

A summary of the HMIE inspection of Woodburn 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 Woodburn Primary School and Nursery class.

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3 Background/Main Body of Report

3.1 In January 2024, a team of inspectors from Education Scotland visited Woodburn Primary School and Nursery class. The report was published on 23 April 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;

		School	Evaluation
QI	2.3	Learning, teaching and assessment	very good
QI	3.2	Raising attainment and achievement	very good
		ELC	
QI	2.3	Learning, teaching and assessment	good
QI	3.2	Securing children's progress	good

3.3 Identified strengths of the setting

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

- The very positive relationships across the whole school community which are based on the school values, kindness and mutual respect. Children are happy and respectful. They learn and achieve well in a safe, inclusive and nurturing environment.
- Senior leaders who are highly effective in their use of data to carefully analyse the progress of all children. Well planned supports are in place which meet the needs of learners well in the school and nursery.
- The very effective work with a range of partner agencies in both the primary school and nursery setting. This is ensuring children benefit from a wide range of universal and targeted support, which is improving outcomes for children.
- Staff who know children very well, both as individuals and as learners. They engage in professional learning to further develop their knowledge and skills to help them to meet the needs of all children.

3.4 Identified areas for improvement

- To continue to work collaboratively to share good practice. This will ensure further consistency in learning, teaching and assessment.
- To continue to provide children with more opportunities to apply their skills and learn through a range of motivating contexts which are new and unfamiliar. Children should be provided with opportunities to be further challenged in their learning and take a stronger role in leading their own learning.

- In the nursery, practitioners should continue to develop their observations with a clear focus on learning and specific skills children are developing and applying. This will help them to identify clear next steps across the curriculum for all children

3.5 Conclusion

The local authority has confidence that Woodburn 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 [Woodburn Primary School and ELC](#)

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.