



MELROSE PRIMARY

School Improvement Report

2024-2025



Review of Progress 2024-25

Context of the setting

Melrose Primary School (MPS) is nestled in the heart of the Scottish Borders, serving the vibrant town of Melrose, its charming surrounding villages, and picturesque rural areas. As part of the Earlston cluster, almost all our children proudly transition to Earlston High School for their secondary education. Our Early Learning and Childcare (ELC) offers 1140 hours of funded care for 3 and 4-year-olds.

At MPS, the Curriculum for Excellence guides everything we do. We're passionate about providing a broad, challenging, and deep learning experience. Our goal is to help every child develop self-respect, understand their unique importance in society, and grow into confident members of their future communities. A significant part of our approach involves mastering core skills in literacy, numeracy, and health and wellbeing, which children then apply across all areas of their learning.

Our school vision, 'To be the best we can be,' is brought to life through our aims:

- Strive for excellence
- Deliver rich and innovative learning experiences
- Deliver skills for life
- Cultivate individual qualities

We believe in active engagement and collaboration with our learners, families, and the wider community. Our five core values guide our daily interactions and help us achieve our aims:

- Responsible
- Respectful
- Receptive
- Reflective
- Resilient

Through the Scottish Attainment Challenge Pupil Equity Fund (PEF), we've implemented targeted interventions, including a school-wide health and wellbeing recovery program through coaching and focused support for writing skills.

- targeted interventions for numeracy
- targeted interventions for writing

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in learners.

How well are you doing? What's working well for your learners?

The quality of pupils' work has improved, with evidence of strong progress across curricular areas as a result of more effective teaching and learning strategies.

We have deepened teacher understanding of the literacy curriculum, specifically in writing. Through targeted professional learning, our practitioners have gained a stronger grasp of best teaching practices related to word-level learning. This enhanced pedagogical knowledge benefits our learners by ensuring that foundational writing skills, from phonics and spelling to vocabulary development, are taught systematically and effectively. Students are now receiving more precise and evidence-based instruction. Our writing attainment has improved.

We have continued to focus on ensuring we employ varied and effective questioning strategies across all year groups. We continue to ask that teachers pose questions that encourage deeper thinking, critical analysis, and more elaborate responses from students. In some classes, learners are consistently prompted to move beyond superficial recall, engage in higher-order thinking, and articulate their understanding more comprehensively.

A significant improvement has been the enhanced and consistent use of Learning Intentions and Success Criteria to support learning, teaching, and assessment. This clarity provides students with a clear understanding of what they are learning and how they will know they have been successful. In almost all lessons, the purpose of learning is made clear, and children are increasingly able to talk confidently about what they are learning and why.

There is evidence of support and challenge being planned for within learning, helping to ensure that all children are progressing appropriately from their prior levels of attainment.

We have improved the extent to which learners use digital devices to support and enhance learning – learners have better awareness and understanding of how to access and use accessibility features.

How do you know? What evidence do you have of positive impact on learners?

There is evidence of improved consistency in learning and teaching across the school, with staff demonstrating a more shared understanding of effective pedagogy.

Analysis of our attainment data shows that we have increased attainment for our learners across all measured curricular areas:

We have raised attainment in numeracy and maths by 5%.

We have raised attainment in reading by 3%.

We have raised attainment in listening and talking by 1%.

We have raised attainment in writing by 4%.

Our Primary 4 – Primary 7 learner survey tells us that our learners recognise a number of common strengths. These strengths are identified as; strong instruction, confident-feeling learners and the use of peer assessment (particularly in upper stages).

In October 2024, an SBC school review assessed and evaluated our progress in this area. In May 2025 a follow up review was carried out. The review reports many benefits for our learners.

What are you going to do now? What are your improvement priorities in this area?

- continue to work on ensuring that standards of learning, teaching and assessment are consistent across all classes
- improve pupil voice and pupil engagement, ensuring learners are more involved in planning and assessing their learning
- improve pupil voice by giving learners an opportunity to take part in school development groups alongside teachers and the SLT
- ensure class teachers have a consistent understanding of what very good writing teaching looks like
- raise attainment in writing to 85%
- working with the cluster, teachers will engage in moderation of writing and professional learning opportunities that will promote raised attainment in writing.
- develop the wider curriculum, ensuring learners benefit from a broad range of high-quality experiences linked to Metaskills, STEM, Sustainability and Outdoor Learning
- improve pace and challenge within Numeracy and Mathematics
- teachers to embed the use of digital devices to support and enhance learning.

SBC priority 2: Develop inclusive practice including nurturing practice, promotion of wellbeing and universal / targeted supports for all learners.

How well are you doing? What's working well for your learners?

Our staff maintain a consistent and strong focus on promoting and enhancing children's wellbeing. Staff work well to develop positive, supportive relationships with children, parents and partners, and between children. Staff have created an environment where children are more likely to develop self-confidence, resilience and positive views about themselves. This helps ensure children across the school show respect and kindness to each other, have a trusted adult they can talk to and learn from consistent and reliable adults.

Our teachers applied their knowledge of the CIRCLE document training into their practice to improve the learning environment and support individual learners. Throughout the year teachers improved their safe spaces and use of zones of regulation to support learners to understand their emotions and regulate their behaviours.

All children are encouraged and enabled to consider their emotions and feelings through daily 'check-ins' with their class teacher. This enables teachers to support children well to recognise how they are feeling, and to encourage children to develop empathy for, and understanding of, others. As a result of this, children are more aware of how their emotions impact on their behaviours and are learning ways of coping.

We have continued to use PEF funding to deliver 1-1 coaching for pupils identified as needing additional health & well-being support. We used the Glasgow Motivational Wellbeing Profile to identify pupils requiring interventions whilst also specifying the area the intervention should target. Teachers used this data to inform professional dialogue at pace and challenge meetings with the Senior Leadership Team and some teachers used the data to help understand a child's views at review meetings.

Staff and children are developing a shared understanding of the United Nations Convention on the Rights of the Child (UNCRC) and how to ensure that children's rights are respected.

Children who require additional support for learning are supported well by caring staff who demonstrate a good understanding of individual children's needs. Children with identified needs have 'pupil passports' which teachers use to plan learning. A staged intervention approach is well established and supported by local authority procedures.

The school's use of the 'Learning Station' approach is supporting the effective deployment of resources, enabling staff to better meet the varying needs of learners within the classroom.

Attendance is exceeding national expectations.

How do you know? What evidence do you have of positive impact on learners?

A calm and purposeful atmosphere is evident in classrooms, supporting positive conditions for learning and helping pupils remain focused and engaged.

Most pupils who have engaged with 1-1 coaching have demonstrated an improvement in their health and well-being. Pupils are tracked using self-scoring of SHANARI Well-being Indicators at the beginning and end of blocks which are analysed carefully.

In October 2024, an SBC school review assessed and evaluated our progress in this area. In May 2025 a follow up review was carried out. The review reports many benefits for our learners.

What are you going to do now? What are your improvement priorities in this area?

- focus on ensuring our learning environments offer learners the best opportunity to succeed
- continue to embed the use of Zones of Regulation in classroom practice
- improve our tracking and monitoring of learners' wellbeing using the Glasgow Motivational Wellbeing Profile
- continue to deliver 1-1 coaching for health & well-being using PEF funding
- understand how the health and wellbeing curriculum can be developed further to better support improvements in children's understanding of their wellbeing.
- Ensure all children can talk with confidence about the school values and why they are important.
- develop learning experiences which promote diversity and challenge discrimination.

Early Learning & Childcare provision

What improvements have you made this year?

Quality Interactions:

Our Term 1 training prioritized improving **observation and reflection skills**, as well as **interaction techniques** and writing **meaningful next steps** for children. In October during the school review, it was noted that we had highlighted this area as a development for ELC. During Term 2, we provided staff time to apply their new skills. We then conducted a **quality assurance audit of observations** and a **staff questionnaire on interaction techniques** to pinpoint strengths and development areas. This data directly informed our plan to further enhance interaction techniques. An **independent interactions audit** by the EYT in March confirmed progress, and feedback was also shared during the May school review. Moving forward, we're embedding **questioning and problem-solving interaction techniques** into our STEM and risky play initiatives for continued growth.

Planning:

During our August in-service, practitioners were trained on the **planning cycle, intentional and in-the-moment planning, and the new Melrose planning documentation**. We also dedicated time to explore in depth the **literacy and numeracy gather support packs**. To record in-the-moment planning, we used **floor books and a dedicated Padlet**, capturing practitioner observations, actions, and their impact on children's interests. Fortnightly discussions facilitated knowledge sharing, coinciding with staff zone rotations. A **November survey** helped us assess the effectiveness of the new planning approach and guide future improvements. Following the October school review, we began incorporating **skills development into our planning documentation**, with support from the Early Years Improvement Officer as a critical friend. We are currently updating our **core provision plans** to reflect these new skills and changes to ELC zones.

Engage in #SBC way:

This has been challenging for ELC staff. There was **no new training** on the Early Level portal for ELC to engage with. Following the October school review, which highlighted a need to **further develop intentional planning to identify key skills and expectations for high-quality routines and spaces, alongside richer literacy and numeracy opportunities**, we requested the EYT audit our numeracy and literacy provision to identify gaps. This information directly informed our review of planning documents and the creation of new core provision plans.

What has improved for learners? How do you know?

Practitioner understanding of children's developmental and learning needs has significantly increased.

This enables them to **effectively adapt resources and add provocations** to support learning.

Developmental overviews and tracking now demonstrate a stronger grasp of individual children.

Through **moderation**, our data is more confident and accurate, showing **increased attainment across all areas:**

	November % On Track		May % on track		Progress %	
	ELC 3	ELC 4	ELC 3	ELC 4	ELC 3	ELC 4
Listening & Talking	64	83	84	92	+20	+9
Reading	73	78	89	92	+16	+19
Writing	64	74	89	92	+25	+18
Numeracy	73	65	84	92	+11	+27

What are you going to do now? What are your improvement priorities in this area?

Our self-evaluation shows that we need to ensure continuity of experiences and shared understanding of outcomes across the early level. We plan to great progressive core provision plans for the whole of Early Level to support this. In ELC we plan to utilise keynote to record planning in the moment rather than Padlet. We want to have a greater emphasis on pupil voice in our planning.

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	ELC self-evaluation
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good

Our capacity for continuous improvement is: Good