

<b>COMMITTEE:</b>	Council Committee for Education
<b>MEETING DATE:</b>	17 March 2026
<b>BY:</b>	Depute Chief Executive Children and Communities
<b>REPORT TITLE:</b>	HMIE Inspection of Ormiston Primary School
<b>REPORT STATUS:</b>	Public

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## **1 PURPOSE OF REPORT**

- 1.1 To report to Committee on the outcomes of the November 2025 HMIE inspection of Ormiston Primary School and Early Learning and Childcare Class.

## **2 RECOMMENDATIONS**

Members are recommended to:

- 2.1 Note the content of the HMIE letter (Appendix 1) published on 3<sup>rd</sup> February 2026 notifying parents and carers of the outcomes of inspection for the primary school.



Appendix 1  
Ormiston PS Letter to

- 2.2 Note the content of the HMIE letter (Appendix 2) published on 3<sup>rd</sup> February 2026 notifying parents and carers of the outcomes of inspection for the Early Learning and Childcare class.



Appendix 2  
Ormiston PS Nursery

- 2.3 Note the key strengths of the school and Early Learning and Childcare identified by the inspection team.

- 2.4 Note the Summary of Inspection Findings (Appendix 3) detailing strengths and recommended future developments for the primary school.



Appendix 3  
Ormiston PS Summary

- 2.5 Note that because of the inspection findings, HMIE will not make a follow-up visit in connection with this inspection.

### 3 BACKGROUND

#### 3.1 Inspection Model

The inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections to evaluate the quality of provision at Ormiston Primary School.

HMIE carried out a short model inspection across primary classes to report on the impact of the life and work of the school using the quality indicators below and evaluate this against the [How good is our school \(4th edition\) Appendix 3: The six-point scale](#):

Quality Indicator	Evaluation
2.1 Safeguarding and child protection	Not evaluated – reported directly to Headteacher and Local Authority
2.3 Learning, teaching and assessment	<b>Satisfactory</b>
3.2 Raising attainment and achievement	<b>Satisfactory</b>

Further details regarding the evaluation of each quality indicator can be found in the Summary of Inspection Findings (Appendix 3).

The Early Learning and Childcare class was inspected by a team of inspectors from HMIE and the Care Inspectorate using the [Quality Improvement Framework for Early Learning and Childcare](#).

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	<b>Good</b>
Learning, teaching and assessment	<b>Good</b>

Nurturing, care and support	<b>Good</b>
Children's progress	<b>Good</b>

### 3.2 National Improvement Framework

As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations from inspection feed directly into the evidence base for the NIF to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government.

### 3.3 Inspection Findings

The HMIE letter to parents, published on 3<sup>rd</sup> February 2026 (Appendix 1) provides a summary of recognised strengths of the primary school and recommended focuses for continued improvement.

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

- i. Strong approaches to learning through play which are helping younger children engage in their learning and make good progress.
- ii. Children experience a range of outdoor learning in the local area and wider community. This is helping to motivate and engage children in learning.
- iii. Well-behaved children who enjoy coming to school. They enjoy taking part in leadership groups and are ready for an increased role in leading learning in class.

The following areas for improvement were identified and discussed with the headteacher and the school's Quality Improvement Officer at the end of the inspection process:

- i. Continue to improve attainment in literacy and numeracy. There is a need to raise expectations across the school of what children can achieve.
- ii. Continue to work together to improve the quality of learning and teaching. In doing this, ensure consistency in learning and teaching and improved progression in learning as they move through the school.
- iii. Continue to improve how staff assess learning to support more robust judgements about children's progress and attainment.
- iv. Further develop the improving approaches to planning, tracking and monitoring of children's learning. This should include a focus

on further developing planning and assessment for children who require additional support in their learning.

The HMIE and Care Inspectorate letter to parents, published on 3<sup>rd</sup> February 2026 (Appendix 2) provides a summary of recognised strengths of the Early Learning and Childcare class and recommended focuses for continued improvement.

The inspection team found the following strengths in the work of the Early Learning and Childcare class:

- i. The staff team were enthusiastic and committed to their own professional learning and the development of the service. They maximised opportunities to learn from each other.
- ii. Staff foster supportive, caring relationships with children and ensure a nurturing, safe environment for learning. Interactions between children and staff are warm and kind promoting children's emotional security and wellbeing. This is leading to sustained engagement where children are settled, calm and ready to learn.

The following areas for improvement were identified and discussed with the headteacher, the school's Quality Improvement Officer and Early Years Support Officer at the end of the inspection process:

- i. Staff have developed approaches to planning which are leading to a clear focus on children's interests and on them leading their own learning. There is now a need to ensure consistency in the quality of daily responsive planning and staff interactions.
- ii. Senior leaders should ensure policies and procedures are regularly reviewed and updated to align with national guidance.

HMIE and the Care Inspectorate are confident that the school has the capacity to continue to improve and so we will make no further visits in connection with this inspection.

#### **4 POLICY IMPLICATIONS**

4.1 Not applicable

#### **5 RESOURCE AND OTHER IMPLICATIONS**

5.1 Finance: None

5.2 Human Resources: None

5.3 Other (e.g. Legal/IT): None

5.4 Risk: None

## 6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an 'X' in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken, and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

**or**

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

Subject	Impacts identified (Yes, No or N/A)
Equality and human rights	
Socio-economic disadvantage/poverty	
Climate change, the environment and sustainability	
Corporate parenting and care-experienced young people	
Storage/collection of personal data	
Other	

*[Enter information on impacts that have been identified]*

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

[https://www.eastlothian.gov.uk/info/210602/equality\\_and\\_diversity/12014/integrated\\_impact\\_assessments](https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments)

## 7 APPENDICES

7.1 Appendix 1 - The HMIE letter to parents of the primary school, published on 3<sup>rd</sup> February 2026.

Appendix 2 - The HMIE and Care Inspectorate letter to parents of the Early Learning and Childcare class, published on 3<sup>rd</sup> February 2026.

Appendix 3 - The HMIE Summary of Inspection Findings for the primary school, published on 3<sup>rd</sup> February 2026.

## 8 BACKGROUND PAPERS

8.1 None

## 9 AUTHOR AND APPROVAL DETAILS

### Report Author(s)

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<b>Date</b>	17.03.2026

### Head of Service Approval

<b>Name</b>	Nicola McDowell
<b>Designation</b>	Head of Education
<b>Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed</b>	yes
<b>Approval Date</b>	17.03.2026