

Education and Learning Directorate



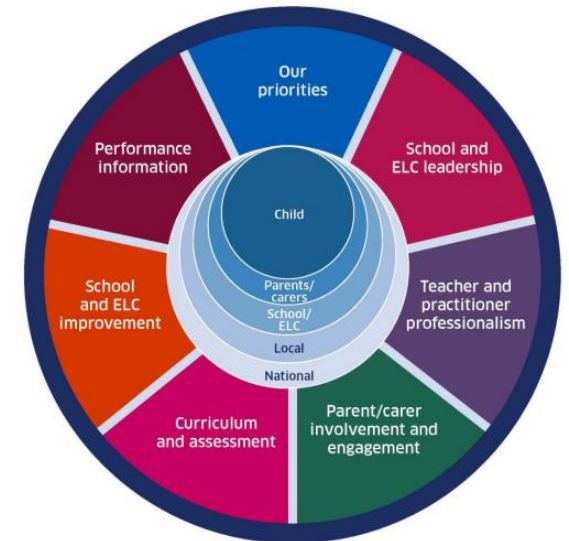
School/ELC Annual Standards and Quality Report

2023-24



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"



School: Wallace Hall ELC

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 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

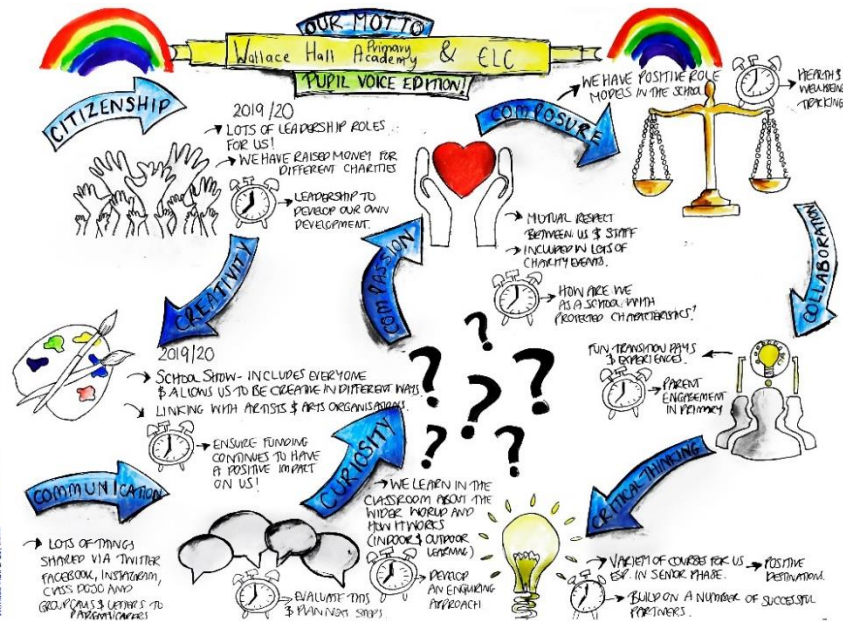
Our motto
 Together we grow, learn and achieve

<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. The ELC continues to visit Rotary Park, raising money for charities and engaging with our local community, and the primary has formed action groups and the 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. Well planned transition week from ELC – PL, 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 PL 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 newsletters, Twitter, Facebook, Instagram, Class Stop, GrowChat and various excellent communication across our school, our cluster and our community which helped support the work of the individual staff hubs during Covid-19.</p> <p>Looking forward Focus groups will be used 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 Nine Steps Out and Macmillan Cancer.</p> <p>Looking forward We are empowering an equitable group to examine where we are as a school with the professional 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 of bringing in extra funding. We have been facilitating cross-curricular creativity by producing school shows which are accessible to all and making links with Arts organisations such as Temple Lane and other local artists such as Kathleen Wood and Sarah Jones.</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 allow our students to reach positive destinations.</p> <p>Looking forward We wish to build on a number of successful partnerships that already exist including Temple Lane, Dunfermline and Galloway College, Dalhousie, Dalry, Hays Trust, James Jones and Sons, and Partner Farmers, SDC, the Solway Credit Union and SDC.</p>	<p>Curiosity</p> <p>Highlights of 2019/20 Learning to gain 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 learner's journey. Curiosity is also developed in the ELC by accessing the World of Wonder on 'Martin 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>Dumfries and Galloway Rural Award "Smarter Scotland" (Academy) Inclusive</p>	<p>Leith & South Leith based Award "Smarter School Project" Award Commitment to delivering our training winners 2020</p>	<p>The SDA Star Award (Innovation for Excellence) Initiative Award at Wallace Hall Academy</p>	<p>The Scottish Education Award (Innovative and Employability)</p>	<p>World Teamwork Award (Waters) World Watersports Festival Detroit, USA, 2016</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



Adapted from Ken Robinson's "Creative Schools" (2015) pages 139-145
 Wallace Hall ELC 2.16. 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 ELC Rationale

December 2023

Nursery Improvement Plan

The vision for Scottish education is that we have:

- Excellence
- Equity

Our priority areas to develop this are:

- Community and Parental Engagement
- Develop numeracy within the environment
- Self-evaluation

We will achieve these by supporting and improving:

- Links within the community
- Opportunities for caregivers to enter and engage in the ELC environment
- Provisions within the ELC
- Process of self-evaluation
- Increasing knowledge on supporting guidance and documentation
- Performance information

About us

- 8am-6pm.
- Situated in the heart of Thornhill, where we have access to many opportunities in the community.
- Secure free flow play based indoor and outdoor environment for play.

Aims

Wallace Hall ELC offers a warm welcome to all children in their pre-school years.

We aim to,

- Provide a happy, secure, well ordered and stimulating environment for all the children through a play based approach.
- Encourage the emotional, social, physical, creative, and intellectual development of the children, through all elements of curriculum design; challenge and enjoyment, progression, depth, coherence, personalisation and choice.
- Encourage children to explore the world, stimulate their interest and imagination and to encourage an enquiring mind.
- Encourage the development of confidence and self-esteem.
- Encourage pupils to have a caring attitude towards each other and to develop a sense of responsibility and social awareness towards the community.
- Foster supporting and effective home and ELC links.

Health and Wellbeing

Whilst Literacy and Numeracy influence a child's learning, we feel a child's health and wellbeing is our biggest priority in the ELC. Developing physical skills that will become life-long tools in the early stage enable more opportunities as they progress through their education.

We provide this by providing opportunities such as,

- Encouraging independence through changing shoes, clothes and waterproofs
- Planning snack for the following week
- Assisting in the preparation of snack including opportunities to cook and bake
- Setting the table for lunch and snack
- Discussing manners and how to converse with peers
- Toothbrushing
- Sewing

Transitions

Home – ELC

The importance of transition into the ELC is crucial to a child, so we also provide an extensive program for this, including,

- Open afternoon to view our ELC
- Stay and play sessions prior to starting
- Initial meeting with parents to establish connections, and to tailor the ELC to suit each child's needs accordingly

ELC – Primary 1 Transition

We are fortunate to be situated within our Primary school. This helps to make our transition process as smooth as possible. We provide an extensive ELC-P1 transition program that involves both children and their parents and carers.

Activities include

- Sessions with their future 'buddies'
- Lunch in the dinner hall
- Meet and greet with P1 teacher
- Visit to P1 classroom
- Regular contact with P1 teacher and classroom

Child Involvement and Play Based Pedagogy

At Wallace Hall ELC, we are passionate about facilitating children to learn in a way that their voice is valued. We achieve this by following a blended child/practitioner approach where children have freedom to express their views, ideas, and concerns.

We facilitate this through:

- Using Local and National guidance on progressive practice.
- Planning for all aspects of Literacy, Numeracy and Health and Wellbeing in each area of the ELC.
- Identifying a 'teachable moment' in a child's learning journey and implementing practice that advances their thinking.
- Create a family mind map of what we would like to learn about and record these activities in big book, led by the child with assistance from practitioner. Ensure learners are included in environmental changes.
- Use as many natural resources as possible that can be used for many functions, enabling countless possibilities and outcomes.
- Free choice of how they spend their day, having opportunities both indoors and outdoors.
- Focus weeks on children, to help identify progress, points of interest and next steps for future development and learning and record these on individual online learning journals with the children.
- Giving children ownership of paper journals and board space to display work, home achievements or anything they wish to show their peers.

Involving our parents/carers and the wider community

After nearly two years of not being able to use our community and include parents in the ELC physical space, we are encouraging more parent/carer interaction.

We have included parents with,

- Welcoming parents back into the physical environment
- Lending Library and story sack home link
- Termly Open Afternoons to Celebrate Learning
- Our self-evaluation journey – asking for feedback on a regular basis through big book questions and MS forms
- Transition sessions

We have had some involvement suggestions that we aim to implement,

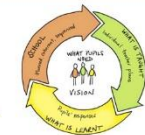
- Gardening group
- Volunteers to join learners during their woodland sessions
- Book bug sessions
- Baking sessions
- Crochet sessions

Ways in which we access our wider community,

- Visits to the shops for snack ingredients
- Walks through the woodlands to learn about nature, sustainability, and physical exercise
- Plans to visit local library and care home



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



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 ELC Priority 1: Self Evaluation and Planning</p> <p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy <p>NIF Driver:</p> <ul style="list-style-type: none"> Teacher and practitioner professionalism School and ELC improvement Performance information <p>HGIOS?4 / HGIOELC QIs/National Standard Criteria</p> <p>1.1 Self-Evaluation for Self-Improvement</p> <ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Impact on learners' successes and achievements. 	<ul style="list-style-type: none"> A monitoring calendar has been developed within the ELC, which links with our 'to do, doing, done' board. This calendar has utilized management time more effectively and given staff a better understanding of the need for some tasks. A new self-evaluation folder has been created, making it more accessible to staff and easier for all to understand. How Good Is Our ELC is the current framework we are using to shape our self-evaluation around, but at the front of the folder we have the document which links the indicators to the sections of the Care Inspectorate Frameworks for self-evaluation. Staff have started peer observations. Judi park, Nursery Manager, has attended training on self-evaluation Children, families and staff have had more input in self-evaluation this year. 	<p>Keeping this as a priority for next session, we aim to develop the following areas;</p> <ul style="list-style-type: none"> Evaluate monitoring calendar and edit it to better suit the needs of the setting. Use what was learned at training to involve staff more in the self-evaluation process Make more use of peer observations Incorporate the building capacities into self-evaluation Continue with planning format and evaluate effectiveness. Work with early level primary staff to plan a method of how to ensure themes are not duplicated when moving to primary 1. Update curriculum framework. Continue to use new spreadsheet for tracking attainment.

1.2 Leadership of Learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

1.3 Leadership of change

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

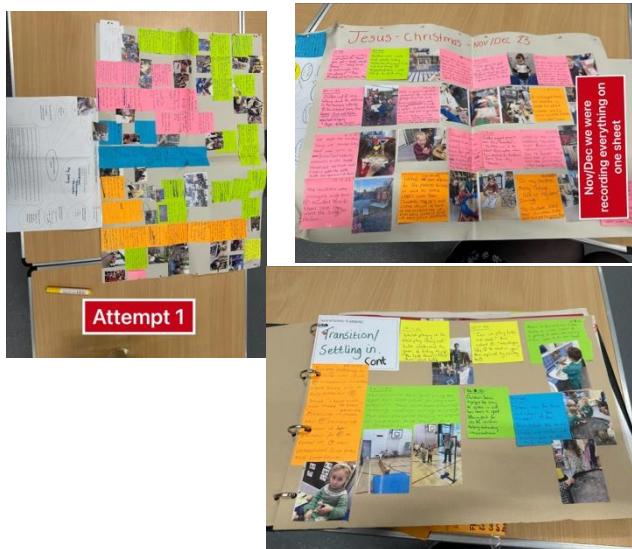
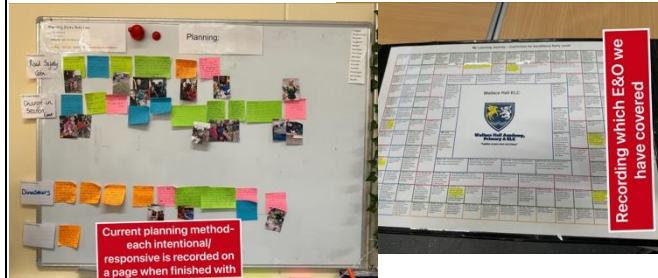
1.5 Management of resources to promote equity

- Management of finance for learning
- Management of resources and environment for learning

2.3 Learning, teaching & assessment


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

- The planning in the ELC has been completed changed, tailored to suit the needs of the setting and have a more balanced approach to 'planning in the moment'
- Various templates of planning has been trialed over the past year, currently using the format shown below.




- This format has been built around advice taken from a number of different ELCs and professionals such as our Care Inspector from

	<p>our recent inspection, and quality improvement officer.</p> <ul style="list-style-type: none">• Within our aim to improve our planning, we have adapted how we track children's attainment. We have begun using the same methods as the primary in a spreadsheet format to streamline information, which we hope to develop in the coming year.• We have also implemented a reflection time each day after most of the children have left our care. This allows staff time to look at any concerns they have of children, and also what their interests have been. This feeds into both our self-evaluation and planning, particularly on a Thursday which is set specifically to look at planning and how we can progress on children's interests.	
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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 ELC Priority 2: Developing the outdoor learning space</p> <p>NIF Priority</p> <ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy. <p>NIF Driver</p> <ul style="list-style-type: none"> ➤ Assessment of children's progress ➤ School and ELC improvement <p>HGIOS?4 / HGIOELC QIs/National Standard Criteria</p> <p>2.5 Curriculum</p> <ul style="list-style-type: none"> ➤ Rationale and design ➤ Development of the curriculum ➤ Learning pathways ➤ Skills for learning, life, and work <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. ➤ Collaborative learning and improvement ➤ The development and promotion of partnerships <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> ➤ Wellbeing 	<ul style="list-style-type: none"> • Planting for specific seasons have been added to the ELC calendar • We have been working with the academy eco group to build a greenhouse, which aims to be completed by the end of term 4. • The layout of the garden has been modified to better suits the needs of the children • A new digging and construction area has been created, from requests of this from the children.  <ul style="list-style-type: none"> • Our local sawmill kindly donated woodchip for our whole garden, and lengths of wood to allow us to repair our vegetable garden and also create a shade over our sand pit. 	<p>Keeping this as a priority for next session, we aim to develop the following areas;</p> <ul style="list-style-type: none"> • Finish greenhouse • Create shade over mud kitchen and sand pit • Finish outdoor classroom conversion • Order new outdoor resources – use ECCERS scale and Out to Play document for guidance. • Finish new digging and construction areas. • Finish developing cosy space in garage • Self- evaluate with children and families for their voice in these developments. • Review mud kitchen provision. • Adapt woodwork area for needs of the children • Fully establish hand washing and water drinking stations.

<ul style="list-style-type: none"> ➤ Fulfilment of statutory duties ➤ Inclusion and equality <p>3.3 Increasing Creativity & Employability</p> <ul style="list-style-type: none"> ➤ Creativity skills ➤ Digital innovation ➤ Digital literacy ➤ Increasing employability skills 	<ul style="list-style-type: none"> • Resources in the garden have been organised to established what where they gaps are to purchase more. • Storage solutions have been ordered for areas, and then our remaining resources will be arranged in each area to have a better understanding of resources we need to purchase. • A stage has been made from pallets, displaying musical instruments. • The children visited the garden centre to buy all our seeds, compost and new tools for the garden. • Sides have been ordered for the outdoor classroom to develop this into an outdoor changing area. • The garage is in the process of being tidied to turn into a quiet cosy space for outside. • Water area has been modified to enhance learning opportunities. • Families have kindly created and donated planters and seating for our outdoor space. • Most recently, we have moved our woodwork space outside, and also created a hand washing and water drinking station. 	
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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 ELC Priority 3: Developing Froebelian approaches – woodwork</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy <p>NIF Driver</p> <ul style="list-style-type: none"> School and ELC leadership School and ELC improvement Performance information <p>HGIOS?4 / HGIOELC Qis/National Standard Criteria:</p> <p>2.2 Curriculum</p> <ul style="list-style-type: none"> ➤ Learning Pathways ➤ Skills for Learning, Life and Work ➤ Rationale and Design ➤ Development of the curriculum <p>2.3 Learning, teaching & assessment</p> <ul style="list-style-type: none"> ➤ Learning and engagement ➤ Quality of teaching ➤ Effective use of assessment ➤ Planning, tracking and monitoring <p>2.4 Personalised support</p> <ul style="list-style-type: none"> ➤ Universal support ➤ Targeted support 	<ul style="list-style-type: none"> All but two staff have now completed their woodwork training. An area has started to be developed within the ELC for a woodwork area, however with our increase in numbers it was felt it would be more suited outside.  <ul style="list-style-type: none"> All tools have been purchased Families and staff have been collecting junk modelling that could be used to work with in this area The necessary risk assessments have been completed and information has been sent out to parents. The children have created a design area where they can draw their ideas before building. In most recent weeks, the children have all had a turn in the woodwork area, discussing safety measures we must take 	<p>Keeping this as a priority for next session, we aim to develop the following areas;</p> <ul style="list-style-type: none"> Remaining staff to take part in training Staff to visit ELCs with working woodwork areas. Start woodwork initial introduction with new children. Created a sustainable plan for offering woodwork, and incorporate in curriculum rationale. Invite families in to experience the woodwork area in action.

<p>➤ Removal of potential barriers to learning</p> <p>3.3 Increasing Creativity & Employability</p> <ul style="list-style-type: none">➤ Creativity skills➤ Digital innovation➤ Digital literacy➤ Increasing employability skills	<p>in woodwork, and made their first creation.</p>  A photograph showing two young children, a girl with blonde hair in a blue hoodie and a boy in a dark blue shirt, sitting at a table. They are engaged in a hands-on activity, likely woodwork or a craft project. The girl is using a wooden tool to work on a piece of wood. The boy is looking at a piece of wood. There are various tools and materials on the table, including a hammer, a saw, and some wood pieces. The background shows a wooden fence or railing.	
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2.2 Report on the impact of PEF (Not required for ELC if PEF has not been used for children in the nursery)

- 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

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

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
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> Vision Values and Aims are displayed in a more user friendly format in the ELC. NIP progress shared with parents on a board in our foyer, and are asked questions surrounding the areas. Both self evaluation and planning were a priority for our ELC this year, which progress can be read above. <p>In our recent Care Inspectorate Inspection, the</p>	<ul style="list-style-type: none"> Review and update vision, values and aims, specific to ELC. Continue journey of planning through our next NIP. Continue to develop self-evaluation methods through our next NIP. 	<p>4</p>

	<p>following key attributes were identified.</p> <ul style="list-style-type: none"> ○ Close working relations within the 2-18 ○ Effective reflection time each day for staff to discuss matters. ○ Staff additional lead roles – Pre-TLQ, Bookbug, PEEP, Stay and Play. ○ Weekly staff meetings. ○ Staff observations, NIP involvement throughout year. ○ Feedback sought from parents at drop off. ○ Option for either. face to face or phone call meetings for families. 		
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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>2.3 Learning, teaching & assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking, and monitoring 	<p>In our recent Care Inspectorate Inspection, the following key attributes were highlighted.</p> <ul style="list-style-type: none"> ○ Areas within the ELC are meaningful to children and their interests. High Level of engagement in each space. ○ Parents recognise children's interests are being observed and acted upon. ○ Staff involvement in children's play is at an appropriate level of engagement. ○ Incorporating curricular areas into play was very apparent. ○ Engaging questions by staff to children to further their learning. ○ Individual children's sections on wall boards. 	<ul style="list-style-type: none"> • Continue areas for development in planning and tracking identified above. • Consider and establish methods and means of sustaining all that was identified by care inspectorate – monitoring calendar and self-evaluation process. 	<p>4</p>

	<ul style="list-style-type: none">○ Story sacks and lending library for home engagement○ Lending library for home links.○ learning journals are being used to track and monitor children's progress, which has clear links to planning and children's assessment.○ NIP priority – progress on planning is clear and where the staffing team need to continue to develop.○ New tracking system which is in line with school system, making a clearer continuous provision in the 2-18 school.○ Focus weeks identify next steps, progress and opportunities to engage with families on their children's journey in ELC.		
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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>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>In our recent Care Inspectorate Inspection, the following key attributes were highlighted.</p> <ul style="list-style-type: none"> ○ Observed attentive caring and nurturing practice. ○ Warm interactions with staff and children. ○ Positive parental feedback. ○ Transition programme home to setting and ELC to primary 1 was very thorough. ○ Care plan clearly identifies children's needs and linked to next steps without duplication. ○ Effective partnerships with multiagencies, which were clearly displayed in each child's care plan. 	<ul style="list-style-type: none"> • Continue to provide such opportunities for children within the ELC, and seek feedback from families, children and staff on how to improve on our practice. • Evaluate snack and lunch routine in August with increase in children attending. • Seek feedback from families in transition programmes for improvement in the next session. • Evaluate care plans – can they be condensed and simplified to be less daunting to some of our families? 	<p>5</p>

	<ul style="list-style-type: none">○ Children’s involvement of snack – children help choose snack for the next week, discuss balance of fruit, vegetables, sweet and savoury. Children then help staff order food using Tesco online.○ Rolling lunch – calm, relaxed social experience. Children choose their lunch in the morning with parents, using a visual menu board. 12 children sit at a time to eat lunch and have a space to write their name if they are waiting for lunch.○ Promoting independence skills – self serve snack, lunch and tidying up after themselves during each sitting. Children are encouraged to change shoes, waterproofs and clothes themselves, with staff observing to help where needed.		
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	<ul style="list-style-type: none">○ Children’s dietary needs – clearly displayed in areas that staff would need to know this information.○ Staff confident in safeguarding. Child protection coordinators displayed in ELC as well as flowchart for reporting concern.○ Offers cosy, quiet space for children.○ Family photos displayed for all.○ Free flow environment from indoors to outdoors.		
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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 Securing Children's progress</p> <ul style="list-style-type: none"> • Progress in communication, early language, mathematics, health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children 	<ul style="list-style-type: none"> • Tracking on learning journals which link to frameworks that support different levels of learning – AOL, DNK phase D train track. • Provocations in each area that promote learning in literacy, numeracy and Health and Wellbeing. • Attainment spreadsheet which has been previously mentioned. • Children's boards for achievement. • Parental contributions of home achievements. • Sessions offered for learning in the ELC and at home - Story sacks, pre-TLQ, PEEP, Bookbug 	<ul style="list-style-type: none"> • Develop attainment spreadsheet, and work with team to create train track sheets for DNK in lower phases. • Use ECCERS-3 scale to establish numeracy, literacy and Health and Wellbeing opportunities in each area of ELC. • Highlight achievement boards to parents again to gain more participation from home. • Continue to promote sessions that are already being offered and seek suggestions from staff on session they would like to lead to promote Numeracy, Literacy, Health and Wellbeing and opportunities for all children and their families. • Develop key points through NIP planning and self-evaluation priorities. 	<p>4</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>2.2 Curriculum</p> <ul style="list-style-type: none"> • Learning Pathways • Skills for Learning, Life and Work • Rationale and Design • Development of the curriculum 	<ul style="list-style-type: none"> • Huge developments on our planning process to support curriculum. Can be seen above. • E&O tracker highlighted to support curriculum coverage, and to prevent cross-over in Primary 1. • Rationale feedback sought from parents. • Children involved with their learning by helping collate evidence on learning journals and adding their own voice to observations uploaded. • Responsive planning method shows where children's interests are and how we include curricular learning into these interests. • Independence skills encouraged through routines in the ELC – Snack, Lunch and getting ready for outside/home. 	<ul style="list-style-type: none"> • Update rationale with new families involvement. • Continue to progress with planning in NIP priority in the new session. • Develop curriculum rationale to reflect new areas established in the ELC. 	<p>4</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. 	<ul style="list-style-type: none"> • Self-evaluation methods established in the ELC – MS forms, big book, comments box for children, staff and families, questionnaires sent home. • Regular visits from multiagency bodies – Police, Firefighters, Child Smile, Health Visitor. • Use of online consultations with multi agency – Speech and Language, Educational Visitor. We also signpost parents to these services. • New self-evaluation method – ‘you said we did’ display in the ELC to show progress. • Termly focus week meeting with parents/ carers to share child's progress and build good working relationship. • Story sacks, PEEP, Bookbug, open afternoons to involve families as much as possible. • Spilt placement meetings between settings. • Child's plan meetings before the child starts ELC. • Using local community for ELC development – donations 	<ul style="list-style-type: none"> • Continue to develop self-evaluation • Develop working relationships with split placement parties. • Continue to build visits to local library. • Seek feedback from parties who come to visit the ELC/ places we visit to on their experience. • Evaluate care plans – can they be condensed and simplified to be less daunting to some of our families? 	<p>4</p>
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	<p>from Sawmill, visit to library, visit from Police and Fire station, Garden Centre</p> <ul style="list-style-type: none">• Actively look at all children's interest and incorporate into planning – responsive and intentional planning methods.• Care plans and transitions actively being reviewed to ensure they are suited to the needs of children and their families.		
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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

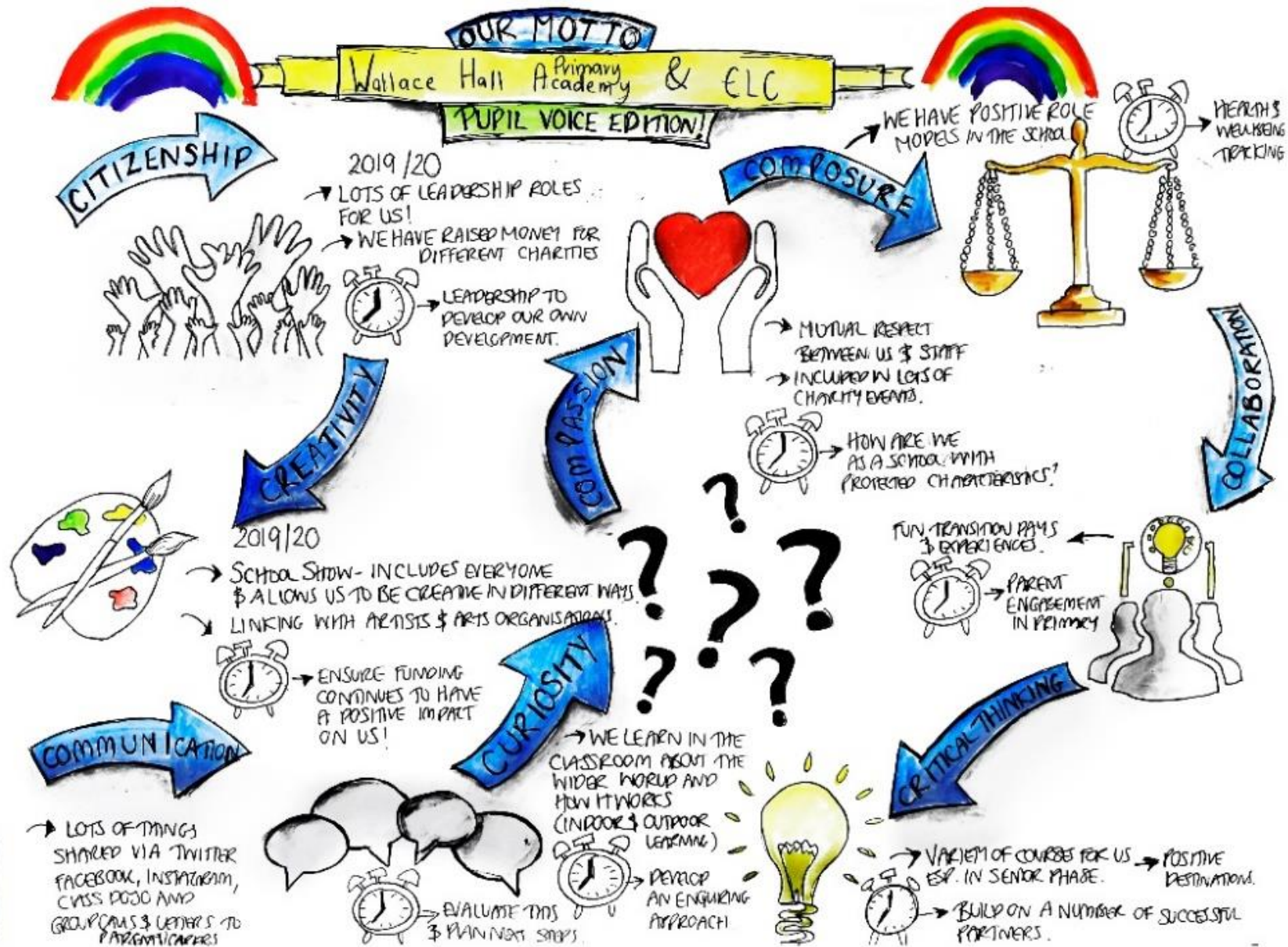
<p>Citizenship</p> <p>Highlights of 2019/20 There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continues to visit Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.</p> <p>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, Gatas, 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 enquiring 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: Queensberry Initiative</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

NEW HEADTEACHER
Mr Graham

2008

WALLACE HALL'S JOURNEY SINCE 2008

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"

2010 – NEW SCHOOL

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

2010

2008

2018

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 eight capacities

Our strategic objectives

What our pupils strive to develop in the 21st Century

The 8 Competencies

Appendix 4 – Wallace Hall ELC Curriculum Rationale

Successful Learners ♦ Confident Individuals ♦ Responsible Citizens ♦ Effective Contributors

Wallace Hall ELC Rationale

December 2023

Nursery Improvement Plan

The vision for Scottish education is that we have:

- Excellence
- Equity

Our priority areas to develop this are:

- Community and Parental Engagement
- Develop numeracy within the environment
- Self-evaluation

We will achieve these by supporting and improving:

- Links within the community
- Opportunities for caregivers to enter and engage in the ELC environment
- Provisions within the ELC
- Process of self-evaluation
- Increasing knowledge on supporting guidance and documentation
- Performance information

About us

- 8am-6pm.
- Situated in the heart of Thornhill, where we have access to many opportunities in the community.
- Secure free flow play based indoor and outdoor environment for play.

Aims

Wallace Hall ELC offers a warm welcome to all children in their pre-school years.

We aim to,

- Provide a happy, secure, well ordered and stimulating environment for all the children through a play based approach.
- Encourage the emotional, social, physical, creative, and intellectual development of the children, through all elements of curriculum design; challenge and enjoyment, progression, depth, coherence, personalisation and choice.
- Encourage children to explore the world, stimulate their interest and imagination and to encourage an enquiring mind.
- Encourage the development of confidence and self-esteem.
- Encourage pupils to have a caring attitude towards each other and to develop a sense of responsibility and social awareness towards the community.
- Foster supporting and effective home and ELC links.

Health and Wellbeing

Whilst Literacy and Numeracy influence a child's learning, we feel a child's health and wellbeing is our biggest priority in the ELC. Developing physical skills that will become life-long tools in the early stage enable more opportunities as they progress through their education.

We provide this by providing opportunities such as,

- Encouraging independence through changing shoes, clothes and waterproofs
- Planning snack for the following week
- Assisting in the preparation of snack including opportunities to cook and bake
- Setting the table for lunch and snack
- Discussing manners and how to converse with peers
- Toothbrushing
- Sewing

Transitions

Home – ELC

The importance of transition into the ELC is crucial to a child, so we also provide an extensive program for this, including,

- Open afternoon to view our ELC
- Stay and play sessions prior to starting
- Initial meeting with parents to establish connections, and to tailor the ELC to suit each child's needs accordingly

ELC – Primary 1 Transition

We are fortunate to be situated within our Primary school. This helps to make our transition process as smooth as possible. We provide an extensive ELC-P1 transition program that involves both children and their parents and carers.

Activities include

- Sessions with their future 'buddies'
- Lunch in the dinner hall
- Meet and greet with P1 teacher
- Visit to P1 classroom
- Regular contact with P1 teacher and classroom

Child Involvement and Play Based Pedagogy

At Wallace Hall ELC, we are passionate about facilitating children to learn in a way that their voice is valued. We achieve this by following a blended child/practitioner approach where children have freedom to express their views, ideas, and concerns. We facilitate this through:

- Using Local and National guidance on progressive practice.
- Planning for all aspects of Literacy, Numeracy and Health and Wellbeing in each area of the ELC.
- Identifying a 'teachable moment' in a child's learning journey and implementing practice that advances their thinking.
- Create termly mind map of what we would like to learn about and record these activities in big book, led by the child with assistance from practitioner. Ensure learners are included in environmental changes.
- Use as many natural resources as possible that can be used for many functions, enabling countless possibilities and outcomes.
- Free choice of how they spend their day, having opportunities both indoors and outdoors.
- Focus weeks on children, to help identify progress, points of interest and next steps for future development and learning and record these on individual online learning journals with the children.
- Giving children ownership of paper journals and board space to display work, home achievements or anything they wish to show their peers.

Involving our parents/carers and the wider community

After nearly two years of not being able to use our community and include parents in the ELC physical space, we are encouraging more parent/carer interaction.

We have included parents with,

- Welcoming parents back into the physical environment
- Lending Library and story sack home link
- Termly Open Afternoons to Celebrate Learning
- Our self-evaluation journey – asking for feedback on a regular basis through big book questions and MS forms
- Transition sessions

We have had some involvement suggestions that we aim to implement,

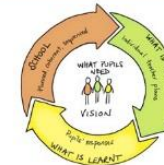
- Gardening group
- Volunteers to join learners during their woodland sessions
- Book bug sessions
- Baking sessions
- Crochet sessions

Ways in which we access our wider community,

- Visits to the shops for snack ingredients
- Walks through the woodlands to learn about nature, sustainability, and physical exercise
- Plans to visit local library and care home



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



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