

Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements:

Our Vision Statement:

Learning together at Merrylee Primary to motivate and inspire our children to be the best they can be and to live happily and confidently in an ever-changing world.

At Merrylee, we strive to provide a caring learning environment in which we all thrive, work hard together and have fun!

Leadership of Change

Our school's vision evolved through on-going reflection with staff, parents and pupils. This reflection has enabled us to create a shared Vision and Values that is bespoke to our school.

All stakeholders are clear on the school's strengths and areas for development based on a range of evidence.

Key strengths include

- Welcoming, safe, secure environment
- Purposeful learning and quality of learning experiences (including outdoor learning)
- Communication and partnerships with parents
- Collegiate approach
- Meaningful links with real life learning e.g. IDL/STEM
- Pupil contribution to the life of the school e.g. Pupil Voice, Committees
- Engagement in physical activity and sport

Forest School and Outdoor Learning continue to have a major focus and impact on pupil engagement, motivation and wellbeing. Outdoor learning opportunities encourage pupils to be active and work together. This is a key strength of approaches to teaching and learning at Merrylee and is valued by parents.

Learning experiences are planned within the four contexts of learning and provide learners with the opportunity to apply learning in new and unfamiliar contexts and across different learning spaces. Planning for learning and teaching includes opportunities to make meaningful links with real life learning.

At Merrylee, there is a strong focus on physical activity and health and wellbeing. Mrs Mort, Acting Principal Teacher, co-ordinates and manages a comprehensive and full programme of clubs and activities across the school. We participated in the 10th Anniversary of the Daily Mile with all classes regularly taking part in this as part of their daily routines. There is a wide variety of extra-curricular clubs available including netball, basketball, football, Yoga, dance, multi-sports, rugby, squash and many more. We have strong links and partnerships with local community groups including Newlands and Langside Tennis clubs who provide coaching sessions for classes. Class teacher, Miss Reeves, organised our first Girls' football club which was very well attended and participated in a number of local tournaments. The team worked in partnership with parents to sponsor and design a football strip for the team. The Merrylee Dance group were successful in getting through to the Determined to Dance finals at the Glasgow Royal Concert Hall. Bikeability Levels 1 and 2 are delivered to our P5-P7 pupils. This programme is delivered by trained teachers and also supported by parent volunteers, some of whom have also been trained.

We participate in effective collaboration across learning community to develop a shared understanding of standards. Formative assessment approaches to learning (e.g. peer and self-evaluation, pupils leading learning, masterclasses) are evident in teaching and learning to encourage pupil involvement in their learning.

We work collaboratively to enhance teaching which leads to high-quality learning experiences for our learners. Our staff maintain effective records of their professional learning and development and create a clear professional learning action plan. We can evidence the impact our professional learning has had on our work and the progress, achievement and attainment of learners over time.

To foster awareness of the skills and four capacities of Curriculum for Excellence, we support staff to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship and outdoor learning. Class teachers lead improvements in these areas, ensuring they are abreast with current research and share this knowledge with colleagues. For example, teacher Callie Dorward leads on sustainability and global citizenship through her work with the Eco Committee. The Eco Committee has achieved a fourth Eco flag in recognition of the work in this area. Miss Dorward also co-ordinated our Fairtrade programme providing staff with a number of resources and activities to engage pupils purposefully and develop their understanding. In recognition of this, as a school we have achieved the highest 'Fair Achiever' award. There was a whole school focus on COP26 with all classes effectively engaging in learning about sustainability and global citizenship in a real life, meaningful context.

We have continued to develop our programme in Developing Young Workforce, to help learners understand how their achievements in and out of school help them develop knowledge and skills for life, learning and work. STEM teaching and learning is embedded across the school including Young STEM leaders programme at P6, led by Mrs Aitken. There has been significant investment in resources to support STEM learning. Mrs Aitken, developed the use of one of the temporary classrooms as a STEM learning area and continues to lead the STEM agenda as part of our school improvement.

We are continually improving our approaches to digital learning and teaching. Class teacher, Suzanne Timoney is a Digital Leader of Learning and has delivered highly effective CPD across Glasgow. She effectively supported and led us through the digital strategy and provides valuable support to teachers and parents in accessing and using technology. A number of classes were supported to introduce the children to core iPad apps. This was achieved over a number of weeks and started by the Digital Leader of learning delivering lessons whilst the class teacher(s) observed. This progressed to team teaching and finally to supporting and mentoring the teachers as they used the skills and strategies to deliver their own lessons.

During the lessons, the teachers were shown key resources available to them via Apple, Book Creator, Glasgow's Digital Framework and Glasgow's Apple Regional Training Centre.

The children's increase in confidence using these core apps has meant they have been comfortable to use iPads more creatively and have been able to transfer their skills to different areas of the curriculum. Class teachers have stated that this initial introduction and training in Term 1 created a solid foundation with which to progress from for the rest of the year.

A number of teachers have achieved Apple teacher accreditation and Seesaw Ambassador status. Throughout this session all staff successfully continued to develop their digital skills to enhance approaches to teaching and learning.

Depute Head Teacher, Catriona Kirk, led P1-3 staff in developing effective Play Pedagogy. She worked collaboratively with teachers to create a shared understanding and develop a programme for each stage. This will continue to be an area for development next session.

Class teacher, Miss Murray, has created a progressive programme of learning in expressive arts which will be a major focus for School Improvement next session. She worked in collaboration with BBCTeach to produce CLPL training videos for teachers to support the teaching and learning in drama. Class teacher, Mrs Sluman has completed training in delivering woodwork sessions with pupils and led colleagues in implementing this with Primary 1 pupils.

Learning, Teaching and Assessment

Through regular CPD activities, where data and information are shared to inform priorities and improvements, all staff have a clear understanding of the social, economic and cultural context in which our children live.

Across our school, an ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for our learners. There is evidence of strong leadership of learning by staff at all levels and in a range of contexts. The collegiality amongst staff is very good. Our school has a collegiate learning culture demonstrated through, for example, professional dialogue, collaborative practitioner enquiry, peer learning, constructive feedback and debate. Staff work collaboratively with colleagues, learners, partners and parents to take forward improvement priorities and learn with and from each other.

We are proactive in extending and deepening our knowledge and understanding of curriculum areas to ensure our subject knowledge is current and relevant. This has been particularly evident in the methodology of Glasgow Counts and Literacy for All and in the development of digital skills to enhance teaching and learning. The Principal Teachers, Fiona Whyte and Megan Yacomine have worked collaboratively with staff to share good practice and develop knowledge and understanding in approaches to learning by providing accessible resources and by modelling best practice in teaching and learning. This has resulted in children reporting greater confidence in understanding and a more consistent approach across the school.

We use a wide range of learning environments and creative teaching approaches to motivate and meet the needs of our pupils. Every class regularly participates in learning outdoors, including weekly outdoor learning days. Our Forest School Leader partner delivered staff development in outdoor learning and Forest School skills. Outdoor spaces are used effectively to promote positive relationships and wellbeing. Outdoor learning philosophy is valued and shared by all stakeholders and staff take account of research linking the benefits of outdoor learning and wellbeing. Creative and innovative approaches to learning outdoors provide valuable learning experiences for our pupils.

DHTs, Julie McElhone and Catriona Kirk have trained SfLWs in the use of GDSS materials and inclusive approaches to support children's learning, particularly those with a dyslexia identification and in the use of Lego Therapy. Catriona Kirk created 'Supporting learners to Count and Calculate' programme for SfLWs to work with identified pupils across the school. Staff report greater confidence in supporting learners as a result of this training.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. During professional dialogue discussions, staff plan the appropriate assessments which are then tracked and inform reporting to parents. Peer and self-assessment approaches are embedded leading to greater pupil involvement in their learning.

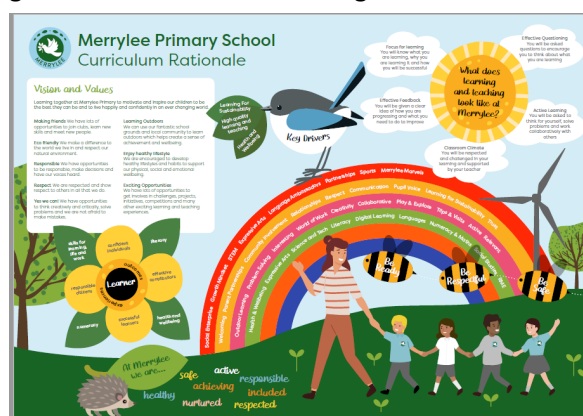
Planned learning is also shared on the digital communication platform, Seesaw. This has proved to be a very effective platform for sharing information.

Family Learning and Engagement

At Merrylee we have always valued parental partnerships. Families continue to receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Universal support is open to all families. Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning. Parents and carers are supported to actively and meaningfully engage in their children’s learning and life at school. Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by bereavement and separation, English as an additional language and mental health issues.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff know and understand GIRFEC, the wellbeing indicators and the United Nations Convention on the Rights of the Child. Outdoor learning opportunities encourage pupils to be active and work together. Pupils are encouraged to risk assess their play and challenge themselves using a range of resources in the school grounds and ‘Urban Jungle.’

Parental involvement in school is very high with effective and proactive parent groups such as Parent Council and Parent Association. The Parent Council and Parent Association continued to be actively involved in the life of the school. Regular Zoom meetings were well attended. Our refreshed curriculum rationale was created in collaboration with all stakeholders. This has been shared with our school community and wider community.

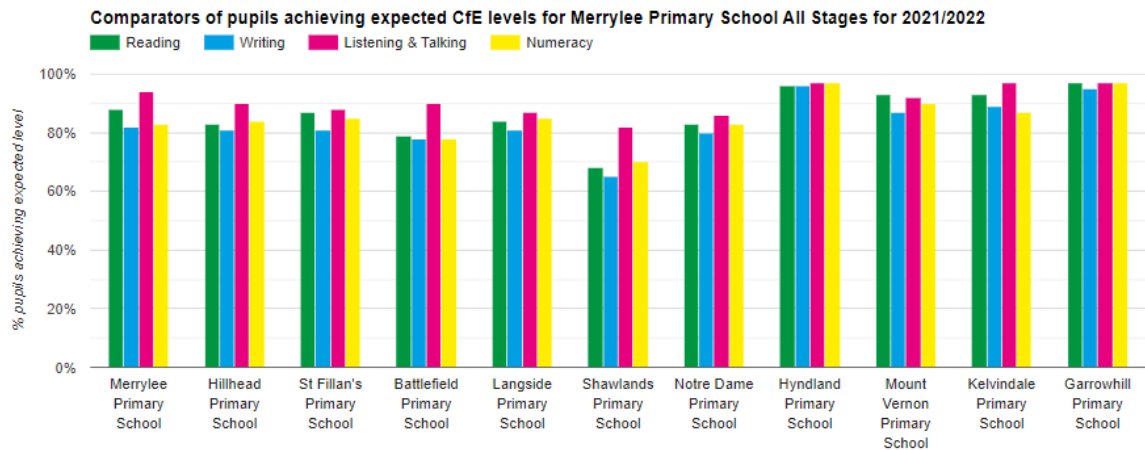


Following the easing of Covid restrictions, we enjoyed a whole school visit to Kelburn country Park at the end of term to celebrate being together as a school community. This was well supported by parent volunteers and provided a valuable shared experience for our whole school community.

Progress in improving outcomes for children in attainment and achievement

Our data shows that most pupils continue to attain appropriate levels in numeracy and literacy and a few are exceeding these. Almost all teachers make confident professional judgments together with an appropriate range of assessments leading to improvements in attainment in literacy and numeracy. Standards of attainment in literacy and numeracy continue to be very good. A robust tracking system, together with effective interventions, ensures continuous progress for learners across the curriculum, including points of transition. DHTs Catriona Kirk and Julie McElhone continued to provide effective nursery/primary and primary/secondary transitions for our pupils. They also provide effective enhanced transition for pupils as appropriate.

The table below shows how Merrylee compares to schools with a similar demographic.



Here is what we plan to improve next year.

Following self-evaluation, our school improvement plan will focus on the following for session 2022-23:

Priorities for development:

1. Meeting Learners' Needs (2.6 transitions)

Ensure a smooth learning journey for our learners (including our care experienced learners) from 3-18 including key transition points

Raising Attainment and Achievement (3.2 overall quality of learners' achievement)

Support our learners to be successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens

2. Curriculum

Develop a creative and innovative approach to curriculum design to support positive outcomes for learners

Provide opportunities to develop learners' skills for learning, life and work in motivating contexts

Clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum

3. Learning, Teaching and Assessment

Development of digital technology to further enhance teaching and learning

Deploy a wide variety of innovative and creative approaches, including digital technologies

We look forward to reintroducing opportunities for parental involvement in school including paired reading, parent workshops, in person meetings with the teacher, community events and showcases of learning.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@merrylee-pri.glasgow.sch.uk

Our telephone number is: 0141 637 6798

Our school address is: 50 Friarton Road, Glasgow G43 2PR

Further information is available in: parent newsletters, the school website, and the school handbook