



Wallace Primary School and ELCC

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Wallace Primary School and ELLC have developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities –
protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Vision – Happy Together. Learning Together. Succeeding Together.

Values – Ambition Kindness Honesty Respect

Aims

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

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all pupils 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 pupils and the views of their parents
- Providing effective support for all pupils 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.

Who did we consult?

To identify our priorities for improvement, we sought the views of Wallace Primary and ELCC. We used a variety of methods of getting the views of those who are involved in the life and work of Wallace Primary and ELCC such as :

Pupils: ☐ Ongoing participation by pupils in school committees ☐ Monthly Pupil Voice sessions ☐ Formal and informal discussions about life of the school ☐ Pupil Learning Conversations by SMT in classes ☐ Pupil profiling through SeeSaw ☐ Regular use of learning conversations to review individual progress in review of the week. ☐ Pupil Council meetings ☐ Special focus evaluations, for example Home learning ☐ Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling tool ☐ How Good is OUR School self-evaluation at Pupil Voice assemblies	Parents/Carers : ☐ Parental questionnaires ☐ Annual pupil reports ☐ Pupil Progress Evenings – discussion of pupil’s progress, twice a year ☐ Parent Council meetings ☐ Class open afternoons and feedback, both formal and informal ☐ Website ☐ Consultation stalls at parents evening and voting tubs ☐ Parent/carer meeting in September to ‘Meet the Teacher’ – format altered to promote parent/carer engagement through purposeful open afternoon activities. ☐ Consultation on new policies – e.g. Relationships Policy
Staff: ☐ Staff meetings / In service days / Curriculum Development Sessions ☐ Use of HGIOS and HGIOELC for self-evaluation and regular use at staff sessions ☐ Review and update policies and practices ☐ Participation on working parties ☐ Individual Forward Plan feedback/Target Setting/ Monitoring feedback ☐ Extended support team, transition and interagency meetings ☐ Formal and informal individual discussions about any concerns	Partners: ☐ Educational psychology attending TAC meetings and supporting school improvement priorities through service level agreement. ☐ Regular meetings with SDO regarding budgets and funding ☐ Active schools staff participation and support in school improvements through formal and informal methods. ☐ Regular consultation with community council through meetings with HT, chairperson attending Parent Council meetings and HT attending Community Council meetings.

☐ Individual Professional Review and Development and Professional Update meeting	☐ Local Authority Inclusion Support Network to explore inclusive strategies
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All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

Monitoring and Evaluation of pupils' learning is an on-going process throughout the year by using the following methods:

- ☐ Forward Plan monitoring in school and ELCC with evaluations, consultation and feedback to staff.
- ☐ Pupils' work – looking at sample jotters/ workbooks/learning profiles in a variety of subject areas throughout the year with feedback to staff.
- ☐ Class and ELCC visits in various subject areas to monitor pupil's learning experiences and interaction with staff and other pupils.
- ☐ Learning conversations with pupils across the school and ELCC to evaluate their learning and their understanding of their strengths and next steps and the impact of school improvements.
- ☐ Range and variety of assemblies where pupils show and explain a wide variety of very good work across the curriculum, this includes achievements attained out with school.
- ☐ Evaluation of PEF interventions with clear targets and measurable success criteria.
- ☐ Using our newly developed tracker system we will rigorously track attainment, achievement and wellbeing for all pupils.
- ☐ Use Early Level Progression Tool to assess progress in the ELCC.
- ☐ Wider achievement tracker utilised effectively across the school.

Assessment and Moderation

- ☐ Implementation of the SNSA assessments at Primary 1, 4 and 7.
- ☐ ASN meetings as part of tracking with Depute Head Teachers with each teacher and ELCO, taking place twice throughout the year to look at pupils' progress and discuss any possible concerns.
- ☐ A variety of forms of summative and formative assessments, including running records, STAR reading tests, yearly standardised spelling test along with classroom/playroom observations and practices. Information is used to identify progress and monitor pace of learning as a child progresses throughout their primary school years.
- ☐ We will be moderating in writing across the school to support implementation of Talk for Writing.
- ☐ Assessment policy and calendar.

Attendance / Late-coming

- ☐ On a daily basis, any unexplained absences are followed up by a text, then a phone call to parents /carers. Home visits will be conducted if appropriate.
- ☐ Attendance in the school is monitored by the Head Teacher on a monthly basis for absence and late coming. This will be extended to the ELCC next year.
- ☐ Concerns are raised with parents when appropriate.

Overall, we have continued to develop and evaluate the systems we have in place for monitoring and tracking all areas. We will continue to further build upon and develop these, next session.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Learning, Teaching and Assessment Focus – Reading and Writing (School and ELCC)			
NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Reading Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to reading and writing. Practitioner judgement in the ELCC indicates a gender gap in attainment in early reading development, with girls outperforming boys.	By June 2027, we will see measurable improvements in learners' attainment, engagement, and confidence in reading, particularly among those most at risk of underachievement. By June 2027, we aim for a 2% increase in the number of learners achieving expected levels in reading at P3, P5 and P6. We will aim to maintain current levels at P1, P2, P4 and P7. Current Reading data – June 2026: P1: 81% P2: 72% P3: 85% P4: 74% P5: 82% P6: 71%	We will know the change is an improvement if we see clear, measurable progress in learner outcomes, particularly for our identified target groups Measures used – Teacher professional judgement/ACEL data Reading assessments – Accelerated Reader. IDL Standardised GL assessment data Pupil learning conversations (individual target setting, focus groups etc.) Reading engagement surveys	Staff will engage in CLPL linked to Renfrewshire's Learning and Teaching Policy Framework – <i>The Renfrewshire Way</i>. This will support teaching in the classroom Calendar of CLPL (in-service, collegiate activities, professional reading and working parties) will be implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate for reading Audit of timetables to look at teaching time for reading across school and ensure that appropriate teaching time is being given over to teaching of reading and listening to pupils read aloud. NGRT standardised assessments to take place in Sept and then May to establish baseline data for pupils and monitor progress

Professional dialogue and learner conversations indicate an ongoing need to increase learner engagement and enjoyment in reading by using effective	P7: 83% Target Group Our primary target group includes: -Learners living in SIMD 1–3 -Learners with additional support needs -Learners not currently on track to achieve expected levels By June 2027, for identified groups, particularly those in SIMD 1–3 and learners with additional support needs, we aim for a 2% reduction (learners) in the reading attainment gap between these pupils and their peers. ELCC: Current Attainment: -73% of literacy measures achieved by preschool children. -Gender attainment gap has widened with girls outperforming boys by 22%. -Poverty related attainment gap has widened with those least deprived outperforming those most deprived by 11%. Target Group: -ELCC children living in SIMD 1-3 and boys. By June 2027 we aim to:	Class formative assessment Feedback from trio visits – what are consistent approaches that we want to embed across school Feedback from reciprocal visits between Wallace ELCC and Todholm ELCC and identify what is working successfully within each zone. Visits to other ELCC establishments to share good practice. Application for Pilot ELC Reading Schools Award. Early Years Progression Tool data. Levels of staff engagement with CLPL Working/focus/support group minutes -school/cluster/authority level Termly forward planning and tracking and monitoring information. Equity Monitoring -Breakdown of attainment data by SIMD, FME, ASN and Gender in school and SIMD and Gender in ELCC.	Use robust tracking and monitoring systems to identify learners' needs early and target support effectively. Analyse data of class regularly using fact, story, action approach. Collate all literacy data to build up a clear literacy picture of each pupil: – GL assessments, Spelling ages, writing judgements, book band in school. -Early years progression tool in ELCC. Review P1-3 book banding resources. Review effectiveness of AR resource and audit of its use across the school. Audit and review novel resources for P4-7 – what is progression for pupils and skills taught in line with the draft literacy Curriculum Improvement Cycle. Deliver targeted reading support for identified learners - PEF Build on work of IOS to look at key features of learning and teaching in reading lessons and ensure pedagogical approaches meet the needs of pupils. Trio observations will support this and collegiate professional dialogue will help improve this across the school ELCC staff to further engage in CLPL using the Learning to Read in the Early Years Education Scotland Resource.
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reading pedagogy and creating a culture of reading for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in reading. During session 2025-26 staff have completed lots of input on the development of Metacognition skills to improve teaching of reading. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum. While Wallace ELCC has successfully established high-quality reading for pleasure practices in some areas, experiences remain variable across the setting. To ensure equity for all children, we need to establish a consistent, setting-wide approach so that an enriching literacy environment is embedded across all playroom spaces. In session 2025-26, both the gender and poverty-related attainment gaps in literacy widened in the ELCC. Our 2026-2027 intake has a 2:1 boy-to-girl ratio, therefore staff will closely monitor and track progress and plan interventions to ensure all are achieving in literacy.	-Increase the overall percentage of literacy measures achieved to 80% or higher. -Close the gender and poverty attainment gap to 2 and 3% By Oct 26, SLT and staff will have identified good practice in the teaching of reading across the school and begin to set targets for improvement in consistency of these across the stages. By June 27, staff will have created a refreshed Literacy strategy to show progression and consistency of teaching of reading across school and utilise new resources where identified. By June 27, families will have had opportunity to participate in family learning events linked to reading – target stages of ELCC through to Primary 7 to improve parental understanding of key reading skills and build on reading for pleasure skills in school. By June 2027 Wallace ELCC will be awarded ELC Reading School status from Education Scotland.		ELCC staff to explore practical, achievable ways to embed reading for pleasure into everyday life through looking inwards and outwards to other establishments. Wallace ELCC to create a link with Todholm ELCC staff and carry out reciprocal visits to share pedagogical approaches to the teaching of reading. ELCC staff will implement targeted strategies to boost boys' engagement in literacy, while also ensuring that literacy interventions specifically target children—both boys and girls—impacted by poverty. Participate in pilot ELC Reading Schools Award scheme with Scottish Book Trust. Survey of parents/carers of school and ELCC to establish what they understand about the teaching of reading at Wallace Primary School Use data gathered to provide family learning opportunities for parents/carers to learn skills to apply at home and also gain an understanding on how Literacy is taught in the ELCC and school. By April 27, staff and SLT will have taken part in trio observations to observe teaching of reading and use findings to develop consistent approach across school to ensure continuation and development of relevant skills.
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<u>Writing</u> Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing at First Level. Achievement of a Level (ACEL) June 2026 data tells us that a high % of children are not attaining First Level in writing Talk for Writing has been embedded across the school to ensure a consistent approach towards the teaching of writing. However, from data results and consultation with staff there is a lack of confidence in professional judgement of writing levels and staff have indicated that moderation should be utilised to develop their skills in this. This will deepen their understanding of data and what achievement of a level really looks like. The implementation of Talk for Writing in the ELCC has lacked consistency and depth in session 2025-2026. Professional dialogue and staff surveys have indicated a need to increase staff	By June 2027, we will see an increase in confidence of teachers to assess and judge pupils ability in writing. By June 2027, staff staff confidence in their professional judgement of writing levels will have increased after participating in moderation activities over this year. By December 2026, staff confidence using assessment grids will By June 2027, we aim for a 2% increase in the number of learners achieving expected levels in writing at P4, P5 and P7 stages. Current Writing data – June 2026: P1: 91% P2: 78% P3: 69% P4: 67% P5: 88% P6: 72% P7: 80% By June 2027, for identified groups, particularly those in SIMD 1–3 and	We will know the change is an improvement if we see clear, measurable progress in learner outcomes, particularly for our identified target groups Measures used – Teacher professional judgement ACEL data Data used as part of fact, story and action discussions at tracking and monitoring conversations. Writing assessment information using assessment grids – clear focus and use across school. SNSA data for Writing at P1, P4 and P7 Pupil learning conversations (individual target setting, focus groups etc.) Writing engagement surveys – what do pupils enjoy/ what helps them experience success. Levels of staff engagement in moderation activities will be measured at staff departmental meetings using before and after surveys.	Our data analysis has helped us identify gaps and dips in learning to target support at key stages. Audit of Talk for Writing programme in school and ELCC – where are successes and identified next steps. Look at balance of different genres. By June 2027, staff will have participated in moderation activities within their departments to look at assessments of writing at a level and also the evidence that is being used to assess pupils’ abilities at a particular level. By December 2026, staff will become familiar with assessment grids to assess where pupils are in a level and also this can be used to inform moderation discussions. Moderation activities at school departmental meetings to look at attainment in writing and professional judgement and also opportunity to become familiar with writing criteria grids. As part of a Literacy audit, school staff will look at balance of writing across week in teaching timetable to ensure adequate time given over to teaching of key skills. ELCC and school staff to complete staff confidence surveys for Talk for Writing to allow areas to be identified for CLPL.
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confidence through CLPL and ensure a consistent approach is adopted across all nursery zones. This will result in improved attainment in literacy for all children.	learners with additional support needs, we aim for a 2% reduction (learners) in the attainment gap between these pupils and their peers. ELCC: Attainment: -73% of literacy measures achieved by preschool children. -Gender attainment gap has widened with girls outperforming boys by 22%. -Poverty related attainment gap has widened with those least deprived outperforming those most deprived by 11%. Target Group: -ELCC children living in SIMD 1-3 and boys.	Equity Monitoring -Breakdown of attainment data in the school by SIMD, FME, ASN and Gender and in the ELCC by gender and SIMD. Data from the staff Talk for Writing confidence survey will show an increase in results across each area.	Collate all literacy data to build up a clear literacy picture of each pupil: – GL assessments, Spelling ages, writing judgements, book band in school. -Early years progression tool in ELCC. Use robust tracking and monitoring systems to identify learners’ needs early and target support effectively. Class teachers to analyse data of class regularly using fact, story, action approach ELCC staff to analyse literacy data from early years progression tool termly to assess measures being achieved and where further intervention in writing may be required. ELCC staff to undertake Talk for Writing CLPL refresh with a focus on fiction and non-fiction. In the ELCC, promote home learning opportunities which provide parents with knowledge on how to promote children’ early writing skills at home.
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Improvement Priority 2 – Learning, Teaching and Assessment: Technologies (ELCC only)			
NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Realising the Ambition: Being Me (2020) outlines the following in relation to Technologies: "An emphasis on learning with and through digital technologies, rather than about digital technology will best enhance children's early learning. Learning with and through digital technology opens so many possibilities for creativity." (p. 79) Wallace ELCC has made positive steps in enhancing the provision and purposeful use of technologies across our playroom spaces. We recognise that learning 'with and through' technology opens many possibilities for children's creativity, curiosity, and early problem-solving. Following a review of our practice, staff professional dialogue has highlighted a varying level of confidence in embedding digital technology meaningfully within the playroom. While digital resources are available, further CLPL is required to	All practitioners will report increased confidence following targeted CLPL, demonstrating a shared, intentional digital pedagogy across all nursery zones. Children will demonstrate increased skills in using digital tools (e.g., digital cameras, programmable toys, tablets) to investigate, create, and solve problems during child-led play. A wider, more accessible range of practical and digital technologies will be consistently available across all indoor and outdoor learning zones. By December 2026 Wallace ELCC will have been awarded	Monitoring of planning, floorbooks, children's profiles and Seesaw will all evidence a consistent and varied approach to technologies. Formal and informal SLT learning visits will evidence the effective use of technologies to enhance learning and play experiences. Staff observations and learner conversations will evidence children choosing, using, and talking about technologies with independence and confidence during child-led play. Technology play and learning experiences will be available in all four zones of the ELCC. Early Years Digital Award Application and accreditation.	Appoint a digital champion to lead and direct further change in Technologies. Technologies CLPL delivered by Ruth Burnett providing staff with specific knowledge and tools to successfully integrate technologies into their area. Purchase of ICT equipment and resources. Visits to other establishments to share good practice. Further develop the role of P6 Digital Nursery Ambassadors to support learning in Technologies within the ELCC. Integrate Education Scotland's 'Cyber Resilience and Internet Safety' (CRIS) benchmarks into the early level planning to ensure children learn how to look after digital devices and use them safely. Develop family learning links through Seesaw and digital home learning experiences to share and

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build a shared, intentional pedagogy among the team.	the Education Scotland Early Years Award.		extend meaningful technology experiences into the home. Apply for Education Scotland Early Years Digital Award.
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Improvement Priority 3 – Raising Attainment in Numeracy (School only)**NIF Priorities**

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Teacher judgement, SNSA and end of pathway data demonstrate that there is a need to raise attainment and achievement for in maths and numeracy and/or close attainment gap at P3, P6 and P7 and avoid the dip in attainment we are seeing towards the end of 2nd level. Variation in staff confidence and experience has highlighted the need for a more consistent approach to using SEAL at P1-4 and Number talks from P5-7 <u>Number Talks (P5-7)</u> Evidence indicates that the use of Number Talks programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities—particularly in developing fluency, flexibility and confidence. It also provides valuable formative assessment information.	By May 2027, we will see a percentage increase of maths and numeracy attainment across specific stages and SIMD levels by 2% at P4, and P6. Data for June 2026 P1: 93% P2: 98% P3: 69% P4: 85% P5: 90% P6: 72% P7: 73% By December 2026, a coherent, evidence-informed numeracy pedagogy embedded across all stages/across early and First Level for SEAL. By December 2026, Number Talks will be evident in all (P4-7) classes 3-5 times a week.	Pre and post teacher judgements on pupil attainment. SNSA data, ACEL data and End of topic and Pathway assessments. Pre and post assessments for Number Talks used to assess progress of pupils. Tracking meetings to monitor target children and use of fact, story action approach to support learners in class. Moderation, staff surveys, tracking meetings and professional discussions show that we have a shared understanding of pupils' attainment.	Audit of staff knowledge and consistent use of Number Talks to gain idea of practice across the school – beginning and end of school year. Assess school approach to planned Number Talk sessions and ensure a consistent approach maintained/embedded/introduced. Ensure all staff are familiar with Number Talk resources available on planners. Plan for additional CLPL/drop in sessions if required for new staff. Agree as a school whether to implement stand-alone time for Number Talks/Engaging Maths Talks (e.g., 1pm for 10 mins) to protect the time and ensure regular delivery. Audit CPA/SEAL resources

While some class teachers currently use Number Talks in their classrooms, there is a need for a more consistent and strategic approach across the school to raise attainment and improve retention of key mathematical concepts. This can be effectively achieved by agreeing a dedicated, stand-alone slot for Number Talks across all stages, separate from the main mathematics block. For example, a daily 10-minute Number Talk at a set time, such as 1:00 pm, would ensure that focused time is consistently allocated to developing number sense and recalling key strategies. A whole-school approach would promote consistency in teaching and learning, allowing skills and strategies to be progressively built upon as pupils move through the stages, ultimately strengthening mathematical understanding and confidence. <u>CPA/SEAL</u> Using a consistent CPA/SEAL approach strengthens pupils' conceptual understanding by ensuring they progress from hands-on exploration to visual representation alongside abstract calculations. Observations and professional dialogue, as well as attainment data, highlight the inconsistency in the use of CPA pedagogy and SEAL programme leading to	By May 2027, almost all children will demonstrate increased ability to think flexibly within their number range. By May 2027, SEAL/CPA approaches will be evident in all classes.	Observations demonstrate consistent approaches to instruction in place across school/stages Class visit feedback evidences improved pedagogy in numeracy through Number Talks or CPA/SEAL. Carried out by SLT and possibly working party Staff evaluations and professional dialogue show increased teacher confidence in Delivering effective Number Talks in seniors and use of CPA/SEAL in early/first stages. Pupil focus groups show that pupils can explain their strategies confidently and are demonstrating improved number sense	Include CPA/SEAL as focus in learning walks/peer observations Direct staff to local authority numeracy and maths training to ensure consistent best practice pedagogical approaches are embedded across the school. SEAL, Number Talks, and CPA strategies are embedded within Renfrewshire Digital Planners. Dedicated collegiate time could be used to explore these approaches to ensure they are implemented effectively as well as explore the draft mathematics and numeracy Curriculum Improvement Cycle. Staff to reintroduce the use of numeracy journals to encourage children to record and explore their learning and thinking in mathematics and numeracy.
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variation in pupils' conceptual understanding and number sense. <i>"Use manipulatives and representations to develop understanding."</i> EEF Improving Mathematics in the Early Years and Key Stage1 (Early and First Level)			
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Improvement Priority 4 – Inclusion and wellbeing (SCHOOL and ELCC)
NIF Priorities
Highlight as appropriate

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

Highlight as appropriate

Develop knowledge, skills, values and attributes to support children and young people to thrive

Excellent partnerships in line with GIRFEC

Inclusive and relevant curriculum and assessment

High levels of achievement across the curriculum with action to close the poverty-related attainment gap

Highly skilled practitioners and leaders driving excellent learning, teaching and assessment

Improving relationships behaviour and attendance with increased engagement in learning

Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<u>Anti Racism – Year 1</u> We recognise, as outlined in The Scottish Government Race Equality Framework for Scotland 2016-30 that, “Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.” Within our school we have 13 different nationalities represented and currently, 10% of the children come from homes where English is not the first language. In the last two years, we have seen an increase in the number of racist incidents. Therefore, we recognise the importance of engaging with the Building Racial Literacy programme to meet the	Enhanced understanding of race and racism amongst pupils and staff. Increased cultural awareness and sensitivity amongst pupils and staff. Integration of diverse perspectives and histories into the curriculum across all stages. Increased confidence amongst pupils in discussing issues of race and identity. Increased confidence amongst staff to effectively address issues of race and racism in the classroom/playground.	The surveys will show measurable growth in pupils' racial literacy, more positive attitudes towards diversity, and an improvement in the overall school climate regarding race and inclusivity. Increased engagement with race-related discussions and a sense of empowerment to act against discrimination would also be positive indicators of the success of the interventions. Staff audit, using the NEU Framework for Developing an Anti-racist Approach, pre and post implementation of interventions. Professional development evaluations. Parent focus group feedback.	<u>Staff Development and Training</u> Members of SLT to complete work with Education Scotland's Building Racial Literacy resources. SLT to participate in authority opportunities based on Building Racial Literacy Create a repository of resources. Including: - Books and articles on racial literacy and anti-racist education. - Anti-racist curriculum guides - Links to training modules on race and diversity - Classroom resources for teachers and ELC practitioners antiracisted.scot

needs of a significant proportion of our children and families. <u>Renfrewshire's Nurturing Relationships Approach</u>	Greater involvement of parents/carers in discussions and initiatives related to racial literacy. Enhanced support for pupils from diverse racial and ethnic backgrounds. CLPL, resources, learning and tracking of racist incidents will result in: -Increased awareness and vigilance -Improved reporting and accountability -More specific targeted interventions -Greater support for affected pupils -Reduced recurrence of incidents -Enhanced inclusive school culture -Better informed policy development -Further build parental engagement and trust	Class observations. Tracking of racist incidents through Business World. Reduction in number of racist incidents recorded on Business World.	-Children's books and media on diversity and inclusion -Links to interactive learning tools -Posters and visual aids for classrooms Curriculum and Pedagogy Integration of lessons on racial history, diversity, and social justice Termly Cultural Diversity Days - focus on diversity and inclusion World of Work Week – integrating career exploration with the promotion of diversity, equity, and inclusion. Workshops and assemblies to educate pupils about racism. Establish links to diversity via pupil groups already a focus in school and ELCC. Integrate cultural diversity into the ELCC playroom e.g. home corner. Nurture Champion to continue to train new school and ELCC staff on RNRA.
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The importance of positive and trusting relationships has been the foundation for improvement last session. Although staff recognised the efforts to provide a nurturing and supportive learning environment for children and families, it was also agreed that a more consistent approach, including shared language informed by NVR training and strategies would be beneficial; particularly in supporting children displaying more challenging behaviour. Wallace has been awarded Jade and Ruby level in RNRA, "Environment offers a safe base." Self-evaluation and collaboration with our Educational Psychologist identifies the scope to embed this practice in session 2026/27	By May 2027, we will have seen Continued use of NVR strategies: • relational gestures • de-escalation strategies • targeted approaches and risk assessments for some individual children will all lead to reduced incidents of distressed behaviour compared to session 25/26. We aim to target 3 pupils and reduce incidents on termly basis. Targeted approaches offered for a few individual children including: • time out • fidget toys • lunch time clubs • self-regulation strategies • support from partner agencies • learning support will lead to a further reduction in incidents of distressed behaviour across the school by December 2026. We are looking to reduce these by 5%.	We will continue on our accreditation programme with RNRA Monitoring of targeted support for individual pupils: • Performance data monitored termly • Bi-annual Pupil Wellbeing surveys • CIRCLE profile • TAC/ Multi-agency Child's Plan meeting (MACPM) minutes • Child's Plans • Learning conversation feedback • Number of distressed incidents	All staff will use CIRCLE (school) and Up, Up and Away (ELCC) Environmental Checklists to ensure continuity of the classroom/playroom environment and pupil engagement in learning. Incorporate opportunities for pupil led environmental checklists to ensure consistency in approach and promote pupil voice. DHT to continue to lead RNRA Focus Group; developing and embedding the nurture principles Environment offers a safe base and NVR. Promote training opportunities for new staff. Continued review and evaluation of Relationships policy and how this supports RNRA approach and management of low level and distressed behaviour across the school. Focus Group to gather feedback from staff on the effectiveness of NVR strategies piloted in session 2025/26: • De-escalation • Strike While the Iron is Cold • Relational Gestures • Rule of one • Basket behaviours • Self-Care – such a 'Tea and Talk' Mondays Focus Group will then identify related practical strategies for staff to trial alongside those already being utilised.
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Improvement Priority 5 – To enhance school self-evaluation and improvement by further involving learners in the Young Leaders of Learning Programme			
NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Through involvement in the YLL programme since 2024, we have made improvements to -Create a pupil friendly HGIOS survey to find out what pupils feel about our school. -Development of a positive reading culture at Wallace Primary School. -Leading the UNCRC visit for our Silver accreditation. -Supported our ongoing review of our Relationships policy. Our 2 cohorts of YLLs have driven forward these improvements through creation of their own action plan which features in our annual SIP. They have monitored progress of their plan throughout the year supporting	By Aug 2027: The Young Leaders of Learning programme is embedded in our school self-evaluation processes resulting in school improvements driven by strong pupil voice. Young Leaders have strengthened skills and confidence in leadership, relationships and improvement planning. Young Leaders are confident to share practice in their school and are familiar with the language and processes of school improvement. Children's Rights are recognised and promoted (Articles 12 & 13) resulting in children and young people who are actively involved in	Application numbers will reflect the high profile of the YLL programme in the school. YLL training evaluation (pupils' own) demonstrates that the new cohort feel well informed about their role in the programme Staff and learner pre & post YLL programme evaluation - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools - demonstrates increased pupil ownership of school improvement	Aug 2026 - Current YLLs recruit the new cohort (2026-27) through an application and interview process. August 2026 - Current cohort run initial training session for new YLLs using LA resources. Sept 2026 – new YLLs meet with SLT to discuss priorities for this session. Meetings with partner school: Meeting 1 – building relationships (Oct 2026) Teams or in person Meeting 2 – Evaluative Language (Nov 2026) in person Meeting 3 – Discussing areas of focus and potential evidence (Jan 2027)

their leadership, time management and collaboration skills development. Feedback from our 2 cohorts of YLLs is that: - they have enjoyed visiting other schools and making new friends(100%) - self-confidence has improved (95%) - improved communication and interpersonal skills (95%) - stronger voice in improving our school (100%)..... Use of the HGIOURS document by the YLLs with the rest of the school has resulted in much greater use and awareness of this document and how it can support staff and pupils to collaborate to make improvements. This has enabled us to create an action plan for next session where we want to -Develop a school podcast showcasing all the great things we do at Wallace. - Create a consistent approach to wall displays in the school to make our school feel more inclusive. -Continue to foster positive relationships with our partner schools and new schools to work with.	on-going self-evaluation activities leading to improvement	Progress in completing each YLL cohort's action plan	Meeting 4 – Visit planning (March 2027) in person April 2027 - YLLs will take part in reciprocal visits in St Peters Primary school and identify: - strengths of the focus area in each school - areas for development in each school May 2027 - YLLs will produce an action plan to take forward the areas for development identified during the visit to our school. This will be incorporated into our school improvement plan for session 2027-28. August 2026-Dec 2026 - Current cohort of YLLs carry out all actions identified on their action plan from the previous school session. Jan 2027 – SLT to meet with this group of YLLs to identify and plan for further leadership opportunities – pupils to form a new action plan. Throughout session 2026-27 - Bi-monthly meetings of all cohorts of YLLs to discuss progress of their cohort and next steps.
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