

Summarised inspection findings

Ormiston Primary School

East Lothian Council

3 February 2026

Key contextual information

Ormiston Primary School is a non-denominational school serving the village of Ormiston and the surrounding area in East Lothian. At the time of inspection, 242 children were organised across 11 classes. The headteacher has been in post since 2023 and is supported by a depute headteacher and one principal teacher.

Most children live in Scottish Index of Multiple Deprivation decile 4. The school reported that 21% of children require additional support in their learning.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: - learning and engagement - quality of teaching - effective use of assessment - planning, tracking and monitoring	

- Staff and children worked well together to develop class charters which reflect children's rights and school values. These charters help children to understand their role in creating a positive learning environment. Children are proud of their school and demonstrate the school values of kindness, respect, honesty, creativity and responsibility. Teachers ensure they discuss and link learning to the values regularly in class and, as a result, they are well embedded across the school. Children in the older stages take on the role of secret mission and value survey leaders to promote the school values.
- Staff have positive relationships with children and, as a result, most children behave well. All staff benefit from professional learning to promote positive relationships and behaviour. They are developing their understanding of nurturing approaches and de-escalation strategies. Senior leaders have developed, in consultation with teaching and support staff, the whole school positive behaviour and relationship policy, clarifying expectations and agreements about behaviour in school.
- Staff have achieved an award for their work on children's rights. They should continue to develop further children's understanding of their rights and how they relate to their lives. They should support children to become more confident in expressing their wellbeing needs. Most parents and children feel that the school deals well with bullying and most children report that they feel safe in school.
- Staff provide children with a varied programme of outdoor learning and make good use of the outdoor space near to their school grounds for growing vegetables. They also use the local wooded area well to develop children's understanding of nature. East Lothian Active Schools programme provides a range of outdoor and sporting activities in the community such as

badminton, cross country and hockey. This helps to broaden children's learning experiences and supports them to be active.

- Staff provide younger children with appropriate play-based learning across the day. Staff have engaged well with professional learning on play and continually reflect on and improve on their practice. They offer children a good range of play experiences that consolidate learning and promote creativity. Children talk confidently about how they enjoy play, both indoors and outdoors. Most staff make good observations of learning during play to inform experiences offered to children.
- Most children listen and engage well in their learning when the pace and challenge is appropriate to meet their needs. In a majority of lessons, children learn effectively through a range of activities, such as whole class discussion, group work and independent tasks. However, this is not yet consistent across the school. Teachers should continue to develop opportunities for children to lead their own learning and ensure tasks are set at the right level of difficulty for all learners. This should help meet the learning needs of all children.
- In a few classes, teachers provide children with high quality learning and teaching. In these classes, children are enthusiastic motivated learners who are involved fully in their learning. In a majority of lessons, children spend too much time on low-level tasks and activities. In these lessons, opportunities for high quality learning are lost and children are passive in their learning. There is scope for teachers to develop further a range of creative teaching approaches to increase curiosity, engagement and enthusiasm for learning when in class. Senior leaders and staff should continue to work together to develop their understanding of highly effective learning and teaching. As a staff team, they should develop a consistent approach to improving learning and teaching and share effective practice.
- In most lessons, staff share the purpose of learning. Staff should ensure that in all lessons, the purpose of learning links clearly to the steps to success. Teachers should give children more opportunities to identify their strengths and next steps and set targets for their own learning. They should support children to take more ownership of improving their learning.
- Staff use a range of digital tools to support children's learning and older children speak confidently of how they use programmes to create codes. Senior leaders have correctly identified the need for a more consistent planning framework to further support progression in the use of digital skills and technologies. Unfortunately, the internet was not available during the inspection process.
- In few classes, children have opportunities to improve their learning through self- and peer-assessment. In these classes, teachers support children's progress well through providing effective written and oral feedback. This is not yet consistent across the school. Senior leaders should work with staff to agree a consistent approach to the use of feedback across the school.
- Senior leaders and teachers have recently reviewed the approach to assessment across the school. This is beginning to help teachers plan for a range and type of assessments to check on children's progress. Teachers gather samples of children's work throughout the year to help

inform their understanding of children's progress, including the use of learning stories. They are at an early stage of using the national Benchmarks across the curriculum to inform judgements about children's progress. Assessment is not yet integral to the planning of learning and teaching in all curricular areas. There is a need to now assess children's wellbeing and for this to inform teaching and learning in this area. Staff should continue to develop the use of high-quality assessments that support children to apply their skills and knowledge in unfamiliar contexts. The majority of parents feel that they receive helpful, regular feedback on how their child is learning and developing.

- Senior leaders and staff are beginning to work together to improve the accuracy of professional judgements about achievement of a Curriculum for Excellence (CfE) level. They have rightly planned for further moderation activities with other schools to continue to develop a clearer understanding of national standards. This should increase further teachers' confidence and reliability when making judgements and improve outcomes for children.
- Senior leaders and staff have worked well together to review the planning of learning. All staff have recently developed planning formats in almost all curricular areas. Staff plan collaboratively to identify relevant topic work taking account of mixed aged classes. This has led to greater consistency in approaches to planning. Teachers recognise the need to involve children more in planning. They now need to ensure they use progression pathways in all curricular areas. They should ensure progression in learning in health and wellbeing. This should help ensure key areas of learning are not missed.
- Senior leaders and teachers meet termly to discuss the progress and attainment of children. Together they identify children who require interventions to support their learning. The headteacher and staff need to ensure more robust evaluation of all planned interventions. They should identify which interventions are having the greatest impact on raising the attainment of targeted children. They should also include the identification of children who require additional challenge in their learning.
- Senior leaders and staff should improve how the school measures the progress of children who require additional support in their learning. Together staff, children and parents should work together to plan learning and set short term measurable targets for children who have barriers to learning. They should review these targets regularly with children and parents to ensure children make effective progress in learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Most children achieve the early and first level in reading, listening and talking and numeracy. The majority of children across the school achieve expected CfE levels in writing. At second level, a majority of children achieve expected CfE levels in literacy and numeracy. A few children across the school could be achieving more.
- Overall, most children who require additional support in their learning make satisfactory progress in their learning.

Attainment in literacy and English

- Most children make good progress in reading and listening and talking. A majority of children across the school make good progress in writing. At second level, a majority of children make good progress in literacy.

Listening and talking

- At early level, most children follow simple instructions. They make attempts to take turns when talking in a variety of contexts, including imaginary play. Children at early level would benefit from more opportunities to share their ideas with a wider audience. For example, within their group or with their class. At first level, most children understand and apply a few techniques when engaging with others, such as eye contact and body language. They are developing their ability to contribute respectfully their opinions during discussions, justifying their response. At second level, the majority of children understand the skills needed to present to an audience. They show respect for the views of others and offer their own viewpoint. Children at second level need further support to be able to build on the contributions of others. For example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.

Reading

- At early level, most children are beginning to use their knowledge of sounds to read simple words. Most children read aloud a familiar piece of text adding expression and can show understanding. At first level, the majority of children understand and give their opinions about characters in texts. They explain confidently their preference for a particular text and author. Children at first level need further support in talking confidently about the plot and setting in a novel. They should practise further reading aloud with expression. At second level the majority of children identify different types of text and explain their purpose. They read with fluency,

understanding and expression. Children at second level need further support to explain their preferences for particular texts, authors or sources with supporting detail.

Writing

- At early level, the majority of children form letters correctly and try to spell unfamiliar words. At first level the majority of children write a sentence independently using a capital letter and full stop. They link sentences using common conjunctions, for example and, because, but or so. Children at first level need further support to present their writing in a clear and legible way using images and other features as appropriate. At second level the majority of children use paragraphs to sort their thoughts and ideas. They use sentences of different lengths and types and vary their sentence openings. Most children at second level need support to review and correct their writing to ensure it makes sense and is technically accurate. Across the school, the presentation of children's written work needs to improve. Children are less confident in applying their skills in meaningful contexts. Staff need to have higher expectations of what children can achieve.

Number, money and measure

- Most children at early level count to 30 and beyond and can identify the number before and number after. They add numbers to 30 but are less confident with subtraction. Most children count up in fives and in tens to 100. Most children at first level are confident in adding two-digit numbers but find subtraction more challenging. They calculate with confidence simple fractions of a whole number and are fluent in times tables to five. They are not yet confident in multiplying and dividing two digits by one digit. At second level, a majority of children are fluent in times tables to ten. They lack confidence in multiplying and dividing large numbers. They are unsure of the link between fractions, decimals and percentages. Across the school, most children have a good understanding in the use of measure. At all stages, staff should regularly revisit previously taught concepts and improve mental agility.

Shape, position and movement

- Most children at early level correctly identify two-dimensional (2D) shapes and most three-dimensional (3D) objects. Most children at first level use mathematical vocabulary correctly to describe the names and properties of 2D shapes and 3D objects. A majority of children at second level have a good understanding of angles.

Information handling

- At early and first level, most children understand how to collect information and display on bar graphs. At second level most children collect data using appropriate methods but had limited understanding of the range of graphs and their purpose to display information. They should extend their skills through the effective use of technology to support their data collection and analysis.
- Over the last few years, the school's attendance has been above the local and national average. Attendance currently sits at 94%. Senior leaders follow local authority guidance for monitoring children's attendance across the school. They monitor robustly attendance which falls below 90%, engaging with families when this happens. They effectively promote the benefits of regular attendance and include this in the school monthly newsletter. As a result,

almost all children sustain very positive levels of attendance. There are no part-time timetables.

- Attainment data is not yet sufficiently reliable to evidence attainment over time of cohorts of children. Senior leaders have recently introduced tracking and assessment folders across all classes. This is supporting staff to begin to identify those children who are on track with their learning. Class teachers discuss this information with senior leaders during learner focus meetings. They are improving their use of appropriate evidence to help inform their professional judgements. Over time, this should help teachers track children's progress more effectively.

Overall quality of learners' achievements

- Staff celebrate children's achievements in and out of school through monthly assemblies, the welcome board and displays around the school. They provide children with a range of ways to develop their self-esteem and decision-making skills through their extensive leadership groups and house captains. For example, children can choose to take part in groups such as the Rookies group to support school improvement. These activities are helping children become more confident and feel involved in the life of the school. A few children offer lunchtime clubs such as construction games and technology. At present, staff provide a football after school club and signpost where active schools offer sports in other venues. In order to widen children's experiences, senior leaders may wish to consider how further lunchtime and after school experiences could be facilitated. As planned, senior leaders and staff should develop a way to track children's achievements to ensure no child misses out. In doing this, they should support children to become aware of the skills they are developing through wider achievement opportunities.

Equity for all learners

- The headteacher and staff know the needs of their children and families well. They understand the socio-economic challenges in their community. Staff work closely with parents to support families providing access to recycled uniform. Staff provide children with out of school learning through, for example the residential camps from P3 to P7. They also provide water sports for older children. Parents can access an East Lothian Council trust fund to help support participation in outings. They can fill in a confidential online form to request support from the school. These are helping to provide equity of opportunity for the majority of children. A Parent Council group has been set up to look at how to reduce the cost of the school day including the cost of excursions. This should help support the school provide equity of participation for all. Staff should continue to work closely with parents to identify how they can strengthen their approach to equity of opportunity for all.
- Senior leaders use Pupil Equity Funding (PEF) to implement a range of interventions to support targeted children to improve their learning and social and emotional difficulties. Senior leaders should strengthen further approaches to gathering evidence on the impact of PEF on targeted children. They should take steps to show how they are raising attainment and accelerating the progress of children adversely affected by their circumstances. The headteacher informs parents on the PEF spend annually.

Other relevant evidence

- All children receive their full entitlement to two hours of quality physical education (PE) each week.
- Children learn French from P1 to P7 and Spanish from P5 to P7 in a planned and progressive way as they move through the school.
- Children receive their entitlement to religious education and observance in line with national expectations.
- Staff should ensure all areas of health and wellbeing are delivered in a planned and progressive way across the school.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.