

Merrylee Primary School Standards & Quality Report Session 2025 - 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. In alignment with the National Improvement Framework (NIF) and the Scottish Attainment Challenge, our work focuses on driving continuous improvement in standards while ensuring equity for all learners. 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 and Simshill 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; with some rental accommodation. The current school roll is 366 and 5.4% of children reside in SIMD Deciles 1-5. Approximately 7% of pupils are entitled to Free School Meals. The school benefits from some Pupil Equity Funding. Attendance is presently 95.5%, with exclusions at 2.88% for the session. 29% of our learners are supported through the Staged Intervention Model. A new Head Teacher started in August 2025 and was joined in November by an Acting Depute Head Teacher. The school was inspected in December 2025 by HMIE, and the school was awarded <i>Good</i> for Learning Teaching and Assessment (QI 2.3) and <i>Good</i> for Raising Attainment and Achievement (QI 3.2)
Our achievements and improvements 2025 - 2026
Our priorities for 2025/6 were: 1. To improve levels of attainment and progress in Literacy 2. Increase levels of attainment over time in Literacy and Numeracy 3. To Improve engagement, participation and inclusion What we did • All teachers trained in <i>Nelson Handwriting</i>, and handwriting lessons were timetabled discretely in each class. • All teachers engaged in <i>Write on Track</i> Training in October 2025 and a few attended follow up training. This continues to be a priority. • The GCC <i>Monitoring and Tracking</i> tool was introduced in February 2026, and data was input in both February and May. This tool provided data driven reporting and analytics to help teachers plan future learning and enabled teachers to closely monitor individual and group progress, ensuring effective interventions are in place. • POLLI (Peer Observation of Learners Leading to Improvement) Class teachers visit peers to reflect on teaching and learning. • All staff received training in <i>Emotion Works</i>, HWB tool. Discrete stand-alone lessons were delivered in emotion works to teach children emotional literacy and strategies for managing emotions • A family learning session was provided for parents and carers to learn about <i>Emotion Works</i> and a showcase took place cross the school for children to demonstrate their learning. • A core Nurture class was introduced in term 3 to promote social, emotional, and behavioural development alongside academic readiness for some pupils.

Impact

Writing - There was measured improvement in quality of handwriting across school due to teachers leading discrete lessons using a consistent resource through school. More writing opportunities were provided to improve writing stamina and uplevel writing quality. This priority will be continued into 2026 – 2027. A focus on *Tools for Writing* has also supported the quality of writing.

GCC Monitoring and Tracking tool.

Our latest writing data from 2024 to 2026 shows progress across the school. In P7, we are seeing more pupils reach middle and higher levels, a drop in lower scores, and much greater consistency overall as children make strong steady progress. Similarly, P4 results show a positive shift towards expected levels, with a decrease in lower scores and a more balanced, even spread of achievement that proves learning gaps are successfully closing.

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

NSA (National Standardised Assessments) 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	91
2026	91	89	93	88	85	91	84	83	89	88	89	84
NSA (National Standardised Assessments) 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	75	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
2025	80	83	86	72	74	77	71	68	72	78	73	75
2026	80	83	86	74	74	79	72	68	73	78	73	76

POLLI

Almost all (94%) class-committed staff completed a POLLI evaluation focusing on writing. Across the school, learners showed high engagement, excellent collaboration, and strong use of structured approaches and teacher modelling.

In Primary 1–3, all learning was teacher-facilitated, with frequent use of Learning Intentions, Success Criteria, and cooperative strategies like 'Think, Pair, Share'. Moving forward, staff aim to increase digital tool usage, strengthen formative assessment (particularly proofreading and editing), and introduce greater challenge through advanced sentence structures and descriptive techniques.

In Primary 4–7, all pupils successfully engaged with structured writing frameworks and collaborative discussions, with many demonstrating a clear progression from guided to independent work. Next steps include further developing the explicit teaching of writing tools to provide greater challenge, alongside enhancing proofreading through formative assessment and accessibility tools.

Emotion Works

Emotion Works is now clearly visible across all classrooms and shared areas, supporting a consistent whole-school approach. Staff report increased confidence and more consistent use of Emotion Works language through professional dialogue. Observations show regular wellbeing check-ins, particularly in infant classes, while upper school pupils engage confidently in discussions and can articulate their emotions. This is further evidenced through observations at the showcase of learning event, where learning journeys were displayed and pupils confidently led and discussed their learning. The school has achieved both the UNCRC Gold Rights Respecting Schools Award and Emotion Works Silver Accreditation. Overall, evidence indicates improved wellbeing, engagement and inclusion.

Following an initial parent workshop, with the distribution of Emotion Works home learning packs, and whole school showcase of learning event, evaluation data from 63 responses shows a very positive impact. Over 95% of parents rated the event and framework 4 or 5/5, with around 90% requesting further sessions, indicating that almost all families are engaging with Emotion Works at home. In school, pupils demonstrate an increased emotional vocabulary and confidently discuss and regulate emotions. The approach is embedded within the Behaviour and Relationships Policy, ensuring consistency and a nurturing ethos. Next steps include outdoor visual prompts and expanding online resources via the school website to further support families.

Nurture Class

The core Nurture class, led by DHT Mrs McLaughlin successfully supported some children to be included in the life and work of the school. This provision helps to embed Nurture principles across school, supporting children to feel safe, happy and included.

Parent and Carer Engagement

Our partnership with parents and carers is a significant strength at Merrylee. We appreciate the strong community spirit and shared goals that come from this 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. Our Parents Association supports families with reducing the cost of the school day by subsidising school trips and providing access to a pre-loved uniform bank.

Gold Award Rights Respecting Schools

Achieving the Gold Rights Respecting School Award from UNICEF UK means that children's rights are fully embedded across every part of the school's culture, ethos, and daily practice. As the highest level of the award, it shows that the whole school community—pupils, teachers, and staff—truly understand the United Nations Convention on the Rights of the Child and use these values of fairness, respect, dignity, and equality to guide their relationships and decisions. It highlights a thriving environment where children are empowered as active, global citizens who feel safe, valued, and confident to advocate for justice both locally and worldwide.

Key Strengths

- **Caring and Supportive Staff:** Our teachers and support staff are dedicated, hardworking, and deeply committed to our pupils.
- **Outdoor Learning & Wellbeing:** We make the most of our outdoor spaces with dedicated outdoor learning times for every class each week. We consistently promote health and wellbeing through activities like The Daily Mile, Outdoor PE, and participation in city-wide sports events.

- **Pupil Contribution and Leadership:** Our pupils actively shape the school's positive ethos through a variety of committees and leadership roles.
- **Celebrating Achievement:** We regularly recognise our pupils' personal and academic milestones through our "Merrylee Marvel" awards and school assemblies.
- **Educational Excursions and Residentials:** We have increased educational trips to provide enrichment and fun across learning e.g. New Lanark, Dynamic Earth, Vikingar and a variety of local community excursions. This is complemented by an exciting residential trip for Primary 7 pupils that offer challenging outdoor experiences.
- **Transition Programmes:** Our transition programmes—from Nursery to Primary 1 and from Primary 7 to high school—are highly 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. We also provide enhanced transitions to support children as they move through the school year, giving them the opportunity to meet new teachers before the term starts.

Pupil Equity Funding

As part of the Scottish Attainment Challenge, Pupil Equity Funding (PEF) was used to enhance staffing to provide support for children to make progress in their learning. Resources were provided for children to help with focus and concentration. Professional dialogue of effective tracking provided clear data of accelerated attainment.

- Out of those children who were 'just off track,' for writing in P1, P4 and P7, there has been a 64% increase in attainment due to targeted interventions both in and out of class.
- Out of those children who were 'just off track' for reading in P1, P4 and P7, there has been a 62% increase in attainment due to targeted interventions both in and out of class.
- Out of those children who were 'just off track' for numeracy and maths in P1, P4 and P7, there has been a 63% increase in attainment due to targeted interventions both in and out of class.

Our improvement plan priorities 2026 – 2027

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

1. Pedagogy: Following the principles of Glasgow's Pedagogy we will ensure consistent pedagogical practices across school. Key area will include; Pace and Challenge, Effective Questioning, Differentiation, Peer and Self-Assessment practices.

2. Literacy (Reading and Writing)

- **Reading:** We are introducing a consistent, research-based phonics approach (Glasgow City Council Systematic Synthetic Phonics) across all stages to help children sound out unfamiliar words, build vocabulary, improve spelling accuracy and read more fluently. Our goal is a 1% increase in reading attainment by March 2027.
- **Writing:** Using the "Write on Track" programme, children will take part in regular, short, focused writing sessions (at least three times a week) to improve writing stamina alongside grammar, punctuation, and sentence structure. Our goal is a 1-2% increase in writing attainment by May 2027.

3. Numeracy and Maths

- We are embedding the Glasgow City Council Numeracy Framework across the school. Teachers will use consistent methods and digital tools like Magma Maths to tailor learning,

track progress, and provide the right level of challenge. Our goal is a 1% increase in numeracy attainment by June 2027.

4. School Vision and Values

- **Working Together:** We are collaborating with our pupils, staff, and families to update our school Vision and Values. This will assist us to update a rationale for the curriculum, promote wellbeing and inclusion and be across school to create a strong community of safety, respect, and belonging.

5. Additional Support Needs (ASN) & Inclusion

- **Meeting Every Need:** We will use a robust "assess, plan, do, review" cycle to provide children with support. We will collaborate with parents and children to set targets and have clear partnerships with other agencies when required.
- Staff will revisit **nurture principles and the Circle Framework** to self-evaluate practice leading to positive relationships and embedded inclusion practices.
- We provide core **Nurture** to help children access school and participate in the mainstream class.

6. Developmental Physical Education

- (DPE) will be introduced to improve Motor Development. Motor Development improves children's gross motor skills and their fine motor skills. This movement programme contains exercises to improve the following areas; attention, balance, strength and gross muscle definition, fine motor skills, co-ordination and proprioception and bi-lateral integration

How Good Is Our School 4 Quality Indicator (QI)	Evaluation
Leadership of Change (QI 1.3)	Very Good A new Head Teacher, arrived in August 2025, and established a culture of self-evaluation in the school's daily ethos and strategic direction. All staff demonstrate a commitment to shared educational values and professional standards, aligning their Career Long Professional Learning (CLPL) precisely with the School Improvement Plan and emerging self-evaluation insights. Senior leaders actively cultivate a climate of trust, empowering staff to initiate innovative change and take collective responsibility through protected time and leadership opportunities in whole-school CLPL. Strategic direction and the pace of change is managed well, and time is robustly protected for high-quality professional dialogue and collegiate learning, enabling all stakeholders to contribute to rigorous self-evaluation. Pupils exercise an authentic, influential voice in shaping school improvements and articulating their aspirations through pupil committees.
Learning Teaching and Assessment (QI 2.3)	Good Teachers consistently share learning purposes, success criteria, and clear explanations, effectively revisiting prior learning to boost student

	engagement. Children thrive across individual, paired, and group settings, with high-quality group discussions enhancing their communication skills. Some teachers skilfully use questions to check understanding, aid recall, and extend curiosity and deepen thinking. Recent professional development and consistent approaches have driven improvements in writing outcomes. Creative indoor and outdoor environments - including the urban jungle and climbing areas - successfully foster student curiosity and motivation. Tablets, digital applications, and assistive tools like speech-to-text empower pupils, bolster literacy and numeracy, and support additional learning needs. Younger classes benefit from a rich, balanced play-based approach featuring stimulating spaces and highly skilled staff interactions that expertly drive development.
Ensuring Wellbeing Equality and Inclusion (QI 3.1)	Very good Staff create very positive relationships with children across the school. Children are well-mannered and engaged in their learning. Staff and children work together effectively, creating a nurturing environment underpinned by school values which almost all children understand well. Children and staff model the school values to promote a strong rights-based ethos. This helps children understand and promote their own and others' rights. Together, staff and children have developed class charters which deepen children's knowledge of their rights. The school has achieved Gold accreditation for its work in this area. Displays around classroom areas celebrate children's work effectively and support learning. Children are proud of their work on display. Staff have established clear expectations and consistently adopt an encouraging approach to support children. Almost all children behave very responsibly. When necessary, teachers reinforce expectations well, helping to maintain a calm and focused learning environment. Children respond well to these approaches and show kindness and understanding towards peers who find it harder to regulate their behaviour. Regular opportunities for outdoor learning help most children develop resilience, cooperation, and emotional regulation. Staff have worked together to develop a supportive relationships and behaviour policy. This is working well and is contributing to a positive ethos across the school. A core Nurture base was opened to support pupils to access the curriculum and mainstream classes. Staff understand the socio-economic background of their children and families. They know and understand the challenges and barriers to learning that affect their school community. This understanding helps staff to plan and provide appropriate support to ensure all children participate fully in the life of the school.
Raising Attainment and Achievement (QI 3.2)	Good Across the school, children are articulate, confident speakers with rich vocabularies, supported by a joyful reading culture and writing creativity including strong use of punctuation, similes, and metaphors. Children demonstrate fluency with numbers, fractions, decimals, percentages, and times tables, alongside skills in creating and interpreting data graphs.

The school's data last session shows some fluctuations. We are confident that we can continue to raise attainment across the school reflecting teachers' ongoing professional learning and greater accuracy in teachers' assessment of Curriculum for Excellence levels. Previous data suggested lower attainment than children were achieving.

Almost all children at early level achieve national expectations in literacy and most achieve national expectations in numeracy. Most children at first level achieve national expectations in literacy and numeracy. Almost all children at second level achieve national expectations in reading, listening and talking and numeracy. Most children at second level achieve national expectations in writing.

A significant minority across the school could be achieving more. Through the national priorities outlined in the National Improvement Framework, most children who require additional support in their learning are making good progress towards their targets.

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:

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Our telephone number is: 0141 637 6798, and the address is; Merrylee Primary School, 50 Friarton Road, Glasgow, G43

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.