Wallacewell Primary School
Standards & Quality Report
Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

Our School Context

Wallacewell Primary School is a co-educational, non-denominational school in Northeast of Glasgow. We are part of the Smithycroft Learning Community where we have high aspirations for all our young people. We work collaboratively across our Learning Community to support our children and school community to flourish.

Wallacewell Primary is a happy and vibrant school where we encourage a strong sense of community in which pupils are supported to grown as individuals across all aspects of their development. Our partnerships with families and other partners are valued highly. Our staff are committed to providing a safe and nurturing environment in which every child can develop, achieve and thrive.

Our school roll is currently 404 pupils. Our families speak more than 29 languages. 23.5% of our learners having English as an Additional Language. Over 44% of our learners have an identified additional need. 28.71% of families live in SIMD quintile 1.

Our Achievements & Improvements 2024 - 2025

1) Key developments

• Introduction of four new values, following thorough consultation with all stakeholders:

• Development of a new bold and ambitious vision statement:

We Belong, We Learn, We Achieve

Our vision recognises the value we place on community, collaboration and the aspiration we have for our children, families and wider school community. At Wallacewell we are committed to empowering our young people to succeed. As part of a networked learning organisation, we will work to create a happy, healthy, caring and inclusive school where everyone feels valued, respected and supported to overcome barriers and achieve their full potential.

• Creation of a new set of aims, which clearly articulate what we want for our learners:

Wallacewell Primary aims to:

- foster positive relationships with families and the wider community to enhance learning
- provide high quality learning experiences for all in a safe, caring and stimulating learning environment where pupils are motivated and supported to succeed and achieve
- promote and develop an ethos of trust and respect through which positive relationships can be developed and maintained
- equip our young people with the knowledge to become responsible, global citizens, with the skills needed for work and life- long learning

2) Developments in learning, teaching and assessment

- A strong foundation has been established in the development of a consistent and reflective approach to learning and teaching, both within Wallacewell Primary and across the wider Smithycroft learning community. This marks an important step in developing a cluster-wide culture of shared practice. Initial collaborative work has created a platform for ongoing alignment, which will support smoother transitions, improved learner experiences, and professional continuity across the primary-secondary pathway. All staff have engaged in a structured self-evaluation process using the 5 agreed elements of learning and teaching. This reflective exercise has helped identify areas of strength and key priorities for development within individual classrooms and across the wider school.

- Professional learning focused on approaches to reading, writing, maths and numeracy have significantly enhanced staff knowledge and expertise.
- Targeted interventions and data-informed planning have led to measurable improvements in reading, writing attainment and numeracy across identified cohorts.
- Almost all pupils are regularly engaging in a variety of assessment approaches, including self-assessment, peer assessment, and teacher-led formative tasks. This has strengthened learners' awareness of their progress and supported more active involvement in their learning. Following assessment, pupils consistently receive effective, targeted feedback that helps them identify next steps and improve numeracy skills. This approach is fostering greater pupil confidence and independence.
- Learning Community (LC) moderation, which focused on Writing, has strengthened collegiate working to support a more consistent and robust approach to assessment.
- Wider achievement (success outside of school) is celebrated at weekly assemblies.
- Additional money (PEF) spent on staffing to enhance the support available to our learners.

3) Progress in promoting wellbeing, equality and inclusion

- The development of our school's Code of Conduct has been a collaborative and values-driven process, ensuring it reflects the core principles of respect, responsibility, and inclusion. The Code clearly reinforces our school values and outlines the responsible actions expected of all pupils and staff to ensure everyone's rights are recognised and upheld. It serves as a shared agreement that supports positive relationships and contributes to a respectful, rights-respecting school ethos. Early implementation has shown improved consistency in expectations and a stronger sense of collective accountability across the school community.
- The achievement of the Rights Respecting Schools Silver Award this session reflects our strong commitment to embedding the UN Convention on the Rights of the Child (UNCRC) into its ethos, curriculum, and relationships.
- Across the academic session, our Wellbeing Room (The Well) supported approximately 54 pupils from P1–P7 through weekly small group and 1:1 sessions. Intervention blocks were tailored to pupil needs, The Well has had a positive impact on emotional regulation, peer relationships, academic progress and the overall school ethos.
- Newly introduced Learning Community (LC) Inclusion Networks have increased collaboration and consistent approaches to supporting inclusion across our LC.
- Improved monitoring and reporting of attendance rates.

4) Progress in children's learning

- A strong focus on oracy and reading has contributed to improved learner engagement and consistency in practice across the school.
- Almost all pupils are actively engaged in reading, with a notable increase in reading for enjoyment. Library use, book-based initiatives, and the integration of pupil voice in text selection have supported this rise. Pupils are demonstrating greater enthusiasm for independent reading and are more able to talk about books with increased confidence.
- Weekly writing sessions are now firmly embedded across all stages, supported by consistent use of evidence-based pedagogy such as modelled, shared, and guided writing.
- A clearer, whole-school strategy is now in place to identify and extend pupils working ahead of track. Differentiated tasks, open-ended challenges, and increased opportunities for independent application have been embedded into planning.
- Data shows that our whole-school approaches to teaching and learning are having a tangible impact on learner progress and are supporting pupils to fully access learning.
- Overall, there have been improvements in attainment across different year groups

The percentage of pupils achieving expected levels at key stages (P1, P4 and P7) in Literacy and Numeracy are reported to Glasgow City Council and the Scottish Government.

		% of pupils achieved L&T	% of pupils achieved reading	% of pupils achieved writing	% of pupils achieved Literacy June 2025	% of pupils achieved Numeracy June 2025
P1	71	88.7%	83.1%	78.9%	78.9%	85.9%
P4	62	88.7%	85.5%	79.0%	80.6%	87.1%
P7	50	90.0%	82.0%	82.0%	82.0%	86.0%
TOTAL	183	89.1%	84.2%	80.3%	80.3%	86.3%

Attendance & Exclusion Data

Annual Attendance Overview 2024-25

Month	P1	P2	P3	P4	P5	P6	P7	Whole School
August	98.05%	95.72%	95.52%	95.96%	95.36%	96.29%	93.38%	96.21%
September	95.39%	92.96%	93.69%	90.90%	93.90%	94.11%	93.41%	93.41%
October	94.32%	95.71%	92.70%	92.13%	94.13%	93.37%	92.77%	93.75%
November	93.14%	94.35%	91.43%	90.36%	92.63%	91.27%	94.28%	92.24%
December	91.67%	90.38%	90.56%	88.12%	91.13%	91.48%	90.13%	90.55%
January	95.64%	93.12%	94.06%	92.30%	94.62%	94.67%	93.56%	94.08%
February	95.42%	92.20%	93.25%	90.62%	95.40%	92.21%	93.32%	93.22%
March	96.35%	95.76%	94.92%	91.24%	93.56%	96.32%	94.54%	94.71%
April	95.06%	92.38%	91.28%	90.13%	91.73%	91.48%	91.07%	92.11%
May	92.81%	89.36%	89.59%	92.09%	93.31%	92.60%	87.67%	91.62%
June	85.82%	90.23%	88.05%	81.58%	87.58%	85.07%	91.97%	86.37%

Annual Exclusion Data 2024-25

Session	Number of Exclusions
2024-25	1

Our Improvement Plan Piorities 2025 – 2026

Glasgow City Council's Education Services have created a set of five challenges, to which schools should align their improvement priorities.
• Achievement and Progress
• Connected Learning
• Engagement, Participation and Inclusion
• Networked Learning Organisation
• Wellbeing and Learning

Within the challenges, schools are tasked with devising missions to move things forward.

In session 2023-24 we selected three challenges. We are now in Year 3 of our identified challenges and associated missions which are as follows –

Challenge 1   Achievement & Progress

Mission - To improve attainment in Literacy *(Reading & Writing)* & Numeracy

Challenge 2   Wellbeing & Learning: Engagement, Participation & Inclusion

Mission - Enhance and embed inclusive practice across the school to further reduce barriers to learning.

Challenge 3   Networked Learning Organisation

Mission - Continue to build strong and effective partnerships with families, other stakeholders and the wider community that support our children and families thrive with key focuses on *parental engagement* and *family learning*.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good
Learning Teaching and Assessment (QI 2.3)	Good
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very Good
Raising Attainment and Achievement (QI 3.2)	Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: **headteacher@wallacwewell-pri.glasgow.sch.uk**

Our telephone number is: **0141 557 5041**

Our school address is: **305 Standburn Road, Glasgow G21 3RH**

Further information is also available on our school website:

https://blogs.glowscotland.org.uk/gc/wallacewellprimary/