

Education and Learning Directorate

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

(2022 - 2023)



School: Wallace Hall Primary

Date: May 2022

Contents

1. Vision, Values and Aims	1
2. School Improvement Progress Report – Wallace Hall Primary School	3
Wallace Hall Primary School Priority 1	3
Wallace Hall Primary School Priority 2: Numeracy	6
Wallace Hall Primary School Priority 3: Literacy	8
Wallace Hall Primary School Priority 4: Positive Relationships	11
Wallace Hall Primary School Priority 5: Ongoing Development Work	13
2.1.1 Report on the impact of PEF – Wallace Hall Primary	17
2.2 Summary of Key Strengths and Areas for Improvement	28
1.1 Self-Evaluation for Self-Improvement	28
1.3 Leadership of Change	28
2.3 Learning, Teaching and Assessment	31
3.1 Ensuring wellbeing, equality and inclusion.....	31
3.2 Raising attainment and achievement	34
2.2 Curriculum: Theme 3.....	36
2.7 Partnerships – Theme 3: Impact on Learners	37
3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 – Wallace Hall Primary School	40
Wallace Hall Primary Priority 1: Building back stronger	40
Wallace Hall Primary Priority 2: Literacy	43
Wallace Hall Primary Priority 3: Numeracy	45
Wallace Hall Primary Priority 4: Partnerships and Collaboration	47
Appendix 1 – Vision Values and Aims	49
Appendix 2 - Sketchnote	50
Appendix 3 – Wallace Hall’s Journey since 2008	51

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.



2. School Improvement Progress Report – Wallace Hall Primary School

Include evaluative statement/s on the impact of Covid-19 on priorities.

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

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

Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primary School Priority 1: Recovery – Building Back Stronger</p> <p>To develop consistent assessment and moderation across the stages in the school to enable all learners to make good progress (increasing the number of children achieving national expectations or better) as part of Recovery. Accurate and reliable assessment information will support planning for Recovery in classes, as well as identifying where grouped interventions may be helpful to raise attainment and achievement</p> <p>NIF Priority</p>	<p>Through regular supportive conversations, staff have increased confidence and knowledge in making accurate and reliable judgements about progress within and achievement of a level. Staff are becoming more confident in using data from assessments including standardised assessments to help form judgements about levels. Staff are becoming more confident in using the four stage model of progress too.</p> <p>Teaching staff have spent time identifying learning gaps arising from the COVID-19 lockdown period, and input has been planned and delivered to address these gaps. Learning Assistants have undertaken interventions with identified pupils and additional teacher capacity was brought in for term 4 to focus on pupils who were close to achieving the expected level.</p> <p>At the February data snapshot, more pupils were on track to achieve the expected CfE level, than at the previous attainment meeting in December. Targeted literacy and numeracy interventions implemented in term 3 and term 4 will also raise the numbers of pupils achieving the expected level by the end of the session.</p>	<p>Update planning and tracking policy and guidance with bank of examples of effective assessment practice.</p> <p>Continue to moderate curriculum progressions in line with the Progress and Achievement model.</p> <p>Continue the stage meetings for collegiate planning of 'high-quality' periodic multi-organiser assessments. Build on the use of the moderation prompt questions.</p>

<p>Improvements in attainment, particularly in Literacy and Numeracy.</p> <p>Improvement in children and young people's Health and Wellbeing</p> <p>Closing the gap</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p> <p>HGIOS? 4 / HGIOELC? Qis 2.2, 2.3, 2.5, 2.7, 3.1, 3.2</p> <p>National Standard Criteria</p>	<p>Teachers have now completed three cycles of collegiate planning by meeting with CfE level colleagues at the start of each planning block to discuss ideas for 'planning for assessment'. High quality assessments were planned and then implemented in block two, with every class focusing on literacy using the Steven Graham input.</p> <p>A whole-school assessment calendar was created which links in with the authority assessment timescale for collecting data from Progress and Achievement at February and June. This details when assessments are to take place including Single Word Spelling Tests, Star Reading tests, SNSAs for P1, P4 and P7 and Puma Maths assessments. Please see here:</p> <p>Staff are becoming more confident in the use of the 'one stop shop' data spreadsheet including pastoral information, ASL information and PEF details, to analyse the progress the learner is making and use this to make holistic 'whole-child' judgements about progress. Data from a range of assessments, including the new PM Reading Benchmarking and PUMA Maths assessments, are used to inform judgements. This data is reviewed during attainment meetings which take place three times per year, one for each learning block.</p> <p>PUMA maths assessments were undertaken in term 3 by all classes P2-P7 but there were questions around the reliability and validity of the data generated so these will be revisited.</p>	
	<p>Staff have had further professional development in Moderation and have undertaken the process in CfE level groups. Prior to the Progress and Achievement data collection, they met to discuss borderline judgements and consider the range of evidence that helps teachers to make professional judgements about progress within and achievement of a level.</p>	<p>Further stage meetings to be prioritised in the Working Time agreement to allow moderation to continue.</p> <p>Example of moderated work to be added to the Cluster moderation team Tile.</p>
	<p>Authority Developing Number Knowledge progressions have replaced the 'in school' number progressions. 'In school' progressions are still used for wider maths. In literacy, DHT is involved in the authority working group to create authority-wide literacy progressions, 'Creating Balanced Literacy'. Due to this, moderation work on 'In school' progressions has stopped as these progressions will be replaced by CBL. Staff are still using 'In school' progressions until the CBL resource is complete.</p>	<p>Create a progression route for the wider maths aspects.</p>
	<p>Pupils and class teachers were all involved in target setting for Learning Conversations using the 4 capacities to scaffold the target setting. The main focus was on numeracy, literacy and health and wellbeing (see here for more info.). The Learning and Teaching group (led by James Lees, PT) has been focusing on effective practice in L&T rather than specifically target setting, this</p>	<p>Target setting 3-year plan to be followed.</p>

	<p>has seen staff engage with two sessions at inset which have been well received.</p>	
	<p>In term two (block 1) Specific Mental Health concern regarding individuals across the school were identified. Timetabling and cover were then revisited and implemented to dovetail alongside existing academic support. Acting DHT undertook Mental Health Training to support individuals.</p> <p>Specific projects in school for example the probationer Professional Enquiry task and Introducing School Leadership course have given staff the opportunity to address confidence and self-esteem building linked to raising attainment.</p> <p>In line with planning and assessment blocks over the school year. SHANARRI data has also been gathered to monitor and review learners Health and Wellbeing. Each class at Wallace Hall has their own SHANARRI wellbeing tracker document with clear wellbeing indicator examples for learners to compare their own experience against. Individual responses are discussed at attainment meetings following each planning block throughout the year. This data is also recorded on the "One stop shop" Attainment spreadsheet and is also used to support achievement of a level judgements and related ASL needs.</p>	<p>Mental health materials to be cascaded to staff term 1 next session.</p> <p>Revisit Emotion works resource in school alongside in house Emotional Literacy resource to further strengthen use of mental health language.</p> <p>Ongoing contact with Education Safeguarding Manager to support specific mental health concerns.</p> <p>Further support to be accessed for Staff themselves where necessary through peer support.</p>
	<p>Pupils and staff were able to access school laptops and webcams and we have recently purchased a number of headsets with microphones to allow staff to fully engage with pupils and staff virtually as well as in the moderation process.</p>	<p>We have invested in headsets and microphones and these have been shared with all staff across 2-18. Additional cameras have also been purchased and these are available for staff to book out.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primary School Priority 2: Numeracy</p> <p>To develop a coherent and progressive numeracy programme based on Developing Number Knowledge authority approaches to raise attainment in number processes and fractions, decimals and percentages. More pupils will be meeting national expectations or better in Numeracy.</p> <p>NIF Priority Improvements in attainment, particularly in Literacy and Numeracy.</p> <p>Improvements in employability skills and positive destinations</p> <p>Closing the gap</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p> <p>HGIOS? 4 / HGIOELC? Qis</p>	<p>Staff all had training in the implementation of Puma Maths assessments during the January inset days, which were to be used across the whole cluster. Learners in P2-7 completed the first PUMA Maths assessments online in term three and the data was collated and considered by the DHTs. Staff have received guidance on where to view data within the software and how to interpret it as such.</p> <p>Following these assessments, the cluster working group met to share feedback and there were concerns about the reliability and validity of the assessment data, so these will be revisited. The data generated unfortunately was not as helpful as was expected as it could not give standardised scores for all pupils and the assessments were written for the National Curriculum in England. More time needs to be spent on this to decide if it is worth continuing with Puma, or better to look elsewhere.</p> <p>Staff spent time addressing progress in number process and fractions, decimals and percentages specifically which has led to improvements in these areas. The Developing Number Knowledge programme has supported these aspects by providing resources and a consistent, progressive programme to follow.</p> <p>Developing Number Knowledge is now used in all classes and provides a consistent, progressive structure for the teaching of numeracy. All teachers are using the online planning folders and assessment resources.</p> <p>Our ASLT has led the implementation of the Numeracy Launch Pads and Closing the Numeracy Gap. Staff are now more aware of how the full framework fits together including the universal, support and targeted approaches. We planned to look at wider use of the Launch Pads to support parental engagement but this was not possible due to restrictions, so will be carried over to next session.</p> <p>Pupils undertook SNSA assessments and they were used as a diagnostic tool in P4 and P7. The data generated was analysed to identify any gaps or trends and this information used to plan further teaching input. The data also helped class teachers to make judgements about achievement of a level when they</p>	<p>Look outwards at available maths assessments and consider other options for the cluster.</p> <p>Target setting will be revisited in individual classes and across Stages to build in Moderation in number. Target setting will occur at the end of each Maths learning concept rather than at the end of panning blocks.</p> <p>Moderate all wider maths bundles using Progress and Achievement model.</p> <p>Build in time for staff to meet to share how the DNK online planning is being completed and share ideas.</p> <p>Consider wider use of the Launch Pads to support parental engagement</p>

1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3 National Standard Criteria	were able to see where individual pupils sat and the comparison with the school, authority and national data.	
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Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primary School Priority 3: Literacy</p> <p>To develop a coherent and progressive literacy programme based on Developing Balanced Literacy authority approaches to raise attainment in reading. More pupils will be meeting national expectations or better in Literacy, especially reading.</p> <p>NIF Priority Improvements in attainment, particularly in Literacy and Numeracy.</p> <p>Improvements in employability skills and positive destinations</p> <p>Closing the gap</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p>	<p>As part of ongoing literacy development work, significant development work has taken place in reading and writing this session. The overall impact of this work has been for all staff to focus on the learning and teaching of literacy at class level in line with recovery, to undertake self-evaluation of current practice and to look inwards and outwards with a view to planning for improvement with a long-term view.</p> <p>Reading</p> <p>PM Benchmarking in Term 3, 2020/21 identified reading comprehension as an area for development across the school and work has taken place this session to create a strategic plan for improvement in this area with implementation planned for 2022/23. This work has involved:</p> <ul style="list-style-type: none"> - Self-evaluation with staff using HGIOS4? - Understanding the significant good practice currently taking place in school e.g. using Literacy Ladders as whole class resource, Guided and Reciprocal reading using Short Reads, Power of Reading whole class novels, and using Nessy, CLG and Fast Lane for targeted individuals - Working with the local authority group to develop the Reading progressions for Developing Balanced Literacy. - Working with Education Scotland and with partners in other local authorities to understand effective curricular and pedagogical practices. - Working with the Literacy Working Group and teaching staff in school to develop a strategic plan for improvement. - Discussions with pupils and parents about reading comprehension and ways to improve parental involvement and pupil choice and the school reading culture. - Audit and reorganisation of reading resources - Purchase of reading resources to fill gaps e.g. Non-fiction Short Reads <p>The impact of this work has been to engage with the whole school community and wider expertise to create a sustainable and considered strategic plan for improving reading comprehension ready for implementation in 22/23.</p> <p>PM benchmarking has been used in all classes to accurately assess children's reading. The impact of the use of this assessment is that it informs</p>	<p>Primary DHT with responsibility for Literacy</p> <p>Local Authority Literacy Framework Group</p> <p>Voluntary working group</p> <p>All staff</p> <p>Please see Priorities for next session.</p>

**National
Standard
Criteria**

teachers about the level of text children should read to provide a balance of success and challenge, and next steps in learning are identified.

Other developments

A successful Love of Reading week was held in March 2022 to coincide with World Book Day with Pupil Voice strongly contributing to the format for this week. Activities included:

Re-establishing links to the local library with visits for P1 – 3, P4 visit to Moat Brae - Scottish Centre for Children’s Literacy and Storytelling, competitions, hot chocolate storytime, reading and writing lunchtime workshops, Scholastic Book Fair, dressing up or dressing down and more.

The school library has had a significant overhaul this session. For children to have the most benefit from the library we would like to explore using parent volunteers and pupil leaders to help manage the library.

The authority interventions Closing the Literacy Gap, Fast Lane and Literacy Ladders have all been used with specific individuals with positive results.

Writing

Most teaching staff attended five Local Authority professional learning sessions on the explicit teaching of writing relating to different text types including Description, Information Reports, Explanation, Exposition and Narrative. Most teaching staff also observed Stephen Graham teaching writing using these approaches in Dumfries and Galloway schools.

High quality assessments in literacy took place in Term 3 from P1 – P7. These high-quality assessments provided an opportunity for staff to work collaboratively using the Stephen Graham approaches and to moderate within and between levels. This was a useful exercise and the Scope and Sequence documents were trialled as an alternative assessment approach.

All teaching staff have been involved in developing a coherent and progressive writing programme of study incorporating Stephen Graham approaches. This will be piloted in 2022/23.

The impact of this work has been to build on existing good practice to develop a coherent and progressive whole school approach to the learning and teaching of writing. This is in the early stages of development and while there are strong foundations here, more work is needed to embed these approaches and to modify these as necessary to suit our learners and our setting.

Spelling

Jolly Phonics, Spelling and Grammar is now consistently used throughout P1 – P7 for the learning and teaching of phonics, spelling and grammar.

This session Wallace Hall Primary have worked with the University of Glasgow to pilot a spelling programme with the P3, P4 and P6 classes. Five members of staff received 12 hours of professional learning on the Triple Word Theory approach and have used this exclusively with their classes. Early positive results in December led to this project continuing beyond the initial 10 weeks for the remainder of the session. We are still awaiting final results and these will inform our next steps for improving the learning and teaching of spelling.

Specific development work has not taken place in Listening and Talking this session, however with a general whole-school focus on literacy and with a complete year of in-school learning, it should be expected that improvements in this area would be seen.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primary School Priority 4: Positive Relationships</p> <p>Update the whole school policy in Primary for positive relationships and behaviour, drawing on guidance from the updated Better Relationships, Better Learning policy. Embed the updated Respect for All procedures. Embed a UNCRC rights-based approach as a central part of the school's ethos.</p> <p>NIF Priority</p> <p>Improvement in children and young people's Health and Wellbeing</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver</p> <p>School leadership, teacher professionalism, parental engagement, school improvement, performance information</p> <p>HGIOS?4 / HGIOELC QIs</p>	<p>UNICEF Rights of the Child have been addressed across school through spaces and events including wall displays, assemblies, and visual representation in each classroom through the creation of a class charter. Links have been made and the process of embedding a Rights based approach into all ethos aspects of Primary School such as Sustainability, Anti Bullying Programme, Wallace Hall Way, Eco and Outdoor learning approaches have begun but there is scope for more work here.</p> <p>P7 and P6 pupils have led the actions working towards our RRS silver action plan, starting with an audit of current practice, then creating a vision for the future and prioritising and planning activities. They have focused on developing play opportunities, embedding the language of rights across the school, linking to a global charity and finding out about rights in another country.</p> <p>A DHT made contact with another cluster partnership to see how embedding of language and ethos runs through school community and visited the school to see the good practice there</p> <p>Primary P7 House Captains have worked with the Head Teacher, Head Boy and Girl, Primary Pupil Council and DHT to establish children friendly visuals to promote Anti Bullying in the Primary. A detailed policy and framework was created for Parents/Carers by a Primary DHT. The policy was launched and shared to the Parent Forum in school. Specific incidents recorded as part of Policy in Bullying Logs, these are recorded in Seemis and followed up/reviewed as necessary.</p> <p>We held an Employability Fortnight in term three where pupils experienced a range of activities which linked back to the 'I can' statements. Primary 7 Teacher has revisited some areas of DYW in consultation with the Head Teacher. Regular support was provided to staff through electronic links and DYW resource such as World of Work website and LT Scotland e-sgoil resources. Links with Academy staff have also provided opportunities to access Webinars and Live Q&A sessions.</p>	<p>RRS – staff training on embedding rights in all aspects of school life and making connections to them in all teaching.</p> <p>All pupils to be able to talk about their rights and how they link to the Sustainable Development Goals and Learning for Sustainability.</p> <p>Silver Award accreditation to take place in January 2023.</p>

<p>1.3, 1.4, 2.5, 2.7, 3.1, 3.2</p> <p>National Standard Criteria</p>	<p>Posters have been created for classrooms, based around skills identified in the DYW framework. These will be displayed in school once they are received from the Print Unit.</p>	
	<p>ADHT has attended BRBL online Teams input in Term 3</p> <p>A Communication Survey was put out to parents and responses gave areas to consider including the need for some form of communication about learning, such as an app.</p>	<p>Cascade to staff general approaches and online materials. Foster links with NWCC regarding re launch of Emotion Works programme in Primary and KIVA approaches to Nurture next session.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Wallace Hall Primary School Priority 5: Ongoing Development Work</p> <p>To develop a coherent and progressive numeracy programme based on Developing Number Knowledge authority approaches to raise attainment in number processes and fractions, decimals and percentages. More pupils will be meeting national expectations or better in Numeracy.</p> <p>NIF Priority Improvements in attainment, particularly in Literacy and Numeracy.</p> <p>Improvements in employability skills and positive destinations</p> <p>Closing the gap</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school</p>	<p>Aspect Embed planning, monitoring, tracking and assessment development undertaken in 2020/21 into practice to support increased collegiate practice and moderation</p>	<p>Main task All staff are now using the updated planning approaches with more confidence, they have regular opportunities to analyse and engage with data to improve outcomes, making best use of data spreadsheet and assessments, including SNSAs. Continue to support staff to develop cycle approaches to target setting, little and often 6-8 blocks of planning to mirror planning blocks. More natural target setting points to occur throughout the year with opportunities to Moderate work associated with them built in.</p>
	<p>Aspect Improve quality of active experiences in school.</p>	<p>Main tasks As restrictions have eased across the year, there have been more opportunities offered to pupils. In class all pupils participate in the Daily Mile, iBike came in for all classes ELC – P7, every class has 2 hours of PE each week and all classes participated in the Leg it to Lapland by Sustrans The Cluster football competition after school in term 3 was very well attended The rugby sessions for P5 and P6 from Dumfries Saints and the sports leaders' sessions with WHA senior pupils for P7 were well received. Active Schools return to in person visits for classes from March and have delivered or facilitated: P6 and P7 Playleaders for Buddies/Transition blocks P5 & P6 Golf Taster session and festival at Thornhill Golf club Invitation to Guid Nychburrs football tournament Cross Country Championships/Super 4's Sprint relay teams Competition P5 and P6 Saints Rugby sessions After school clubs: Multi Sports P3/P4 Basket Ball, Badminton, Netball Regional Girls Netball try outs</p>
	<p>Aspect Start to develop parental engagement strategy (also linked across priority areas).</p>	<p>Main task Progress here has been limited by the continued restrictions on parents coming into our building, but we managed to have</p>

<p>improvement, performance information</p> <p>HGIOS? 4 / HGIOELC? Qis All</p> <p>National Standard Criteria</p>		<p>outdoor events for every class at Christmas and then saw a return to face to face Learning Conversations in May. Learning is shared weekly through the Sway which is produced by P7G</p>
	<p>Aspect Audit and build on digital approaches to learning and teaching</p>	<p>Main task We have re-registered for the Digital Schools Award and will begin the audit process next session. Continue to use and embed use of Teams for homework, sharing and loading of digital resources for second level learners to access now the process has begun due to Covid and Learning at home. Continued use of Purple Mash for younger learners as an online platform. Continued training for P5 teacher who manages the transition from PM to teams. Continue to investigate School App and information sharing opportunities on these to foster positive parent al Relationships and share wider achievement and success.</p>
	<p>Aspect Continue to engage with the Refreshed Curriculum for Excellence narrative- 4 capacities and 4 contexts of learning.</p>	<p>Main task The 8Cs are linked to 4 capacities and DYW, the 4 capacities are used to structure the weekly Sway 4 Capacities certificates planned with links to 8Cs. Wider achievements are shared via social media. P6 Wider achievement committee to record and display physical achievements. In term 4 we return to achievement sharing in face-to-face assemblies.</p>
	<p>Aspect Implement curricular work in Modern Languages to support 1+2.</p>	<p>Main task ADHT attended training by Elizabeth Gair. Second language teaching to include all four areas of Literacy organizers. Materials on 2+1 Teams Tile accessible to staff for this. Third language can be introduced in a Cultural Aspect and can change from year to year within a school setting. Preference for continuity across cluster for second language, while aspects of third choice can change across schools and session as needs arise. Evidence and recording of third language can be evidence through IDL approaches and holistic approaches.</p>
	<p>Aspect Make better use of Outdoor Learning opportunities.</p>	<p>Main task The P5 class have led on ECO schools this session including the plastic recycling initiative, crisp packet recycling into blankets (ELC and P6 leading), pen recycling and also arranging a litter picking rota for the whole school. COP 26 activities were planned throughout the school linked to UNCRC. Daily Outdoor learning slots for physical exercise and practical activities are timetabled into Primary School</p>

		<p>Parental engagement through volunteers for outdoor groups once afterschool activities can recommence.</p> <p>Clarification on Volunteers from Local Authority updated policy streamlined by School Support Manager and shared. Clear pathways now shared with staff regarding procedures that need to be put in place to allow volunteers back into school. Outdoor learning and reading Volunteers lined up for next session</p>
	<p>Aspect Increase STEM opportunities.</p>	<p>Main task The school is participating in the Dandelion Schools Growing Initiative as part of the cluster and will be planting and growing foods leading to a harvest festival celebration in September 2022.</p> <p>Poly tunnels are being used more regularly by classes.</p> <p>Identify Primary lead member of staff to take responsibility for STEM.</p> <p>Investigate opportunities with the Bridge in Dumfries for initial learner visits and/or staff training.</p>
	<p>Aspect Build on pupil voice in supporting learning and teaching and involvement in the life of the school.</p>	<p>Main task The Pupil Council and House Captains meet regularly and often take focus questions back to their classes to gather feedback. They have been key in creating and launching the Wallace Hall Way.</p> <p>Engagement groups have begun to share progress at face to face assemblies including Wider Achievement, Eco group, House Captains, RRS Steering Group. They were involved in some of the virtual assemblies too.</p>
	<p>Aspect Improve awareness of DYW skills and Career Education Standard</p>	<p>Main task Employability fortnight took place in March 2022 and involved all classes undertaking activities linked to the I can statements. P7 pupils applied for jobs using application forms and person specifications, then had a mock interview experience with WHA pupils.</p> <p>Link to Cample Line being re-established once again in term 4.</p>
	<p>Aspect Embed use of self-evaluation calendar.</p>	<p>Main task Build involvement of all staff in using the calendar and share with Primary staff.</p> <p>Review and adapt 2021/22 self-evaluation calendar.</p> <p>Link to assessment calendar.</p> <p>Ensure consistent use of the school observation sheet and involve all staff in this process.</p> <p>Further improve involvement of data from all stakeholders to support self-evaluation.</p> <p>B Graham leading on this for Primary and ELC – see self-evaluation specifically.</p>

	Aspect Create PEF plan for 2021/22.	Main task Build on evaluation of PEF plan for 2020/21 to identify appropriate next steps. Embed use of new assessments, e.g. PM Benchmarking to support decisions about interventions. Continue good progress made with family engagement and partnerships with other agencies, e.g. Aberlour. Build on the Learning Mentoring approaches utilised in 2021/21. Make good use of all data available to make strategic and coherent use of PEF to support efforts to close the poverty related attainment gap. Build on universal, supported and targeted approaches for learners and families to improve outcomes. Ongoing.

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

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

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

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

Overview

Our PEF funding is used flexibly to support the needs of identified learners. Literacy, Numeracy, Health and Wellbeing, and Positive Destinations are the focus of this support. Learners eligible for free school meals benefit from this support, but where practicable, support is provided to learners who display a need, regardless of whether they are eligible for free school meals. We also use a wider definition of vulnerability to support specific children. Our PEF team work closely with Senior Management and Additional Support for Learning to target learners who may benefit from a specific intervention, as judged from available data and information from attainment meetings, ASLT consultations as well as class teacher judgements and standardised/formative assessments.

A summary of the PEF support during the 2021/22 session follows.

1. Staff
2. Engagement with families
3. Training
4. Literacy and data evidence in support
5. Numeracy and data evidence in support
6. Health and Wellbeing
7. Positive Destinations and Learning Mentoring

1. Staff

PEF Coordinator

The PEF coordinator has assisted with the strategic overview of PEF activities and has coordinated the support, delivery, monitoring and evaluation of literacy and numeracy interventions including:

- Literacy: Closing the Literacy Gap, Fast lane, Phonological Awareness, Clicker, Nessy, SRS (sound reading system)
- Numeracy: Closing the Numeracy Gap, Numeracy Launch Pads
- Health & Wellbeing: Nurture, Lego Club, Let's Move, Enhanced transition

Learning Assistant Support

Evidence-based interventions, recognised as good practice within the authority, have been used in a targeted way with specific pupils. Tailored support has been responsively provided in a timely way to target a specific need either as a result of

identification in an attainment meeting or similar or in response to the identification of a new need. Examples of the needs and interventions include:

Difficulty in blending and segmenting of CVCs ----- daily blending and segmenting of CVCs

Difficulty in recognising numbers ----- -daily number recognition work

Difficulty in entering school building in the morning due to anxiety ----- morning check-ins and soft starts.

All the learning assistants at Wallace Hall Primary have taken on elements of the PEF role necessitated by working in bubbles and by utilising their areas of expertise and training, as well as knowledge of particular children.

The LAs work as a team with the PEF Coordinator and Learning Mentor to support each other and to provide advice and expertise where required. The Learning Assistants are now managing their own pupils' day-to-day intervention work which is a positive development this year and builds capacity in the Primary for the future.

Learning Mentor

Working with pupils and families in P5, P6 and P7, our Learning Mentor supports learning needs identified in attainment meetings and supports the process of transition to secondary. Our Learning Mentor's work with FME pupils extends into the secondary school. Working closely with both the PEF coordinator and the class teachers, examples of the targeted curricular support include comprehension, spelling, writing and time tables practice. Bespoke support is provided to all the pupils eligible for free school meals and regular contact with parents takes place as needed.

Class teacher additionality

Employing a teacher for a day/week over the session has provided the capacity to split a class for the majority of the week into smaller cohorts. The aim of creating these smaller cohorts was to enable a team approach and a targeted focus on literacy and numeracy attainment, and on supporting the health and wellbeing of this group of children.

2. Engagement with families

The PEF Coordinator and the Learning Mentor are in contact with families; letters and information leaflets are sent to parents and carers to explain the targeted interventions that their child is going to be involved in. Follow up phone calls made to share progress.

The PEF Learning Mentor maintains contact with parents when required and updates them with progress relevant to the Learning Mentoring programme.

Aberlour Trust – weekly visits to work with individual pupils.

Impact:

The Aberlour worker is in weekly contact with most of the parents she works with. The positive relationships this supportive contact builds enables parents to seek support and work more closely with school. The Aberlour worker provides bespoke support to the families based on their needs.

Next steps – Engagement with families

- Increase face-to-face contact with families to increase engagement with their child's learning e.g. family learning programmes
- Send home resources to help parents consolidate learning with their child at home.

3. Training

Our PEF Coordinator and two Learning Assistants have/are participating in Closing the Literacy Gap training and Fast Lane training, which is experiential in nature. Our PEF Coordinator or lead LAs have trained new Learning Assistants in intervention programs which are relevant to their work e.g. Numeracy Launchpads, Nessy, Clicker, CLG.

Impact:

Learning Assistants are empowered to support colleagues and are becoming increasingly independent delivering interventions

Stephen Graham Training - Creating Balanced Writers

Most teaching staff participated in five online training sessions looking at developing the explicit teaching of writing. All teaching staff attended a virtual training session where Stephen Graham taught children in Dumfries and Galloway schools using the approaches shared during the training.

Class teachers are using these approaches, a moderation exercise took place in each level using these approaches and the school is developing the teaching of writing in line with authority-wide development so support can be accessed.

Impact:

Our approach to the teaching and assessment of writing and reading is more consistent throughout the school. Further evaluation will be needed to assess the impact of these changes on attainment. Moderation discussions have taken place to ensure coherence and consistency within and between levels.

Next Steps - Training

- New Learning Assistant training in Fast Lane (April)
- At least four more Stephen Graham sessions taking place in 2022/23 for teaching staff
- Consider Roots of Empathy training

4. Literacy

PM Benchmarking

This assessment resource has been used across the whole school, P1-7, to carry out reading assessments to provide robust data and reinforce teacher judgements. One staff member feels that they are "an invaluable tool, it is an easy, relatively quick way to assess new pupils". The assessments are time consuming but cover has been provided to enable every child to be assessed annually over the last two sessions and pupils can be tested on an ad hoc basis if needed.

The findings correlate reasonably well with the Renaissance Place Start Reader Test (used in P4 – P7 classes), however the PM tool provides a better summary of what skills children need to work on and the teacher can then specifically teach these skills.

The PM assessment tool links to the other approaches used in school, for example the explicit teaching of writing and in 2022/23 this resource will support the implementation of plans to improve reading comprehension.

Impact:

All pupils have now been assessed and robust, comparable data has been gathered to inform attainment and next steps. Due to the banded nature of PM, teachers can easily correlate to other resources, including short reads and individual reading books.

Purchase of Scholastic Short Read boxes 1 - 5

An additional, banded, reading resource to support reading and comprehension across levels has been purchased.

P6 pupils used both Scholastic Short Reads Non-fiction Box 4 along with library books. The focus for two of the P6 pupils was to improve social skills and confidence using social games and reading. A third P6 pupil focused on demonstrating an understanding of what they had read by answering questions and summarising the text.

P7 pupils focused on Literacy Ladders from September to December 2021 to support them to effectively summarise what they had read and to improve reading and comprehension levels. These sessions were all run on a 1-2-1 basis. From January to date we have used Scholastics Short Reads Box 4 to improve their reading and comprehension levels. The pupils have worked in small groups which were set by the teacher and based on reading levels.

Impact:

Using PM assessment materials and Literacy Ladders and Short Reads has provided consolidation and extension resources to support reading and comprehension. Data is still being gathered for this intervention. Baseline data was established by the class teacher in Sept 2021 and February 2022 for P7.

Class/Pupil	PM Date	PM Score	LL Date	LL Score	PM Date	PM Score	End of yr PM Date	End of yr PM Score
P7/Pupil 1	Sept 2021	Not avail	Sept 2021	Not avail	22/2/22	Level 24		
P7/Pupil 2	Sept 2021	Level 20	Sept 2021	Level 19a	Feb 2022	Level 22/23		
P7/Pupil 3	Sept 2021	Level 18	Sept 2021	Level 20a	Feb 2022	Level 25		
P7/Pupil 4	Sept 2021	Not avail	Sept 2021	Not avail	Feb 2022	Level 25		
P7/Pupil 5	Sept 2021	Level 23	Sept 2021	Level 18a	Feb 2022	Level 24		
P7/Pupil 6	Sept 2021	Not avail	Sept 2021	Level 15a	Feb 2022	Level 21		

PM - PM Benchmarking LL – Literacy Ladders

End of year PM and LL scores not yet gathered. Assessments will be carried out at a later date.

During 2021/22 the WHPS PEF Learning Mentor worked with pupils from P6 and P7 supporting Literacy.

Frequency/Attendance levels

Level	Number of FSM pupils	Number of non-FSM pupils	Frequency of PEF Mentoring literacy support	Number of sessions available to attend	Number of sessions actually attended by FSM pupil
P6	3	0	30 minutes weekly	4	3
				6	3
				18	13
P7	6	8	30 minutes weekly	19	5
				20	12
				20	14
				13	9
				20	14

Literacy interventions: Phonological Awareness, Closing the Literacy Gap, Fast Lane, Sound Reading System, Literacy Ladders, Nesy

Literacy interventions have been used in a targeted way with specific pupils. Pre and post intervention assessments are carried out to inform teaching and data is collated to track progress for the following programs:

- Highland Literacy Phonological Awareness
- Closing the Literacy Gap
- Fast Lane
- SRS (Sound Reading System)
- Nesy - initial sounds, cvc, tricky words (only started in April)
- Letter formation, written presentation

Frequent monitoring in place to ensure learners are making progress, and that pace and challenge are appropriate.

Phonological Awareness

	Phonological Awareness score – Green areas Before intervention (Aug)	Phonological Awareness score – Green areas After intervention (March)
Pupil 1	3	6

Pupil 2	3	6
Pupil 3	8	11

Closing the Literacy Gap

	Standardised Score before intervention	Standardised score after intervention
Pupil 1		
Letter sound knowledge	96	
Early word recognition	<70	
Sound isolation	94	
Sound deletion	82	
CLG Level	1	8 ongoing
PM Benchmark Level	2	3
Pupil 2		
Speed words read	99	251
SWST	69	84
CLG Level	6	11
PM Benchmark Level	9	12
Pupil 3		
Letter sound knowledge	97	110
Early Word Recognition	79	89
Sound Isolation	89	106
Sound deletion	95	105
CLG Level	1	4
PM Benchmark Level	2	3 (high absence)
Pupil 4		
Accuracy	73	84
Rate	-	72
Comprehension	87	101
CLG Level	3	11
PM Benchmark Level	7	12
Pupil 5		
Accuracy	87	80
Rate	76	71

Comprehension	93	102
CLG Level	8	14
PM Benchmark Level		
Pupil 4		
Speed words read	218	401
Accuracy		106
Rate		102
Comprehension		114
CLG Level	13	19
PM Benchmark Level	18	21

SRS

Pupil A		
Letter sound knowledge	<70	80
Early Word Recognition	70	<70
Sound Isolation	96	102
Sound deletion	80	82

Nessy (April – June)

10 pupils engaging
Ongoing – no comparative data

Accelerated Reader

Pupils in P4 – P7 use Accelerated Reader. Accelerated Reader enables pupils to access books easily that are at the correct challenge level. Dedicated daily reading time takes place in each of the P4 – 7 classes where children read for enjoyment and also take a quiz which assesses their understanding.

Next steps – Literacy

- Continue to develop Creating Balanced Literacy Reading approaches, providing training and resources to support learning as appropriate
- Continue highly successful Literacy interventions e.g. CLG
- Raise the profile of Accelerated Reader with pupils and provide staff training to use more of its functionality

5. Numeracy

During 2021/22 the WHPS PEF Learning Mentor worked with pupils eligible for free school meals who had been identified as requiring 1-2-1 support in basic numeracy including addition, subtraction and times tables.

Frequency/Attendance levels

Level	Number of FSM pupils	Number of non-FSM pupils	Frequency of PEF Mentoring numeracy support	Number of sessions available to attend	Number of sessions actually attended by FSM pupil
P5	1	0	30 minutes weekly	16	16
P7	1	1	30 minutes weekly	21	14

Resources/Programs

- Numeracy Launch Pads and Numicon were used to support the P5 pupil.
- Hit the Button was used for P7 pupils working on times tables

Impact:

Baseline data was established by the PEF Learning Mentor in September 21 for P7. Data was gathered again in January 2022. It was identified that attainment was not significantly improving. The PEF Learning Mentor discussed this lack of progression with class teacher and expressed a concern about information retention for this particular pupil. This is being followed up by our ASLT.

Baseline assessments scores for P7 Numeracy (times tables)

Level	Date assessment completed	Score	Date of further assessment	Score
P5	*	*	*	*
P7	21 September 2021	72/96	25 January 2022 (interim)	60/96

*Assessment is incomplete for this pupil

Closing the Numeracy Gap / Numeracy Launch pads

Impact to date:

	CNG assessment	CNG assessment
	Entry point	Current progress
Pupil 1 (P4)	Phase 2 Launch Pad 1	Phase 3a (ongoing) Launch Pad 13
Pupil 2 (P4)	Phase 2 Launch Pad 1	Phase 2 Launch Pad 10

Pupil 3 (P6)

Phase 2

Phase 4a

Launch Pad 1

Launch Pad 3

6. Health and Wellbeing

Aberlour Child Care Trust

The Aberlour Worker works with individual pupils on a weekly basis to build self-esteem, promote healthy living and exercise and improve HWB.

The Aberlour Worker works with families to provide bespoke support depending on the needs of the family. This support can include guidance on parenting approaches, regular check-ins, signposting parents to relevant support services, providing practical help with food and clothing as needed, as well as providing gifts and food at Christmas time.

Impact:

The children have built positive relationships with the Aberlour worker and look forward to their weekly 1:1 time to work with her. Parents and carers value this regular 1:1 support their child receives.

Where attendance has been targeted, the data shows little improvement. However, what is difficult to understand is whether the attendance figures would have deteriorated further without the support from the Aberlour worker. Other factors also have influence on attendance, such as the involvement of the Attendance Officer, Covid etc.

It can be difficult to quantify the impact of Aberlour on supporting some of our families. In the absence of a dedicated family worker in the school and the resources needed to support this work, Aberlour provide an alternative in providing flexible and bespoke support for families when they need it and this is a valuable resource to have.

Breakfast Club

A breakfast club now runs once a week for invited pupils. This is led by Active Schools and is supported by school staff. Activities include making obstacle courses, gymnastics, sports activities and a light breakfast is provided.

Impact:

Five children regularly attend breakfast club and benefit from a leisurely and enjoyable start to the school day once a week.

Learning Mentor Support with HWB

Our Learning Mentor works with P5, P6 and P7 pupils to support their HWB. This support has taken many forms including:

- Supporting attendance
- Supporting pupils with a reluctance to join class
- Supporting pupils to build confidence using social interaction and relative games
- Building relationships to support pupils to work with other adults
- Using WHA Hub and Academy Office to build confidence while working towards transition
- Using mock timetables to allow pupils to explore the academy and introducing them to Academy staff when possible – these interventions also have links to enhanced transition

- Using sessions to discuss pupil anxieties in terms of transition – addressing these one-by-one

Impact:

Pupils have another member of staff who they can talk to and who understands their needs. This helps to build a relationship with our Learning Mentor who will also provide them with support in the Academy, providing continuity between the two settings.

Emotion Works subscription

This was used extensively during recovery period. All classes have access to these resources and use the language and resources to talk to pupils to support their HWB.

Impact

Flexible resource available to help support pupils as needed.

Next steps - HWB

- Aberlour: Further evaluate the impact of the intervention on supporting children and families before deciding to continue this intervention next session.
- Breakfast club: Low numbers of children participate and the barriers to attendance need to be explored as there are many children who would benefit from this soft start to the school day.
- Emotion Works: Refresher training would benefit all staff in 2022/23 session.

7. Positive Destinations

Our Learning Mentor supports transition for P6 and P7 pupils to the Academy. This member of staff works across both the Primary and Secondary to actively promote engagement with learning, improve attendance, target attainment gaps, encourage aspirations and build self-esteem, as well as working closely with families.

- The Learning Mentoring programme has been introduced in WHPS with the focus being on closing the attainment gap by providing 1-2-1 mentoring sessions to all pupils in P7 and P6 who are in receipt of free school meals. The pupils taking part in the programme were identified as pupils who would benefit from additional support with Numeracy, Literacy and HWB to improve attainment.
- The WHPS DHT and class teachers met with the PEF Learning Mentor to identify individual gaps and the focus was then placed on meeting the individual needs of each pupil. Letters were sent home to parents/carers to provide information about the Mentoring programme. Pupils meet weekly with the PEF Learning Mentor to focus on their individual learning gaps. The Learning Mentor communicates updates and progress to parents by telephone. This helps to build relationships with pupils and families. Records are kept of all Learning Mentoring sessions and allows progress to be monitored.
- The Learning Mentoring programme links in with the school transition programme from WHPS to WHA and offers an enhancement to this. Pupils who continue to be in receipt of free school meals will also be part of the Learning Mentoring programme in WHA.

Impact:

P6 and P7 pupils receive tailored weekly support with Literacy and Numeracy attainment or Health and Wellbeing. Positive relationships have been built with families, and families know that their child is supported at school and wider family support is

available if required. Pupils have enhanced transition and build a relationship with the Learning Mentor who will also provide them with support in the Academy, providing continuity between the two settings.

Next steps:

WHPS will continue to offer pupils in P6 and P7 the opportunity to be part of the Learning Mentoring programme.

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

- Data is gathered from a range of sources – PM Benchmarking, YARC assessments, Accelerated Reader NRSS, DNK assessments & subsequent Closing the Numeracy Gap Phase assessments, Closing the Literacy Gap & Fast Lane suite of assessments. This is then entered into class data spreadsheet and updated at timely intervals.
- Interventions are planned for individual learners and targets identified, including who, when, what.

Looking forward:

- Next steps as detailed above for key areas
- Roots of Empathy – training and resources (£1,400)
- Family learning sessions – Literacy
- Family learning sessions – Play along maths
- Cookery – links with secondary – using HE dept. – (P6 pupils and parent)
- Explicit teaching of reading comprehension

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.1 Self-Evaluation for Self-Improvement</p> <ul style="list-style-type: none"> <i>Collaborative approaches to self-evaluation</i> <i>Analysis and evaluation of intelligence and data</i> <p><i>Impact on learners' successes and achievements.</i></p>	<p>We have developed a new system for self-evaluation in the last few years. A key part of this has been to encourage all stakeholders to take responsibility for self-evaluation at their level. We are looking to ensure that there are appropriate systems in place in the ELC, in the primary and in the secondary. We have developed a range of approaches to ensure that staff, partners, learners and others are actively involved in the self-evaluation process. There is strong leadership of the system and there is robust analysis of the data collected. Next steps are agreed at each stage and this is evaluated on a regular basis. Self-evaluation has had a very positive impact on the learners at Wallace Hall.</p>	<p>We will continue to work with the ELC and the academy to ensure that we have consistent approaches across the school.</p> <p>We want to continue to encourage all staff to agree next steps after data has been collected. This will include data collected from classroom observations, general whole school data and results of questionnaires from parents, pupils and staff.</p> <p>We will continue to encourage teachers to use a range of different assessments to measure children's progress across the curriculum. This will help to build confidence in the achievement of a level data and ensure that we are reaching and exceeding national benchmarks.</p>	
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>All Primary staff have a shared vision focusing on improvements in outcomes for all.</p> <p>The School Leadership Team participated in a Leadership Course, Agile Leadership, over the course of 10 weeks. This provided opportunities for discussion and a new suite of tools to consider using when planning and implementing change.</p>	<p>Pilot some of the Agile Leadership Tools when implementing next years' SIP and evaluate impact, for example the Rapid Action Cycle and the Clarify Canvas.</p>	

	<p>Covid has again had a significant impact on our operations and strategic development this session both in terms of the effects of mitigations on learning and teaching and the day to day operations, as well as the effect of staff absence and an ongoing lack of availability of supply staff to cover these absences. All Primary staff have shown resilience, determination and creativity in continuing to meet the needs of our pupils throughout these challenging times. We would like to thank our wonderful pupils, parents, carers and wider community for their support over the last session.</p>	<p>Review the Vision, Values and Aims in light of the pandemic and looking ahead to the future. How has our local context changed in our school/community as a result of Covid? Are the priorities the same? Are we responding appropriately to the needs of our learners?</p>	
	<p>There have been clear priorities for improvement, a timeline for the development work needed and a plan for implementation. A whole school overview of these areas was shared with parents and carers at the beginning of the session, with an update on progress shared just after the Christmas holiday.</p>	<p>Involve parents and carers more in understanding the improvement work taking place in school and how they can contribute positively to this work.</p>	
	<p>Towards the end of the session a Curriculum Development Parent/Carer focus group was established to help to improve reading comprehension.</p>		
	<p>Development work is carefully planned across the school year to enable all staff to be involved. Evaluation and review time are built into the calendar to enable a flexible and dynamic approach.</p>		
	<p>Staff and Parents/Carers have been consulted on the 2022/23 SIP.</p>		

	<p>A number of teachers have taken opportunities to lead areas of development. This has included members of staff involved in a literacy staff working group, members of staff leading on Employability and a staff member leading an Early Level project to improve the implementation of Developing Number Knowledge at Early Level and transition between the ELC and P1.</p>	<p>Continue to encourage and enable staff to lead at all levels.</p>	
	<p>Pupils are actively involved in improving the school. House Captains and Pupil Council members seek the views of pupils and ensure they are listened to and acted upon. We decided to take a cautious approach to mixing children from different classes so the 'Taking Action' mixed age groups did not re-start this session. Instead, class-based 'Taking Action' projects have enabled pupils to take action across the school. Examples include: Eco Group in P5, Wider Achievements and Library in P6, Rights Respecting Schools in P7M and the Wallace Hall Round Up weekly e-publication in P7G.</p>	<p>Involve pupils in deciding how to continue 'Taking Action' groups next session.</p>	



<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Our learning environment is built on positive and supportive relationships with all pupils.</p> <p>The majority of pupils are engaged with their learning and are active participants, sharing their knowledge and experiences and shaping the learning in their classrooms.</p> <p>Staff work hard to engage learners and plan meaningful learning experiences.</p> <p>Teachers make use of a wide range of approaches in their classrooms to motivate and support pupils. Differentiation is used skillfully, and formative assessment approaches are used to inform next steps in teaching.</p> <p>High quality assessments are planned collaboratively and implemented, then moderated in level groups. The assessment calendar guides assessment activities across the year and ensures consistency of approach.</p>	<p>Continue with the cycles of collaborative planning for teaching input and assessment to continue to refine the process and for it to become embedded for staff.</p> <p>Continue to highlight the need for both the software and hardware required to enhance our learning in digital technologies.</p> <p>As Covid mitigations and restrictions ease, look for opportunities to allow learners to be more involved in their wider community again – links to Thornhill Rotary, Briery Park, local businesses etc.</p> <p>Explore SEEMIS reporting and establish if this is to be used to report to parents from session 2022/23.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Following a return to face to face learning post Covid the school concentrated on the Recovery Curriculum Guidance provided by the local Authority. These “Rainbow Recovery” materials informed schools on suggested teaching approaches and curriculum priorities throughout the return to school phases.</p> <p>Curriculum delivery focused on literacy, numeracy and health and wellbeing. Individual Nurture needs were considered for Learners at all stages upon the return to school.</p> <p>Extensive ASL and DHT consultation allowed timetabling of resources and staff to be effectively</p>		

	<p>deployed in supporting the most vulnerable learners back into school.</p>		
	<p>The Health and Wellbeing Curriculum received specific focus in class using a number of resources including Emotion works, Emotional Literacy and Compassionate Connected Classrooms.</p> <p>Staff agreed that a refresh of the Emotion works programme would better support classroom learning moving forward.</p>	<p>Investigate further Emotion Works and Compassionate Connected Classroom training input for staff.</p> <p>Build into WTA.</p>	
	<p>Learners continue to receive 2 hours PE delivery per week as Scottish government guidance. The PE specialist contributes to reporting and assessment data on individuals where appropriate.</p>	<p>PE specialist delivery would return to as many classes as possible within timetabling.</p> <p>Previous delivery had been to classes within the same "Bubble"</p>	
	<p>RSHP resources are embedded across the school and are used in second level concerning the delivery of Sexual Health education.</p>		
	<p>The ASLT and team and the DHT meet regularly to adapt and change timetabling and staff input to ensure success and progress for those who need it most.</p>		
	<p>PEF budget and resources are effectively deployed to ensure equality for learners. This has included CLG and CNG training, Moving and Handling and Team Teach training for staff and the purchase of Literacy materials for all learners.</p>	<p>Continue to audit literacy resources across the school to identify gaps in quantities and titles of books etc. that can be purchased in the future to develop our School Library as a Nurture space and an educational resource.</p>	
	<p>There is a strong commitment to wellbeing across the school. The health and wellbeing needs of the learners are prioritised which results in an inclusive learning environment.</p> <p>Staff regularly communicate to keep each other informed of progress and consider next steps for learners. SHANARRI indicators are regularly visited with learners and data recorded twice a year on the school data spreadsheet.</p>	<p>Continue to embed the 6 Principles of Nurture and use the "Applying the nurture framework" document as guidance to support self-assessment in the school</p>	

	<p>Staff have a strong understanding and connection with the local community and a Holistic approach is taken to ensure best outcomes for learners. Parents/Carers are involved in the decision making process for their child. Regular IEP meetings, learning conversations and Child's Plans where appropriate are carried out and have recently seen a return to in person meetings. Additional contact can also be established via the school office. Face to face learning Conversations resumed in May 2022. All staff establish professional relationships with parents to communicate learning needs and development on a regular basis.</p>	<p>The school is considering a range of communication apps which will reestablish Parental Communication and sharing of success in a time appropriate manner.</p> <p>Consider sharing target setting through this medium.</p>	
	<p>The school has undertaken accreditation to become a Rights Respecting School. The Primary School has received its bronze Accreditation. The Primary School is working towards its Silver accreditation. The Secondary school is currently working toward bronze. A 2-18 RRS team has been set up to support the sharing of information concerning accreditation and to log evidence supporting Silver.</p>	<p>Continue to embed Rights respecting School principals and promote Rights respecting language amongst learners. Carry this out in parallel with "The Wallace Hall Way" as part of the Primary School promoting Positive Behaviour policy.</p>	
	<p>The Primary school has a Promoting positive Behaviour Policy in place. This policy empowers learners to voice concerns, allows staff to respond in a timely manner to concerns and shares with parents/carers the school's ethos, values and zero tolerance approach to bullying.</p> <p>A number of nurture arrangements for individual learners regarding coming to and leaving school, soft starts and finishes and additional supervision arrangements to support P7 at lunchtime. Again these arrangements merge with existing staffing/cover and provide an additional layer of safety and support for those vulnerable in social situations.</p> <p>The DHT team regularly provides additional supervision at the school gates, playground and</p>	<p>Continue to make use of policy and associated appendixes to record and monitor on going behavioral/bullying concerns.</p> <p>Ensure staff are aware of procedures in the policy regarding the passing on and recording of concerns in individual GIRFEC folders, Bullying logs, in pastoral notes on Seemis and in Wellbeing as required.</p>	

	<p>buses at the start and end of the day again providing additional opportunities for parental Check in's and updates as necessary.</p> <p>Specific arrangements have also been put in place to support those with Low Attendance. The school works with a variety of Outside Agencies to ensure attendance including Aberlour, LA Attendance Officer, DGOne and Supporting Learners.</p>		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>Attainment in Literacy and Numeracy are two of the school's priorities for improvement.</p> <p>Numeracy We track our learner's achievement using a range of standardised assessments and teacher judgement, and record this on our data spreadsheets at various identified points in the session. We have had discussions with staff over making achievement of a level decisions using the data to feed into these decisions. Staff confidence and understanding of this process is increasing. Data showing how many pupils are on track to achieve the expected level looks positive and interventions have been identified to support those who are close to achieving the levels in P1, P4 and P7.</p> <p>Additional staffing has been secured for term 4 to implement identified interventions for specific pupils who are close to achieving the next level.</p> <p>Literacy Literacy curriculum development has occurred this year with a focus on staff professional development in teaching writing and spelling, developing the curriculum, spelling and creating a plan to improve reading comprehension. Please see further above for further detail.</p>	<p>Implement new Writing Programme of Study, evaluate and review in May 2023. Review spelling pilot project results and decide on next steps. Implement strategic plan for improving reading comprehension.</p>	

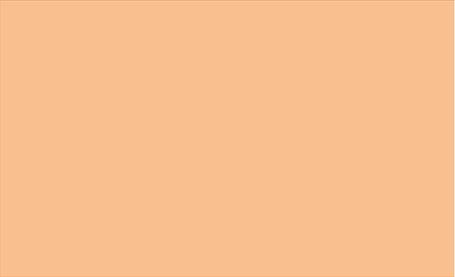
	<p>A robust tracking system is in place to monitor attainment over time in Literacy and Numeracy. A range of standardised assessments and teacher judgement are used to track learners' attainment and these are recorded on cohort data spreadsheets at identified points in the session.</p>		
	<p>Assessment of pupils' attainment is ongoing following the school closures. We have put in place improved plans to build accurate and robust judgements about how well pupils are learning and progressing. Staff confidence and understanding of this process is increasing. Data showing how many pupils are on track to achieve the expected level looks positive and interventions have been identified to support those who are close to achieving the levels in P1, P4 and P7.</p>	<p>Develop staff's (at all levels) use of data to effectively meet the needs of all learners.</p>	
	<p>Regular Attainment Meetings with a clear agenda take place between Depute Head Teachers, Class Teachers. The Additional Support for Learning Teacher attends the end of level Attainment Meetings. Pupils' attainment and progress is discussed, and staff consult on actions to support and challenge learners.</p>		
	<p>Moderation of Achievement of a Level and within a level has continued with Stage Meeting format introduced in 2020/21 continuing to be embedded. Moderation activities took place using specific text types and Stephen Graham teaching approaches to begin to embed these new approaches and assessment methodologies using the Scope and Sequence documents. P1 – 4 focused on Explanation texts and P5 – 7 focused on Information Reports.</p>	<p>Ensure that regular literacy and numeracy moderation occurs in stages providing opportunities for staff discussion</p>	
	<p>Cluster moderation activities occurred led by the QAMSOs in the cluster.</p>	<p>Participate in Cluster Moderation activities in Session 2022/23.</p>	

	Pupils develop a wide range of skills and attributes through a varied curriculum in school and by engaging in activities outside of school. Pupils achievements are valued and shared on our Wider Achievements display.		
	Despite Covid-19 restrictions, there have been a number of opportunities for pupils to engage with local businesses and organisations this year.	Increase partnership working (see Q.I 2.7)	
	The opportunity was taken to split the P7 cohort into two smaller classes this session, following the successful trial of this in Term 4 in their P6 year. The impact of this has been that Primary 7 pupils have received enhanced support in the Recovery period and as part of their transition to the Academy, and this has helped all pupils with their progress in learning and in establishing positive routines for learning.		
	Pupil Equity Funding (PEF) is used to promote equity of success and achievement for all our pupils. See PEF report.	Evaluate and review PEF usage.	
	There are concerns for a small number of pupils about the negative impact of very low attendance on their wellbeing and attainment. The Attendance Officer and the Aberlour organisation are working with families to remove barriers to attending school and improve attendance.	Continue to undertake interventions to support attendance.	
2.2 Curriculum: Theme 3 <ul style="list-style-type: none"> <i>Learning Pathways</i> 	<p>Staff plan carefully to meet the needs of pupils and carefully utilise available resources in order to support learners appropriately. Prior learning is considered, and progression is carefully planned for all pupils.</p> <p>The experiences and outcomes as well as the four capacities are the starting points for teacher planning, and this is shared with parents through</p>	<p>Outdoor Learning could be more fully developed and supported across the school to ensure all pupils have regular opportunities to participate in it.</p> <p>Use the SDS skills framework to embed Outdoor Learning across the school.</p>	

	<p>the termly overviews sent home, and also celebrated through class certificates.</p> <p>Staff have had a clear focus on the key areas of literacy, numeracy and health and wellbeing, and these areas are always prioritised.</p> <p>Staff understand the principles of curriculum design and reflect on these when planning learning</p>	<p>Learning for Sustainability as a pupil entitlement needs to be explored and embedded further. Connections between aspects of LfS to be made.</p>	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <ul style="list-style-type: none"> <i>The impact of parental involvement on improving children and young people's learning.</i> 	<p>Partnerships with all stakeholders are valued and characterised by trust and respect. Staff communicate at regular intervals with parents and carers, both formally and informally, and in response to meeting individual children's needs. Parental involvement in their child's learning has again been hindered by Covid-19 restrictions this session with parents unable to enter the school buildings until after Easter 2022. Despite this, in an effort to re-connect more directly with our parents, face-to-face class carol concerts, 12 Days of Christmas and refreshments were held outside at Christmas time. Children, parents and carers and staff all really enjoyed the opportunity to get together.</p> <p>However, improvements in running remote Learning Conversations led to 96% of Primary parents participating in the telephone learning conversations held in November. In May, we welcomed parents and carers back into the building and face to face Learning Conversations were held with over 90% of parents attending.</p>	<p>We look forward to increasingly open up Wallace Hall Primary over the next session. Thank you to all our parents and carers for their understanding and patience over the last year.</p> <p>Build on the opening up of the Primary again by creating a Partnership Strategy. As part of this, prioritise planning events in 2022/23 for parents and carers to enjoy with their child in school, and to be involved in their child's learning.</p>	
	<p>Social media and the weekly Primary 7 Sway publication have helped to share school news.</p>	<p>Review the use of Sway if an alternative class-based app is introduced</p>	
	<p>Microsoft Forms continues to be used to seek feedback from parents and carers for improvement.</p>	<p>Continue to use Microsoft Forms as a method to gain feedback from parents and carers.</p>	
	<p>Detailed Education Scotland style questionnaires were sent to all Wallace Hall parents and carers in January. The results of these questionnaires</p>	<p>Carry out actions identified in next steps, for example, improving Primary Communication with</p>	

	<p>have been analysed and next steps identified. Individual follow-up conversations were held with a number of parents to understand particular issues in more depth.</p> <p>Communication has been identified as an area for improvement through parental surveys and a Parent Council Communication Working Group was established to take this forward. The discontinuation of ClassDojo in the Primary this session has created a shared desire in both parents and staff for a closer link between the classroom and parents. Alternative app-based communication systems have been researched and an app has been identified that may help with this. The associated cost has been a barrier to trialing this app but the decision has been made for the school to fund this for 1 year and to review the impact in late 2023 before committing any further spend.</p>	<p>regard to parents being closely connected to their child's classroom.</p>	
	<p>The Primary School has benefitted from the support of the Parent Council. The co-hosting of the Anti-Bullying 'Wee Blether' focus groups on Zoom continued this session to finalise the new Anti-Bullying Policy. The Parent Council Fundraising Group has held a number of successful fundraising events. The money raised has funded a number of key items in the Primary including Purple Mash, the online platform used by the ELC – P4 for home learning, new reading books and treats for the children at Christmas time and in the summer term.</p>	<p>Build on this close cooperation in 2022/23 by continuing the Focus Group model for identified areas of development. Try to engage with a larger number of the Parent/Carer body.</p>	
	<p>Parents and carers have been invited to participate in curriculum focus groups this session.</p>		
	<p>Pupils have benefitted from working with a number of partnerships this year including working regularly with Feis Rois, Youth Music Initiative, Active Schools, iBike, Community Police Officers and Youth Works and Big Burns Supper. Pupils have also raised money and collected food donations for charities including the Trussel Trust and the Thornhill Community Food Bank.</p>	<p>Continue to increase partnership working in 2022/23.</p>	

	<p>Several parents and members of the community have offered their time to support children's learning and extra-curricular activities in school. We are very grateful for these generous offers of support. Unfortunately, volunteers have been unable to work within school until after Easter. During Term 4, we began to do volunteer PVG checks with a view to volunteers re-starting in school as soon as possible.</p>	<p>Enable volunteers to work in school to help with specific tasks to benefit pupils e.g. working in the school library, supporting extra-curricular activities, hearing readers etc.</p>	
	<p>The move to online training both locally and nationally caused by the pandemic has continued to enable more staff to attend more training. This has had a positive impact on pupils. Examples include: Explicit teaching of writing training with Stephen Graham, 2+1 language training, SWEIC P1 literacy training, Digital Literacy Training and more.</p>		



3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 – Wallace Hall Primary School

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

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

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

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

Wallace Hall Primary Priority 1: Building back stronger	Outcomes	Key Tasks	Planned Management
<p>Building back stronger</p> <ul style="list-style-type: none"> • <i>Health and Wellbeing</i> • <i>Positive relationships</i> • <i>Rights Respecting Schools</i> <p>NIF Priority</p> <p>Placing the human rights and needs of every child at the centre of education</p>	<p>The 'Wallace Hall Way' will be embedded across the ELC and primary, shaping expectations and interactions across the school.</p>	<p>Launch the 'Wallace Hall Way' at the start of the new session in all classes, with pupils creating their backpacks to signify what they need.</p>	<p>Primary HT Primary DHTs All primary staff including teachers, Learning Assistants, ASL teacher, playground supervisor, clerical assistant, catering staff, visiting staff.</p> <p>Time for staff training from the WTA</p> <p>Funding for RRS resources required</p> <p>To be reviewed at the end of the academic session – June 2023</p>

<p>Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills, and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <p>School leadership, parental engagement, school improvement,</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>National Standard Criteria</p>	<p>Nurture approaches will be fully embedded across the school meaning that pupils will feel supported, encouraged and understood by all staff they encounter in all parts of the school.</p>	<p>Nurture approaches will be revisited in staff training and Learning Assistants will be timetabled to provide nurture support to those pupils who require it, perhaps through being available to support a soft start to the day for identified pupils. Breakfast club may be extended.</p>	
	<p>A Rights-Based Approach will be used by all staff in the context of learning about rights, learning through rights and learning for rights. This will be fully embedded in classroom practice and as such staff, pupils and parents will be able to talk confidently about the impact of this approach.</p>	<p>Staff training on how to make connections and embed the UNCRC and rights into daily teaching. Staff input on the Sustainable Development Goals and how they link to the UNCRC.</p>	
	<p>The RRS approach will be fully embedded across the school and the silver award accreditation will take place.</p>	<p>Further resources to support teaching about rights will be purchased.</p>	
	<p>Emotion Works will be used as a framework for conversations about HWB, emotions and daily situations.</p>	<p>Staff refresher training on Emotion Works.</p> <p>Parents session related to Emotion Works to demonstrate and share this approach and how it is used.</p>	
	<p>Staff will feel confident in managing situations which occur including how to de-escalate potentially problematic situations.</p>	<p>Whole staff training in de-escalation strategies – Heather Smith</p>	

	PEF pupils will be making progress in line with their peer group, they will have targeted interventions appropriate to their needs.	PEF input to be planned in response to the needs of the specific pupils but will likely include an increased emphasis on Nurture approaches, soft starts and possibly the extension of the breakfast club.	
	Attendance rates will be addressed and will improve.	Work with Aberlour to support pupils and families requiring additional input with attendance, resilience, routines etc.	
	System established that will give a clear picture of progress and attainment across 2-18 school.	Meet with Academy SLT and R Fulton to refine the present system to ensure it is able to provide the data that will help us raise attainment. This will take place in Term 1 of 2022/2023. As part of Q.I 3.2, a subgroup will meet to plan for the Moderation of a Level data as part of INSET in Term 1. .	Primary DHTs/Academy SLT/R Fulton

Wallace Hall Primary Priority 2: Literacy	Outcomes	Key Tasks	Planned Management
<p>Literacy To raise attainment in literacy. Data will continue to show improvement in Literacy attainment and more children will achieve the national expectation or better.</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education Improvements in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people Improvements in employability skills and positive destinations</p> <p>NIF Driver School leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, performance information</p>	<p>Reading attainment, in particular comprehension, will improve.</p>	<p>Carry out strategic plan for improving reading comprehension created by all staff, and with involvement of pupils and parents and carers.</p>	<p>DHT Literacy Working Group Teaching staff ASLT Learning Assistants</p>
	<p>Writing attainment will improve.</p>	<p>The new programme of study for writing will be piloted in 2022/23 and evaluated.</p>	<p>June 2023</p>
	<p>Aligned with local authority approaches, staff will be fully involved in literacy development and have opportunities for professional learning.</p>	<p>WHP will continue to be involved in local authority working groups – Creating Balanced Literacy and Excellence and Equity as well as engaging with wider expertise e.g. links with the University of Glasgow and Education Scotland.</p> <p>All Primary teaching staff will undertake professional learning in a further four text types next session:</p> <ul style="list-style-type: none"> • Recount • Procedure • Discussion • Response 	
	<p>Pupil's spelling attainment will show improvement.</p>	<p>Learning from the spelling pilot project will inform and enhance the learning and teaching of spelling throughout the school. Teaching staff will have access to high quality spelling professional learning videos from the pilot project.</p>	

<p>HGIOS?4 / HGIOELC QIs</p> <p>1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p> <p>National Standard Criteria</p>	<p>The school wide literacy culture will continue to develop.</p>	<p>Pupil voice will play a major part in continuing to develop the school literacy culture including: opportunities for parental involvement, library development, Love of Reading Week/World Book Day, more effective use of Accelerated Reading.</p> <p>Continue to develop partnerships with the local library, Moat Brae and the Wigtown Book Festival.</p>	
	<p>Moderation activities will promote professional dialogue and continue to improve staff confidence in assessing pupil progress.</p>	<p>Ongoing routine work within school and across the cluster. Collection and access to writing examples from different text types and at different levels may help staff to make professional judgements. Work will take place on moderation between second and third level, working with secondary colleagues.</p>	
	<p>Targeted interventions will continue.</p>	<p>Closing the Literacy Gap, Fast Lane, Literacy Ladders and other interventions will continue for targeted individuals with an identified need. Audit of professional learning needs and available budget will take place.</p>	
	<p>To develop a detailed plan for a 2-18 literacy plan which covers reading, writing, listening and talk and ensures clear progression across the 2-18 school.</p>	<p>Staff group organised by PT English/Modern Languages to identify key documentation that already exists and create our own whole school plan from these documents. (Including authority policy, work completed by Anna Meredith and information received from Education Scotland visit.</p>	<p>Primary DHT and PMcClair</p>

Wallace Hall Primary Priority 3: Numeracy	Outcomes	Key Tasks	Planned Management
<p>Numeracy To develop a coherent and progressive numeracy programme based on Developing Number Knowledge authority approaches to raise attainment in number processes and fractions, decimals and percentages. More pupils will be meeting national expectations or better in Numeracy.</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS?4 / HGIOELC Qis</p> <p>National Standard Criteria</p>	<p>Staff will be confident in implementing the Developing Number Knowledge approach to support pupils' progress in maths.</p>	<p>Staff will meet in their CfE level groups to share practice and discuss the implementation of DNK.</p>	<p>Primary DHTs Primary Teachers ASL Teacher Learning Assistants</p> <p>Time from WTA for collegiate sessions and stage meetings</p> <p>Maths assessment working group – across the cluster</p> <p>Maths programme of study working group – WHP only</p> <p>Possible funding for additional resources identified</p>
	<p>Staff will have a clear understanding of the Developing Number Knowledge framework, and how the universal and targeted approaches work together, and how this links to the ASL Stages of Intervention.</p>	<p>Online planning frameworks and assessments will be shared and moderated across stages to ensure consistency.</p>	
	<p>A whole school numeracy programme will be created showing the relevant stages of Developing Number Knowledge and the expected coverage at each year group. Links to the wider maths experiences and outcomes will be created, and broken down by year group.</p>	<p>Whole school numeracy programme will be created by a numeracy working group, to show progression across the school. Moderate all wider maths bundles using Progress and Achievement model.</p>	
	<p>Staff will be confident in the use of available standardised data to inform achievement of a level decisions, including SNSA data. A standardised maths assessment will be used across the cluster to provide data around pupil progress.</p>	<p>The maths assessment working group will continue to gain feedback around the Puma maths assessments and then decide if we are to continue with this system or seek out a different assessment to provide reliable and valid data.</p>	
	<p>Transition information prepared for handover to the next class will be consistent and help inform the receiving teacher of strengths and next steps.</p>	<p>Whole school agreement of transition information to be created and shared with staff.</p>	
	<p>Our Maths attainment will improve and more children will be attaining national expectations or better in Maths. There will be a specific improvement in children's attainment in number processes and fractions, decimals and percentages. Pupils will understand how to respond to feedback in Maths and to use this to support their learning.</p>	<p>Make use of the Education Scotland resources to support professional learning related to Developing Number Knowledge.</p> <p>Staff training on Maths Recovery to take place.</p>	

	<p>Parents will understand how to support their child in Maths at home and will have increased confidence in supporting Maths across a range of everyday real-life contexts.</p>	<p>Work with ASLT to continue to implement Numeracy Launch Pads and Closing the Numeracy Gap. Agree how to implement the full framework to ensure the joined up universal, support and targeted approach. Consider wider use of the Launch Pads to support parental engagement.</p>	
	<p>Link work with parental engagement strategy to develop confidence in parents in supporting Numeracy learning at home, especially in number processes and fractions.</p>	<p>Organise parental engagement sessions to support parents to use their child's learning targets in Maths to support learning at home. Organise family learning sessions related to number processes and fractions in everyday contexts.</p>	
	<p>Moderation and assessment procedures highlight strengths and next steps which feed into teacher planning.</p>	<p>Staff to work collegiately to plan 'high quality' periodic assessments and to moderate using the full moderation cycle for Numeracy.</p>	

Wallace Hall Primary Priority 4: Partnerships and Collaboration	Outcomes	Key Tasks	Planned Management
<p>Partnerships and collaboration</p> <p><i>In particular, face to face working with parents and carers</i></p> <p>NIF Priority</p> <p>Placing the human rights and needs of every child at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills, and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver</p> <p>School leadership, parental engagement, school improvement,</p>	<p>As part of our ongoing collective response to mitigate the effects of COVID-19 and with the loosening of restrictions we are now in a position to re-engage more fully with parents and carers, our community and wider partnerships for the benefit of all children's learning and wellbeing.</p> <p>Following a comprehensive recent survey of Parent and Carer views in January 2022, where overall the responses were very positive, the school has identified a number of areas where follow-up work is needed:</p> <ul style="list-style-type: none"> • Learning, Assessment and Feedback • Supporting Parental learning • Parent/carer voice • Parent Council engagement • Bullying <p>The results of the survey have been shared with the Parent Council and next steps have been identified.</p> <p>To continue working with partners in our local and wider community for the benefit of all our learners.</p>	<p>Parents and Carers</p> <p>Carry out the next steps in response to the Parent and Carer survey (Jan 2022)</p> <p>Improve communication with Parents and Carers and improve the connection between families and their child's classroom and learning.</p> <p>Involve Parents and Carers in their child's learning in school and listen to Parent and Carer views on how they would like to be involved and what opportunities they would value, for example, open afternoons, assemblies, sharing and celebrating learning, learning workshops, reading cafés etc.</p> <p>Opportunities for family learning supported by Pupil Equity Funding.</p> <p>Work with the Aberlour Organisation.</p> <p>Consider creating a Parental Involvement/Engagement Strategy with Parents and Carers, and with support from the Local Authority.</p> <p>Opportunities for parents to volunteer to enhance children's learning experiences and health and wellbeing, for example, hearing readers, extra-curricular activities and being involved in library, polytunnel etc. development</p>	<p>Headteacher, DHTs, ASLT, Class Teachers</p> <p>June 2023</p>

<p>HGIOS?4 / HGIOELC Qis</p> <p>2.7</p> <p>National Standard Criteria</p>		<p>Wider Community and other partners</p> <p>Try to establish, or continue to develop, partnership working with the following organisations for the benefit of all learners:</p> <ul style="list-style-type: none"> • Local Authority partners • NHS partners • Local Library • Briery Park • Playgroup • Thornhill Community Council • Local businesses • Thornhill Church • The Old School Trust • Cample Line • Active Schools • Feis Rois • Youth Music Initiative • Aberlour • Big Burns Supper • Dumfries Saints • University of Glasgow • Sustrans and iBike • Nithsdale Fisheries Trust • Wigtown Book Festival • Moat Brae – Scotland's Centre for Children's Literature and Storytelling • Drumlanrig Castle • The Halo Trust • Scripture Union • RHET 	<p>Headteacher, DHTs, ASLT, Class Teachers</p> <p>June 2023</p>
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Appendix 1 – Vision Values and Aims



Strategic Vision for Wallace Hall Academy, Primary and ELC

A clear purpose and local, national and international ambitions



To be the sector leader, pursuing excellence, and be at the forefront of educational innovation, making sure all of our learners are well prepared to meet the challenges of the 21st century.



Our strategic objectives

- Pupil focus – our main focus is to deliver a 2-18 education which builds on positive relationships and meets the needs of all learners.
- Striving for improvement – simplifying our priorities so we can focus resources to meet the needs of all our young people.
- Innovation and creativity for the future – supporting and enabling staff, pupils, parents and other stakeholders to focus on clear priorities which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together.

Our eight capacities

- ♦ **Collaboration:** pupils, parents and staff should be able to work constructively in collaboration with others.
- ♦ **Citizenship:** pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.
- ♦ **Communication:** our learners, staff and parents should be able to communicate clearly and express thoughts, feelings and ideas.
- ♦ **Critical Thinking:** pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.
- ♦ **Creativity:** pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.
- ♦ **Compassion:** pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.
- ♦ **Composure:** pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.
- ♦ **Curiosity:** pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories.



Focus on our capacities

Our capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the different parts of the 2-18 school and providing support and challenge for the benefit of all the young people. This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents and our community.

Updated October 2020



Our motto

Together we grow, learn and achieve



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, Gatas, 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

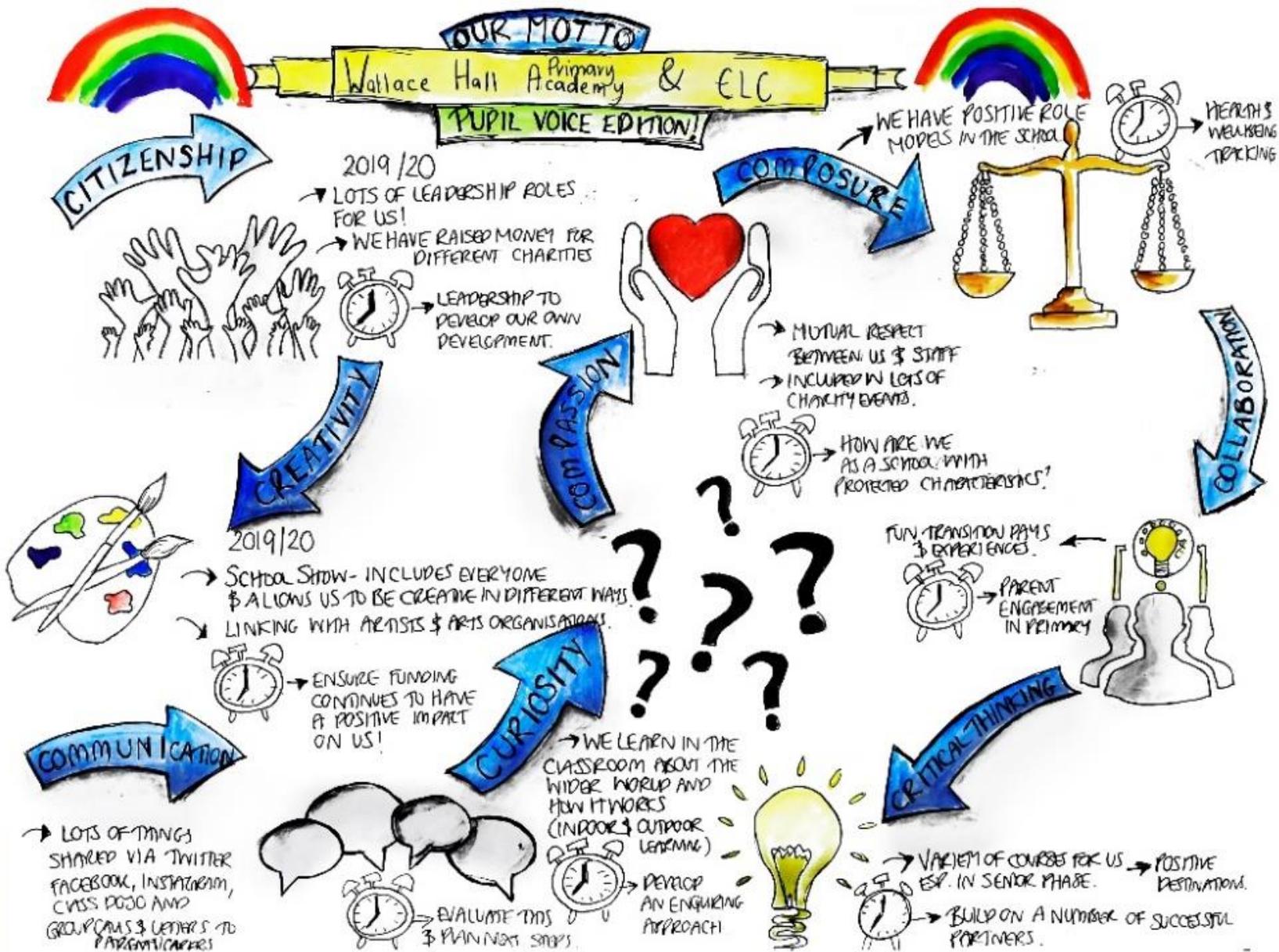
World Teamwork Award
Winners:
World Robotics Festival, Detroit USA, 2018

Scottish Champions:
First Lego League Robotics 2019

UK & Ireland Champions:
First Lego League Robotics 2018

Updated October 2020

Appendix 2 - Sketchnote



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

Appendix 3 – Wallace Hall’s Journey since 2008

2008

NEW HEADTEACHER
Mr Graham

2010 – NEW SCHOOL

WALLACE HALL'S JOURNEY SINCE 2008

2014

Our NEW Motto
Together we grow, learn and achieve

2-18 school
Nursery, Primary and Secondary

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

2010

Our Values

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

2018

The 8 Competencies

2020

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

Our Motto
Working together to achieve more

Effective Contributors
Optimism

Responsible Citizens
Kindness & Fairness

Confident Individuals
Integrity and Perseverance

Successful Learners
A love of Learning

Strategic Vision for Wallace Hall Academy, Primary and ELC
A clear purpose and local, national and international dimension.

Our eight levers

Our strategic objectives

What our pupils strive to develop in the 21st Century

Community

Communication

Collaboration

Confidence

Character

Curriculum

Leadership

Learning

Research

Wellbeing