

18 August 2026

Dear Parent/Carer

In April 2025, HM Inspectors published a letter on Royal Mile Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school/setting and The City of Edinburgh Council. Recently, as you may know, we visited the school/setting again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Work with children, parents and partners to develop a whole school strategy to improve relationships and behaviour. Ensure that all agreed approaches are applied consistently across the school and nursery.

There has been strong progress in this area for improvement.

With the support of the local authority and partners, all staff engaged in high-quality professional learning to help them to develop a whole school approach to improving relationships and behaviour. Senior leaders, working in partnership with staff, children and families, reviewed and refreshed very effectively the school's positive relationships and behaviour framework. This framework sets out clearly high expectations of staff, pupils and families on learning and behaviour. It is supporting all staff very well to ensure a consistency of approach to supporting children to manage their emotions and to tackle inappropriate behaviour.

In the nursery, staff have developed a version of the positive relationships and behaviour framework which is appropriate to younger children's age and stage. This framework links very closely to the approaches taken by school staff and ensures a consistent approach across the school and nursery. As a result, there is now a clear and consistent approach to improving relationships and behaviour across the school and nursery.

Children in the nursery learn about the wellbeing indicators using useful, child-friendly characters. This is supporting them very well to develop their skills in talking about their emotions, their actions and what they can do to make themselves feel better. In the school, children now routinely learn about their emotions and feelings. They attend regularly whole-school assemblies to discuss rights, values and the multi-cultural make-up of the school. Children are now developing very well their understanding of inclusion and how school values and children's rights influence their actions and interactions with others.



Where children require significant support to manage their emotions and regulate their behaviour, staff have developed useful proactive support plans and risk assessments. These help to ensure that when children engage in risky or violent behaviour, they are kept safe. As a result, there has been a significant reduction in incidents of risky and violent behaviour since the last inspection. Children and staff now report feeling less anxious and feel safer in school.

Senior leaders and staff worked very effectively with partners to gather the views of families and children who had reported that they had experienced bullying or racism in school. They used this information very well to develop an anti-bullying framework. As a result of this important work, there has been a significant reduction in the number of children demonstrating bullying behaviour. The majority of children and most parents now feel that the school deals well with bullying.

Improve approaches to learning, teaching and assessment in the school. Ensure all children experience high-quality, well-planned learning and teaching that is matched appropriately to their learning needs.

There has been positive progress in this area for improvement.

Teachers have continued to embed a teaching framework to help provide a consistent approach to high-quality learning and teaching across all classes. They have engaged in professional learning and have also observed each other during lessons with colleagues from across the learning community. This is helping teachers well to improve their practice and is ensuring greater consistency of practice across the school.

Since the last inspection, staff in the early years have developed further their approaches to play-based learning. Children are now experiencing developmentally appropriate and stimulating play experiences which help them to build on what they already know and develop effectively skills such as creativity and problem solving.

Children are now offered increased opportunities to set targets in their learning and identify their strengths and next steps. Staff are supporting effectively children to develop their skills in peer- and self-assessment, particularly during writing lessons. Teachers should now build on this and extend children's opportunities to set targets, and peer- and self-assess their learning across all curricular areas.

Teachers now plan for children's learning progressively across all areas of the curriculum to ensure children continue to build on their knowledge and skills. Teachers' planning now includes how they intend to assess learning to identify children's progress and potential gaps in learning. They are aware of the varying levels of need in their classes and plan activities where children can select the level of challenge appropriate to them. This approach is not yet ensuring children are appropriately challenged in all lessons. Teachers need to plan learning which highlights more clearly the different levels that children are working towards. They need to ensure that all children experience learning that is matched better to their individual needs.

Improve attendance across the school.

There has been strong progress in this area for improvement.

Since the last inspection, the headteacher and staff worked collaboratively and effectively with children and families to review their maximising attendance framework. This has ensured that there is now a shared understanding of the importance of attendance and the impact that poor attendance can have on children's attainment and achievement.

Senior leaders have strengthened further their monitoring of children's absence and lateness to school. Where appropriate, they ensure interventions are put in place to support improving attendance. For a minority of children, senior leaders create clear attendance action plans to highlight strategies to support the day-to-day attendance of those children. They continue to work effectively with partners to support children's emotional wellbeing and support families to ensure children attend. Senior leaders have reviewed their approaches to part-time timetables. All children now experience their right to a full-time education. As a result, there has been a significant improvement in attendance and a considerable reduction in the number of children with persistent absence across the school.

Improve teachers measuring of how well children are attaining in literacy and numeracy.

There has been strong progress in this area for improvement.

Senior leaders have continued to support effectively teacher's confidence in analysing information about children's learning. Teachers have engaged in high-quality professional learning to support their professional judgements of children's achievement. This is helping them to ensure that their professional judgements are now accurate. Senior leaders have supported teachers well to use a range of assessment evidence, alongside national Benchmarks, with increasing confidence to discuss and measure children's progress in learning and wellbeing and to identify gaps. Staff have developed a menu of well-considered interventions to support children who require additional support with their learning. They now evaluate the impact of interventions very well. This is supporting well children's learning and progress.

The headteacher has strengthened overall approaches to tracking and monitoring children's attainment and achievement. Senior leaders monitor closely the accuracy of attainment information. As a result, they are now confident that they are well-placed to more securely evidence children's attainment over time.

Senior leaders have also strengthened approaches to identify children who have barriers to their learning that are as a result of socio-economic disadvantage. They now target funds closely to those children. This is supporting them well to increase the pace of closing poverty-related attainment gaps.

What happens next?

The school has made strong progress since the original inspection. We 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. The City of Edinburgh Council will inform parents about the school's/setting's progress as part of its arrangements for reporting on the quality of its schools.

Denise Penman
HM Inspector

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