



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Wallacestone Primary School Standards and Quality Report 2024/2025



Care



Curiosity



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Community



Challenge

School Context

Wallacestone PS is a large school within the Braes High School Cluster with 412 children in the school and 80 within our ELC Class. We serve the villages of Brightons, Rumford, Reddingmuirhead and Wallacestone. Our school context informs our curriculum with a focus on care, community, curiosity and challenge. Our children attain in line with expected national averages with some children attaining beyond expected levels. Our school has very good attendance and we work closely with other partners & agencies to continue to support children and families.

We have close links with local organisations such as Meadowbank Library, Forth Valley College and Bailliefields Community Hub to offer children chances to learn about and within their local community. Our staff take on and lead learning within and beyond the school with many teachers having a role in leading improvement at Cluster, Neighbourhood Group or school level. Professional learning underpins all our improvement actions and our teachers engage in collaborative learning, practitioner enquiry and further leadership study. We work closely with our parents/carers and they play an active role in the school. This is driven by our vision and motto of Work, Play, Succeed Together.

Our school was inspected in October 2024 and we were pleased to be recognised for strengths in leadership; health, wellbeing and inclusion and the use of digital technology. We received two 'very good' and two 'good' ratings. Our inspection endorsed our own self evaluation, our improvement actions in session 2024/25 and our planned improvements for 2025/26.



60th Anniversary

1964

2024



Priority 1: Curriculum, Planning and Assessment

Medium term planning in Reading

Almost all teachers report feeling confident using our new planning format. Quality Assurance of planning has shown an improvement in the way assessment is built into our planning. This means that evidence of where children are in their learning is more robust. We want all children to be challenged and supported appropriately and through improved assessment processes, we can see this is leading to improved pace and challenge.

We will now take this approach and apply it across all areas of Literacy, Numeracy and Health & Wellbeing. This will be supported by our refreshed Curriculum and Assessment Overviews, developed between June-August 2025.

The Five Key Learning Questions

What are you learning?
How are you doing?
How do you know?
How can you improve?
Where do you go for help?



Improve tracking of learners' progress

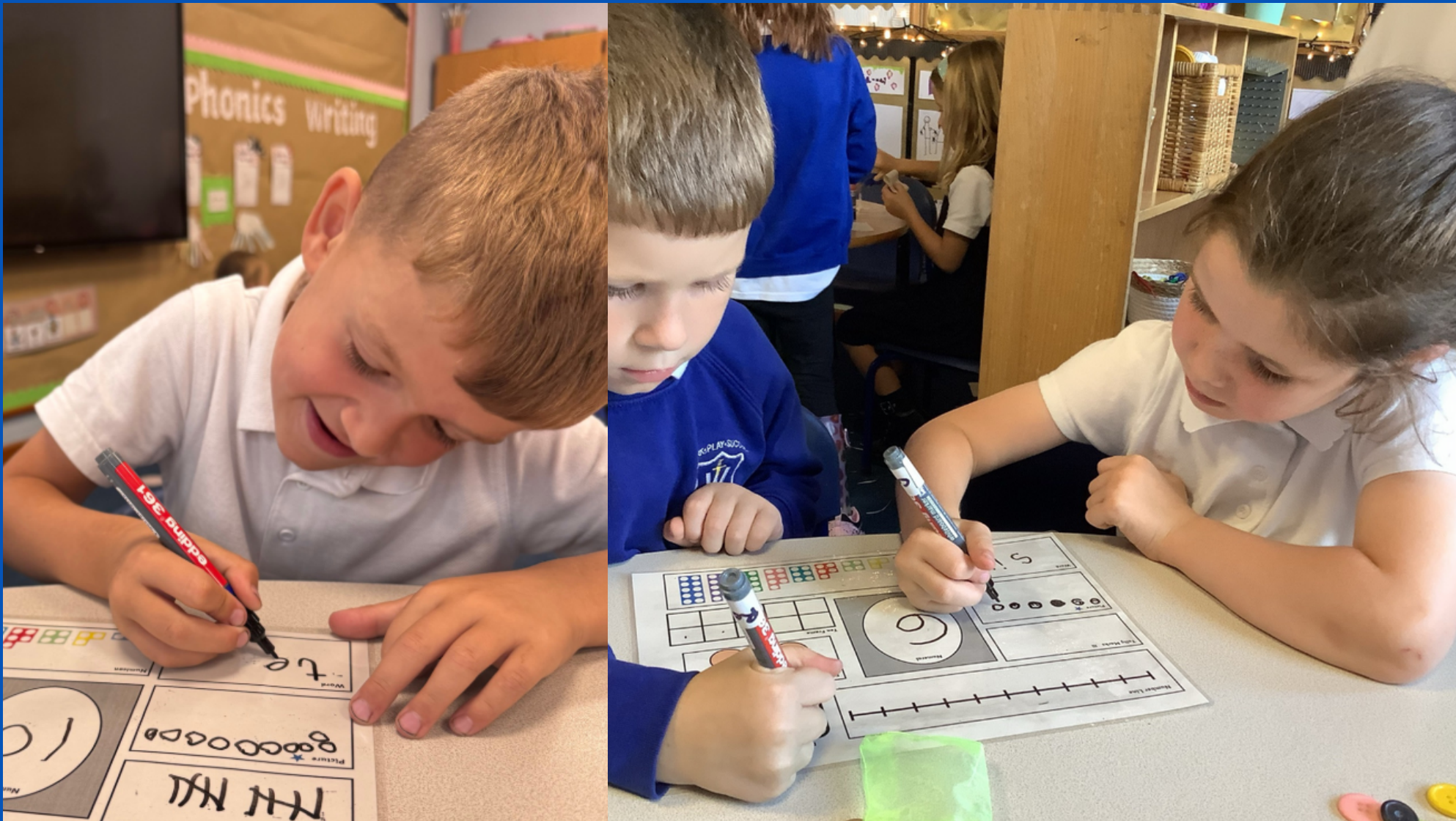
We implemented a new online tracking system to record and monitor children's progress. This supported our improved processes through structured dialogue meetings around tracking children's learning, which were recognised in our HMle inspection. This is helping us to be clearer on children's progress over time, engagement and level of support & challenge. Having better data, is helping us to raise attainment by identifying patterns, changing practice and implementing interventions.

This year we will hold termly evaluation meetings as part of the planning cycle. These meetings will involve teachers working in 'level groups' by bringing evidence of children's work together to look at progress over three years. These will evaluate the evidence that is supporting teacher judgements. This will support moderation and improve the robustness of the recorded judgements.

Refresh assessment map

All teachers worked together across May & June 2025 to declutter the curriculum and ensure that learning focuses are clear. We have identified key concepts, knowledge and skills in Literacy, Numeracy and Health & Wellbeing through a deep analysis of the benchmarks. This helped us to improve the sequencing of key learning across the school. Our new Curriculum and Assessment maps are now being used to help plan day to day and periodic assessments. This has improved the quality, timing and clarity of assessment to inform next steps. This is one element of how we are improving planning so that children are being supported and challenged appropriately.

This year, our professional learning programme is focused on developing our assessment techniques. Staff are working with colleagues in other schools and undertaking peer observations as part of a Teacher Learning Community.



Priority 2: Mental and Emotional Wellbeing

Mental and Emotional Wellbeing Curriculum

All teachers spent time engaging deeply with the purposes and aims of the Mental and Emotional Wellbeing Curriculum. We identified the big ideas and revised our approach to what and when children were learning key concepts. This has helped us to respond to patterns of children's needs identified through assessment. This enhanced curriculum offer is being implemented in session 25/26, supported by Emotion Works and Decider Skills.

This session we will use our refreshed Curriculum and Assessment overview for Health and Wellbeing to support more progressive learning across the school.

Mental & Emotional Wellbeing Ambassadors

Two teachers worked with pupils as Mental and Emotional Wellbeing Ambassadors. The group, "Mental Health Warriors," spent time creating a toolkit that other pupils can use when they encounter challenges.

This session the group will organise a "Wow, walk off your worries walk" and raise awareness amongst the community about the importance of mental and emotional wellbeing.



Inclusion

Almost all staff worked with our Support for Learning Teacher and Speech and Language Therapist to continue to improve the visual environment in our school. We are working towards our silver award and aim to achieve this in session 25-26. The majority of our pupils have shared that the improved visual environment supports them with their organisation and learning. Building on the learning from last session, all staff and pupils have engaged in further work as a school community around neurodiversity (and diversity in general) and acceptance of differences. HMIE feedback and pupil feedback shows that our school has a highly inclusive ethos.

This session we continue to develop our approaches to supporting children through use of digital technology and through the role of the SNUG & Hub. Our teachers are engaging in professional learning around adaptive teaching as part of our Teacher Learning Community.

Positive Relationships Policy

All teachers and some pupils have contributed to discussions around our refreshed policy. This has included analysis and discussion around Education Scotland's "Promoting Positive Relationships and Behaviour in Educational Settings" document. Our refreshed policy will be available early in session 25-26 following final consultations with staff, parents and pupils. This will ensure there is a shared understanding of the value of positive relationships and high expectations. The refreshed policy will provide clarity for the school community.

We will launch our Positive Relationships policy in Term 1 this session. We are working with Falkirk Council's Inclusion and Wellbeing Service to support continued professional learning for all staff to support the implementation of this.

Priority 3: Improving Outcomes in Reading

Leadership of Change Groups

Our teaching staff worked with colleagues from Avonbridge and Drumwbowie Primaries. We worked in four groups looking at: Reading for Enjoyment; Closing gaps in early & first level; Challenging more able readers in First/Second level; Assessment of Reading.

We have now begun our Reading Schools journey and this is supporting us to involve parents/carers more. Visits to Meadowbank Library supported classes to increase the variety of texts accessible to children. A group of staff developed improved resources to support challenge and we purchased additional novel sets to support increased challenge for children in P5-7.

The other Leadership of Change groups came together and developed a better understanding of the Literacy benchmarks for assessment. This fed into our work creating new Curriculum and Assessment overviews to support a more consistent and thorough understanding of how children make progress in reading.

This session we continue to approach improving reading attainment. We will do this through our library projects which will offer family learning sessions, author visits and a focus on further increasing challenge for P6/7 pupils. By using our new Curriculum and Assessment overviews, we will have greater clarity to support assessment judgements in Literacy.

Refreshed school values

Our new school values became embedded in the day to day life of the school. Visitors to the school identified the strong vision and values of the school. The values, which were developed through session 23/24, linked strongly to our new curriculum rationale which we spent time embedding in 24/25. These values underpin our educational aspirations for our children as well as the behaviours and high expectations for all our children. This approach was recognised in our HMle inspection where it was clear what our school was all about.

This session we will focus on a Superhero theme to support us thinking about Curiosity and Challenge. We will look at mindsets to support learning and high aspirations for all our learners.



Reading Champions

Our Reading Champions group was formed and they have worked to draw up plans for a new school library. The group worked with the Learning Resource Service library staff and gathered views on how we can support reading for enjoyment. With our role as a host school, we had to pause this project in February but have an exciting new space available to develop in August 2025.

This session we are working with our Parents' Association (PAWS) and have applied for additional funding to support a significant investment in a new school library. The key aim of this is to improve the accessibility of the library by opening up access to families and supporting a wider range of books to suit all ages and abilities.



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Session 2025/26

Curriculum & Assessment

WHY?

Our curriculum has become crowded and this is creating an emphasis around coverage rather than deep learning. Progression Pathways have supported planning but are also leading to some repetition. We recognise almost all of our pupils show a very strong ability in Listening and Talking but this is not consistently evident in children's written work.

WHAT?

Improve clarity of intended learning at each stage in Literacy, Numeracy and Health & Wellbeing. This will lead to an approach of fewer things and greater depth. This will lead to improved pace and challenge with our 'ambitious core' curriculum. Improve ways of capturing children's learning through written work and using our assessment strategies to know how well children are progressing.

HOW?

New Curriculum and Assessment overviews will support an increased focus on assessment in termly planning process. Staff engagement in 'Teaching Backwards' professional learning. Teacher Learning Community will focus on assessment and adaptive teaching to support teachers to plan for appropriately challenging learning experiences. Greater emphasis on ways to capture high quality learning in jotters. Superhero theme will support us to focus on raising expectations.

Relationships & Pedagogical Leadership

Relationships: We want to build on our strong practice and previous improvement in this area. We observe that some children would benefit from improving peer relationships. We want our children to have an increased sense of school community with a focus on how we co-exist and support each other.

Pedagogical Leadership: We recognise the need to improve the consistency of highly effective learning and teaching practice across the school. We want to support our teachers to be ready for future educational change through engaging in critically reflective professional learning.

Relationships: Improve children's peer relationships through focus on co-operative learning pedagogy, particularly in the middle and upper school.

Pedagogical Leadership: Improve consistency of learning and teaching across the school leading to improved outcomes for learners.

Relationships: Assembly programme based around Superhero theme. Use of Term 1 as Class and Community IDL focus. Lead teacher in co-operative learning supporting in middle school classes.

Pedagogical Leadership: Development of a Teacher Learning Community focused on assessment & adaptive teaching practice with peer observation. In house 'Brew and Blether' sessions linked to improved employee review & development meetings.

Improve Mental Maths

We have noticed our children's mental maths agility has not been as strong. While our Maths attainment has still been good, there has been a reliance on written methods. We see a plateau of children's progress in Maths across second level (P5-7). Parents/Carers report children are not confident at Maths or perceive they are not good at Maths.

We want to improve children's fluency with number. We want children to enjoy and see Maths & Numeracy as fun. We also want to develop a deeper sense of number, reducing reliance on written methods to solve calculations. Along with this, we want to support parents/carers to feel more confident at supporting their children at home.

We have invested in an online platform Sumdog. This will support home learning and more targeted challenge & support. Staff will engage in professional learning to support understanding of effective mental maths teaching. The school will develop a more progressive programme of Mental Agility concepts to ensure learning is appropriately challenging.