

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025-2026 and to share our improvement priorities for 2025 - 2027. 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 grow 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 402 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 2025-2026

1) Key developments

- Development and launch of our new Wallacewell Teaching and Learning Strategy, establishing a shared approach to high-quality learning and teaching.
- Development of our new Curriculum Rationale, shaped by the views of children, staff, families and partners.
- Continued development of The Wallacewell Way, strengthening consistency in learning, teaching, relationships, inclusion and expectations across the school.
- Further embedding of PATHS across the school to support children's emotional wellbeing, relationships and self-regulation.
- Expansion of targeted wellbeing and inclusion support through The Well, The Den and The Hive.
- Strengthened approaches to literacy and numeracy, including targeted interventions to support children to make progress and close attainment gaps.
- Introduction of Snapshot Jotters and further development of family learning opportunities to strengthen partnerships between home and school.
- Further development of pupil voice, giving children regular opportunities to influence their learning and contribute to school improvement.

2) Developments in learning, teaching and assessment

During 2025–26, we continued to strengthen consistency in learning and teaching across Wallacewell. Staff worked collaboratively to develop our new Teaching and Learning Strategy, establishing a shared understanding of effective practice across the school. This includes effective feedback, appropriate challenge and differentiation, active and collaborative learning, questioning, assessment and supporting children to understand how they learn.

A particular focus was placed on effective feedback and differentiation. Children are becoming increasingly confident in talking about their learning, reflecting on their progress and understanding what they need to do next. Staff continue to use a range of assessment information, professional dialogue and tracking approaches to identify children's strengths and next steps and to ensure support and challenge are provided where required.

We also continued to strengthen approaches to literacy and numeracy, including consistent approaches to reading, writing, phonics, spelling and mathematics, alongside targeted interventions for children requiring additional support.

3) Progress in promoting wellbeing, equality and inclusion

Ensuring that every child feels safe, included, supported and able to participate fully in school life remained a key priority.

Our whole-school PATHS programme continued to strengthen children's social and emotional learning. Children reported improvements in recognising and understanding emotions, making responsible decisions and solving problems with friends. Staff also reported positive improvements in children's emotional understanding, calming strategies, problem-solving and relationships.

Our targeted wellbeing provision was further developed through The Well, The Den and The Hive, providing individual and small-group support for children across P1–P7. A range of approaches, including Kitbag, Seasons for Growth, restorative approaches and targeted social and emotional support, helped children to develop emotional regulation, relationships, confidence and engagement in learning.

We also continued to strengthen inclusive practice across classrooms, ensuring that children's individual needs are understood and appropriate support and adaptations are in place. Our approaches to wellbeing, inclusion and pupil voice are increasingly embedded across the school and contribute to a strong sense of belonging within the Wallacewell community.

4) Progress in children's learning

Improving attainment and ensuring children make the best possible progress continued to be a central focus during 2025–26. Staff used assessment, tracking and professional dialogue throughout the year to identify children requiring additional support or challenge and to plan appropriate next steps.

Targeted literacy and numeracy interventions supported children who were at risk of not achieving expected levels. In numeracy, targeted groups across P1, P4 and P7 made positive progress. For example, 60% of targeted P1 learners who began the intervention below expected levels were on track by the end of the year, while 60% of the targeted P4 group also moved from not being on track to achieving the expected level.

Across the school, children continue to demonstrate positive engagement with their learning. Our ongoing focus on high-quality teaching, early identification of need and targeted intervention is helping us to support children to make progress from their individual starting points and to continue closing identified gaps in attainment.

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.

Pupil Achievement Summary - June 2026

Percentage of pupils achieving the expected level

Stage	Number of Pupils	% Achieving Literacy & English	% Achieving Reading	% Achieving Writing	Literacy June 2026	Numeracy June 2026
P1	52	88.5%	75.0%	75.0%	75.0%	76.9%
P4	55	90.9%	89.1%	80.0%	80.0%	81.8%
P7	48	87.5%	79.2%	77.1%	77.1%	79.2%
 TOTAL	154	88.3%	81.8%	76.6%	76.6%	81.2%

Attendance & Exclusion Data



Annual Attendance Overview – 2025/26



Percentage Attendance by Month and Stage

Month	Percentage Attendance by Stage							Whole School
	P1	P2	P3	P4	P5	P6	P7	
August	98.76%	95.11%	98.09%	94.78%	92.49%	92.38%	94.57%	95.14%
September	97.21%	95.83%	95.45%	92.71%	92.49%	94.61%	95.79%	94.82%
October	95.76%	93.49%	95.03%	93.52%	90.31%	94.58%	91.92%	93.48%
November	88.33%	90.59%	88.39%	93.98%	89.59%	89.11%	88.56%	89.84%
December	91.20%	92.38%	90.09%	90.33%	86.45%	87.55%	91.11%	89.84%
January	93.24%	95.04%	94.39%	91.30%	86.80%	93.95%	94.00%	92.63%
February	95.35%	94.05%	93.96%	92.77%	90.66%	93.61%	91.60%	93.14%
March	94.56%	92.68%	91.55%	92.06%	90.30%	91.52%	92.02%	92.06%
April	92.79%	90.65%	89.66%	89.27%	91.15%	94.62%	93.55%	91.57%
May	94.38%	94.60%	92.28%	89.73%	90.07%	92.81%	92.21%	92.28%

Attendance Trend Over Time



Our overall attendance for the year is 92.28%

We continue to work together to ensure every child is in school, on time, every day.



95% and above
Excellent



90% – 94.9%
Good



85% – 89.9%
Requires Improvement



Below 85%
Concern



EXCLUSIONS OVERVIEW – 2025–26



Summary of exclusions during the school year



Our aim is to support positive behaviour and wellbeing for all.
Exclusions are used only as a last resort, in line with our values of:



AMBITION



EQUALITY



NURTURE



RESPECT



Total Exclusions

1

in 2025–26



Total Incidents

1

in 2025–26



Total Days Lost

3

in 2025–26



Pupils Affected

1

in 2025–26



Exclusions by Type

Exclusion Type	Number of Incidents	Number of Pupils	Total Days Lost
Exclusion	1	1	3



We continue to focus on early intervention, positive relationships and strong support to reduce the need for exclusions and ensure all pupils feel safe, valued and able to learn.



Our Improvement Plan Priorities 2026-2027

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.

For session 2026-27 our identified challenges and associated missions which are as follows –

Grand Challenge 1: Raising Attainment and Achievement (Literacy & Numeracy)

Mission - Accelerate progress, improve attainment, achievement and equity in Literacy and Numeracy through high-quality learning, teaching and assessment, ensuring all learners make sustained progress from their individual starting points.

Grand Challenge 2: Inclusion, Wellbeing and Belonging (Inclusive Learning Communities)

Mission - Continue to strengthen inclusive practice, wellbeing and learner participation to remove barriers to learning and ensure every child feels valued, supported and able to succeed.

Grand Challenge 3: Family Learning and Partnerships (Learning Together)

Mission - Deepen partnerships with families and the wider community to support learning, improve outcomes and promote lifelong learning for all.

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/>