

A summary of the HMIE inspection of Strathesk Primary School and Nursery class**Report by Michelle Strong, Education Chief Operating Officer, Children, Young People and Partnerships.****Report for Information****1 Recommendations**

Cabinet is requested to:

- (i) Note the content of the summary of the inspection report.
- (ii) Congratulate the pupils, parents and staff connected with this report.
- (iii) Pass this report to the Performance, Review and Scrutiny Committee for noting purposes.

2 Purpose of Report/Executive Summary

The report outlines the inspection of Strathesk Primary School and Nursery class.

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3 Background/Main Body of Report

3.1 In June 2024, a team of inspectors from Education Scotland visited Strathesk Primary School and Nursery class. The report was published on 1 September 2024, and is available on the Education Scotland website,

3.2 Education Scotland is responsible for inspecting education settings throughout Scotland. This inspection was a short model inspection using core quality indicators from How Good is Our School and How Good is our Early Learning and Childcare and evaluations were as below;

HGIOS		School	
QI	2.3	Learning, teaching and assessment	Good
QI	3.2	Raising attainment and achievement	Satisfactory
HGIOELC			
QI	2.3	Learning, teaching and assessment	Good
QI	3.2	Securing children's progress	Good

3.3 Identified strengths of the setting

- The positive, nurturing relationships between children and staff across the school and nursery. This is providing children with a calm and positive learning environment.
- Children who are polite, happy and enthusiastic. They enjoy learning in school and nursery. They show respect, care and kindness as they learn and play together. Children are very proud of their school and nursery.
- Improvements in the consistency of effective learning and teaching across the school, including creative approaches to digital literacy and out-door learning. As a result, children are now engaged, motivated and know how to be successful.

3.4 Identified areas for improvement

- Continue to raise attainment in literacy and numeracy in school age children.
- Across the school, continue to improve the reliability of teachers' professional judgements about children's progress and attainment. Teachers should have more opportunities to work with each other and colleagues in other schools to develop their understanding of national standards across the curriculum.
- Improve approaches to checking on children's progress across all curricular areas in the school and nursery to inform planning for children's learning.

3.5 Conclusion

The local authority has confidence that Strathesk Primary School and Nursery class has sufficient capacity for continuous improvement. The setting's Quality Improvement Manager will continue to monitor improvement through the quality improvement process and standards and quality improvement plan.

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)

4.4 Additional Report Implications (See Appendix A)

Appendices

Appendix A – Additional Report Implications

Appendix B – Background Papers: Inspection Report attached

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

Themes addressed in this report:

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

Copies of the reports have been made available to Elected Members, parents and carers of children currently in the setting 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 and Nursery Improvement Plan allows for sustainable development and improvement.