

Summarised inspection findings

Wallace High School - Àrd-sgoil Uallais

Stirling Council

28 May 2024

Key contextual information

School Name: Wallace High School - Àrd-sgoil Uallais
Council: Stirling
SEED number: 5726530
Roll: 1163 young people (February 2024)

Wallace High School - Àrd-sgoil Uallais is a comprehensive and non-denominational school serving a large and mixed catchment area within Stirling. The school covers six associated primary schools: Bridge of Allan, Castlevew, Cornton, Fallin, Raploch and Riverside. The school includes a local authority specialist provision, Ochil House, for young people with severe and complex needs.

Attendance is generally in line with the national average.

Exclusions are substantially below the national average.

In September 2022, 17.3% of young people were registered for free school meals, in line with the national average of 17.8%.

In September 2022, 27% of young people lived in 20% most deprived data zones in Scotland.

In September 2022, the school reported that 34% of young people had additional support needs.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is a highly effective leader who is ambitious in leading continued school improvement. He is respected by the school community who greatly value his openness, kindness and inclusive approach. He provides strong, strategic direction to the school community.
- The school's shared vision and values are embodied in the agreed and embedded 'principles' of 'Attitude; Effort, Values and Relationships; and Collective Ethos'. These principles are highly evident in almost all interactions between young people and staff. This leads to a calm, caring and respectful environment across the school. The vision underpins the strategic direction of the school. Senior leaders should continue with their plans to embed fully the rights of the child so that all young people are included in all aspects of school life.
- Almost all staff and parents have great confidence in the leadership of the school. The headteacher is well established and ideally placed to develop further the capacity of the senior leadership team (SLT), most of whom have been very recently appointed. The school community values the highly-visible presence of senior leaders in and around the school campus, local community and at school events. This further develops the strong sense of community and relationships across the school.
- Senior leaders guide the direction and pace of change carefully and efficiently. All stakeholders are involved in identifying priorities for the School Improvement Plan (SIP). Senior leaders ensure that the SIP is devised from robust, continuous self-evaluation evidence. Almost all staff feel that their opinions are valued by senior leaders and this leads to them being highly motivated to improve young people's experiences. Senior leaders have a clear overview of the school's next steps and are able to streamline the priorities and empower staff and young people to take forward improvement actions.
- A substantial minority of young people contribute significantly to identifying and leading improvement priorities through roles such as the pupil council and other improvement groups. This includes the Young Leaders of Learners group. These learners undertake learning observations and share their findings with curriculum leads. Teachers use this information effectively to reflect on learners' experiences and share high-quality pedagogy widely. A few curricular areas have developed successful methodologies for informing young people how their views have led to improvement. Senior leaders should continue to develop the range of approaches used to inform learners better on how their views result in school improvement.
- Senior leaders and staff work creatively in local communities to engage a greater number of parents. This has increased considerably the number of parents who participate actively in evaluating and identifying school improvement priorities. Senior leaders identify as a next step

that they will formalise opportunities for parents to be involved further in leading more aspects of school improvement.

- Senior and middle leaders develop and encourage a high level of collaborative working between staff to lead improvements at all levels. Senior leaders prioritise time for middle leaders to engage in professional discussion and as a result, curriculum leaders drive forward change through their rigorous approach to self-evaluation. Almost all middle leaders provide highly effective strategic leadership of change through a range of approaches, such as their use of tracking and monitoring data to inform the planning of learning as well as to ensure young people receive high-quality support to make appropriate progress. By working together, middle leaders support and challenge each other, and teachers in their faculties, to improve their practice and deliver high-quality learning experiences for young people.
- Senior and middle leaders ensure improvement actions lead to positive change for young people by undertaking a robust and ongoing evaluation of the SIP. Curriculum leaders have created the 'Open Doors' programme of self-evaluation to ensure that their improvement efforts are impacting positively on improving young people's experiences. This detailed and rigorous programme triangulates evidence of practice across each faculty and includes lesson observation, focus groups of young people and parents and professional discussions with subject teachers. The innovative approach to self-evaluation has improved pedagogy to better meet the needs of more learners. In addition, a few curriculum leaders work with the local authority as subject network leads. This is enhancing the shared understanding between staff of moderation and verification in both the broad general education (BGE) and senior phase. Staff should continue with plans to involve colleagues from other local authority schools to support Wallace High's quality assurance processes further.
- Senior leaders instil a strong commitment in staff to improve their practice meaningfully through undertaking high-quality professional learning. All teaching staff receive professional review and development linked well to the General Teaching Council for Scotland (GTCS) professional standards. Staff identify areas which will impact most substantially on improving young people's learning and wellbeing. This has led to the development of a high-quality career-long professional learning programme. This programme has significant levels of engagement from staff and is spreading areas of high-quality practice well across the school. Professional learning is focused on achieving the priorities detailed in Faculty Improvement Plans which align very closely with the SIP.
- Staff's professional learning has led to significant improvements in areas such as inclusive practice and improved learners' experiences. Staff have a greater understanding of the features of high-quality learning and teaching through the development of the 'Wallace High School Learning Wheel'. Young people benefit from more consistently high-quality learning experiences in most curriculum areas. As planned, senior leaders should build upon the early success of this programme to continue to improve learning and teaching.
- A clear area of strength in the school's work is the strategic approach for delivery of Career Information Advice and Guidance. Teaching staff are engaged in professional development opportunities provided by Skills Development Scotland (SDS) partners to improve their knowledge and ability in the use of the data hub. Staff leading careers education are working well to progress Developing the Young Workforce (DYW) priorities across curriculum areas. This includes coordinating an extensive range of partnerships and opportunities for young people to gain work experience. Staff demonstrate a sound understanding of young people's wider skills development across all subject areas.

- Senior leaders and almost all staff are fully aware of the social, economic and cultural context of the school. Senior leaders have developed a clear plan for the spend of their allocated Pupil Equity Fund (PEF). Senior leaders consult with staff and the Parent Council, which is known as the Parent Teacher Network (PTN), to agree priorities for the PEF spend. Teaching staff know young people very well and have robust systems in place to ensure that they identify and address effectively any barriers to participation caused by socio-economic disadvantage.
- Staff lead change beyond the school. For example, they have developed highly successful partnerships with external agencies to support the mental health and wellbeing of young people. They have worked with a national agency to develop resources to help raise the profile of mental health. It is commendable that this partnership has produced resources that are now being used nationally by the partner agency.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff and young people in Wallace High School demonstrate positive and mutually respectful relationships. This has created a nurturing, calm, and supportive learning environment where young people are comfortable to seek support when required. Most young people feel that they are encouraged by staff to do their best. They appreciate staff supporting their learning through classes, lunchtime and after school study sessions.
- Most young people are motivated and eager to learn. Young people would benefit from more opportunities to lead their learning across the school. In most lessons, teachers use a range of approaches effectively to motivate and engage young people. This includes, for example, well-structured group activities and discussions. In the majority of lessons, tasks and activities are well planned to meet the needs of young people. In a few lessons where learning is too teacher led or the pace is too slow, young people are passive in their learning and are not fully engaged. In most lessons, a few young people would benefit from greater levels of challenge.
- Almost all young people settle well into classes and behave appropriately. Staff respond sensitively and use the school principles to remind young people of expectations on the few occasions when young people are not respectful in their behaviour. Senior leaders should continue with plans to review the promoting positive behaviour policy. This should reflect staff approaches to fostering positive relationships better and their increasing understanding of children's rights.
- In almost all lessons, teachers' explanations are clear. Most young people understand the purpose of the learning through effective use of starter tasks. These make explicit reference to prior learning and teachers share the learning intentions of the lesson effectively. Teachers in almost all lessons share with young people the measures of how to be successful in their learning. Where this is very effective, teachers differentiate for all learners in the class. However, in a few lessons there is too much focus on completion of a task rather than the development of knowledge or skills. Teachers should continue to develop their approaches to involve all young people in creating success criteria.
- All young people benefit from having their own digital device. Almost all staff use digital technology well to support learning in the classroom. In a majority of these lessons, this is used creatively to enhance learning and teaching. Young people who need support with their learning benefit from a range of individualised digital supports. Almost all teachers use digital platforms successfully to support learning at home. Young people say this helps them consolidate learning or catch up with work they have missed. As planned, senior leaders should share highly effective examples more widely so that best practice is extended across the school.

- In most classes, teachers use questioning well to engage learners and check young people's understanding. A minority of teachers use a range of questioning techniques to promote higher order thinking skills. In these lessons young people are challenged appropriately to extend their learning. Teachers should continue to develop their use of questioning to ensure all members of the class are involved.
- In most lessons, teachers offer a range of valuable feedback to young people. Most teachers use digital platforms to provide feedback which supports young people to reflect on their progress in learning. A recently developed digital tool helpfully supports young people to assess their progress in relation to National Benchmarks in the BGE across all curriculum areas. Young people respond well to opportunities for self and peer assessment. Teachers support young people effectively through regular learner conversations to understand the progress they are making in their learning. As a result, young people are increasingly confident in discussing their progress and how they can improve further.
- Teachers have a very strong understanding of the moderation cycle which they apply well to the planning of learning and assessment. Most staff are planning courses and assessments with appropriate progression pathways for learners in line with national expectations. Most teachers use assessment evidence effectively to modify courses and learning experiences to meet the needs of all learners. Almost all teachers use a range of well-considered strategies to assess young people's progress. Teachers in all curriculum areas have developed well-planned assessment tasks for the BGE and senior phase. They should continue to develop assessment tasks that are matched appropriately to the learning needs of all young people.
- Teachers are making progress with their moderation of standards in the BGE and senior phase. In all curriculum areas, teachers work well together to moderate the planning of learning and assessment. This is developing a shared understanding of learners' assessment evidence and is supporting the consistency and reliability of teachers' judgements. Most curriculum areas benefit from senior phase verification activities through local authority networks and responsibilities as Scottish Qualifications Authority (SQA) assessors. As planned, teachers should continue to develop opportunities for BGE moderation activities with local authority networks and associated primary schools.
- Teachers have rigorous approaches to tracking and monitoring learners' progress across all stages. These are very well embedded in all curriculum areas. Curriculum leaders use information gathered on the progress of all learners well to identify young people who would benefit from additional interventions. As a result, young people are supported well by a range of interventions from teachers to make appropriate progress through all levels in almost all curriculum areas.
- Senior leaders collate data from curriculum areas into a whole school system to track rigorously the progress of young people across all curriculum areas in the BGE and senior phase. This enables a range of pastoral and support staff to provide effective individualised interventions for young people. Senior leaders use this data to measure the effectiveness of support in ensuring young people make appropriate progress in their learning.
- Senior and middle leaders have identified improving the quality of teaching as an ongoing priority in the SIP. There is a well-established whole school learning and teaching group which is driving this work forward effectively.

2.2 Curriculum: Learning pathways

- Senior leaders and staff have developed a highly successful transition programme which supports young people moving from primary to secondary school. This includes those young people who require enhanced support. These young people also benefit from a summer outreach programme designed to ensure they feel ready and supported to make the transition to secondary school.
- The headteacher is committed to ensuring young people experience their entitlement to a comprehensive and meaningful BGE. Staff offer a wide range of learner pathways which ensure all young people access their full curricular entitlements. Young people also experience choice through opportunities to specialise within curricular areas in S3. This includes, for example, a range of carefully considered and enriching S3 electives.
- Over the past few sessions, middle leaders have led a rigorous review of curricular pathways through the senior phase within each faculty. Learners are now gaining more experience and attaining accreditation, including through the Scottish Credit Qualification Framework (SCQF), in courses related to their planned destinations. Young people are now able to study across a wide range of subjects including well-structured programmes which combine vocational pathways and awards successfully.
- Young people in the senior phase continue their learning in religious and moral education (RME) through assemblies and seminars. Senior leaders should ensure young people in the senior phase receive their entitlement to RME through a more structured and planned programme. This should ensure greater coherence and progression in their learning.
- Senior leaders and staff have well-established programmes with a wide range of community partners, who contribute actively to the life and work of the school. These partnerships help provide a range of flexible learning pathways which help increase engagement, reduce inequalities and improve attainment. For example, young people have experienced a greater range of options within science, technology, engineering and mathematics (STEM). This has led to the achievement of the STEM Nation Award.
- The award-winning 'School of Sport' is highly valued by the whole school community. Young people are proud of their achievements within a range of sports including football, swimming, basketball, rugby and dance.
- Staff develop and promote digital learning opportunities well throughout the curriculum. Key staff have developed a wide range of high-quality resources and learning opportunities for young people and staff. The school's Digital Ambassadors contribute to ongoing learning and development of staff through a digital learning focus area each term. This is improving range of quality of young people's digital learning experiences in classes. The impact of the work of staff and learners has been recognised with the achievement of the Digital Schools Award.
- Staff across the school contribute to the development of young people's literacy and numeracy through a cross-curricular approach. Young people speak positively and confidently about how the use of the digital BGE passport is helping them to reflect on how they are applying their literacy and numeracy skills across the school. Young people across the school use a range of digital devices and software programmes to enhance and develop literacy and numeracy skills. Staff are maintaining data this session to measure young people's progress through the cross-curricular approach.

- Staff across the curriculum have a clear understanding of Developing the Young Workforce priorities. Teachers relate learning to the world of work in a variety of innovative ways. Almost all young people in S6 and all young people in the 'School Apprenticeship Programme' have received individual support to help prepare them very well for their next steps in education or employment. Staff and partners have worked well to ensure the curriculum is underpinned by the Career Education Standard 3-18, and Career Management Skills Framework Guidance.
- The school has a very well-embedded skills framework. Young people are able to talk confidently about the skills they are developing across the curriculum. Young people benefit from a significant offer of well-publicised opportunities for wider achievement across the school and in faculties.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders, staff and partners have worked well together to develop highly effective strategies to engage parents successfully. This includes a broad range of well-received communication approaches such as newsletters and digital platforms. Senior leaders and staff have increased parental involvement through a carefully-considered initiative of linking with community councils to meet more parents in their local community. This has significantly increased the number of parents involved in consultations. An increasing number of parents are now involved in offering their views to the school.
- Staff also engage parents well through helpful parental information evenings in school on a range of relevant topics. Parents value these events as they can help them to support their child at home.
- The Parent Council works well in partnership with senior staff to support school improvement. A main function of their work is to organise a very popular uniform shop based on the principles of 'Reduce, Renew and Re-use'. This provides uniform items and outfits for social events to ensure a sustainable approach as well as supporting families with the cost of the school day. This ensures that young people can be involved and included fully in all aspects of the school.
- Strong parental engagement has led to parents feeling comfortable in contacting school staff and they are confident that staff will respond effectively to addressing any concerns.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The dedication of all staff to support young people's wellbeing underpins very positive and mutually respectful relationships between staff and young people. Almost all staff know young people as individuals and demonstrate a strong understanding of the school's context. They use this knowledge successfully to offer highly-impactful universal and targeted wellbeing support. As a result, most young people feel safe in school and recognise that they have a trusted adult they can speak to if they are worried or need help. A key strength of the school is young people's enthusiasm for supporting the wellbeing of their peers. This reflects the school's caring and compassionate community.
- Most staff and young people have a well-developed understanding of the wellbeing indicators. Staff use a range of approaches to help young people to reflect on their wellbeing. Staff have used mental health surveys, wellbeing webs and regular questionnaires to evaluate progress against the indicators. This helps staff to improve young people's access to universal and targeted support which improves their wellbeing. Staff are now well placed to identify the best approaches and continue to use data strategically to reflect on universal needs and inform the planning and evaluation of wellbeing interventions.
- There are major strengths in the school's approaches to supporting young people to live healthy and active lives. For example, a majority of young people in the BGE participate in the School of Sport. This offers participants a significant opportunity to develop a range of transferable skills such as teamwork and participation. Staff are highly committed to removing any barriers and encouraging young people to engage in positive and meaningful sporting activities. Almost all young people speak knowledgeably about the importance of a healthy diet, and the positive impact of regular exercise.
- Staff and young people's work to promote positive mental health is another major strength in the school's work. A successful mental health improvement group consists of staff trained in mental-health first aid and young people serving as mental-health ambassadors. They work together skilfully to promote strategies to address mental health challenges and to reduce any stigma associated with talking about mental health. An impactful health and wellbeing week enhances young people's skills to help them maintain strong mental health. This includes the resilience and self-confidence to support their own mental health or seek help when required.
- Staff create a supportive, nurturing learning environment for young people across the school. They do this by utilising nurturing principles and their knowledge of trauma informed practice explored during valuable professional learning. The number of young people being excluded from school continues to fall steadily, demonstrating staff's commitment to inclusion.

- Young people's sense of wellbeing, equality and inclusion is supported effectively by the approaches used by staff to meet their statutory duties. Almost all staff are confident in how they are Getting it Right for Every Child (GIRFEC). Staff identify young people with caring responsibilities systematically and work with partners to provide individual support, often outlined in a young carer's statement. Young people who are care experienced are considered for a co-ordinated support plan. Senior leaders should ensure the process of consideration is recorded when reviewing support for a young person. Staff can demonstrate how their well-planned and effective supports lead to positive outcomes for these cohorts of young people.
- Staff recognise the importance of maintaining a focus on improving young people's attendance and late coming. Family support workers offer suitable interventions for young people who struggle to maintain regular attendance at school. This is resulting in a few young people improving their attendance at school. Senior leaders and pastoral staff should continue to develop their daily attendance procedures to ensure any absences from school are addressed and followed up appropriately. They recognise the need to continue to reduce the number of young people who are currently attending school on a part-time basis.
- Most young people with additional support needs achieve positive outcomes in the school. Senior leaders and support for learning staff (SfLS) share valuable information with staff about young people who require additional support. Senior leaders and SfLS have developed highly effective processes and use data successfully to identify young people requiring assessment for an additional support need. This ensures that young people who require support are identified early.
- SfLS engage in regular reviews of progress with young people and their parents. They should continue to improve how the views of young people and parents are being recorded. SfLS should share young people's individual targets with all staff. This will help staff support these young people to progress in their learning and achieve success. Young people would also benefit from more specific and relevant targets to help them understand better their progress and next steps in learning.
- Well-considered and strong partnership working is a major strength of the school. Many of these partners work with pastoral staff to offer a range of effective interventions to support young people experiencing barriers to their learning. Pastoral staff should continue to develop their approaches to planning wellbeing support. This includes how they evaluate fully a young person's strengths and support needs when considering interventions, and ensure they identify clearly the outcomes sought for young people and how they are going to measure success.
- The health and wellbeing (HWB) curriculum offers young people learning which is progressive and reflects issues relevant to their local area. Young people value inputs which reflect their needs, such as positive sleep routines. Staff who lead HWB seek the views of young people and parents meaningfully to inform planning for learning. They should continue to review and improve the programme and delivery so that it remains relevant and engaging to young people.
- A few groups of young people demonstrate strong leadership in relation to inclusion and equalities. A few young people and staff work positively with partners to encourage all young people to challenge the attitudes, beliefs and cultures which facilitate gender-based violence and prejudice. The learner-led LGBTQI+ group raises awareness of diversity and the importance of tackling discrimination through assemblies and focused weeks for peers. The 'Period Poverty' group, chaired by pupil equality ambassadors, introduced innovative initiatives to provide period products to young people. Staff consider and embed opportunities to exemplify aspects of equalities well through the curriculum. All of these approaches are helping

most young people to recognise how the school helps them to understand and respect other people.

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and young people. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of young people through food in school. A few areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food in schools.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

The school has a specialist local authority provision for young people with severe and complex needs, Ochil House. These young people are progressing and attaining very well against their individual milestones. Their attainment is reflected within the whole-school data. The school provided supplementary evidence demonstrating the good progress being made in raising the attainment and achievement of all young people.

Attainment in literacy and numeracy

- Staff are improving literacy and numeracy outcomes for young people. They use robust tracking systems to identify young people who require targeted support in literacy and numeracy. These young people are helped by allocated staff and peers such as specially trained S6 learners.

BGE

- In 2022/23, almost all young people achieved Curriculum for Excellence (CfE) third level in literacy and numeracy by the end of S3. In 2022/23, the majority of young people achieved fourth CfE level in literacy by the end of S3. Performance at this level has improved since 2016/17, particularly in the latest year. Since 2016/17, a majority achieved fourth CfE level in numeracy by the end of S3.
- Staff continue to develop their confidence in making robust assessment judgements. They work within faculties as well as with associated primary schools to agree standards and judgements about young people's achievement of a level. Staff meet regularly to moderate their work and therefore, assessment data continues to be reliable.

Senior Phase

Literacy

- Generally, most young people who left school between 2017/18 to 2021/22 achieved SCQF level 5 or better in literacy. The majority of young people achieved SCQF level 6 or better in literacy. Performance at these levels has been generally in line with the virtual comparator (VC) between 2017/18 and 2021/22. The school has maintained these levels of literacy performance over the last five years.

Numeracy

- The majority of young people who left school in 2020/21 and in 2021/22 achieved SCQF level 5 or better in numeracy, in line with the VC. At SCQF level 5, there is a notable difference between the percentages of young people who achieve numeracy through units when compared to those who achieve this through a course award. As planned, senior leaders should continue to explore their approaches to ensure young people achieve the highest level

of numeracy. Between 2017/18 and 2020/21, a minority of young people achieved SCQF level 6 or better in numeracy, in line with the VC. The school has maintained these levels of numeracy performance over the last five years.

- Between 2019/20 and 2021/22, the majority of young people with additional support needs leaving school achieved SCQF level 5 or better in literacy and a minority achieved SCQF level 6. Performance in numeracy is less strong with a minority of leavers achieving SCQF level 5 or better and a few achieving SCQF level 6 or better.
- Young people who are at risk of leaving school without an appropriate literacy and numeracy qualification are supported well in the Wallace Hub. Almost all young people being supported in this provision achieve an appropriate qualification in literacy and numeracy.

Cohorts

- At S4, a majority of young people have generally achieved SCQF level 5 or better in literacy, in line with the VC. By S5, as a percentage of the S4 roll, a majority of young people generally achieved SCQF level 6 or better over the last five years, apart from 2021/22 when it was a minority and significantly lower than the VC. By S6, based on the S4 roll, just under half of young people achieved SCQF level 6 or better in literacy in the latest year, 2022/23. This is significantly lower than the VC. There is no consistent pattern of improvement in the performance of young people at SCQF level 5 and 6 in literacy over the latest five-year period.
- At S4, a majority of young people achieved SCQF level 5 or better in numeracy since 2018/19. This is in line with the VC. By S5 and S6 based on the S4 roll, a minority of young people achieve SCQF level 6. Although this is in line with the VC, there is no pattern of improvement in performance at this level since 2018/19. Senior leaders have identified appropriately the need to improve attainment in numeracy at this level.
- Young people attain success in National 5 and Higher English qualifications. The number of young people entered for these qualifications is in line with national data and young people's attainment is generally above national figures. Attainment in National 5 and Higher maths, including application of maths, is improving with both entries and performance being generally in line with national figures.

Attainment over time

BGE

- Over the latest three-year period, most young people achieve CfE third level or better in all curriculum areas by the end of S3. In a minority of faculty areas, the majority of young people are attaining CfE fourth level by the end of S3. Senior leaders can demonstrate positive attainment of young people in the BGE over time, through the use of rigorous monitoring and tracking data.
- Senior leaders recognise that a next step is to use whole school tracking and monitoring data to measure the progress and attainment of young people holistically over time. Senior leaders should develop further the systematic monitoring of this data to identify areas for continued improvement as young people progress from the BGE to the senior phase.

Senior phase

- Senior leaders note that the attainment of a few young people, who struggled to maintain engagement with learning during the pandemic, has been impacted adversely. Senior leaders and staff have implemented a range of interventions to improve attainment. This includes

strengthened systems for monitoring and tracking progress. Young people benefit from a significant offer of support from teachers beyond the classroom, including a successful mentoring programme.

- Senior leaders acknowledge that a few S6 learners did not complete their courses last session. This has adversely affected overall attainment in the latest year for these young people. Senior leaders and staff have taken appropriate action to promote the benefits of remaining in courses to address this issue. There is evidence that these actions are improving young people's resilience and engagement. Senior leaders are more confident of increased completion rates this session.

Leavers

- The attainment of the lowest attaining 20% and highest attaining 20% of young people is generally in line with the VC between 2017/18 and 2021/22 when using complementary tariff points. The attainment of the middle attaining 60% of leavers has been significantly lower than the VC for the latest two years, 2020/21 and 2021/22.

Cohorts

- At S4, and by S5, based on the S4 roll, performance over the latest five-year period is generally in line with the VC. By S6, based on the S4 roll, the attainment of the lowest attaining 20% of young people is generally in line with the VC. Attainment of the middle 60% and highest attaining 20% was generally in line with the VC, until the latest year when it was significantly lower than the VC.

Breadth and depth

- Senior leaders should continue to keep their curriculum offer under review. They need to focus on ensuring that young people add value and depth to their attainment by the end of S6.
- Since 2021/22, the majority of young people in S4 achieved four or more awards at SCQF level 5C or better and a minority of young people achieved seven or more qualifications at SCQF level 5C or better since 2018/19. This is generally in line with the VC. The number of young people achieving two or more to seven or more awards at SCQF level 5C or better generally shows a pattern of improvement. A minority of young people achieved six or more qualifications at SCQF level 5A or better since 2020/21. The percentages of young people who achieve one or more to six or more awards at level 5A or better is generally following a pattern of improvement over the latest five-year period.
- By S5, a minority of young people achieved five or more awards at SCQF level 6C or above. This has been in line with the VC since 2018/19. A minority of young people gain three or more awards at SCQF level 6A or better, in line with the VC. Performance of young people's attainment against the VC at SCQF level 6A is generally in line with the VC apart from 2021/22 when the percentages of young people gaining one or more to four or more awards was significantly lower than the VC. Performance of young people gaining one or more to five or more awards at SCQF levels 6C or better and 6A and better generally shows improvement over the latest two years.
- By S6, and since 2018/19, a minority of young people gain four or more awards at SCQF level 6C or better. There is a pattern of improvement in young people attaining one or more to six or more qualifications at SCQF level 6C or better and 6A from 2019/20 to 2021/22. This measure was in line with the VC. The percentages of young people gaining one or more to five or more awards at SCQF level 6C or better and SCQF level 6A or better is significantly lower than the VC in the latest year.

- A minority of young people gain one or more award at SCQF level 7C or better and a few young people gain one or more award at SCQF level 7A. Although performance has been generally in line with the VC since 2018/19, performance at this level has declined in the latest year, 2022/23.

Overall quality of learners' achievement

- An important strength in the school's work is the significant number of young people who develop a wide range of important skills for life and work through their participation in achievement activities. The majority of young people in S1-3 demonstrate confidence and positive social skills as well as enhancing their knowledge and technical skills through participation in clubs. Most young people in the senior phase develop their leadership skills and experience through roles such as STEM leaders, sports leaders, mental health champions, volunteers or ambassadors across curricular areas. Young people lead a few clubs and display important organisational skills. A significant number of young people enjoy local, national and some international success, particularly in sports, music, dance and science.
- An increasing minority of young people achieve accreditations such as the SCQF Level 6 Leadership or the Duke of Edinburgh's Awards. A next step is for staff and partners to explore more opportunities for accreditation.
- Young people articulate very well the performance skills and confidence they develop through these achievements. Staff support young people very well through regular dialogue to understand the skills they are developing and how these apply to other areas of the curriculum. They demonstrate confidently the four capacities of Curriculum for Excellence. Senior leaders should proceed with plans to track the skills that young people develop through their achievements.
- Staff celebrate the success and achievements of young people very well across the school and in faculties. Young people appreciate their success being celebrated regularly through awards ceremonies, reward cards, assemblies, school notice boards and effective use of social media. Most young people have received a Star Award for demonstrating commitment to the school values. This leads to young people feeling recognised, supported and encouraged to achieve well.
- Senior leaders and staff gather information to track participation in achievement activities well. Staff should continue to develop this system and use this information effectively to identify all gaps in young people's participation.

Equity for all learners

- The attainment of young people leaving school who reside in SIMD decile one and two is generally in line with national levels from 2017/18 to 2020/21 when using complementary tariff points. In the latest year, the attainment of young people leaving school who reside in SIMD decile one is significantly lower than national levels.
- Senior leaders have identified rightly that those young people who reside in SIMD deciles one and two require continued and greater focus. Although attainment of these young people is below national levels, there is evidence of improvement. Senior leaders and staff should build upon recent improvements that have resulted from targeted literacy and numeracy work for leavers who are impacted by socio-economic disadvantage.
- Senior leaders and staff focus systematically on tracking the progress and attainment of young people who may face additional barriers to attainment. This includes young people who are

care experienced, have additional support needs and have English as an additional language. These young people are making positive progress and attaining well.

- PEF is used to ensure young people affected by socio-economic disadvantage are able to participate in achievement opportunities. This fund is also used to employ additional staffing to support young people and families in sustaining regular attendance to school. This is improving the attendance of a few young people who are targeted through this initiative and they are better supported to engage more fully in school life.
- Senior leaders and staff have worked effectively with partners to improve significantly the number of young people who progress to a positive destination on leaving school. Young people are supported through a highly-effective provision for work placements through extensive partnership working. As a result of this successful work, almost all young people leave school to a positive destination. This has improved significantly over the five-year period and this is substantially above the VC, as well as local and national levels.

Context

Ochil House supports 29 young people from S1 to S6 across five classes. Three classes are housed within a designated area of the school. This area also includes a sensory room, accessible toilet facilities and an open area for group activities. Two classes are within the home economics corridor of Wallace High School. Young people attend the provision from across the Stirling area and have a range of additional support needs. At the time of the inspection, 15 young people were working within the BGE and 14 young people were working at the senior phase. A few young people access some subjects alongside their mainstream peers. The management team of Ochil House consists of a strategic lead and a principal teacher. They have both been appointed to the provision in the past two years. The strategic lead is also the headteacher of a special school within the local authority. The headteacher of Wallace High School has overall responsibility for the Ochil House provision.

Leadership of change

- Senior leaders and staff have a clear vision for improvement and change. They have a focus on ensuring young people attain and achieve within an inclusive and welcoming environment. The strategic lead and principal teacher have worked very well with staff and young people to create a positive and supportive ethos since taking up their posts. They have developed strong relationships with staff, families and stakeholders. This has been an effective approach to managing change.
- Senior leaders take appropriate account of information from staff and partners to identify accurately priorities for improvement. They have recently implemented quality assurance approaches to identify appropriate priorities. These include developing communication approaches for young people and improving their health and wellbeing through increased physical activities. Senior leaders and staff should continue to evaluate the work of the provision, with a focus on approaches to learning and teaching.
- Staff, including support staff, have improved access to professional learning through recently introduced professional review and development meetings. As a result, staff have a better understanding about how to best support the needs of young people, including their medical and learning needs. Close partnership working with partners such as allied health professionals is helping staff gain appropriate knowledge and skills. They use this information well to support young people.

Learning, teaching and assessment

- All young people benefit from warm and positive relationships with staff and with each other. Young people are motivated, happy and confident when engaging in their learning. This is particularly evident when they participate in activities such as music and physical education. They respond well to questions and instructions and feel comfortable to express their feelings and views. Staff praise and encourage young people well. Senior leaders and staff strive to create interesting and motivating learning opportunities for young people such as performing on musical instruments, singing and sensory experiences. As a result, almost all young people demonstrate high levels of enjoyment as they go about their learning.
- Teachers and support staff have a strong understanding about the individual needs of young people. They use this information well when planning learning. Teachers now need to ensure

that when delivering lessons, they take better account of these individual needs. They should ensure that all lessons provide appropriate challenge for all young people and that they are matched to their specific needs and strengths.

- A few young people access learning very successfully in Wallace High School alongside their mainstream peers. Senior leaders from Ochil House and Wallace High School should work together to continue to ensure that where possible, young people have opportunities to learn together. A few young people in Ochil House who are working at the senior phase would benefit from more opportunities to access mainstream subjects.
- Senior leaders and staff have positive planning approaches that take account of the strengths and needs of young people. Staff assess learning mainly by observation and professional judgement. Young people's progress and achievements are recorded well using learning journals and online platforms. Staff would benefit from working together and with other similar schools on approaches to planning and assessment. They need to ensure there is a shared understanding of progress and achievement. Senior leaders and staff should continue to track and monitor progress for individual young people. Tracking and monitoring approaches should now have a greater focus on improving attainment and achievement.

Ensuring wellbeing, equality and inclusion

- All staff have a strong focus on improving young people's wellbeing. Interactions between staff and young people are respectful and supportive. Staff are sensitive to the medical and care needs of young people. Staff work well with allied health professionals to ensure that they understand and implement specific interventions. This allows young people to access their learning and to feel safe and confident.
- Teachers plan appropriate physical activities and set wellbeing targets relevant to the individual social and emotional needs of young people. The recent focus on improving the physical wellbeing of young people is having a positive impact. Young people now have more opportunities to participate in a range of sport and physical activities such as swimming. Wellbeing outcomes have improved for almost all young people. Staff in Ochil House should continue to work with staff in Wallace High School and partners in the local community. Together, they should identify resources and opportunities to improve young people's health and wellbeing such as swimming and dance.
- Senior leaders and staff work very effectively in partnership with parents to support young people. Parents are very positive about the care and support provided by staff. They are kept well informed about young people's progress and have opportunities to contribute to child's plans and decisions about young people. Parents are keen for their young people to have more opportunities to participate in activities with pupils from the mainstream school. Parents feel valued and included in young people's learning and in the life of the provision.
- All staff have a clear understanding of their statutory duties and responsibilities. They participate in child protection training and professional learning to support the wellbeing of young people. Plans are in place to identify and support the needs of young people. These are reviewed regularly in collaboration with parents and other professionals.
- Young people have appropriate opportunities to be involved in the life of the school. They attend events such as assemblies and school social events. The majority of young people access the café at the same time as mainstream peers. A few young people in classes within Wallace High School spend most of the school week in the mainstream school. Staff in Ochil House and Wallace High should continue to work together to maximise opportunities for young

people to learn and socialise together. Staff take good account of the views and individual emotional needs of young people when planning for inclusion.

Raising attainment and achievement

- Overall, almost all young people in Ochil House are making good progress in their literacy/English/communication and in numeracy and mathematics. There is scope for a few young people to make even better progress.

Literacy, English and communication

- Almost all young people listen and respond well to voice, sign or symbols. They engage appropriately in response to questions from staff. Almost all young people understand and use information about their daily timetable. Most young people enjoy engaging with books. A few read across a range of genres. They use written information well in practical situations such as shopping lists and recipes. Staff should continue to support young people to develop their literacy through an increased use of technology. Young people in the senior phase are attaining national qualifications at SCQF levels one to five.

Numeracy

- Young people are working appropriately with number in a range of contexts. They use their understanding of number and coins well in a range of practical and meaningful contexts such as shopping. Young people are gaining a good understanding of routines, times and days of the week through their daily timetables. Staff should continue to support young people to develop numeracy skills in practical and day to day contexts. Young people in the senior phase are attaining national qualifications at SCQF levels one to three.

Attainment over time

- Almost all young people are making good progress from prior levels of attainment. There is scope for some young people to attain and achieve more with improved differentiation and increased pace of learning. Young people are working within CfE levels from pre-early level milestones to second level. Almost all young people at the senior phase have achieved or are working towards national qualifications at SCQF levels one to five across a range of subjects. These include art, science and design and engineering. With increased access to mainstream classes, there is scope for a few young people at the senior phase to gain more qualifications. Over the past three years, all young people have moved to positive destinations. These include local colleges and adult learning centres.

Overall quality of learners' achievements

- Young people demonstrate confidence and develop skills through participation in activities such as swimming, gardening and ice skating. A few young people are working towards a Duke of Edinburgh award. Young people at the senior phase participate in work experience and attend college to support their transition after school.

Equity for all learners

- All staff have a very good understanding of young people's social, economic, and cultural context. They understand and take account of the impact of a range of other factors such as disability, learning needs and family circumstances. Senior leaders use PEF to support young people's participation in a range of physical activities to support their wellbeing. These

interventions are having a positive impact on their physical and emotional wellbeing. Senior leaders should now involve parents more in making decisions about PEF.

Context:

Àrd-sgoil Uallais – Wallace High School is the designated secondary school for Gàidhlig (Gaelic) Medium Education in Stirling Council. This results in the school having responsibility for taking forward elements of the council's Gaelic Language Plan. Gàidhlig is part of the faculty for communications, along with English. This is led by a principal teacher. A teacher of Gàidhlig leads Gàidhlig Medium Education on a day-to-day basis, as well as aspects of the education authority's remit. A member of the senior management team has strategic responsibility for Gàidhlig Medium Education. Further exploration of staffing would be helpful to building on the existing strengths of provision and practice.

Leadership of change

- Staff with responsibilities for Gàidhlig drive change well. They are enthusiastic in their approach and set a clear direction. The improvement plan for Gàidhlig links to Stirling Council's Gaelic Language Plan. A next step would be to integrate planning within that of the school, to ensure further articulation with the school's strategic planning. This would help ensure that Gàidhlig is considered further within all the processes of planning for improvement, sustainability and setting future direction as the school of Gaelic in Stirling Council. The school is at a natural point for considering how staffing and retention strategies can be used to facilitate further growth.
- Staff use their professional learning well to drive change. The school has developed helpful networks with other schools to build capacity, share practice and resources, and for moderation and verification.
- Young people have a say in how to improve Gàidhlig Medium Education. Senior leaders should consult young people further, along with their parents, on the subjects from which they are extracted to create time for learning Gàidhlig in the broad general education. They should also look at timetabling solutions that enables young people to learn Gàidhlig within the timetable without having to catch up on other subjects.

Learning Pathways

- Recently, there is improved continuation with Gàidhlig Medium Education from primary to secondary. The school has an ongoing weekly programme of transition visits to the older children at the primary stages. This is impacting positively through increasing numbers continuing with Gàidhlig Medium Education at the secondary stages.
- Young people learn Gàidhlig as part of their entitlement within the 1+2 modern language plan. They may study a language throughout the senior phase leading to a qualification. Young people access modern language as well. At the senior stages, young people run a Gàidhlig club for their peers, as well as promote Gàidhlig as tosgairean (ambassadors). Young people develop their digital skills by taking part in making short films for the national competition, FilmG. A range of local and national partners support young people very well. Senior leaders should continue to monitor that the proportion of the curriculum through Gàidhlig is sufficient to impact on fluency. There are year groups who would benefit from more time in immersion.
- Staff encourage young people to study Gàidhlig in the senior phase. This is ensuring that young people are leaving school with a qualification in Gàidhlig. They should also explore how

young people can receive awards or accreditation for participating in events such as FilmG. Staff are at an early stage of planning how literacy units can be used for those who do not do a National Qualification in Gàidhlig.

- Staff are beginning to deliver social subjects through the medium of Gàidhlig in S1. This extends the proportion of the curriculum through Gàidhlig and extends young people's specialist language. A useful next step would be to extend this learning across the broad general education leading to an additional qualification through the medium of Gàidhlig.
- For some cohorts, young people in English Medium can choose Gaelic (Learners) as a short elective in S3.
- Senior leaders should continue to use Curriculum for Excellence to maximise learning through the medium of Gàidhlig and track young people's progress. Young people should have an immersion environment in which to learn. Senior leaders should ensure that the curriculum offer for Gàidhlig Medium Education is captured in key documents and communications and reviewed on an ongoing basis.

Ensuring wellbeing, equality and inclusion

- Staff delivering Gàidhlig Medium Education are aware of specific support needs of the young people. They identify ways to support all learners and ensure one-to-one support in assisting young people with their learning.
- The school has taken important steps in addressing their statutory responsibilities towards Gàidhlig Medium Education. They should ensure that their website and handbook includes Gàidhlig, their designated city status for Gàidhlig and their actual curriculum offer. @Gàidhlig aig Àrd-sgoil Uallais has positive promotion of Gàidhlig Medium Education and bilingualism.
- Staff are taking steps to integrate Gàidhlig into the school environment. Most departments participate in Seachdainn na Gàidhlig – World Gaelic Week. The library has a few resources. Some additional contemporary texts and those to embed Gàidhlig within its associated culture would be useful. Young people in Gàidhlig Medium Education's sense of belonging is fostered through such actions, along with the school's inclusive approaches to all learners. All staff should continue to develop approaches that recognise Gàidhlig is part of the diversity, equity and equality of the school. It would be appropriate to raise the profile of children's rights to indigenous languages.

Raising attainment and achievement

- Young people attain very well in literacy and Gàidhlig. During 2021/22 and 2022/23, all young people achieved CfE third level outcomes. A few achieved CfE fourth level outcomes. Between 2019/20 and 2022/23, a few young people continue with a National Qualification in the senior phase. These young people generally achieve an A or B level pass, with all young people gaining an A or B grade at SCQF level 6 since 2019.
- As a result of their time in Gàidhlig Medium Education, young people are confident speakers of Gàidhlig. They enjoy the culture associated with learning through Gàidhlig. As a group of young people, they build skills in collaboration, community and networking.

Practice worth sharing more widely

- All young people are supported to understand the importance of living healthy and active lives. The popular School of Sport is supporting a majority of young people in the BGE to develop a range of important transferable skills. Almost all young people speak knowledgeably about the importance of a healthy diet, and the positive impact of regular exercise.
- Staff and young people work together successfully to promote positive mental health across the school community. A successful mental health improvement group consists of staff trained in mental health first aid and young people serving as mental health ambassadors. They work together skilfully to promote strategies to address mental health issues and to reduce any stigma associated with talking about mental health. Young people demonstrate the resilience and self-confidence necessary to support their own mental health or seek help when required.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.