

Summarised inspection findings

Merrylee Primary School

Glasgow City Council

10 February 2026

Key contextual information

Merrylee Primary School is a non-denominational school, situated in the south of Glasgow. The school roll is 355 children organised across 14 classes. The headteacher has been in post since August 2025.

The headteacher is supported by two depute headteachers and two full time equivalent principal teachers. There have been a significant number of staffing changes in recent years. In September 2024, 4.9% of children lived in Scottish Index of Multiple Deprivation deciles 1 and 2. Senior leaders report that 31% percent of children require additional support with their learning.

2.3 Learning, teaching and assessment	good
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

- 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 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.
- In all lessons, teachers share the purpose of learning and how children will know that they are successful. Across the school, teachers provide clear explanations and instructions. In most

lessons teachers routinely revisit prior learning to help children understand the context of new learning. This supports children to engage well.

- Around half of lessons are overly teacher-led, which is hindering children from leading their own learning. Teachers should now consider how best to create opportunities for children to take further responsibility for their own learning. This should include involving children more actively in planning and assessing their learning, which should support children to develop their capacity to be independent learners. All children have opportunities to work on their own, in pairs and in groups. In most lessons, high quality discussion in groups is helping children to improve their communication skills.
- In most lessons, teachers use questioning well to check children's understanding and to help them recall key information. In a few lessons, teachers use questioning very skillfully to extend children's thinking and curiosity. Senior leaders should encourage teachers to share this effective practice across the school.
- Teachers have recently undertaken professional learning to improve approaches to teaching writing across the school. Senior leaders have identified that a more consistent approach to writing will support further progression, pace and challenge for all children. This is beginning to have a positive impact on writing, where outcomes have improved significantly this session compared to previous sessions. Teachers now need to continue to increase the pace of learning across the curriculum for most children and ensure that learning is set at the right level of difficulty.
- Teachers use a range of environments to motivate children indoors and outdoors including the urban jungle on the school grounds. They use a range of creative resources outdoors to promote curiosity. These include dens, hide-and-climb areas, and bridges. As a next step, teachers should be clear on what value they are adding to the children's educational experiences by taking the learning outdoors.
- In almost all lessons, teachers use digital tools and resources effectively to reinforce and support children's learning. Across the school, children use technologies such as tablets and digital applications with growing confidence. Almost all children reinforce literacy and numeracy skills using online programs. This is helping children build skills for future learning and work. Teachers make effective use of digital technology to support children with additional support needs. For example, children use speech to text technology to support the development of writing skills. This approach enables children to capture ideas quickly and promotes creativity in their written work.
- Teachers of the younger classes have embedded a strong play-rich approach that actively supports and extends children's learning. They provide high quality learning for children through an effective balance of child-led and adult-initiated experiences. Children apply and consolidate their learning in purposeful activities. Staff create stimulating spaces that encourage, support and challenge children successfully. Teachers and support staff demonstrate skilled interactions with children during direct teaching activities and independent play. Staff use observations very well to plan next steps for children's learning.

- All teachers use a range of summative assessment approaches to assess children's progress and inform professional judgements. Senior leaders should now support staff to develop confidence in using national Benchmarks across all areas of the curriculum. This will help to strengthen further teachers' judgements and predictions about national levels of attainment. Staff engage in moderation within the school and across the local authority, which is beginning to build confidence. As planned, senior leaders should increase moderation across the learning community to deepen understanding of national expectations and ensure more robust professional judgements.
- In a majority of lessons, teachers make use of formative assessment information and high-quality feedback to directly influence teaching and learning. Senior leaders should now work with staff to embed formative assessment approaches in all lessons. This should help children be more involved in improving their learning.
- Teachers are beginning to develop their use of a class-based tracker to monitor children's progress and attainment. The headteacher and staff use this information to inform the school's whole-school tracker. This is beginning to give senior leaders an overview of progress and trends in attainment. Senior leaders and teachers review data about children's progress termly at tracking meetings to discuss attainment, barriers to learning, and wellbeing factors. Senior leaders are refining these processes to ensure that tracking leads to appropriate challenge and improved outcomes for all children.
- Teachers work together well to understand the needs of children who require additional support. Senior leaders and staff have systematic methods to ensure that they meet children's needs with targeted interventions and personalised support. As a result, staff are meeting the needs of most children who require additional support well. Senior leaders have recently undertaken an in-depth analysis of children for whom English is an additional language. This is beginning to improve the assessment of language acquisition for identified children.
- All teachers plan learning using Curriculum for Excellence (CfE) experiences and outcomes. They use local authority skills progressive frameworks for literacy, numeracy and health and wellbeing. Teachers work with stage partners to plan blocks of learning. This helps to support consistency across stages. Teachers now need to use assessment information more clearly to inform their planning. This should help them to better meet the varied needs of children.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy across the school is good.
- After a period of decline in attainment, the school's data this session shows a significant rise. This improvement reflects the positive impact of teachers' ongoing professional learning and greater accuracy in teachers' assessment of Curriculum for Excellence levels. Previous data suggested lower attainment than children were achieving. The school should now build on this progress by further developing teachers' confidence and consistency in making accurate judgements.
- 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. However, a significant minority across the school could be achieving more. Most children who require additional support in their learning are making good progress towards their targets.

Attainment in literacy and English

Listening and talking

- Across the school, most children are articulate and speak clearly and confidently. They have a well-developed vocabulary. Almost all children working at early level, follow simple instructions and take turns. At first level, most children share their ideas and opinions confidently in class and in small groups. At second level, almost all children recognise techniques which engage the listener, for example, tone and vocabulary. Most older children would benefit from more opportunities to develop their presentation skills by addressing an audience more regularly.

Reading

- Across the school, staff and children have developed a highly positive reading culture. Almost all children across the school enjoy reading during 'drop everything and read' time. They have access to a wide range of books in the school library and individual class libraries. Older children would like the opportunity to take a book of their choice home.

- At early level most children use their knowledge of letters and sounds to read simple words and sentences confidently. They answer simple questions about texts and explain the features of a book. Most children at first level read aloud with expression and understanding. They discuss why they prefer a book or genre. Most children understand the differences between fact and opinion and identify key features of non-fiction texts. Most children would benefit from developing reading skills using more challenging texts appropriate to their ability. At second level, almost all children explain their preferences for text types and authors confidently. They read with fluency, understanding and expression.

Writing

- Most children at early level are learning to write initial sounds and simple words well. At first level, the majority of children use relevant and interesting vocabulary to entertain the reader. Most children spell familiar words correctly and use grammar and connectives appropriately in their writing. At second level, most children are developing well their use of a range of punctuation and connectives. They have a good understanding of similes, metaphors and alliteration and use these to make their writing more engaging. Overall, children would benefit from teachers having higher expectations of children's writing and from further opportunities to write at length. Across the school, children would benefit from increased pace and challenge in their learning.

Numeracy and mathematics

Number, money and measure

- At early level, most children add and subtract within 20 and explain the strategy used to gain the answer. They use appropriate vocabulary to describe simple fractions. At first level, most children round whole numbers to the nearest 10 and 100 and use this to check the reasonableness of a solution. They show confidence with addition and subtraction but are less confident with multiplication and division. Most children are confident in the use of money and giving change. They lack confidence in the use of strategies to make mental calculations. At second level, almost all children show a sound understanding of fractions, decimals and percentages. They are fluent in times tables which they make good use of to multiply and divide large numbers. At first and second level, children should be supported to develop their understanding of probability and chance.

Shape, position and movement

- At early level, most children identify simple two-dimensional (2D) shapes and three-dimensional (3D) objects. They describe and create symmetrical pictures with one line of symmetry. At first level, most children are confident in finding right angles. At second level, most children use mathematical language accurately to classify a range of angles identified within shapes and the environment. They describe confidently 2D shapes and 3D objects using specific vocabulary.

Information handling

- At early level, most children use tally marks to gather information and use this data to create a simple graph. At first level, most children include a suitable title, labelling and appropriate scale when creating bar graphs. At second level, almost all children understand how to display data in a variety of ways, including bar and line graphs, frequency tables and pie charts. Children are not yet familiar with spreadsheets or using

digital technology to collect and present data.

Attainment over time

- Senior leaders have begun to improve how they track children's progress over time. Overall, school data demonstrates an improving picture in children's progress over time in literacy and numeracy. Senior leaders and staff should now work together to show how they add value to children's attainment over time. A significant minority of children across the school could be achieving more. Staff should continue to develop their approaches to moderation to support their understanding of national Benchmarks. This should continue to strengthen the reliability of attainment data and improve further the ability of staff to track children's progress accurately to raise attainment.
- Currently the attendance figure for the school is 96.9%. This is above the local authority and national average. It shows a steady increase over the last few years. Senior leaders monitor school attendance rigorously and support children and families who find attending school difficult. Staff work well with parents to achieve a smooth, nurturing transitions to school for children. This ensures all children feel welcome in school.

Overall quality of learners' achievements

- The school community recognises and celebrates children's achievements in a variety of ways. Staff highlight these at assemblies through, for example, 'Merrylee Marvel' awards. Children enjoy this approach, which builds their confidence and supports their sense of belonging.
- Most children across the school are developing well their teamwork and communication skills through worthwhile groups such as the digital, eco and pupil council. These groups successfully raise children's awareness of important issues across the school community.
- Staff ensure that they provide all children with rich experiences beyond the classroom and within the community. For example, older children recently took part in skateboarding sessions. Most children improve their physical fitness and co-ordination through taking part in activities such as dance, football and multi-sports. Most children have opportunities to attend a variety of extra-curricular lunchtime clubs such as a chess club and art club. This is developing children's creativity, problem-solving and social skills. A few older children have the opportunity to develop their leadership skills further through leading activities such as art and sport.
- Senior leaders track children's participation in after school and lunch time clubs. This helps them to identify which children are missing out so they can remove any potential barriers and encourage participation. As planned, staff should continue to support children to identify the skills they are developing during their experiences. This should help children to develop and link a wide range of skills for work, life and learning.

Equity for all learners

- All 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 and

to ensure all children participate fully in the life of the school.

- The Parents Association supports families with reducing the cost of the school day by subsidising school trips. They work with senior leaders and staff to ensure that no child will miss out on any experiences due to financial constraints. The school provides access to a pre-loved uniform bank. These steps are helping to reduce the cost of the school day.
- The headteacher uses Pupil Equity Funding (PEF) to enhance staffing to enable flexible and inclusive approaches to supporting children. This is supporting children to improve their emotional regulation and increase their engagement in learning. As planned, senior leaders should implement more rigorous tracking of PEF interventions to clearly measure their impact on closing attainment gaps. Senior leaders should now involve parents and children in shaping the future priorities of PEF spending.

Other relevant evidence

- All children receive their full entitlement to two hours of high-quality physical education each week. Teachers plan children's learning in physical education using Glasgow City Council's progression pathways linked to CfE experiences and outcomes. As a result, children experience progression in their learning of physical skills as they move through the school. In addition, staff provide the opportunity for children to participate in the daily mile. They need to ensure this time is used profitably and does not significantly reduce learning time.
- Currently, not all children receive their entitlement to learn 1+2 modern languages. Children learn French from P1-7 in a planned and progressive approach as they move through the school. However, due to staffing difficulties they do not have access to a third language from P5 to P7 in line with national expectations. Senior leaders should consider how this can be implemented to ensure children receive this experience.
- Children receive their entitlement to Religious and Moral Education and Religious Observance, in line with national expectations.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.