



Wallace Primary and Early Learning and Childcare Class



STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Full details of the school's improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

Mrs Jennifer Walker
Head Teacher

OUR CENTRE/NURSERY

Wallace Primary School and Early Learning and Childcare Class (ELCC) is a non-denominational establishment in the village of Elderslie. Our current roll is 362 in the school and 54 in the ELCC. The school and ELCC have a very good reputation in the community. All parents are happy with the service the school and ELCC provide overall and would recommend it to other parents.

Our building includes a school library, cooking classroom, outdoor nurture area within the courtyard and two nurture rooms. Outdoors we have a forest area, large blaes pitch, enclosed play area for Primary 1 and the ELCC have an outdoor classroom and forest headquarters.

OUR VISION, VALUES AND AIMS

Vision – Happy Together. Learning Together. Succeeding Together.

Values – Ambition, Kindness, Honesty, Respect

We aim to provide a broad spectrum of educational opportunities for all children by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent, and progressive
- Enabling all children to achieve a standard of achievement which is appropriate to age, attitude and ability
- Providing learning, teaching and assessment procedures which take account of the needs of all children and the views of their parents
- Providing effective support for all children to meet their educational, pastoral, personal and social needs
- Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team led by the Head Teacher.

SUCSESSES AND ACHIEVEMENTS

Our success and achievements for 2025-26 have been encapsulated in a video for all stakeholders to enjoy.

Please follow this link <https://youtu.be/QNZSpc0I7xg>

and join us in celebrating our successes. We hope you agree this represents our vision “Happy Together. Learning Together. Succeeding Together.” at Wallace.

Please note the video is stored on an unlisted channel on YouTube which can only be accessed by the link.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR CENTRE/NURSERY?

All members of the teaching and leadership teams have been committed to continued professional development which has had a positive impact on their professional skills and knowledge and, as a result, on our children’s experiences. Both DHTs have led the Improving Our School’s (IOS) West Partnership programme with school and ELCC staff, impacting positively on learning and teaching approaches. Our Provisionally Registered Teachers (PRTs) were very ably mentored by both DHTs this session resulting in them both obtaining their full teaching registration in July 2026.

Improvement Priority 1 – Learning, Teaching and Assessment: Focus – Improving Our Schools West Partnership Programme (School and ELCC)

- Both DHTs have undertaken high quality Improving Our School (IOS) Career Long Professional Learning (CLPL) with the West Partnership. This training and the IOS calendar provided a structure which supported the use of self-evaluation to empower staff, set targeted priorities, and use assessments/tracking to allow meaningful next steps to be set.
- Learning observations, moderation and self-evaluation identified metacognition within reading as the focus for IOS. Staff have engaged in high quality metacognitive CLPL which has supported them in fostering an approach where children can plan, monitor and evaluate their own learning. This has helped further embed formative assessment strategies.
- Through professional dialogue and CLPL from the Renfrewshire Literacy Development Officer, staff have reflected on the teaching of reading. They have used resources to enhance approaches to the teaching of reading with a specific focus on raising attainment for boys. Our data shows that girls continue to outperform boys in reading in our ELC, P2, P6 & P7 stages.
- Moderation activities through the ‘trio learning observation approach’ have provided staff with the opportunity to reflect on how reading is taught and assessed across each level of Curriculum for Excellence and ensure approaches and expectations are progressive.
- Family engagement initiatives—including Book Week Scotland, shared reading sessions, and Dolly Parton’s Imagination Library—have enhanced children’s engagement in reading for pleasure. Furthermore, transparently sharing progress via book banding and Accelerated Reader has empowered parents as key partners in tracking and accelerating pupil reading development.
- The strategic introduction of vertical learning metaskills groups, as well as a successful Careers Week, has significantly enhanced pupil awareness of skills development. Children now demonstrate high levels of skills-articulation, showing increased confidence in discussing their capabilities and demonstrating an understanding of their relevance to future learning and the world of work.

Improvement Priority 2 – Inclusion and Wellbeing (School and ELCC)

- CLPL and professional dialogue have improved staff understanding and use of SMART (Specific, Measurable, Achievable, Realistic, Time Specific) Targets. This approach is effectively used within Child Plans, PEF (Pupil Equity Funding) Plans, Individual Targets and Forward Plans. As a result, staff can effectively monitor and track progress and learning and identify meaningful next steps.
- Teachers and ELCOs (Early Learning and Childcare Officers) now attend TAC (Team Around the Child) meetings. This integrated partnership approach between families, staff and support networks ensures a joined-up approach to wellbeing and attainment. The approach directly benefits children by elevating their voice.
- The assessment calendar now ensures the rigorous review of Child Plans, HWB surveys and ASN Meetings. By formalising these review periods, the school maintains a consistent, proactive focus on development and progress, resulting in a reduction in barriers to learning.
- Older children in the school have been proactive in leading and directing lunch time clubs providing a structured play environment for younger children. In addition, a variety of alternative play options and timetables have been introduced to support pupil regulation and relationships with peers. Within the ELCC pupil leadership opportunities are intertwined into every day experiences such as Bookbug Leader, Forest Leader, Lunch Time Helper and PATHS Kid. These opportunities allow the children to develop a range of skills which support their learning, development and confidence.
- The United Nations Convention on the Rights of the Child (UNCRC) is embedded across the curriculum in the school and ELCC. Children and staff can confidently use the language of rights and explain how experiences at school support these being met. UNCRC is integrated into planning, teaching and learning and assessment. The school and ELCCs progress and commitment to children's rights was recognised through the accreditation of the Silver Rights Respecting Award.
- The RNRA (Renfrewshire Nurturing Relationships Approach) working party has continued to develop initiatives to strengthen staff morale and wellbeing. For learners, the creation of an outdoor nurture zone within the Atrium has ensured there is an appropriate breakout environment. This provision supports children in developing self-regulation strategies, offering a vital resource for de-escalation and emotional support.
- We are committed to supporting children who have experienced loss, change or bereavement. Staff have undertaken meaningful CLPL delivered by the Educational Psychologist. Our SELCO (Senior Early Learning and Childcare Officer) attended bereavement CLPL. All of this will contribute towards the development of a bereavement policy. DHT was supported by our SELCO to undertake Seasons for Growth training. They worked together to lead a Seasons for Growth group and out DHT is now a fully accredited Seasons for Growth companion.
- CLPL and the development of a pupil voice position paper ensures there are clear approaches to capturing pupil voice and ensures learners are at the heart of learning and teaching. This allows children to direct and influence the pace of change.
- The Young Leaders of Learning (YLL) P6 and P7 group, with the support of Mrs Robertson (class teacher), have focussed on relationships. Central to this was the creation of a relationship policy video which was shared with our school community to raise further awareness of the school and ELC practices and principles behind the policy, making it accessible and understood by all. Reciprocal visits with St.Charles' Primary School allowed good practice to be shared and targets set for next session which will focus on building communities.
- The DHT and PT led the school's work towards the LGBTQ+ charter, with awareness raising for pupils undertaken through assemblies, pupil voice groups and classroom discussion. Receiving the LGBT Bronze Charter accreditation recognises the inclusive and respectful school culture created which acknowledges everyone as an individual.
- Attendance figures remain higher than the quartile average at 93.8%. School and ELCC staff use a Red, Amber, Green (RAG) system to track and monitor attendance with clear procedures in place

when support is required. SLT review attendance termly and offer support to families whose attendance is below 90%. The impact of poor attendance is shared with families at induction events, through newsletters and Seesaw messages. All of this contributes to our ongoing positive attendance data.

- Primary 1 and Primary 7 staff took part in cluster HWB reciprocal visits as part of an Education Scotland pilot supporting the development of the new Curriculum Improvement Cycle. All staff received positive feedback on their approach to embedding HWB across the curriculum.

Improvement Priority 3 – Learning, Teaching and Assessment: Focus – Planning and Assessment (School and ELCC)

- After looking outwards to another establishment, the DHT has successfully moved school forward plans online using One Note. This has resulted in forward plans being streamlined, consistent and accessible to all. Staff CLPL and dedicated time for professional dialogue has increased staff confidence and ensured successful implementation of this new planning process.
- The DHT and Digital Champion have undertaken local authority AI (Artificial Intelligence) ambassador training. The Glow AI tools have been shared with school and ELCC staff through CLPL and this has improved staff confidence in how AI can be used to support planning, teaching and learning, helping to tackle teacher workload.
- The school and ELCC has shown a commitment to enhancing digital provision for all children through the purchase of devices and equipment. This ensures staff are able to deliver high quality, relevant technologies experiences which are embedded across the curriculum.
- The Digital Champion has worked with the pupil Digital Leaders to further promote safer internet use and wellbeing in relation to technologies. The Digital Leaders have led a pupil lunch time club and led technology experiences within the ELCC. The Digital Champion and DHT have submitted the Digital Schools Wellbeing Award application in recognition of the progress and impact made.
- Introducing the 'Fact, Story, Action' approach through the IOS programme has enhanced staff confidence in data analysis, enabling more robust diagnostic tracking and targeted next steps for children.
- Through analysing assessment data, early years progression tool data and using professional judgement, staff identified children to be involved in Targeted Intervention Groups (TIGs) with a focus on delivering targeted support to reduce the attainment gap and ensure children achieve expected progress in their learning.
- The introduction of an assessment policy, supported by a structured assessment calendar and evidence folders has further embedded a culture of accountability. This robust approach ensures that assessment data is consistently gathered, validated and used effectively by all staff to measure the impact of learning and teaching.
- Jotter monitoring across the session has allowed staff to effectively moderate marking practices. Collaborative reflections on this evidence have allowed us to implement a consistent marking code which includes formative assessment practices.

June 2026 - Achievement of Curriculum for Excellence Levels (ACEL)

	Primary 1	Primary 4	Primary 7
Reading	81%	74%	83%
Writing	91%	67%	80%
Talking and listening	93%	85%	85%
Numeracy and Maths	93%	85%	73%

PUPIL EQUITY FUNDING

Our on-going self-evaluation and consultation with stakeholders reflected positive impact from current supports funded by PEF and supported the continuation of these. Self-evaluation by staff was carried out to determine which supports were most valuable and having greatest impact to allow us to prioritise. Consultation with staff, parents and pupils identified the positive impact of the additional teaching time with individuals and groups, particularly this year when delivered by the existing class teacher. This will be the core PEF spend for 2025-26.

90% of school staff found this the most impactful intervention on raising attainment, most parents who answered this question suggested we continue as we are (it was the most popular answer) and the Parent Council felt a teacher was the most effective intervention and should continue.

Impact from PEF funded interventions:

- Targeted support from IDL and Reading Eggs has had a positive impact in supporting children with difficulties in Literacy and Numeracy. All pupils using these resources have made progress in targeted areas.
- A teacher for 2 days per week has been used to release class teachers to provide additional targeted interventions in Literacy and Numeracy. The impact of this intervention has meant that the poverty related attainment gap in Primary 4 in reading has reduced by 4% and the attainment gap in writing has reduced by 15% compared with session 24/25. We have also seen a reduction in the P6 poverty related attainment gap in Writing by 10%.
- Accelerated Reading has continued to be effective in raising attainment for almost all learners who are using it. In Primary 5 the average STAR reading age increase was 1 year 1 months over a 9-month period.

Our classroom practices are developing to ensure equity and inclusion through the use of the above interventions and development of our RNRA approaches and use of the CIRCLE. Class teachers' action additional interventions within the classroom to close the poverty gap for individuals.

Our PEF priorities for session 26/27 will focus on the employment of an additional teacher to support pupil engagement and attainment in school and will also increase resources to help us monitor the impact of teaching and learning taking place across the school.

KEY STRENGTHS OF THE SCHOOL AND ELCC

- Strong sense of togetherness, positive links across the school and ELCC.
- All staff engage in professional learning which builds capacity, strengthens pedagogy, and directly impacts on improved outcomes for learners and the development of a highly skilled workforce.
- Our shared vision and values create consistency, nurture positive relationships, and drive high expectations, resulting in improved ethos, engagement and attainment.
- Well behaved, engaged and enthusiastic children across the school and ELCC.
- Hardworking and committed staff team.
- Commitment from all staff to meeting the needs of all learners.
- Inclusive approaches across the establishment remove barriers, promote equity of participation, and enable all learners to achieve success across wellbeing, attainment and wider achievement.

- Commitment to embedding children's rights into our planning, experiences and learning across the school and ELCC which was recognised following our Silver Rights Respecting Schools Accreditation.
- Outdoor learning develops resilience, creativity, teamwork and problem-solving, enhancing confidence and skills transferable across the curriculum.
- Strong and approachable leadership team, clear vision and values.
- Parental engagement and communication with parents.

Feedback from Parent Survey, March 2026:

'Friendly and approachable staff, the care and nurturing feeling of the entire nursery.'

'Communication is fantastic and use of seesaw to update me on my child's day at nursery. Outdoor play is highly encouraged.'

'Values and respect are key strengths and the care given to each and every individual child to support their needs.'

'I love the community feeling of the school and how everyone knows everyone's name. I feel it is like one big family! I feel my daughter is getting the support required for her reading skills and she is well supported.'

'Extra-curricular activities are promoted both after school and during breaks. There is a good routine to my child's week, he knows what to expect on what days. I enjoy the newsletters from the HT with the whole school achievements.'

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made very good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

ELCC

- Continue to develop SIMOA
- Continue to be responsive and refine pupil led learning.
- Further improve assessment and moderation through use of the early years progression toolkit.
- Further enhance learning and teaching of digital technologies through CPD and purchase of equipment e.g. iPads. Apply for early years digital award.
- Improving behaviour and attendance – DHT to be involved in development of Local Authority early years attendance policy.
- Continue IOS with a focus on reading, feedback and partnership with Todholm ELC.
- Meaningful family learning opportunities

School

- Moderate and refine approaches to support PEF input and timetabling of additional support within specific areas e.g. 5 minute box in P3, Literacy support etc.
- Further opportunities for moderation within departmental meetings.
- Maths and Numeracy CLPL to ensure a consistent approach to numeracy approaches across the school.
- Continue to build on Reading curriculum work carried out this session by looking at the teaching of reading across the school and ensuring a consistent approach to build on skills at each level. This will include visits by SLT and further opportunities for trio observations to empower staff in leading curricular change.

- Moderation of writing to take place at departmental and whole staff level to assess pupils progression between levels and improve teacher professional judgement.
- Further develop partnerships with parents. Family Learning – enhance provision
- Streamline One Note Planning
- Review reporting to parents
- Technologies – Further improve resources. Develop a policy in relation to AI. AI CLPL
- Continue to embed the Young Leaders of Learners approach for pupils and work with other schools across the authority.
- Begin to look at our approach to anti-racism education across the school and develop our literacy resources alongside this.

Full details of the improvement priorities and actions are detailed on the establishment improvement plan which can be accessed via our school website [Wallace Primary School and Nursery Class – Happy Together. Learning Together. Succeeding Together.](#)

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HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the centre/nursery. You can do this by speaking to staff, participating in parent/carer meetings, responding to questionnaires/surveys and by completing evaluations at events.