus for our development work next session, working with staff to identify and share good practice. We will create a set of guidelines or expectations to exemplify what we are looking for in terms of feedback, to provide clarity for staff and consistency across the school.</p>	

	<p>of what high quality classroom practice looks like, and that as a result there is consistency of approach across the school.</p> <p>The addition of a significant number more iPads has enhanced our digital curriculum this session, with the timetable showing that all the iPads are being used almost constantly. Investing in these has broadened the range of digital opportunities for pupils and increased accessibility too. Teachers have had some training in and are increasingly skilled in using assistive digital technologies. This includes apps and resources to help with accessibility, such as Natural Reader, Clicker and so on.</p> <p>All classrooms and our nurture room got new ActivPanels during the Easter break. We had a professional learning session with Laura Fugaggia, Education ICT, to introduce staff to the basic functions of the new panels and to showcase some of the applications that can be utilised to enhance learning and teaching. We will continue to work on this next session.</p>	<p>We will continue to focus on digital skills, supporting staff to develop their skills in using the iPads and also the new Promethean boards to enhance learning and teaching experiences.</p> <p>Continue with professional learning to support and enhance the use of the Activ Panels across the school.</p>	
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	<p>Play pedagogy is well embedded in our P1 and P2/3 classrooms and has been recognised and praised by the D&G Play Pedagogy team. The teachers at these stages hosted a play blether professional learning opportunity for class teachers in the local area and were also highlighted in the play padlet resource.</p>	<p>Our next step is to develop the outdoor environment as an area for play, which may include the orchard area as a permanent play space.</p>	
	<p>Effective Use of Assessment</p> <p>Staff gather a range of information on children’s progress in reading, writing, numeracy and wellbeing at regular points in the year (Assessment Calendar). They plan and collate information from standardised assessments and Scottish National Standardised Assessments at key points. This enables DHT’S and teachers to check children’s progress, identify gaps in learning, and plan required support. Staff have created successful tracking and monitoring approaches for reading, writing and numeracy.</p> <p>Across the school, most children are beginning to self and peer-assess their work more regularly. All teachers give regular oral feedback to children during lessons and the majority provide written comments on</p>	<p>Continue to build on these approaches when considering assessment of children’s progress in listening and talking and the remaining curricular areas.</p> <p>We will develop our practice further, to ensure a consistent approach to feedback and support high-quality learning. This will help all children understand better what they have done well and what they need to do next to improve.</p>	

	<p>children’s work in writing highlighting children's strengths and next steps. This supports children to continue to make progress.</p> <p>We have introduced targets in Writing and Numeracy. The children highlight these targets to show what concept they are going to learn next.</p> <p>Learning conversations are held twice a year to discuss progress and next steps/targets with families.</p> <p>As a staff we developed our confidence and accuracy when making professional judgements about children’s progress and achievement of a Curriculum for</p>	<p>Build on current target setting approaches to more effectively support children's progress. Create targets for Beyond Number and Reading.</p> <p>Feedback from our Inspection report suggested we develop a format to help children create personalised targets that have a clear focus on which skills are most helpful to develop next.</p> <p>Continue to build on our work to involve families in setting and reflecting on targets. Thus, supporting parents to have a better understanding of where their children are in their learning and how to help.</p> <p>Through collegiate sessions we will work together to agree what progress looks like as children move through CfE levels. This could also lead to moderating other areas of the curriculum.</p>	
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	<p>Excellence (CfE) level across literacy and numeracy.</p> <p>Due to focused writing work, teachers are more confident in professional judgements on achievement of a level.</p>	<p>Share the learning gained through the writing project with all staff and roll out the approach to other year groups.</p>	
	<p>Planning, tracking and monitoring</p> <p>Senior leaders revised tracking and monitoring processes to check individual children's progress and understand progress across the school. This is helping to create a whole school overview.</p> <p>All staff are becoming more skilled at using this data to help inform learning and teaching. Teachers are beginning to collate more robust data to help build up a clear picture of children's attainment in reading, writing and numeracy.</p>	<p>Feedback for our HMI report identified that we had made a positive start to tracking and monitoring. They advised us to strengthen further approaches to tracking and monitoring. This should include evidencing the progress of groups of children, such as those who require additional support in their learning or have additional support needs.</p>	

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>Wellbeing</p> <p>Feedback from our HMI inspection in January 2024 indicated that we prioritise the wellbeing needs of our pupils and put this at the heart of all we do.</p> <p>As a school community, we value wellbeing and have a shared understanding of this, which is underpinned by our work on rights. We undertake SHANARRI self-assessments with our pupils twice annually and follow up on any concerns, so that pupils are confident their views are valued and listened to.</p> <p>Our inspection report stated that one of our strengths was 'the strong positive relationships between adults and children' and that 'children learn in a school where they know they are cared for and that all staff work to help them achieve their best'. This shows that we are working hard to build and maintain positive relationships across our entire school community.</p>	<p>Continue our work towards the Gold Rights Respecting Schools Award with pupils, staff and parents.</p>	<p>5</p>

	<p>Staff all value our work on Rights and progress towards the RRS Gold Award. Rights are central to how we teach, engage with pupils and resolve conflicts and disputes.</p>		
	<p>Fulfilment of statutory duties</p> <p>Our inspection experience and report confirmed that we are fulfilling our statutory duties effectively.</p> <p>All staff are trained in Child Protection procedures at the start of the session and are aware of their responsibilities in this area.</p> <p>SLT engage with the weekly safeguarding updates from the D&G Safeguarding Manager and follow up on any actions required.</p>	<p>We will continue to keep up to date with local and national policy and guidance to ensure we continue to meet our statutory duties.</p>	
	<p>Inclusion and equality</p> <p>Our staff have a good understanding of inclusion and equality and what these look like in practice. They work hard to meet individual learners needs. All pupils are included and involved in their learning, and all contributions are valued.</p> <p>Our pre-inspection questionnaires from P4-7 pupils showed that most children felt safe at school (78%) and that most children had</p>	<p>Library – audit to increase diversity within the available texts. New texts to be purchased to be more reflective of our society.</p> <p>Involve parents/carers in our decision making around the use of the PEF budget.</p>	

	<p>someone they could speak to if they had a worry (88%). The parent/carer questionnaires showed that almost all parents agreed that their child liked being at Wallace Hall (96%) and almost all felt staff treated their child fairly and with respect (96%).</p> <p>We make careful and considered use of our resources to ensure that support is given where it is most needed, and to help to target learners at the earliest possible opportunity. We target our PEF budget carefully to not only increase attainment but to also broaden the range of opportunities and experiences for the PEF group of pupils.</p>	<p>As suggested in our inspection report, we will further explore our school achievement of a level data to look at a range of different groups in the school, to see where there may be gaps in attainment that could be targeted.</p>	
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<p>Attainment in Literacy and Numeracy</p> <p>Most learners are making good progress in Literacy and Numeracy.</p> <p>Following analysis of last sessions ACEL data it was identified that P4 writing was an area to be developed. DHT, our current P4 and P5 teachers have embarked on the CYPIC National Improving Writing programme.</p> <p>The children in P4 and P5 have benefited from this clear focus on raising attainment in writing. Almost all are showing very good progress. We will continue to use, monitor and evaluate these strategies and consider applying the methodology to other aspects of the curriculum that would benefit from this approach.</p>	<p>Attainment in Literacy and Numeracy</p> <p>We will evaluate the positive impact of CYPIC in writing and see if this can be used in other aspects of attainment. The CYPIC model will be used with the next sessions P4 and P5 cohort. Plans are in consideration to trial the model in P6.</p> <p>Continue to embed our Literacy assessments (PM benchmarking, Accelerated Reading Star Tests and</p>	<p>4</p>

	<p>Pupils, parents and staff are positive about Accelerated reading and how it encourages good reading skills.</p> <p>This session we have signed up to be a Reading School. We are currently working towards Core.</p> <p>A Library committee has been formed to promote and shape our reading school alongside an LA and Class teacher. The group meet weekly to discuss how to facilitate their action plan.</p> <p>The Committee held a Sponsored Read during World Book Week to raise funds to buy new library books.</p> <p>Additional training focused on the teaching, learning and assessment of developing number knowledge has helped to increase the confidence of staff in maths and numeracy.</p>	<p>Single Word Spelling Tests) to ensure effective tracking of progress</p> <p>The library committee will continue to gather the views of the pupils to ensure that the reading material in the library is relevant and engaging. Continue to work towards Core accreditation.</p> <p>Continue to embed new numeracy and maths assessments (DNK and SOFA) to ensure effective tracking of progress.</p>	
	<p>Attainment over Time</p>	<p>Continue to develop our Attainment over Time graphs to track cohorts of</p>	

	<p>The teaching staff complete our tracking document on 4 occasions throughout the year (Oct, Dec, March, May) and this data forms the basis of the attainment meetings between the class teacher and DHT. This allows us to track cohorts of learners, monitoring attainment within and achievement of a level.</p>	<p>learners and monitor achievement through a level. This robust, multi-layered tracking will ensure that learners are continued progress and will ultimately raise attainment in Literacy and Numeracy.</p> <p>Continue to research, implement and monitor interventions to ensure we are getting the biggest, positive impact on young people.</p>	
	<p>Overall Quality of Learners Achievement</p> <p>Children's achievements are celebrated in a variety of ways, building confidence and resilience.</p> <p>Achievements are shared and celebrated at weekly assemblies. The pupils are awarded weekly certificates which link to the four capacities.</p> <p>Achievements are also celebrated on the school TV which is situated in the main corridor and through social media.</p> <p>Every 4-6 weeks we hold a Wider Achievement assembly where parents and pupils inform the DHT of any wider achievements or personal goals they have achieved. Pupils can then share their achievement with the whole school at the Wider Achievement assembly</p>	<p>Continue to build on wider opportunities for pupils in school.</p>	

	<p>We track wider achievement using a school spreadsheet and use this data to identify individuals that aren't participating in wider achievement opportunities. Those individuals are then identified, and a member of the Senior Leadership Team then talks to the individual about the range of opportunities they may be interested in.</p>		
	<p>Equity for All Learners</p> <p>The pupils receiving support through Pupil Equity Funding are known and tracked. Parents were consulted on PEF spend and there is a clear plan for PEF in place. The PEF lead in the school has also developed individual plans for each student who gets support through PEF.</p> <p>Staff have identified specific interventions which help to raise attainment for those affected by poverty but also for those who sometimes under-achieve for other reasons including learning needs</p> <p>Initiatives such as the chance to purchase pre-loved items of uniform, Christmas clothing swap shop, using our</p>	<p>Continue to use PEF funding to ensure equity for all.</p> <p>Build on our current approaches and work with staff to identify and address specific attainment gaps for groups of children</p>	

	school minibuses for trips and our financial support of trips allows all pupils to take a full part in school activities.		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways 	<p>Staff plan carefully to meet the needs of pupils and creatively utilise available resources in order to support learners appropriately. Prior learning is considered, and progression is carefully planned for all pupils.</p> <p>The experiences and outcomes and the four capacities are the starting points for teacher planning, and this is shared with parents through the termly overviews sent home and celebrated through class certificates.</p> <p>Staff have had a clear focus on the key areas of literacy, numeracy and health and wellbeing, and these areas are always prioritised.</p>	<p>Outdoor Learning could be more fully developed and supported across the school to ensure all pupils have regular opportunities to participate in it. Possibly Through Learning for Sustainability.</p> <p>Meta-skills work and skill based curriculum.</p>

<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people's learning. 	<p>Our partnerships with a range of local groups, organisations and businesses add to the experiences that our pupils get at Wallace Hall. Our inspection report noted that our partnerships help to build children's successes and confidence.</p> <p>At Wallace Hall we strongly value our partnerships with our parents/carers and wider families, and actively encourage their involvement in the school. We hold Open Afternoons twice annually and our P1 and P2/3 classes have held several 'Stay and ...' sessions for families. We invite parents/carers in for shows and sharing the learning events and want to extend this.</p> <p>Our Parent Council is active and plays a significant role in supporting learning and opportunities across the school. Fundraising is a key element of this, and has allowed us to add learning resources to our school as well as provide lots of memories for the pupils at key events throughout the year.</p> <p>As a school we have links to our local community, and have been able to re-establish some of these over the past</p>	<p>We want to look outwards and see if we can broaden our range of partnerships to help us deliver meta-skills across the school.</p> <p>We plan to roll out the model of 'Stay and...' sessions throughout the classes next session, to build on the good practice.</p> <p>We want to maintain and further develop these links next session, including with the newly opened Old School Thornhill, The Halo Trust and Thornhill and District Rotary Club.</p>
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	<p>year including Briery Park, Cample Line and Thornhill Library.</p> <p>This session we have increased the number of opportunities for parents/carers to come into school and learn together, and Love of Literacy week was a successful example of this. Parents/carers were invited into school to read alongside their children and the event was very well received.</p>	<p>We will plan further opportunities for parents/carers and children to learn together.</p>
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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



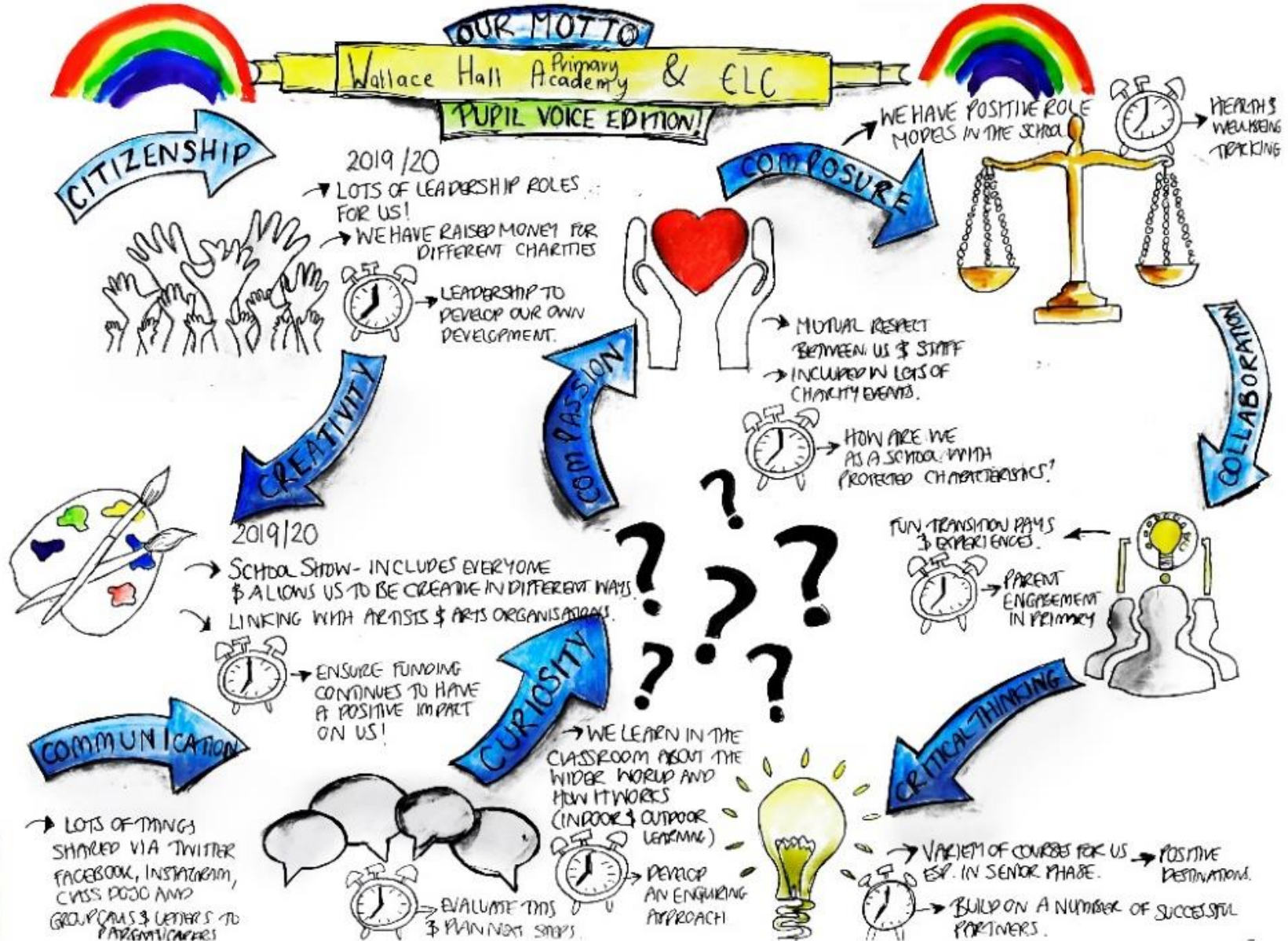
<p>Citizenship</p> <p>Highlights of 2019/20 There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continues to visit Bribery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills 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>Collaboration</p> <p>Highlights of 2019/20 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>Looking forward To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.</p>	<p>Communication</p> <p>Highlights of 2019/20 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>Looking forward Focus groups will be asked to evaluate our systems of communication and agree our next steps.</p>	<p>Compassion</p> <p>Highlights of 2019/20 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>Looking forward 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>Composure</p> <p>Highlights of 2019/20 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 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>Creativity</p> <p>Highlights of 2019/20 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>Looking forward We will continue to explore how the school can ensure that funding has a positive impact on all learners.</p>	<p>Critical Thinking</p> <p>Highlights of 2019/20 Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.</p> <p>Looking forward We wish to build on a number of successful partnerships that already exist including Cample Line, Dumfries and Galloway College, DuPont, Gates, Halo Trust, James Jones and Sons, our Partner Farmers, SDS, the Solway Credit Union and SRUC.</p>	<p>Curiosity</p> <p>Highlights of 2019/20 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>Looking forward We wish to develop an enquiry approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.</p>

Awards and recognition

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

The display board is a collage of information about Wallace Hall's journey. At the top center, it reads "WALLACE HALL'S JOURNEY SINCE 2008".
2008 Section: Features a photo of Mr Graham as the new headteacher, the school's vision statement, and the motto "Working together to achieve more".
2010 Section: Celebrates the "2010 - NEW SCHOOL" with a list of values: Respect, Responsibility, Honesty, Integrity, Empathy, Fairness, Initiative, Perseverance, Courage, and Optimism.
2014 Section: Announces the "2-18 school Nursery, Primary and Secondary" and the "NEW Motto: Together we grow, learn and achieve".
2018 Section: Focuses on "The 8 Competencies" and "What our pupils strive to develop in the 21st Century".
The board also features the school crest, a central "2008" label, and various photos of school events and buildings.

Appendix 4 – WHPS Curriculum Rationale

Successful Learners ♦ Confident Individuals ♦ Responsible Citizens ♦ Effective Contributors

Wallace Hall Primary Rationale

December 2023

National Improvement Framework

The vision for Scottish education is that we have:

- Excellence
- Equity

Our priority areas to develop this are:

- Placing human rights at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap
- Improvements in Health and Wellbeing
- Improvement in employability skills and positive destinations

We will achieve these by supporting and improving:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

GIRFEC: Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected, Included

Together we grow, learn and achieve with: pupils (including our pupil groups), parents, staff, carers and the wider community including local businesses

Purpose of the Primary Curriculum

As each pupil develops the four capacities, they will:

- Be exposed to high expectations from all members of the school community. Staff use their knowledge of the interests and needs of learners in their classes to plan individualised opportunities. The school is working towards enriching seamless learning experiences through whole school literacy and numeracy approaches.
- Be supported to take advantage of a wide variety of opportunities.
- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technologies, health and wellbeing, and religious and moral education.
- Achieve high levels of literacy and numeracy with opportunities to develop these across the curriculum.
- Develop skills for learning, skills for life and skills for work.
- Have opportunities to celebrate and experience success, personal development and achievements.
- Improve their learning and ensure they are appropriately challenged and supported.
- Have the opportunity to be actively engaged with their learning. It is an expectation in our school that learners should be involved in active learning through problem solving, play, creative experiences and outdoor learning.

Transitions

Pupils at Wallace Hall ELC and Primary benefit from our close working relationship with Wallace Hall Academy and the other cluster primary schools. This means that it is easier for us to work towards a seamless, coherent transition from stage to stage. Our primary staff work closely with staff in the ELC, the secondary and with staff from the other cluster primaries to ensure effective pastoral and curricular transitions.

Key ELC-P1 transition features include:

- ELC pupils and staff working together across the nursery to P1 for planning and mixed play sessions.
- Collaborative learning opportunities with the P1 children. Meeting and working with P6 buddies enables further leadership and transition opportunities to work with any specialist staff in the Primary school. This also involves an experience of primary intervals and lunches.
- Participation in stay and play sessions that are organised to engage parents/carers. Parental engagement events are hosted by the P1 teacher on a regular basis.
- Opportunities to participate in ELC parent information/transition meetings. These are run by the DHT during the day and after school to inform and support parents.
- Learning approaches in P1 that encourage a smooth transition in approach to learning through play.

Key Class to Class transition features include:

- Transitions from class to class in the primary involving hand-over of information and a moving on day.
- Participating in regular cluster meetings and cluster CPD events.
- A knowledge of how our 8Cs shape the life and the ethos of the school. Our weekly assemblies provide opportunities for children to learn about and celebrate these capacities across the school.
- Primary Learning Conversation Targets which are shared and used at the end of the academic year and moved into the next year, e.g. P4 targets for term 1 for the new P5s.

Key P7-S1 transition features include:

- Primary staff working with academy staff to share pupil information and plan transition programmes.
- Planned transition visits where secondary specialists work with P6 and P7 pupils encompassing many areas of the curriculum.
- Participation in a P7 Information Evening in the autumn for all prospective pupils and parents.
- Participation in a three full day induction programme in June at Wallace Hall Academy where P7 pupils follow their S1 timetable.
- Taking part in a two-day residential visit to Dumfries House. Pupils are also able to take part in other school trips.
- Pupils benefitting from peer support and mentoring in a variety of experiences with senior pupils.
- Effective curricular transitions in Maths, Literacy, PE and Modern Languages.

Personal support

The school works hard to meet the personal, social, emotional and intellectual needs of every pupil, in order that each pupil can participate fully and gain maximum benefit from everything the school has to offer. Further support is made available to pupils through our Learning Assistants, parental helpers, volunteers and by senior pupils from the Academy who assist in classes. The GIRFEC (Getting it Right for Every Child) principles, nurture and our positive approaches to behaviour are used to direct our support to ensure it has the biggest impact. Pupil Equity Funding is also used to support some of our young people. We have high expectations for all members of the school community and support them to achieve this.

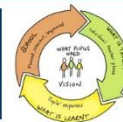
Parental Engagement and Pupil Voice

Working in partnership with parents and carers is very important to us and the school will be looking to increase opportunities for parental engagement again. School staff, the Parent Council and the Parent Forum work together to ensure that parents and carers have easy access to the right amount of information at the right time and know how to contact school staff.

Pupils are encouraged to be leaders of their own learning and to develop their involvement in the wider life of the school in many ways including through House Captain, Rights Council roles and other roles within their own classrooms.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Primary and ELC. In all classes pupils are given support in developing their learning skills. These are reinforced in Assemblies and by many outside agencies, partners, local businesses and parents. We are also helping to develop employability skills through our Employability Experiences and the development of key skills in each stage.



Our 4 Houses are:

DALGARNOCK

DALVEEN

DRUMLANRIG

MORTON



Communication ♦ Curiosity ♦ Composure ♦ Creativity ♦ Collaboration ♦ Compassion ♦ Citizenship ♦ Critical Thinking

Appendix 5 – Three Year Plan for 8Cs

2023/2024	2024/2025	2025/2026
Citizenship	Collaboration	Communication
Compassion	Creativity	Critical Thinking
Curiosity	Composure	+ 1 other