

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
Merrylee Primary School is a non-denominational, co-educational school which is part of Hillpark learning community. Our school, situated in the Merrylee area of Glasgow, is a new build and was officially opened on the 7th of December 2009. In June 2005 the school amalgamated with Holmlea Primary. It is a two-storey building with 17 class bases, a gym hall, library, playroom and a dining hall. It houses an Urban Jungle and a full-size amateur football pitch, used each day, after school and at weekends, by local football teams. The school is surrounded mostly by owner-occupied housing; however, some families occupy rental accommodation. Approximately 8% of pupils are entitled to Free School Meals. The school benefits from some Pupil Equity Funding. The current school roll is 355 and 5.4% of children reside in SIMD Deciles 1-5. Attendance is presently 96.9%. Exclusions have been at 0% for the last few years. 31% of our learners are supported through the Staged Intervention Model. The previous Head Teacher retired in December 2024. The Senior Leadership Team (SLT) demonstrated strong internal capacity and continuity during the transition, with one Depute Headteacher successfully taking on the Acting Head Teacher role from January to June 2025. We welcomed the new Head Teacher, Mrs Maureen Russell, in August 2025.
Our achievements and improvements 2024 – 2025
We would like to highlight the following improvements/achievements agreed in consultation with school staff, parents and children. Our priorities for 2024/25 were: 1. To improve levels of attainment and progress in Literacy 2. To increase levels of engagement, participation & inclusion in learning 3. To improve pupils' wellbeing <u>What we did</u> Priority 1 • Increased collaboration and moderation among teachers on literacy pedagogy which led to improved attainment levels. • Teachers' planning provided details of this pedagogy and approaches to learning to include appropriate challenge and support to meets the needs of all learners Priority 2 • All teaching staff completed Glasgow's <i>Pedagogy Differentiation Module</i>. • Teacher Learning Communities (TLC) were established to ensure consistent approaches to differentiation. • Developed a nurture space for pupils and families identified as needing support. • Provided targeted interventions for individuals and groups.

Priority 3

- Surveyed children to gauge their perceptions of being included, well-supported and engaged in their learning.
- All staff engaged with The Nurture Principles and UNCRC (United Nations Convention on the Rights of the Child) in relation to engagement, participation and inclusion
- Created learning environments in line with LCFE (Language and Communication Friendly Environment) which actively encourage positive communication, develop children's language skills and encourage progress in all aspects of learning.

Impact Priority 1

As a result of our focus on collaborative pedagogy and differentiation, attainment has risen significantly across the school. Our ACEL data demonstrates substantial gains in every area, including Reading: +11%; Writing: +11%; and Numeracy: +16%.

Most pupils at P1, P4, and P7 are now on track or exceeding expected levels in all curricular areas.

(75% - 90% = most pupils, G90% = almost all pupils)

Merrylee Primary												
	Listening and Talking			Reading			Writing			Numeracy and Maths		
Year	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2023	91	81	87	91	73	73	91	67	75	84	75	71
2024	88	84	77	74	75	77	69	69	70	76	77	74
2025	91	96	94	88	94	89	88	87	89	88	96	92
Glasgow Data												
	Listening and Talking			Reading			Writing			Numeracy and Maths		
Year	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2022	82	82	83	K75	73	77	72	67	71	80	73	73
2023	82	83	85	76	74	78	72	68	72	79	74	75
2024	80	82	84	73	72	76	71	68	71	77	73	74

Impact Priority 2: To increase levels of engagement, participation & inclusion in learning.

As a result of our strategic investment in staff pedagogy (Glasgow's Differentiation Module and TLCs) and our nurturing provision, we have seen improvements in pupil engagement and a successful reduction in the need for external support:

- **Successful Reintegration:** Pupils previously identified as needing intensive nurture support out of class were successfully and safely reintegrated back into the mainstream classroom full-time by June 2025. This achievement reflects improved staff confidence in managing diverse needs within the classroom.
- **Targeted Support Impact:** The provision of targeted interventions and bespoke home learning resources ensured that learners supported through the Staged Intervention Model were actively engaged in learning tailored to their needs, leading to improved confidence and progress, as evidenced by the high Attainment data (Priority 1).
- **Improved Culture:** Consultation data indicates that the focus on the Nurture Principles and LCFE is creating a more consistently inclusive environment.

Priority 3 Wellbeing pupil consultation May 2025

Safe
90% pupils scored 8 or above
Healthy
81% pupils scored 8 or above
Achieving
89% pupils scored 8 or above
Nurtured
59% pupils scored 8 or above
Active
83% pupils scored 8 or above
Respected
66% pupils scored 8 or above
Responsible
74% pupils scored 8 or above
Included
73% pupils scored 8 or above

Impact Priority 3:

The consultation identified areas of strength, particularly Safe (90%) and Achieving (89%). However, pupil perceptions of Nurtured (59%) and Respected (66%) indicate a gap in the consistent application of positive relationship skills across the school. Consequently, our efforts for 2025-26 will focus on improving positive relationships through our Relationships and Positive Behaviour Approaches.

Parent Engagement

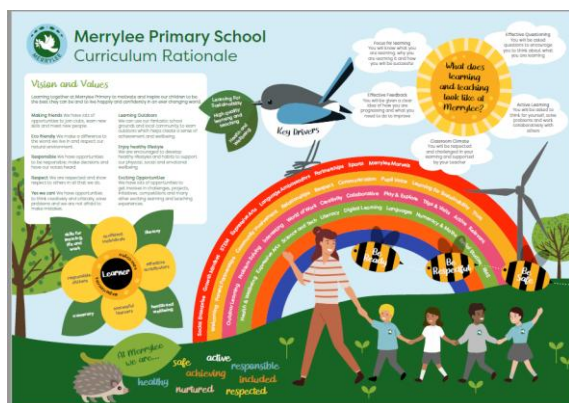
Our partnership with parents is a significant strength at Merrylee. We appreciate the strong community spirit and shared goals that come from your involvement. We thank everyone who has supported school improvement by participating in the Parent Council, Parent Association, or through attendance at our various school events.

Key Strengths

We're particularly proud of these areas:

- **Caring and Supportive Staff:** Our teachers and support staff are dedicated, hardworking, and deeply committed to our pupils.
- **Outdoor Learning and Physical Activity:** We make the most of our outstanding outdoor spaces with a dedicated outdoor learning day for every class each week. We consistently promote health and wellbeing through various activities which include *The Daily Mile*, *Fit and Fruity Fridays* and attendance at various city-wide sports events.
- **Pupil Contribution and Leadership:** Our pupils actively shape the school's positive ethos through several committees and leadership roles.
- **Celebrating Achievement:** We regularly celebrate our pupils' personal and academic achievements through our "Merrylee Marvel" awards and at school assemblies where wider achievements are acknowledged and celebrated.
- **Residential Experiences:** Our Primary 6 and 7 residential trips offer challenging and exciting outdoor learning experiences.

Learning and Teaching



Our teaching methods are guided by our school's vision, values, and curriculum rationale. We use a variety of approaches, including interdisciplinary learning and a "growth mindset" philosophy, to help every child reach their full potential.

Attainment in Literacy and Numeracy

We are highly committed to helping every child reach their full potential. Our pupils continue to achieve well in literacy and numeracy. Our teachers use a variety of assessments to confidently track progress and ensure are reaching or exceeding expected levels. We have high expectations of all our learners and are always striving for improvement and academic growth of our pupils, with the focus being on raising attainment in writing in session 2025-26.

Transition Programmes

Our transition programmes, from Nursery to Primary 1 and from Primary 7 to high school, have been very effective. We have received positive feedback from parents and are confident that our pupils are well-prepared for the next stage of their learning journey.

Pupil Equity Funding

The PEF allocation was used strategically to provide critical early intervention by retaining the same teacher for Primary 1 pupils throughout the session. This ensured consistency and strong attachment. As a result, we successfully supported the full-time reintegration of identified pupils into the mainstream setting and provided bespoke home learning resources, leading to improved engagement and readiness.

Our improvement plan priorities 2025 – 2026

Based on our self-evaluation, our School Improvement Plan for 2025-2026 will focus on the following key areas:

Health and Well-being

To help pupils understand and manage their emotions, we are implementing a consistent and progressive approach using *Emotion Works*. This Scottish programme uses a *Cog Model* to teach children about the vocabulary they may need to be able to describe feelings, how to identify triggers, and how to respond to and regulate their emotions.

Literacy

- **Handwriting:** We are re-introducing the *Nelson Handwriting* programme to help all pupils develop a legible, fluent handwriting style. This structured approach helps with letter formation, spacing, and consistency.
- **Writing:** We will be using a new programme called *Write on Track* led by Glasgow's Literacy team. This programme will provide lessons and resources to help our pupils improve their writing skills, while encouraging them to be creative and confident writers.

Quality Assurance

To ensure we are meeting the needs of every learner, we plan to improve our quality assurance processes. This involves:

- **Analysing Data:** We will analyse data and well-being assessments to identify and address any learning gaps.
- **Moderating Work:** We will work with staff within our own establishments and in other schools to ensure that our assessment judgments are fair, consistent, and reliable.
- **Tracking Progress:** We will use professional dialogue to track each pupil's progress. This helps us provide targeted support, celebrate growth, and set achievable goals, ultimately helping all learners succeed.

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Good All staff show commitment to shared educational values and professional standards through their identified Career Long Professional Learning in line with the School Improvement Plan. Senior leaders support staff to feel confident to initiate change and are committed to collective responsibility in the process of change by providing additional time for developments and opportunities to lead whole school Career Long Professional Learning. Senior leaders effectively managed the strategic direction and pace of change, particularly during the transition of Head Teacher. They ensured staff were actively involved in the collaborative development of key improvements in literacy and differentiation. Time is consistently protected for professional dialogue and collegiate learning, allowing all staff to contribute meaningfully to self-evaluation and continuous improvement planning.. Leaders at all levels have motivated and inspired others to sustain collective commitment to the shared vision for literacy, digital learning and children's rights. Pupils have an authentic voice in sharing their hopes, aspirations and needs. Pupils are active in shaping improvements through six pupil leadership groups.
Learning Teaching and Assessment (QI 2.3)	Very good The ethos and culture of Merrylee reflect a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, highly motivated and interact well during activities. Our learners are highly successful, confident, and responsible, contributing effectively to the life of the school and wider community through well-planned activities. Pupils know that their views are consistently sought, valued, and acted upon. Our learning environments, informed by positive and nurturing relationships, provide appropriately challenging learning experiences which consistently lead to high-quality outcomes.

	Most learners play an active role in the school and wider community and regularly take on leadership roles. Every class participate in a weekly outdoor learning day to enhance learning experiences. Teachers deliver high-quality outdoor learning on a regular basis.
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very good All staff in our school community understand their role in ensuring the wellbeing of all and as a result are improving outcomes for children and their families. We have a strong sense of school community and wellbeing and are committed to meeting the needs of every individual. There are strong positive relationships amongst all stakeholders and the school works closely with groups of parents including the Parent Association and Parent Council as well as inviting families into the school for both social and learning purposes. Through robust consultation with pupils and families, we clearly understand our performance against the Wellbeing Indicators (SHANARRI). This evidence systematically informs our next steps in tackling identified areas for improvement and ensures provision is responsive to need. Almost all our learners are highly engaged and benefit from the high-quality education, exciting opportunities and pastoral care. Staff parents and almost all pupils have high expectations and a strong desire and commitment to succeed. Staff promote positive relationships, engaging with both the Nurturing Principles and the UNCRC in their daily practice to create a universally supportive learning environment where almost all our children thrive.
Raising Attainment and Achievement (QI 3.2)	Good Almost all children and young people are attaining at or exceeding expected levels. Our robust tracking system ensures continuity, informs planning, and demonstrates very good progress for current learners across the curriculum, including at critical transition points. Staff effectively use a range of assessments and internal benchmarking alongside a shared professional understanding of standards to make confident, reliable professional judgments. This approach has led to significant and well-evidenced improvements in attainment across the school. Overall, our learners are successful, confident, and responsible global citizens. They are empowered to have a strong voice in improving the quality of their learning, which is demonstrated by their willingness to take on increasing responsibility and by their active application of skills in the local community.

How to find out more about our school

Thank you for taking time to read this report. If you require further information or if you wish to comment on the report, please contact us at:

headteacher@merrylee-pri.glasgow.sch.uk

Our telephone number is: 0141 637 6798

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

To find out more information about our school please visit:

<https://blogs.glowscotland.org.uk/gc/merryleeprimary/>

Contact us directly if you require further information about our school or if you wish to comment on this report.