

Inspection of Moorfoot Primary School

Report by Michelle Strong, Education Chief Operating Officer, Children, Young People and Partnerships

Report for Information

1 Recommendations

Cabinet is asked to:

- (i) Note the content of the inspection report.
- (ii) Pass this report to the Performance, Review and Scrutiny Committee for its consideration.
- (iii) Congratulate the pupils, parents and staff connected with Moorfoot Primary School on the key strengths highlighted in the report.

2 Purpose of Report/Executive Summary

The report outlines the outcome of the above inspection as carried out by Education Scotland which was communicated in their report of December 2022.

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3 Background

3.1 In November 2022, a team of inspectors from Education Scotland visited Moorfoot Primary School. The report was published on 20 December 2022, is now published on the Education Scotland website and is available from this [link](#).

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 The inspection team found the following strengths in the school's work.

- The inclusive and caring ethos in the early learning and childcare setting (ELC) and across the primary school. This is underpinned by a commitment to the principles of nurture and the school's vision, values and aims of learning, inspiration, friendship and enjoyment (LIFE).
- Children's skills at all levels in the primary school in using digital technology to enhance and support their learning.
- Processes for identifying children who may require additional support for learning. The quality and range of support is helping children to overcome barriers to learning.
- Senior leaders' and staff commitment to professional learning and to working with partners to develop and implement creative approaches to learning and teaching. This includes the range of strategies to close gaps in attainment, particularly in literacy and numeracy.

3.4 The following areas for improvement were identified and discussed with the head teacher and a representative from Midlothian Council.

- Continue to develop approaches to assessment and moderation of learning and teaching across all areas of the curriculum.
- Continue to improve processes for tracking children's progress in learning in the early learning and childcare setting to ensure continuity across the ELC and school.

3.5 Conclusion

Education Scotland graded the school as good against all 4 quality indicators outlined in 2.2 above. They 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 financial and human resource implications associated with this report.

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)

Appendices

Appendix A – Additional Report Implications

Appendix B – Inspection Report

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

As 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 Moorfoot Primary 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

Background Papers/Resource Links - [link](#)