Education and Learning Directorate
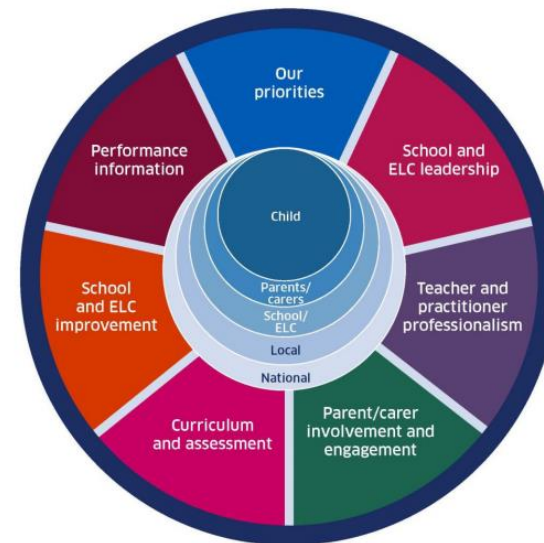
School/ELC Annual Standards and Quality Report

2023-24

School: Wallace Hall Academy
Date: May 2024

Contents

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

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 6.

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 Broad General Education Curriculum Rationale

February 2024

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

Personal support

The school works hard to meet the personal, social, emotional and academic needs of every pupil, in order that each pupil can participate fully and gain maximum benefit from everything the school has to offer. Health and Wellbeing conversations are organised for all pupils. There are three Principal Teachers of Pupil Support and a PT of Additional Support for Learning. Pupils have the opportunity to meet with their PT of Pupil Support at least twice per year. Pupils are supported by Health and Wellbeing programmes, the Hub and our House System structure which aims to recognise success, identify next steps in learning, identify areas for improvement and produce plans to support improvements. Further support is made available to pupils through ASfL teaching staff, our Learning Assistants, PEF mentors and by senior pupils who assist in classes. Many senior students are paired readers and take on the role as mentors to younger students.

Purpose of the Broad General Education

Wallace Hall Academy aims to provide a Broad General Education (BGE) through S1 - 3 entirely underpinned by the principles of Curriculum for Excellence which allows development of the four capacities. Our BGE provides opportunities for development of skills for learning, life and work and a degree of interdisciplinary learning. Students in S1 – 3 are offered a curriculum with personalisation and choice through skills and learning options. The S3 learning options allow preparation for transition to specialism in the upper school. The school has worked in partnership with all stakeholders, and continues to do so, to build a curriculum, including developing new pathways, that strives to meet the needs of all learners.

As each young person develops the four capacities, they will:
- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technology, 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.
- Experience opportunities for personal development and achievement.
- Experience success.
- Improve their learning and ensure they are appropriately challenged and supported.

Throughout the BGE, Wallace Hall Academy will provide learning experiences for all our students that will prepare and equip them with the skills and knowledge necessary for further study. We aim to: 'provide learning in S3 which rounds off effectively the BGE phase and, at the same time covers learning which will prepare young people well for the qualification courses they may follow in S4.'
The Learning Options will include a free choice of discrete subjects within Creative and Aesthetic fields, Languages, Health and Wellbeing, Social Subjects, Sciences and Technologies. Our "elective" programme will be maintained and will provided a wide choice of additional experiences.

Pupil progress is tracked through Progress and Achievement. Those pupils not making sufficient progress are then offered support or mentoring. Progress and Achievement levels are then used to inform subject choice for S3 and S4.

Transitions 2 -18: Building on prior learning

Pupils at Wallace Hall Academy benefit from our close working relationship with Wallace Hall Primary and our cluster primary schools, thus helping to ensure a seamless, coherent transition from stage to stage. Primary staff in all six schools link closely with staff in the secondary to ensure effective pastoral and curricular transitions.

Key features include:
- The PT PS responsible for transitions and our PT ASfL working closely with all cluster primaries to share pupil information.
- Planned transition visits where secondary specialists work with P6 and P7 pupils and are able to focus on almost all areas of the curriculum.
- All P7 pupils attending WHA for three full induction days where they follow their S1 timetable. Prior to this, pupils from outwith the cluster attend non-cluster transition days in May.
- Pupils taking part in activities which relate to the outdoor classroom and employability.
- Enhanced transitions for those pupils requiring extra support.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Academy. In almost all courses, pupils are given support in developing their learning skills. These are reinforced in topic work in Health and Wellbeing lessons, with many outside agencies, partners, local businesses and parents. We are also tracking our key employability skills.

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

Together we grow, learn and achieve with...

Pupils, parents, staff, carers and the wider community
Glasgow University
Queensberry Estates
Steilhead Cider

Employability Team
Gates (UK) Ltd
Parent Council
Local Artists
Halo Trust

Business Mentors
Experience of Work
Dumfries House
Solway Credit Union
Thornhill Rotarians

University of West of Scotland
Dumfries and Galloway College
Community Learning and Development
Partner Farmers
Cample Line

WHA 300

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

1. Vision, Values and Aims (cont.)

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

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Wallace Hall Senior Phase Curriculum Rationale

February 2024

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 Curriculum S4-S6: The Senior Phase

By the end of S1-S3, most pupils will have benefited from a wide range of learning experiences through the Broad General Education. They will have progressed at different rates and many will have reached high levels of attainment and achievement. Almost all pupils will have covered most of the third level Experiences and Outcomes and many will have covered those at fourth level. Outcomes and many will have covered those at fourth level. During the senior phase, students will have the opportunity to achieve awards such as, Duke of Edinburgh, City and Guilds, Saltire, Youth Achievement, YASS and Employability in addition to their National Qualifications. Students requiring additional support will have covered a number of early, second and third level experiences and outcomes appropriate to their individual needs and circumstances. They will have built a strong platform for life-long learning and for a successful transition into the senior phase and ultimately towards further and higher education, employment and other sustained destinations.

The purpose of our senior phase is:
- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure progression into a positive destination
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society
- to further develop the skills for life, learning and work
- to experience opportunities for personal development and achievement
- to experience challenge and success
- to encourage an active and healthy lifestyle
- to support planning for their future lives, careers and learning

Pupil attainment is tracked three times during the year. At each stage, targeted support or mentoring is offered to those pupils who are underachieving.

Key Features/Existing Strengths

- S4-6 are timetabled as one cohort to allow for greater opportunities in terms of choice and meeting individual needs.
- At end of S4, pupils will sit National Qualifications in up to seven subjects. Pupils also undertake 2 periods of core PE, and 1 period of PSE and RMPS.
- In S5 and S6 pupils choose five subjects to study (National 4/National 5/Highers/Advanced Highers/YASS/Vocational courses).
- We offer a range of pathways which build on the Broad General Education offering a rich, accessible experience and wide opportunities to meet the needs of almost all learners. The use of local context and employability pathways is evident at all stages. In addition to more traditional courses, we also offer courses such as Photography, Engineering Science, Rural Skills, Cyber Security, Digital Media Animation, Makeup Skills, Barista and Environmental Science.
- Our senior phase model helps to ensure that all young people have the best possible opportunities to move onto positive and sustained destinations. Before any young person leaves Wallace Hall Academy, they are provided with interview training, mock interviews, help with application forms, an experience of work placement and support in developing our 11 key employability skills.
- Opportunities to undertake one or two-year foundation apprenticeships.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Academy. In almost all courses, pupils are given support in developing their learning skills. These are reinforced through topic work in HWB, with many outside agencies, partners, local businesses and parents involved. All staff have been trained in the key themes around career planning and developing our young workforce. We are also using the business partners to help develop the 11 key employability skills:
- Communication and Interpersonal Skills
- Problem-Solving Abilities and Initiatives
- A Positive Work Ethic
- ICT Skills
- Numeracy Skills
- Literacy
- Valuing Diversity and Difference
- Working Under Pressure and to Deadlines
- Organisational Skills
- Team Working Skills
- Customer Service

(Above skills have been cross-referenced with the SDS meta-skills.)

S6 Personal Development

In S6 students will choose at least four options – from any curriculum area / subjects / skills for work courses / college courses / achievement awards programmes. They will also opt into committees that look at charity work, social events, Young Enterprise, library, Rights Respecting Schools and Eco Group. Other opportunities include completing Open University courses and experience of work placements. Pupils are also encouraged to take on leadership roles such as being part of a Prefect Team.

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Cample Line

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)
Wallace Hall Academy Priority 1: Learning, Teaching and Assessment **NIF Priority:** • Improvements in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and the least disadvantaged children and young people **NIF Driver:** • School and ELC Leadership • Teacher and practitioner professionalism • Curriculum and assessment • Performance information	**2023 Outcome** • Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. **Update** We have made some progress in terms of the quality of the feedback. However, there is a need to embed this further and ensure consistency across all subjects and teachers.	• Revisit feedback, agree the best way to deliver feedback in each subject area and then ask all staff to work on the quality of their feedback to ensure it has the most positive impact on our students.
	2023 Outcome • Assessment approaches are matched to the needs of learners and are used to support them to demonstrate where they are in their learning. **Update** We have made some progress in terms of the needs of learners and staff need to look at other types of assessment to ensure that the information they receive gives them the best chance to ensure student progress	• To organise training on assessment approaches for all secondary staff and ensure that the information collected from the assessments allows us to meet the needs of all of our pupils.

HGIOS?4 / HGIOELC QIs/National Standard Criteria **1.1 Self-Evaluation for Self-Improvement** ➢ Collaborative approaches to self-evaluation ➢ Analysis and evaluation of intelligence and data ➢ Impact on learners' successes and achievements. **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 **2.3 Learning, teaching and assessment** ➢ Learning and engagement ➢ Quality of teaching ➢ Effective use of assessment ➢ Planning, tracking and monitoring	**2023 Outcome**: • Explanations and instructions from teachers will be clear and they will make use of skilled questioning, and engagement to promote curiosity, independence and confidence to support their learning. **Update** As part of the faculty observation schedules, a number of departments have focused their work on questioning, curiosity, independence and confidence in learning.	• Training to be provided for all staff on questioning, making use of materials from Impact Wales and Learning Unlimited.
	2023 Outcome: • Pupils will have a clear understanding of the purpose of their learning and will have opportunities for active engagement in their learning on a regular basis. **Update** Training has been provided for our Leadership Academy participants on preparing for a secondary inspection. As part of this training, we have discussed how to make the purpose of learning clearer. It doesn't necessarily have to be around success criteria and learning intentions. At a staff meeting on a Monday night, we have worked with staff to look at a variety of approaches which will encourage active engagement. PTs of curriculum have been asked to then take the learning about the focus of teaching and active engagement back to department meetings.	• Working with the PT Learning and Teaching and Euan Mack, DHT, we will continue to identify opportunities to explore the purpose of learning and active engagement. • Following active engagement training in 2023/24, a handout has been developed and shared with PTCs. They will be asked to share and discuss this with department members.
	2023 Key Task • To continue to work with our PT of Learning, Teaching and Assessment to share good practice and identify areas for improvement. **Update**	• Continue with programme from this year, including staff meetings, 15-minute forums, termly newsletters and reviews and expand where possible

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	• Termly L+T staff meetings have allowed staff to see and share good practice. 15 minute forums have been offered to staff on a variety of areas within L+T. T+L reviews used to identify good practice and areas for improvement. Termly Newsletter provides materials in different formats.
	• A recent Parent/Staff survey highlighted the following:
	
	    ➢ Pupils are provided with effective resources, both online and paper format for their learning – 88% of parents agree or strongly agree and 100% of staff strongly agree or agree.
	    ➢ Satisfied with the quality of Learning and Teaching support in the school - 85% of parents agree or strongly agree and 96% of staff strongly agree or agree.
	    ➢ Pupils are provided with activities which are varied, active and at the correct level - 88% of parents agree or strongly agree and 100% of staff strongly agree or agree.
	    ➢ Pupils are provided with effective support and challenge throughout their learning - 82% of parents agree or strongly agree and 100% of staff strongly agree or agree.	

	2023 Key Task • Staff will identify learning and teaching priorities in their PRDs and use this opportunity to focus on this aspect of learning and teaching in their classroom. **Update** • All staff identified T+L target within PRD. These then formed part of T+L reviews with particular	• Continue with PRD T+L Targets but add in Professional Learning Plans (PLP) that allow staff to add in specific targets such as professional reading, observations, courses etc.. • PLPs will be implemented during the August INSET and time allocated for staff to complete. • PLPs will be linked to L&T target being developed as part of PRD.

	focus of observations on identified development need.	• PLP will be discussed with PTs during PRD meetings • In the PLPs, staff will be asked to indicate what elements of the Lesson Evaluation Toolkit they plan to focus on improving and how they will achieve this – e.g. what they will read, who they will observe, who they will ask to observe and give feedback, details of groups, workshops etc. they wish to participate in and how they will share their learning with others. • Email will be circulated to seek volunteers to trial before the end of the summer term 2024.
	2023 Key Task • Training will be provided to staff and staff meetings and on In-Service Days which look at how to make learning and teaching more effective. **Update** • Termly L+T staff meetings have allowed staff to see and share good practice. Inset day inputs have been delivered on Questioning and other principles of effective lessons.	• Further T+L Staff meetings will be put in calendar for 24/25. August inset will give staff time to focus on their Professional Learning Plans (PLP).
	2023 Key Task • We will continue to share research on what helps to make learning and teaching most effective. **Update** • This is predominantly achieved through termly newsletters. A group of 8 staff have also been part of a Professional reading Group which shares the latest articles around a variety of T+L areas and discusses impact on the classroom.	• As part of PLP's staff will need to identify a piece of reading/literature to engage with as part of their own professional learning for T+L.

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	2023 Key Task • Compulsory PE kit will be introduced in August 2023 for new S1. This will help reduce the cost of the school day and also highlight House system with different colored t-shirts. **Update** • PE Kit has been introduced and in use with all of S1. This has gone down well with staff and pupils.	• Continue this programme with new S1 and current S1 going into S2.
	Responsible Lead Person Euan Mack James Lees Allan Lindsay **Time Allocation** Time from staff meetings and in-service **Funding** School and authority funding **Completion Date** May 2024 **Parent and Learner Engagement Opportunities** Consultation with Parent Forum and Parent Council **Linkage to Framework for Inclusion** Staff will reflect on inclusive practice and engage with possible improvements	

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)
Wallace Hall Academy Priority 2: Equalities and protected characteristics **Equalities and protected characteristics by looking at rights, equality, health and wellbeing, GIRFEC and Anti-bullying systems.** **NIF Priority** • Closing the attainment gap between the most and the least disadvantaged children and young people • Placing the human rights and needs of every child and young person at the centre of education – should this be in again? • Improvements in employability skills and sustained, positive school leaver destinations for all young people **NIF Driver** • School and ELC Leadership • Teachers and practitioner professionalism • Curriculum and assessment	**2023 Outcome** • Our whole school community will have a shared understanding of wellbeing and children's rights. **Update** • School is currently working towards RRS silver award. Staff have been involved in training around behaviour, Child Protection and LGBTQ+ this year. Assemblies held with all pupils to promote work of Equalities Group, RRS, Anti-Bullying and MVP. MVP Lessons delivered to S1/2. School participates in Anti-Bullying week and all pupils were part of lesson linking rights to bullying.	• Achieve RRS Silver award and embed this more fully into curriculum and wider life of the school. • Staff training sessions will be taking place at various points throughout the next academic year.
	2023 Outcome • All stakeholders promote a climate where young people feel safe and secure. **Update** • Updates have been made to the Pupil Behaviour Policy which have now been implemented. These were made in response to pupils and staff. Anti Bullying Policy is currently being updated and will be implemented in June/August 2024.	• Sustain good practice in relation to behaviour and continue to respond to issues as they arise. Implement new anti-bullying policy in line with Respect Me Guidance and in conjunction with LGBTQ+, Rights Respecting School and MVP. Review the use of this at the end of year. • We are aiming to complete Silver RRS programme by October 2024 and will then agree targets for Gold.
	2023 Outcome • All staff and partners will take due account of the legislative framework related to wellbeing, equality and inclusion.	• Sustain good practice in this area. Carry out training on The Promise with all staff at Inset days to train staff around responsibilities with Care Experienced pupils.

| HGIOS?4 / HGIOELC Qis/National Standard Criteria:

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
3.1 Ensuring wellbeing, equality and inclusion
➢ Wellbeing
➢ Fulfilment of statutory duties
➢ Inclusion and equality
3.2 Raising attainment and achievement
➢ Attainment in literacy and numeracy
➢ Attainment over time
➢ Overall quality of learners' achievement
➢ Equity for all learners | **Update**
• Issues with protected characteristics are responded to appropriately and logged in Seemis Bullying and Equalities Module. Mandatory Child Protection and Prevent training has been carried.
• Over 70% of staff volunteered to take part in equality training provided by LGBT Youth Scotland which involved detailed education around the Equality Act 2010 and factored in to our attainment of our Silver Charter Award. | • Sustain good practice already established that was recognized in our attainment of the LGBTYS Silver Charter. (PMC Only)
• Begin to research the criteria expected of the 'gold' journey and coordinate approaches between different equalities groups (MVP, RRS, etc.) in order to plan for the start of this journey. |
| | **2023 Outcome**
• Staff, children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination and intolerance when they come across it.

Update
• 25 MVP mentors have been trained and lessons have been delivered S1/S2 pupils by MVP Mentors. Assemblies highlighting the role of RRS, Anti-Bullying, MVP and LGBTQ+ have been held with all pupils.
• School rules have been updated following feedback and are now Ready, Respectful, Responsible. Posters have been printed and shared across the academy.
• School participates in Anti-Bullying week and all pupils were part of lesson linking rights to bullying.
• Representatives from LGBTYS as well as MVP-trained pupils have led inputs during HWB sessions for all year groups whereby equalities and inclusion principles have been taught to pupils.
• Similarly, community police officer input has supported in improving young people's understanding around how to deal with intolerance when it is encountered. | • Investigate possibility of empowering S6 pupils to take on leadership roles in this area as Wellbeing Ambassadors. They would lead the development of these areas in the school, assisted by staff.
• Sustain good practice already established that was recognized in our attainment of the LGBTYS Silver Charter.
• Begin to research the criteria expected of the 'gold' journey and coordinate approaches between different equalities groups (MVP, RRS, etc.) in order to plan for the start of this journey.
• Continue to embed and invite appropriate outside agencies to collaborate with curriculum development of HWB sessions and to deliver content themselves. |

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	2023 Outcome • Staff and children understand how to challenge and report bullying type behaviours. **Update** • Behaviour policy has been updated with staff following consultation. Clear steps in place to challenge poor behavior. Anti Bullying Policy currently being updated. • MVP lessons and assemblies have discussed responses to bullying and other equalities related incidents. School participates in Anti-Bullying week and all pupils were part of lesson linking rights to bullying.	• Implement anti-bullying policy and review this along with behavior policy at end of 24-25 session. Continue to keep abreast of updates with regards to emerging issues in this area.
	2023 Key Task • We will continue our journey with rights respecting schools and move from Bronze to Silver of the LGBTQ+ Charter. **Update** • Successful attainment of Silver Charter Award from LGBT Youth Scotland in January of 2024.	• Begin to research the criteria expected of the 'gold' journey and coordinate approaches between different equalities groups (MVP, RRS, etc.) in order to plan for the start of this journey.
	2023 Key Task • We will investigate and support people with protected characteristics to help them thrive in our community. **Update** • Anti Bullying policy being updated. Ongoing work to achieve LGBTQ+ silver, RRS Silver. School participates in Anti-Bullying week and all pupils were part of lesson linking rights to bullying. School Police Officer is used to investigate incidents, educate young people and deliver lessons in HWB, some of which are focused on protected characteristics and hate crime EM	• We will be working with the authority to ensure that we continue to get the support from our school police officer. • Continue to research, plan, implement and evaluate next steps for protected characteristics. • Our display boards will be completed in the next academic year. • PMC to work closely with new Equalities Committee members upon change of timetable to bring to life concepts of wider achievement in areas like gender and race.

	- After a meeting with parents last year PMC invited these parents in to school to work closely with our Equalities Committee. - Equalities Committee were tasked with completing an audit of the school display boards to investigate how inclusive these were – results varied and we decided to generate new boards, one of which would celebrate the life of Benjamin Zephaniah. - Equalities Committee began work on building a new display board celebrating the black women who helped make the NASA space programme a success, as highlighted in the popular film 'Hidden Figures'.	
	2023 Key Task - We will work with organisations to implement the anti-bullying structures and look at implementing 'Respect Me' rewards. **Update** - Anti-bullying policy being updated in line with Respect Me guidance. This takes into account advice from LGBT Youth Scotland with regards to Bullying Policy as well. Once complete we aim to achieve the Respect Me Reward which is an award for work on anti-bullying which aligns with the Respect Me guidance. - Our anti-bullying policy was built in conjunction with support from LGBT Youth Scotland – one of the revisions we had to implement in order to fully attain our Silver Charter award specifically referenced our anti-bullying policy and the need to detail all 9 protected characteristics. This feedback was taken on and implemented quickly.	- Implement Anti-Bullying Policy and achieve Respect Me Reward. - Continue to sustain these strong partnerships, especially with Julie-Ann Lyons from LGBT Youth Scotland, who has been an invaluable asset not only in our journey to attaining our silver award but as a support mechanism for pupils in the school.

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	2023 Key Task • PEF money will be used to bridge the gap and used to ensure that there are opportunities for all. **Update** • All PEF monies are accounted for session 2023/24. Several research based interventions as outlined in SIP 20203/24 have been implemented over the session. Evidence of attainment gains logged on PEF tracker and will be collated and reported on in PEF Impact report 2024 submitted with SIP. Interventions implemented: Learning Mentoring, Poverty Proofing strategies, Numeracy and Literacy interventions, HWB/Nurture interventions, Senior Phase Transitions support, Parental Engagement Strategies.	• J Carson has been doing a review of PEF spending and interventions in the academy. Final next steps will be agreed following the publication of her report.
	Responsible Lead Person Euan Mack Paul McClair Lewis Gray **Time Allocation** Time from the school calendar **Funding** School and authority funding **Completion Date** May 2024 **Parent and Learner Engagement Opportunities** Self-evaluation questionnaires Parent Council Pupil Voice Equalities discussion group **Linkage to Framework for Inclusion** We will critically reflect on the specific questions from the national framework for inclusion	

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)
Wallace Hall Academy Priority 3: Raising Attainment and Achievement **NIF Priority** • Improvement in attainment, particularly in literacy and numeracy • Closing the gap between the most and the least disadvantaged children and young people • Improvements in children and young people's health and wellbeing **NIF Driver** • Performance information • Teacher and practitioner professionalism • School and ELC improvement **HGIOS?4 / HGIOELC Qis/National Standard Criteria:** **1.1 Self-Evaluation for Self-Improvement** ➢ Collaborative approaches to self-evaluation ➢ Analysis and evaluation of intelligence and data ➢ Impact on learners' successes and achievements.	**2023 Outcome** • Almost all children and young people will be attaining appropriate levels. **Update** • SNA data is collected annually for our S3 cohort. This data is used to support judgements made in the schools ACEL return, ensuring a data rich approach is used. This data is also shared with all staff through the digital mark book. • ACEL data does paint a very positive picture for Wallace Hall Academy. 		School/Cluster %	D&G %	National %
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S3 Third Level or better - Numeracy	97	89	90
S3 Fourth Level - Numeracy	80	58	63
S3 Fourth Level – Literacy	78	58	56
S3 Third level or better –	93	86	91		• Continue to build confidence in the achievement of a level process and encourage all staff to focus on raising attainment and bridging the gap between the lowest attainers and the highest attainers.

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 **3.2 Raising attainment and achievement** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners	Listening and Talking			
	S3 Fourth Level – Listening and Talking	77	41	63
	S3 Third Level or better – Writing	90	83	89
	S3 Fourth Level – Writing	69	39	60
	S3 Third Level or better – Reading	97	87	90
	S3 Fourth Level – Reading	84	42	62

2023 Outcome
- Our tracking systems will continue to demonstrate improvements in attainment and achievement over time.

- Attainment over time – Once we are satisfied with the robustness of all the individual systems and how they knit together, Dr Fulton will identify a system where this information can be easily shared with all staff.

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Update

- A digital markbook (see diagram below) is shared with all staff at the beginning of each session. This digital markbook contains contextual information (FSM, ASN etc) about each pupil as well as previous attainment data (P+A, SNSA, SQA etc). This allows staff to plan learning and teaching effectively to meet the needs of each of their classes.

Pupil Name: Boyd Allardice

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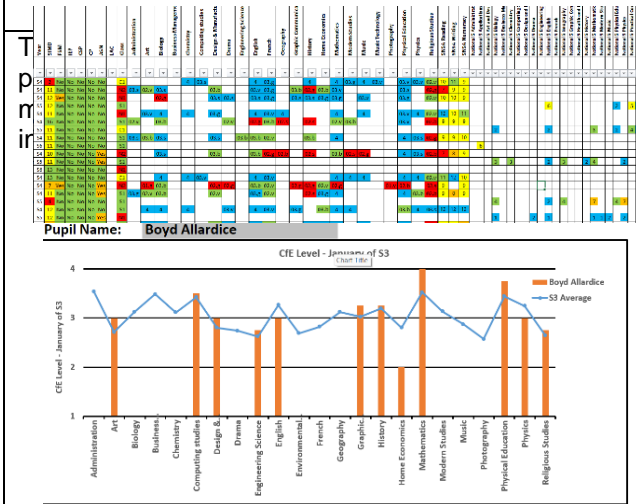
	- CfE Level (see diagram below) – tracked twice per year for all S1 to S3 pupils for 8 curricular areas. - Collated data is used to analyse individual pupil progress and achievement. - Targeted groups also analysed looking at individual departments, PEF pupils, ASfL pupils and low SIMD pupils. Comparison of Progress + Achievement in the BGE for all subjects for all pupils versus FSM pupils (13), S3 Jan 2024 Percentage of pupils (%) on target All pupils FSM pupils CfE Level	Continue to create opportunities for moderation within departments and across the whole school.

	2023 Outcome - The school will empower children and young people to have a say in our approaches to raising attainment and achievement. **Update** - New department review system ensures that pupils are asked about their views on raising attainment and achievement. The new achievement assemblies are being used to	- We will review our new achievement assemblies and agree next steps. - Continue raising the profile of the 8Cs in 2024-25 through wider achievement assemblies and S3 profiling. - Reflect on whether the 8Cs as they stand will be a core aspect of our Vision Values and Aims.

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	celebrate pupil achievements and these achievements are also being recorded at weekly staff meetings. • We had our first two wider achievement assemblies in December 2023 and in April 2024. These were a great success. Wider achievement is now being tied in much more with the 8 C's that underpin the core values of WHA. • ES presented the new format for celebrating wider achievement at the senior celebration of success in March, and will present again at the junior celebration of success in June. We are also now awarding the top house point winners each term for every year group to continue to raise the profile of house points. • We are also raising the profiling of the 8Cs as part of our profiling for S3. As part of the S3 profiling process, departments are asked to spend time discussing with classes the ways in which pupils develop employability skills in line with the 8Cs. Pupils gather this information during a departmental focus week and then use it to create a visual CV during Health and Wellbeing time that serves as the S3 profile.	
	2023 Key Task • To analyse the self-evaluation data from the focus on 3.2 and agree on our next steps. **Update** • Using data provided by Ray Fulton on Progress and Achievement in the BGE and assessment data from Senior Phase PT PEF has undertaken further analysis of FSM versus non-FSM attainment according to gender, LAC status, ASN,	• Investigate whether funding Lexonik is sustainable and present costings to SMT for discussion on how best to continue. • Explore alternative literacy interventions as potential options. • Following decision on and implementation of literacy intervention programme for next academic session, look at availability of staff for additional training.

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	• SIMD and attendance data. Full data analysis to inform 2024/2025 PEF interventions. • Lexonik continues to target pupils with low literacy levels and happens to incorporate a substantial number of FSM pupils in doing so. • Upon the start of every 'round' of Lexonik, names of pupils being targeted are distributed amongst key stakeholders and PMC identifies the FSM pupils involved each time. • PMC and JCA agreed the goal should always be to have around 25% of the group for each 'round' be FSM. • All pupils in the senior phase have been entered and passed a Numeracy qualification. • Numeracy levels reported at the end of S3 for BGE pupils show that 76% of all S3 pupils achieved level 4 and 98% achieved level 3 or above in Numeracy. The 2 pupils who did not achieve level 3 have very low attendance figures.	• Further tracking of pupils Numeracy levels in BGE allowing the split of topics between Maths & Numeracy.
	2023 Key Task • We will continue to review our reporting systems to ensure that the information that goes home can be used to support progress in learning. **Update** • New system implemented for 23/24, however, concerns raised re: lack of detail in the reporting system by some parents in L+T survey. • New data led reporting system used in 2023-24. The focus was on sharing Progress + Achievement data (BGE) and Working Grade data (Senior Phase) with targeted next steps provided for each learner.	**Next Steps** • Review current system and establish plan moving forward. The steps will be as follows: SMT will review the feedback and decide on proposed reporting structure for 2024/25. This will then be forwarded to SWTAC group and will be added to to the WTA for consultation with staff. The whole agreement will be voted on by staff at a future staff meeting. • Continue to adapt reporting system based on stakeholder feedback. • Continue to work with pupils and parents through assemblies and written communication about what is meant by

		Progress + Achievement and Working Grades.
	2023 Key Task • We will continue to review information on support that is provided through the Pupil Equity Funding so that we can aim for equality for all. **Update** • Review of Pupil Equity Report underway: staff, parent/carer and PEF team evaluations completed, SMT focus group complete. Full report and recommendations still to be completed in June 2024.	• Jane Carson is doing a review of all PEF activities and this will help inform our next steps for 2024/2025.
	2023 Key Task • We will continue to look at our tracking data and use this to help develop school priorities. **Update** • All staff involved in reviewing Insight data each year. The focus for these meetings is identifying next steps and then tracking that the next steps are completed year on year. • All staff have access to tracking data at the beginning of the year through digital markbooks and then build on these with data gathered throughout the year. • Tracking data from across the school shared at regular intervals with all teaching staff. • SMT review February update in Insight and speak to relevant staff about priorities for individuals or groups of pupils.	• Incorporate the use of Excel dashboards to track and monitor individual pupils and groups of pupils in the BGE. CPD for principal teachers planned for May 2024.

	Responsible Lead Person PEF Team Sean Bell Paul McClair **Time Allocation** Time from the working time agreement and In-service days **Funding** Funding will come from school budgets **Completion Date** May 2024 **Parent and Learner Engagement Opportunities** Consultation with the Parent Forum and the Parent Council **Linkage to Framework for Inclusion** We will continue to look at concerns in a solution focused manner and then try and agree the next steps which will lead to the best outcomes for all learners.	

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)
Wallace Hall Academy Priority 4: Digital Literacy **To further develop and embed digital literacy at Wallace Hall.** **NIF Priority** • 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. **NIF Driver** • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement	**2023 Outcome** • Staff across the cluster will have knowledge and confidence of all 5 digital literacy baseline skills **Update from Wallace Hall Academy (LG)** • 5 digital literacy baseline skills have been presented to all staff and digilearnscot has been signposted. • Staff have been surveyed on areas that they feel they require support/development. • All staff have been given information on Microsoft Educator programme. Staff in AI working group are working through AI in Education learning pathway. **Update from WHPS** • Five digital Baseline skills have been introduced to staff. digilearnscot continues to be signposted as a resource for Digital developments/support. • Microsoft Office tools have been introduced and used by both staff and learners as a means of digital communication • Use of Microsoft forms has been standardized for collection of self-evaluation evidence and to support pupil voice • Staff Training from Laura Fuggacia as part of the Local Authority update of digital equipment in classrooms has been carried out. • Equity Funding has been used to purchase additional IPads and a charging trolley/station allowing whole class access using these as a timetabled resource and as an individual device	**Next Steps** **Next Steps from Wallace Hall Academy (LG)** • Cluster working group meeting to be organised for term 4. It has been suggested that this meeting will take place at Dunscore PS. • Offer staff individual CLPL sessions for individual development needs. • Deliver one hour sessions about the rise in digital literacy skills use within education. • Collate evidence of staff achieve MIE status. **Next Steps from Wallace Hall Primary** • Refresh Digital Skills at August In-set with Teaching and Learning Assistant Staff • Teaching Staff PRDI targets/next steps to include a Digital Consideration/Area of development as appropriate • Following Laura Fuggacia in put 15 min forums to be run in the Primary session 24/25 to encourage staff to share good practice, key tips and procedures which support use of boards in the learning environment. • Canvas additional staff to join Digital working group and or those who express an interest in furthering Microsoft Academy Awards. **Next Steps from Moniaive/Dunscore partnership (KR)** • Continue to complete 2 yearly reviews of digital basic skills, allowing for staff changes.

• Curriculum and assessment
 	
• School and ELC improvement
 	
• Performance information
 	
HGIOS?4 / HGIOELC Qis/National Standard Criteria:
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
2.2 Curriculum:
  ➢ Attainment in literacy and numeracy
  ➢ Attainment over time
  ➢ Overall quality of learners' achievement
  ➢ Equity for all learners
3.2 Raising attainment and achievement:
  ➢ Attainment in literacy and numeracy
  ➢ Attainment over time
  ➢ Overall quality of learners' achievement
  ➢ Equity for all learners
3.3 Increasing Creativity and Employability:
  ➢ Creativity skills
  ➢ Digital innovation
  ➢ Digital literacy
  ➢ Increasing employability skills
	with specific Apps which support ASL and extra challenge learners.
	
	Update from Moniaive/Dunscore partnership (KR)
	• Following the August Inset all partnership staff have been updating their knowledge and building their confidence on the five digital baseline skills.
	• Partnership teaching staff have shared digital skills and the use of technology during collegiate sessions.
	• Staff Training during February Cluster Inset – Digital School Award Scotland, Accessibility Tools, Lego We.Do and Micro:bits.
	
	Update from Duncow/Holywood partnership (PD)
	• Staff completed a Digital Skills Evaluation for cluster – digital leaders analysed and designed twilight training session based on identified staff needs.
	• All teaching staff undertook twilight training session – new boards, iPad, Accessibility tools (Immersive reader etc.). Transferring skills into class with pupils to support learning across the curriculum.
	• Teaching staff using digital skills to plan progressively and teach Computer Science on Big Thursday.
		• Staff to complete enhanced digital skills questionnaire – identifying development needs.
		
		Next Steps from Duncow/Holywood partnership (PD)
		• Digital leads (NWCC) planning a full Inset training day based on feedback from training session and evaluations.
		• Digital skills progression to be developed to support planning for learning and teaching.
		• Digital skills sharing sessions in school with staff, pupils and parents.

	2023 Outcome • All staff across the cluster should be aware of the Microsoft educator programme **Update from WHPS** • During the August inset the digital lead shared the Microsoft Educator programme with all primary and ELC staff.	**Next Steps** **Next Steps from WHA/WHPS (LG)** • Organise further training events for staff to update them on opportunities that exist around digital leadership. **Next Steps from Moniaive/Dunscore partnership (KR)**

	Update from Wallace Hall Academy (LG) • Staff, in groups, were made award of the Microsoft Educator programme. A member of staff, LG, is a Microsoft Innovator Education Expert. **Update from Moniaive/Dunscore (KR)** • During August Inset digital leader shared Microsoft Educator Programme. • Some staff have found this beneficial but this has not been engaged with fully. **Update from Penpont/ Closeburn Partnership** • LS shared the Microsoft Educator Programme with all teaching staff and encouraged the completion of this to improve/ refresh skills. This has been taken on board by some staff but not all.	• Allow collegiate and time within WTA for staff to engage with Microsoft Educator Programme fully. **Next Steps from Penpont/ Closeburn Partnership** • Continue to encourage the use of the Microsoft Educator Programme for those staff lacking in skill and confidence with Digital. • Survey staff to highlight the areas of Digital they are confident with and those they would like more support/ advice with. Using this, make a plan to enable staff to share their expertise and/ or gain the support needed.
	2023 Outcome • A decision will be reached across the cluster about which digital platforms are used at each stage to provide consistency. (Purple mash, teams, Satchel One etc.) **Update from Wallace Hall Academy (LG)** • Staff polled on platforms, most using both Satchel & Teams. Satchel has been very successful this year for behaviour monitoring whereas Teams is better for assignments/resources. **Update from WHPS** • Most staff happy and confident with range of Microsoft Office Suite	**Next Steps from Wallace Hall Academy (LG)** • Communication with cluster primaries about platform decisions made in secondary. • Continued support for staff in using all platforms. **Next Steps from WHPS = check LS** • Due to contracts in place with providers it is impossible to use ICT programmes consistently across the cluster. • Wallace Hall Primary will continue to use Purple Mash in the lower end of the school and the children access Teams in the senior years. Satchel One is used in the Academy with the potential of using this with Primary 7.

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- Learning Assistants have been signposted to Learning Directory of available Digital PL's
- Digital Learning PRDI's targets have been highlighted to DHT's, L&T Working Party and WTA committee
- Accelerated Reading digital support has been made available as part of the package purchased in the Primary School session 23/24
- The primary School continues to use Purple Mash software to support STEM, DYW and IDL tasks. This remains as a Platform for Digital homework tasks when necessary. Available on PC and iPad.
- Teams continues to be used as homework/communication vehicles in upper Primary. Main use with P7 and as a transition information tool for P7/S1 also.
- Sphero Bolts purchased in Primary as part of DYW funding in 2-18 school.
- Stem input for learners delivered by Elspeth Hall (Stem West Lead) in upper Primary. Dual purpose to educate children and inform staff confidence around Digital toys and tools.
- Microbits sets in use in school with training/input delivered from P5 class teacher.

Update from Moniaive/Dunscore partnership
- PurpleMash used across the partnership and wider cluster.
- Class DoJo removal had an impact on communication and sharing learning across the cluster.
- Dunscore explored MySchool App and Just2Easy – MySchool App not continued beyond trial due to parental feedback (lack of parental communication).
- Microsoft Teams used within the upper classes – needs to be more consistently used. PurpleMash also increasing being used in the upper classes.

- Drop-In Sessions available to Primary Staff to address interactive board, iPad, Microsoft software queries as needed.
- Digital Learning target to be incorporated into PRDI's session 24/25
- Digital leaders to continue to explore and share useful information from Microsoft Educator programme as and when appropriate.
- Digital Leaders to Support LA's in confidence around 5 digital literacy baseline skills as each individual deems fit.
- Continue using digital Platforms in Parental Communication, Pupil Voice, Sharing Wider Achievements and Successes in particular Social Media to reach a wider audience and promote Global Citizenship and Sustainable Goals.
- Continue to seek out opportunities for learners to experience Digital opportunities through purchase, hire or acquiring expertise through equipment and manpower as appropriate.

Next Steps from Moniaive/Dunscore partnership (KR)
- Investigate Just2Easy – Tools which could be used to enhance teaching, learning, communication and engagement.
- Continue PurpleMash subscription until all tools on Just2Easy have been explored.

Next Steps from Penpont/ Closeburn Partnership
- Parents to be surveyed to indicate success of Teams and homework prior to enable tweaking prior to rolling out to Closeburn Primary.

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	Update from Penpont/ Closeburn Partnership • Microsoft Teams used as a teaching tool and homework format in the upper classes at Penpont as a trial. • Staff across both schools engaging in using Purplemash and Sumdog as an assessment and teaching tool. • Termly Sway newsletters shared with parental body to celebrate success and to share information about up-coming events.	• Continue the use of Purplemash and Sumdog as an assessment and teaching tool. Subscriptions have been extended to accommodate this. • Continue with Sway newsletters however, exploring other avenues of sharing this with parents including: School website/ blog and the introduction of Just2Easy.
	2023 Outcome • Staff will have a better understanding of the use of and differences between Microsoft 365 apps (OneDrive, SharePoint, Teams etc.) **Update from WHPS** • Staff in WHPS are using these apps confidently on a daily basis. This is evidenced by the use of e diary, online planning, class teams etc. **Update from Wallace Hall Academy (LG)** • Form circulated to identify ICT Training needs **Update from Moniaive/Dunscore partnership (KR)** • Partnership staff are confident using Microsoft 365 Apps, especially MS Teams and OneDrive.	**Next Steps from WHPS and WHA (LG)** • To continue to monitor this and deliver training as necessary. • Training responses to be shared with SMT across the 2-18. • LG will be leading training sessions in Expressive Arts Faculty during study leave and continues to offer informal training to others as required/requested. **Next Steps from Moniaive/Dunscore partnership (KR)** • Continue to monitor development needs and deliver training if necessary.
	2023 Outcome • Establish a working group within the cluster. **Update from WHA (LG)** • A MS Team has been created to facilitate communication between cluster Digital Leaders. • Working group within the cluster established • AI in Education working group established within WHA with some links to digital. • LG will be leading the WHA working group focusing on Artificial Intelligence.	**Next Steps from WHA (LG)** • AI group will look at where we are, where we want to go and how we want to get there • Working Group will make a return to the Authority and agree next steps. • Continued communication between cluster working group. • AI in Education working group completing Microsoft Learn modules. **Next Steps from WHPS** • Continue to work with cluster staff to further develop their knowledge and confidence.

	Update WHPS • MS continues in role as Digital Leader in WH Primary. AMcN to join as second Digital Leader in WHPS from Aug session 24/25. • Digital Leaders are exploring PL opportunity from Ed. Scotland focusing on the delivery of CPD as part of aspiring Middle Leadership. Delivering Digital CPD will be one avenue to support this in session 24/25 • WHPS registered for digital Schools Award by DHT. **Update from Moniaive/Dunscore partnership (KR)** • Cluster Digital Leader Group established – leading cluster work and work within own schools/partnerships. • Dunscore has a Young Digital Leaders Group (The Technician). • Digital Leads identifies in each school. (KR – Duns and EW – Moni). **Update from Penpont/ Closeburn Partnership** • LS member of the Cluster Digital Leadership Group – sharing and leading on cluster work within partnership schools. • As part of the February inset, LS shared her understanding of Lego We Do and Lego Explorers Kits, FC shared her expertise of accessible technologies to assist children with ASfL needs and KR led a session on Microbits. • Young Digital Leaders continued to develop and lead within Penpont primary.	• Ed Scotland PL opportunity to be shared across cluster staff. • Allocate a CPD development or need in WHPS and/or cluster schools through the Middle Leadership Standards as appropriate. • WHPS to join with Closeburn/Penpont Partnership who have begun Digital Schools Award and have already received some input. Collegiate opportunity/WTA/Working Party/Digital Leaders task to determine how time is allocated for this. **Next Steps from Moniaive/Dunscore partnership (KR)** • Continue to develop Young Digital Leader Group. • Work towards attaining Digital Schools Award. **Next Steps from Penpont/ Closeburn Partnership** • LS to continue to work with the Cluster Digital Leadership group • Establish Young Digital Leaders in Closeburn Primary • Focus on attaining the Digital Schools Award.
	2023 Key Task • Offer staff across the cluster CLPL sessions and 15-minute forums to support enhanced confidence around the use of digital technologies	**Next Steps** • Please see cluster improvement plan for further details.

	Update • As part of the February inset, LS from Penpont shared her understanding of Lego we Do and Lego spike Fiona C shared her expertise of accessible technologies to assist children with ASfL needs and Kevin Rudd led a session on Microbits.	**Next Steps from Moniaive/Dunscore partnership (KR)** • Schools to work toward Digital School Scotland Award – becoming digital learning spaces. • Improve device ratios per pupil. • Further engagement with Microsoft Education Programme.
	Responsible Lead Person Head Teachers SMT Digital Leader/s **Time Allocation** In-Service Days Departmental/Working Group meeting time Time will be allocated to our Digital Leader depending on requirements **Funding** Cluster budget/authority budget **Completion Date** May 2024 **Parent and Learner Engagement Opportunities** Continue to engage with parents on Digital Platforms Support and develop homework on parental app/learning journal style Links to wider national ICT news and opportunities via Social Media **Linkage to Framework for Inclusion** Reflecting on and developing our inclusive practice Identify issue/problem and work to resolve issue/problem Engaging with the NFI questions, including developing and expertise in digital literacy Engaging with the inclusion team.	

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2.2 Report on the impact of PEF (Completed by PT PEF for WHA)

- 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?	We have several layers of data analysis to show evidence of closing the attainment gap: 1. In order to track pupil progress through the BGE we use the Progress + Achievement module in Seemis. Twice per year (in December and May) teaching staff indicate where each pupil in S1, S2 and S3 is currently working at within the CfE Levels in each curricular and/or subject area. In addition to tracking individual learners, it also allows us to analyse the progress of targeted groups, such as learners in receipt of FSM, learners with ASN and learners living in low SIMD. This year we have added other data sets to this analysis including attendance and LAC. 2. Following SMT analysis of this data – PEF PT competed a detailed analysis focusing on FSM – drilling down in to the data it was apparent we have more of an "attendance gap" in BGE. Plans to create an intervention to improve attendance are being developed. We are responding to information from data analysis. 3. All new S1 FSM pupils, and those joining us from elsewhere later in their school career complete a self-evaluation wheel to highlight strengths and weaknesses academically and also in terms of Health and Wellbeing, Wider Participation. These are used to inform individual Learning Mentoring targets, where required. 4. All FSM pupils have a named Learning Mentor, but not all require personalized learning targets. Where they do have targets, these are evaluated twice a year and progress logged. 5. Individual intervention plans also detailed planned outcomes which are evaluated [prior to the SIP return each year. 6. Senior Phase progress is also analysed throughout the year – leading to targeted interventions where required. These may be group interventions – logged on PEF plans – or individual targets. 7. Insight data is used to demonstrate attainment of FSM+ group pupils at S4, S5 and S6. 8. We try to gather as much qualitative data as possible from pupils, teachers and parents to show which interventions pupils find most effective and to demonstrate "harder to measure" outcomes.

	Our evidence is robust but individual targets in Literacy, Numeracy and Health and Wellbeing could be more clearly defined. Our data shows that in S1, S2 and S3 FSM pupils achieve slightly less well than their non-FSM peers, but by the end of Senior Phase pupils achieve as well as their non-FSM peers. It is difficult to attribute this outcome to one single intervention, rather it is a result of the bespoke packages of support we try to provide for each FSM pupil working in collaboration with Pupil Support, Additional Support for Learning, outside agencies and classroom teachers.
How well are you removing barriers to learning and ensuring equity for all?	Please see details below of our interventions: PEF Team, Learning mentoring, Poverty Proofing, Literacy, Numeracy, Nurture, Transitions and Wider Participation. Despite the socio-economic drivers which are beyond the control of the school (housing, health, social support and benefits), we do our best to remove barriers by providing access to all necessary learning resources where possible within the school, and by supporting families in various ways to mitigate the effect of poverty on their children's attainment. We have several poverty proofing interventions: applications for funding from third party organizations, uniform wardrobe, stationery store, support for cost of school trips where possible. An updated list of all FSM pupils is sent out monthly to all staff so everyone is aware of who the FSM pupils are. Every child has a named Learning Mentor which we feel provides another layer of support beyond Pupil Support and ASfL. Parents are consulted on what they feel is the best use of Pupil Equity monies via Microsoft Forms survey.
How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?	Please see evidence and evaluation provided for each of our interventions. Lessons learned: 1. Target resources towards improving attendance in BGE and S4. Evidence shows that our attainment gap is more of an attendance gap – create an intervention plan specific to improving attendance for target pupils. 2. Use all possible data sources to identify FSM+ pupils who really need extra support. 3. Start interventions early in the session for maximum effect. 4. Use early intervention strategies (i.e. SRA, Lexonik) to give lowest attaining pupils a boost early in the year. 5. Set SMART targets for target groups and individuals. 6. Ensure planned outcomes are realistic and achievable. 7. Have discreet intervention plans for poverty proofing and parental engagement. Be prepared to adapt interventions throughout the session.

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.

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
2.3 Learning, teaching & assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring	• Three staff (PMC, NFL, ECL) continue to be trained in delivering Lexonik, a literacy support intervention. Programme requires using a designated 'pre' and 'post' assessment (WRAT5) to measure impact over a six-week course and PMC has agreed an informal target of 25% of each 'round' of pupils being FSM, where feasible. PMC delivered impact report in of Lexonik with key headlines well received – avg. reading age gain of 24 months (F: 24, M: 25 – a substantially better balance between genders from last year, suggests improvements in closing the gender gap in literacy).	• Securing continued funding for Lexonik is proving to be difficult so this intervention programme may not run into session 2024-2025. PMcC will investigate buying into or building an alternative literacy intervention programme which is flexible in response to the needs of the learners. • PMC to complete similar report on full academic year in August 2024. • Although last year there was the idea of using P7 SNSA data to prepare groups in advance, collectively we have agreed this is not as reliable (or as malleable and reactive) a process as making the groups throughout the year. This allows for ad-hoc requests for certain pupils to be involved as the year progresses and is a more bespoke approach in response to the specific needs of pupils we identify as the academic year continues.	5

	• **Learning and Engagement** In Wallace Hall 2-18 school there are very positive relationships between staff and young people and this is a significant strength. Almost all young people are well behaved and demonstrate genuine respect towards staff and one another. The positive and caring ethos is underpinned by the school's 8 capacities: Compassion, Collaboration, Communication, Composure, Critical Thinking, Creativity, Citizenship and Curiosity. These capacities are prominently displayed around the school and young people can relate to them in their learning and in their relationships with others. Staff and young people are building the capacities into their everyday actions, learning and engagement with each other. In addition, the national 4 capacities are visible in and around the school and are promoted by all staff. Almost all young people feel that staff know them well and they feel confident in approaching their teachers. There are organised,	There is a consultation going on about the 8Cs at present. Secondary staff and the secondary pupil voice group have been consulted. We still need to consult with primary staff and primary pupils. The Education Scotland inspectors were very positive about our 8Cs in the primary.	

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	regular opportunities for primary and secondary Pupil Voice to be gathered, valued and acted upon. Learning is enriched and supported by our effective use of digital technologies including digital markbooks, MWOW, YASS, MS Teams, Satchel One, virtual classrooms, e-Sgoil webinars and study support sessions, and planned online learning courses linked to Dumfries and Galloway College and SRUC.		

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	• **Quality of Teaching** In almost all lessons pupils demonstrate the ability to work independently on task and collaborate well in group work and whole class activities. Almost all students respond well to teachers' questioning, showing confidence and critical thinking in their contributions. This develops as the young people work their way through all the stages of the 2-18 school. Teacher explanations and instructions are clear and use is made of skilled questioning and engagement to promote curiosity, communication and collaboration. Teachers and non-teaching staff observe learners closely in order to make well-timed interventions and in order to provide effective feedback.	• Through departmental improvement plans, staff PRDs and Professional Learning records which will be completed in term 4, specific areas for focus will be identified. This will inform the school based professional learning offer for next year alongside departmental teaching and learning improvement led by PT Curriculum. • Additional information can be found in Priority 1 – Learning, Teaching and Assessment.	

	• **Effective use of Assessment** Assessment is a key part of planning for learning and teaching. A wide variety of assessment approaches are used and these allow the students to display their understanding and skills across the curriculum. The regional Progress and Achievement (P&A) tracking system, which is being used in the secondary and which will replace the primary digital tracking system, ensures that assessment evidence is used to identify achievement and under-achievement and then agree interventions. Across our 2-18 school, there are shared expectations for high standards to be achieved and to ensure pace and challenge.	EMT have agreed that PTCs and PTs PS will look at our Senior Phase Assessment Calendar and look at how we can cut back on the number of assessment items that pupils have to do at the same time in March each year. PTs will be asked to look at marginal gains to help take the pressure off our students. This may involve changing some deadlines, think more about the way in which we explain the purpose of the assessments to students and avoid the need for two prelims.	
	• **Planning, Tracking and Monitoring** A variety of planning techniques are used to meet the needs of all learners across all areas of the curriculum.	**Tracking and monitoring - BGE** Incorporate the use of Excel dashboards to track and monitor individual pupils and groups of pupils in the BGE. CPD for principal teachers planned for May. **Tracking and monitoring – Senior Phase** Continue to work with teaching staff to share whole school tracking data in a manageable and impactful way during the session.	

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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
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of statutory duties • Inclusion and equality	• **Wellbeing** A mixed economy of universal, targeted and enhanced support is helping to ensure that outcomes for children, young people and families are improving. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect and with a sense of community. The community is also very supportive of the school. All staff and partners are promoting positive relationships in the classroom, playground and wider community.	• Our Health and Wellbeing programmes are now staffed by PTs of Pupil Support and volunteers. This has led to more effective learning and teaching around health and wellbeing. • There are leadership posts which support the development of PEF interventions in the primary and in the academy. This builds on research and helps staff to target the young people who are most in need. • The Equalities Group will continue to evaluate progress in terms of support for people with protected characteristics. Pupils will review the name for this group and look at how we can support all protected characteristics. • Additional information can be seen in section 2 – Equalities and protected characteristics.	**5**
	• **Fulfilment of statutory duties** The school works closely with partners and the local authority to ensure that we actively engage with statutory requirements, codes of practice and the changing legal landscape. Our staff, learners, parents and partners have a good understanding of rights and	• We will continue to work with Nicola Reynolds, our Education Safeguarding Manager, and other authority staff to ensure we are meeting all our statutory requirements.	

	responsibilities in these areas. Staff and pupils participate in training on a regular basis to ensure that everyone is kept up-to-date with requirements.		
	• **Inclusion and equality** All stakeholders in the school collaborate to improve the outcomes for all the learners. Learners are included, engaged and involved in the life of the school. All children and young people feel well supported and challenged to do their best. All stakeholders feel that they are treated with respect and in a fair and just manner. School staff, pupils and parents understand and celebrate diversity. All protected characteristics are supported and the school works hard to ensure that barriers to participation and achievement are minimised. Strategies are in place which are improving attainment and achievement across the 2-18 school for young people who face additional challenges.	• We have an Equalities working group and a pupil group that looks at how we promote the 9 protected characteristics. • Additional information can be seen in section 2 – Equalities and protected characteristics.	
	• New house points structure allows for all young people to achieve within the classroom, creating an inclusive environment.	• Use of satchel one house points has been very successful and led to improvements in engagement with the system with parents, pupils and staff. Next steps would be to continue to embed the system effectively in line with updated Behaviour policy and Ant-Bullying Policy. Review	

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		with Pupil Voice group in mid 24-25 to see if any tweaks should be made.	

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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
3.2 Raising attainment and achievement • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners	• Learners are making very good progress and are building on prior levels of attainment and achievement across almost all curricular areas. •	• We will continue to evaluate tracking systems and make changes which will help us to raise attainment and achievement. We will look to see where it is possible to pull together the different tracking systems which exist in the school to ensure there are no gaps and or overlaps.	**5**
	• In almost all departments classes are raising attainment.	• BGE – We utilise the Progress + Achievement module in Seemis to track pupils across all 8 curricular areas • Incorporate the use of Excel dashboards to track and monitor individual pupils and groups of pupils in the BGE. CPD for principal teachers planned for May. • Senior Phase – We have a robust Tracking and Monitoring system in place in the senior phase where data is gathered from Seemis, SQA or reporting from faculties in August, November and February. The data is collated and targeted interventions carried out as required. A review was completed of 3.2 in the primary and the academy and next steps have been agreed. • Continue to work with teaching staff to share whole school tracking data in a manageable and impactful way during the session. • **Attainment in literacy and numeracy**	

| | | | Children's progress in literacy and numeracy is tracked using Progress and Achievement. Regular attainment meetings between the class teacher and DHTs ensure that individual children's progress is discussed and timely interventions are made if required. We will continue to look at ways to embed approaches to literacy and numeracy across the school. They may be led by staff in English and Maths but there are responsibilities for all within literacy and numeracy. | |

| | | The Progress and Achievement tracking system is used to support progress of all young people. The Insight data still shows that Wallace Hall Academy is outperforming our virtual comparators for the most deprived 20%, for the middle 60% and for the top 20%. | **Attainment over time**

Attainment over time is monitored and analysed.

Our assessment processes and data collection has been collected for this academic session. SNSAs will be completed by June 2024. At departmental level continue to develop the Insight meeting format to ensure impactful next steps are agreed upon and acted upon. At the whole school level develop a dashboard to track attainment over time in the Senior Phase looking at breadth versus depth and comparing WHA with the Local Authority, National and Comparator School data. | |

	- Almost all learners are successful, confident, exercise responsibility and participate in the life of the school. - We have effective systems in place to promote equality of opportunity and achievement for all our young people. - We are raising attainment for all of our learners and they move into sustained positive destinations by the time they leave school.	**Overall quality of learners' achievement** Our learners are all continuously developing the skills and attitudes associated with the four capacities and the school's 8Cs. The promotion and development of these 8 capacities lies at the heart of our school culture. There are many opportunities for pupils to lead learning and to contribute to the life of the wider school, including as MYWOW Ambassadors and as part of Pupil Voice meetings. **Equity for all learners - please see PEF responses for more detail.** Detailed information is gathered about our most disadvantaged pupils and many interventions have been put in place to support pupils' individual needs, for example Nurture groups, literacy and numeracy support, poverty proofing school trips, improved ICT.	
	- Compulsory PE kit will be introduced in August 2023 for new S1. This will help reduce the cost of the school day and also highlight House system with different colored t-shirts. - In session 2023/2024, each pupil was issued with a navy t-shirt and a t-shirt in their corresponding House colour. This has proved to be beneficial, both in PE and for termly House events.	- Following the success of the introduction of the PE kit in 2023/2024, we hope to roll this out to new S1s in session 2024/2025. - Long-term, the aim is to have all of our BGE pupils with both a subject t-shirt and a House t-shirt. This will tie in with our aim to ensure equality and equity for all pupils.	

- Improved literacy attainment in BGE. PMC delivered impact report in of Lexonik with key headlines well received – avg. reading age gain of 24 months (F: 24, M: 25 – a substantially better balance between genders from last year, suggests improvements in closing the gender gap in literacy).

- 2023 N5 Attainment - it is excellent to see that our AB attainment surpasses national average by 4%. Further, our excellent attainment in the ABC category (7% improvement on national average) is a reflection of the hard work and determination within the department to 'not give up' on the 'borderline' pupils at the lower end of the attainment scale.

- Further, the 2023 S4 cohort was often seen as a challenging group that had been substantially impacted by Covid during their BGE experience. The data supports this as well with the cohort's average CfE level in December of S3 being 2.4 (equivalent to just below a 2g, which is clearly lower than the expected national attainment at that stage). Given

- Budget allocation for Lexonik's renewal to be split amongst several departments including PEF, Library and English. This will support in making its continuation more sustainable.

- Although last year there was the idea of using P7 SNSA data to prepare groups in advance, collectively we have agreed this is not as reliable (or as malleable and reactive) a process as making the groups throughout the year. This allows for ad-hoc requests for certain pupils to be involved as the year progresses and is a more bespoke approach in response to the specific needs of pupils we identify as the academic year continues.
- Prelims and grade boundaries established last year remain the same, we are confident they are robust.
- PMC to move away from targeted intervention at the lowest level and instead focus on the 'borderline Bs' in response to our data.
- PMC to seek time off timetable for the team (similar to our moderation morning last year, for example) where we are able to build resources that fully embed 'senior style' RUAE approaches in BGE materials.
- PMC to collate top-tier folio pieces and create a teaching booklet of exemplar materials – this will tie in with CLPL being attended (hopefully) by JPA and KBR around how to properly use exemplar materials in lesson, provided by UofG.
- PMC to liaise with JBL (and rest of team) in order to organise RUAE 'walking, talking mock' – likely in March, very close to the end of the year.

	we had such a low attainment average at CfE which then surpasses the national average for attainment at AB and ABC and national level there are clear successes to celebrate with this cohort.		

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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, pursing 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.

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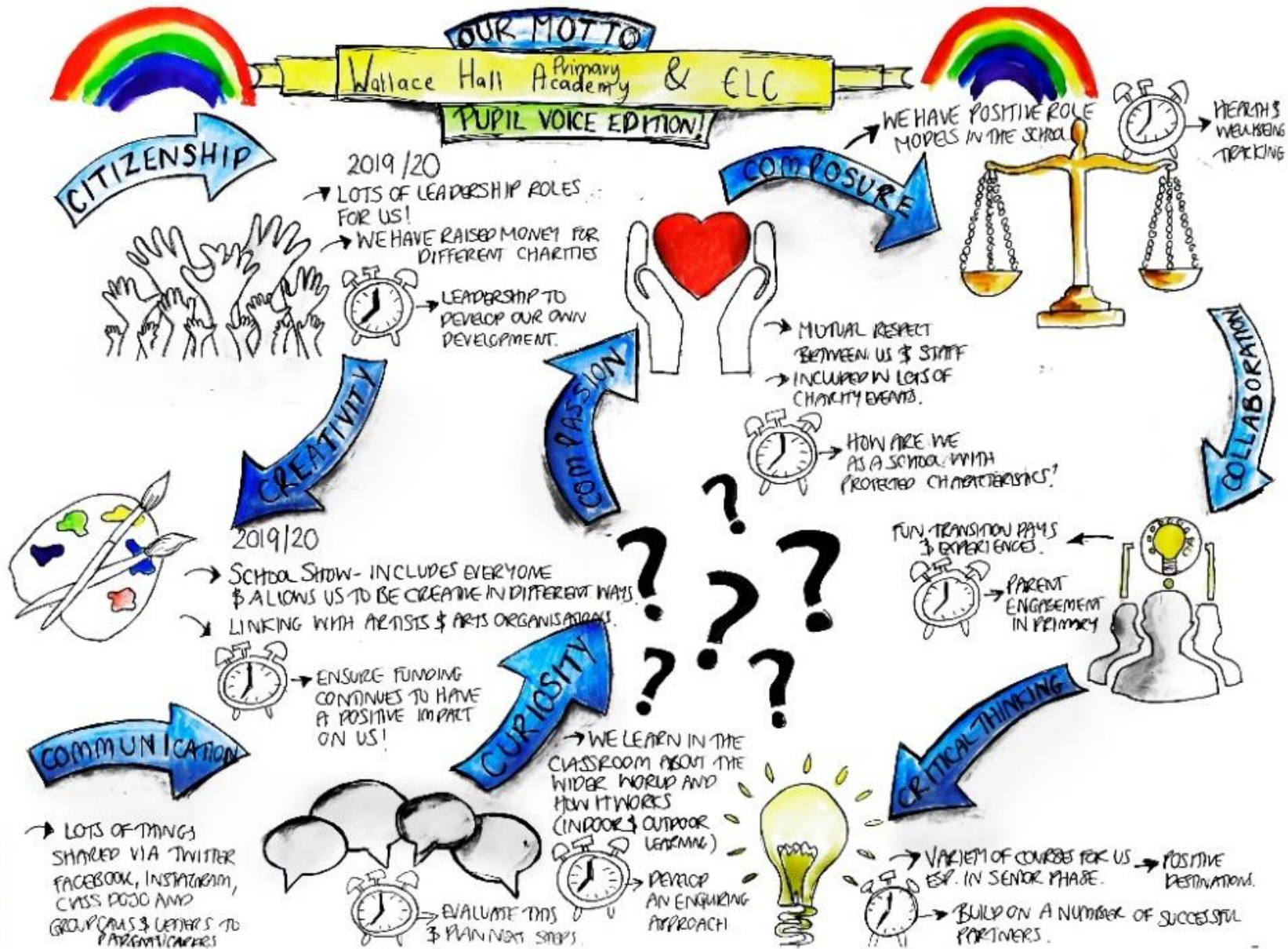### Together we grow, learn and achieve

Citizenship

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 Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.

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.

Collaboration

Highlights of 2019/20
Promoting closer collaboration and sharing of good practice between the primary and secondary.

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.

Looking forward
To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.

Communication

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.

Excellent communication across our school, our cluster and our community which helped support the work of the Wallace Hall Hub during Covid-19.

Looking forward
Focus groups will be asked to evaluate our systems of communication and agree our next steps.

Compassion

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.

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.

Composure

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.

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.

Creativity

Highlights of 2019/20
The school has effective and innovative ways to bring 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 Cample Line and other local artists such as Kathleen Wood and Sarah Keast.

Looking forward
We will continue to explore how the school can ensure that funding has a positive impact on all learners.

Critical Thinking

Highlights of 2019/20
Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.

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.

Curiosity

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'.

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.

Awards and recognition

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

Appendix 2 – Sketchnote

Appendix 3 – Wallace Hall's Journey since 2008

Appendix 4 - BGE Curriculum Rationale

Successful Learners ◆ Confident Individuals ◆ Responsible Citizens ◆ Effective Contributors

Wallace Hall Broad General Education Curriculum Rationale

February 2024

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

Personal support

The school works hard to meet the personal, social, emotional and academic needs of every pupil, in order that each pupil can participate fully and gain maximum benefit from everything the school has to offer. Health and Wellbeing conversations are organised for all pupils. There are three Principal Teachers of Pupil Support and a PT of Additional Support for Learning. Pupils have the opportunity to meet with their PT of Pupil Support at least twice per year. Pupils are supported by Health and Wellbeing programmes, the Hub and our House System structure which aims to recognise success, identify next steps in learning, identify areas for improvement and produce plans to support improvements. Further support is made available to pupils through ASfL teaching staff, our Learning Assistants, PEF mentors and by senior pupils who assist in classes. Many senior students are paired readers and take on the role as mentors to younger students.

Purpose of the Broad General Education

Wallace Hall Academy aims to provide a Broad General Education (BGE) through S1 - 3 entirely underpinned by the principles of Curriculum for Excellence which allows development of the four capacities. Our BGE provides opportunities for development of skills for learning, life and work and a degree of interdisciplinary learning. Students in S1 – 3 are offered a curriculum with personalisation and choice through skills and learning options. The S3 learning options allow preparation for transition to specialism in the upper school. The school has worked in partnership with all stakeholders, and continues to do so, to build a curriculum, including developing new pathways, that strives to meet the needs of all learners.

As each young person develops the four capacities, they will:
- Experience learning across a broad curriculum covering languages, mathematics, science, social studies, expressive arts, technology, 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.
- Experience opportunities for personal development and achievement.
- Experience success.
- Improve their learning and ensure they are appropriately challenged and supported.

Throughout the BGE, Wallace Hall Academy will provide learning experiences for all our students that will prepare and equip them with the skills and knowledge necessary for further study. We aim to:
'provide learning in S3 which rounds off effectively the BGE phase and, at the same time covers learning which will prepare young people well for the qualification courses they may follow in S4.'
The Learning Options will include a free choice of discrete subjects within Creative and Aesthetic fields, Languages, Health and Wellbeing, Social Subjects, Sciences and Technologies. Our "elective" programme will be maintained and will provided a wide choice of additional experiences.

Pupil progress is tracked through Progress and Achievement. Those pupils not making sufficient progress are then offered support or mentoring. Progress and Achievement levels are then used to inform subject choice for S3 and S4.

Transitions 2 -18: Building on prior learning

Pupils at Wallace Hall Academy benefit from our close working relationship with Wallace Hall Primary and our cluster primary schools, thus helping to ensure a seamless, coherent transition from stage to stage. Primary staff in all six schools link closely with staff in the secondary to ensure effective pastoral and curricular transitions.
Key features include:
- The PT PS responsible for transitions and our PT ASfL working closely with all cluster primaries to share pupil information.
- Planned transition visits where secondary specialists work with P6 and P7 pupils and are able to focus on almost all areas of the curriculum.
- All P7 pupils attending WHA for three full induction days where they follow their S1 timetable. Prior to this, pupils from outwith the cluster attend non-cluster transition days in May.
- Pupils taking part in activities which relate to the outdoor classroom and employability.
- Enhanced transitions for those pupils requiring extra support.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Academy. In almost all courses, pupils are given support in developing their learning skills. These are reinforced in topic work in Health and Wellbeing lessons, with many outside agencies, partners, local businesses and parents. We are also tracking our key employability skills.

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"Together we grow, learn and achieve"

Together we grow, learn and achieve with...

Pupils, parents, staff, carers and the wider community
Glasgow University
Queensberry Estates
Steilhead Cider

Employability Team
Gates (UK) Ltd
Parent Council
Local Artists
Halo Trust

Business Mentors
Experience of Work
Dumfries House
Solway Credit Union
Thornhill Rotarians

University of West of Scotland
Dumfries and Galloway College
Community Learning and Development
Partner Farmers
Cample Line

WHA 300

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

Appendix 5 – Senior Phase Curriculum Rationale

Successful Learners ◆ **Confident Individuals** ◆ **Responsible Citizens** ◆ **Effective Contributors**

Wallace Hall Senior Phase Curriculum Rationale

February 2024

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 Curriculum S4-S6: The Senior Phase

By the end of S1-S3, most pupils will have benefited from a wide range of learning experiences through the Broad General Education. They will have progressed at different rates and many will have reached high levels of attainment and achievement. Almost all pupils will have covered most of the third level Experiences and Outcomes and many will have covered those at fourth level. Outcomes and many will have covered those at fourth level. During the senior phase, students will have the opportunity to achieve awards such as, Duke of Edinburgh, City and Guilds, Saltire, Youth Achievement, YASS and Employability in addition to their National Qualifications. Students requiring additional support will have covered a number of early, second and third level experiences and outcomes appropriate to their individual needs and circumstances. They will have built a strong platform for life-long learning and for a successful transition into the senior phase and ultimately towards further and higher education, employment and other sustained destinations.

The purpose of our senior phase is:
- to enable all pupils to undertake a range of national qualifications at the appropriate level to ensure progression into a positive destination
- to further develop the knowledge, skills and qualities to support our pupils to take a meaningful and worthwhile place in society
- to further develop the skills for life, learning and work
- to experience opportunities for personal development and achievement
- to experience challenge and success
- to encourage an active and healthy lifestyle
- to support planning for their future lives, careers and learning

Pupil attainment is tracked three times during the year. At each stage, targeted support or mentoring is offered to those pupils who are underachieving.

Key Features/Existing Strengths

- S4-6 are timetabled as one cohort to allow for greater opportunities in terms of choice and meeting individual needs.
- At end of S4, pupils will sit National Qualifications in up to seven subjects. Pupils also undertake 2 periods of core PE, and 1 period of PSE and RMPS.
- In S5 and S6 pupils choose five subjects to study (National 4/National 5/Highers/Advanced Highers/YASS/Vocational courses).
- We offer a range of pathways which build on the Broad General Education offering a rich, accessible experience and wide opportunities to meet the needs of almost all learners. The use of local context and employability pathways is evident at all stages. In addition to more traditional courses, we also offer courses such as Photography, Engineering Science, Rural Skills, Cyber Security, Digital Media Animation, Makeup Skills, Barista and Environmental Science.
- Our senior phase model helps to ensure that all young people have the best possible opportunities to move onto positive and sustained destinations. Before any young person leaves Wallace Hall Academy, they are provided with interview training, mock interviews, help with application forms, an experience of work placement and support in developing our 11 key employability skills.
- Opportunities to undertake one or two-year foundation apprenticeships.

Skills for Life, Learning and Work

There has been steady progress at developing skills for life, learning and work at Wallace Hall Academy. In almost all courses, pupils are given support in developing their learning skills. These are reinforced through topic work in HWB, with many outside agencies, partners, local businesses and parents involved. All staff have been trained in the key themes around career planning and developing our young workforce. We are also using the business partners to help develop the 11 key employability skills:
- Communication and Interpersonal Skills
- Problem-Solving Abilities and Initiatives
- A Positive Work Ethic
- ICT Skills
- Numeracy Skills
- Literacy
- Valuing Diversity and Difference
- Working Under Pressure and to Deadlines
- Organisational Skills
- Team Working Skills
- Customer Service

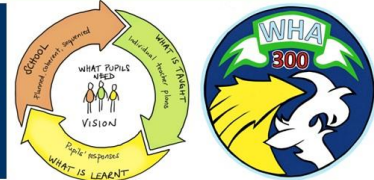(Above skills have been cross-referenced with the SDS meta-skills.)

S6 Personal Development

In S6 students will choose at least four options – from any curriculum area / subjects / skills for work courses / college courses / achievement awards programmes. They will also opt into committees that look at charity work, social events, Young Enterprise, library, Rights Respecting Schools and Eco Group. Other opportunities include completing Open University courses and experience of work placements. Pupils are also encouraged to take on leadership roles such as being part of a Prefect Team.

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Experience of Work
Dumfries House
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Thornhill Rotarians

University of West of Scotland
Dumfries and Galloway College
Community Learning and Development
Partner Farmers
Cample Line

Communication ◆ **Curiosity** ◆ **Composure** ◆ **Creativity** ◆ **Collaboration** ◆ **Compassion** ◆ **Citizenship** ◆ **Critical Thinking**

Appendix 6 - Three Year Plan for 8Cs

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