

Inspection of Newtongrange Primary School and Nursery**Report by Michelle Strong, Education Chief Operating Officer****Report for Information****1 Recommendations**

Cabinet is asked to:

- (i) Note the content of the 21st January 2025 inspection report.
- (ii) Congratulate the headteacher pupils, parents and staff connected with Newtongrange Primary School and Nursery on the key strengths highlighted in the report.

2 Purpose of Report/Executive Summary

The report outlines the outcome of the Education Scotland inspection of Newtongrange Primary School and nursery class.

24 January 2025**Report Contact:**

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3 Background/Main Body of Report

3.1 In September 2024, a team of inspectors from Education Scotland visited Newtongrange Primary School and Nursery. The report was published on 21st January 2025 and is now available on [Education Scotland's website](#). This is also attached as Appendix B.

3.2 Education Scotland is responsible for inspecting education settings throughout Scotland. They do so using core quality indicators;

QI	1.3	Leadership of Change
QI	2.3	Learning, teaching and assessment
QI	3.1	Ensuring wellbeing, equality and inclusion
QI	3.2	Raising attainment and achievement

3.3 Strengths

The strengths identified in the Education Scotland report of 21/01/25 are:

- The headteacher and the staff team have created a positive culture of learning in Newtongrange. Children respond positively to the support and encouragement they receive from their teachers and support staff. They demonstrate a clear sense of community and belonging. Children in the school and nursery engage enthusiastically in a wide range of experiences which provides them with rich opportunities to learn and achieve in different contexts.
- Staff work well together to plan learning which is relevant, enjoyable and has a clear focus on children's rights.
- Children make strong progress in literacy and numeracy. Children who require additional support make good progress towards achieving their personal targets.

3.4 Areas for Improvement

The main areas for improvement are:

- Senior leaders and staff should continue to work collaboratively to refine approaches to learning and teaching in both the school and nursery to further meet the needs of all the children.
- Staff should continue to develop approaches which promote children's understanding of the key skills and knowledge that they are developing. This will support them better to apply these in different situations.

3.5 Conclusion

The inspectors concluded "We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Midlothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools."

4 Report Implications (Resource, Digital and Risk)

4.1 Resource

There are no resource implications.

4.2 Digital

There are no Digital implications.

4.3 Risk

Education Scotland's team of Inspectors visit a sample of education settings every year to find out how they are performing. A report is published which informs parents about the key strengths of the setting and its capacity for further improvement.

Following the publication of the report further visits may be made to the setting, by the Education Authority to assist improvement and monitor progress.

Monitoring, review and evaluation of progress by central officers in the Education Team is the control measure in place to reduce the risk of failure of settings to demonstrate their capacity to improve.

4.4 Ensuring Equalities (if required a separate IIA must be completed)

The School Improvement Plan will be screened for equalities implications.

4.5 Additional Report Implications (See Appendix A)

See Appendix A

Appendices

Appendix A – Additional Report Implications

Appendix B – Background information/Links

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

- Getting it right for every Midlothian child
- Improving opportunities in Midlothian

A.2 Key Drivers for Change

Key drivers addressed in this report:

- Holistic Working
- Hub and Spoke
- Modern
- Sustainable
- Transformational
- Preventative
- Asset-based
- Continuous Improvement
- One size fits one
- None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- One Council Working with you, for you
- Preventative and Sustainable
- Efficient and Modern
- Innovative and Ambitious
- None of the above

A.4 Delivering Best Value

Noted within.

A.5 Involving Communities and Other Stakeholders

A link to the published report has been made available to Elected Members, parents of children currently attending Newbattle High School and other interested parties.

A.6 Impact on Performance and Outcomes

The setting will continue to improve its work in line with the school improvement plan and central officers in the Education Team will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

A.7 Adopting a Preventative Approach

The Education (Scotland) Bill aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the poverty related attainment gap.

A.8 Supporting Sustainable Development

The School Improvement Plan allows for sustainable development and improvement.

APPENDIX B

[Newtongrange Primary School inspection report 21/01/25](#)