

30 September 2025

Dear Parent/Carer

In August 2024, HM Inspectors published a letter on Campie Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and East Lothian Council. Recently, as you may know, we visited the school 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.

Senior leaders in the school, with support from the local authority, must ensure that they understand and comply with all statutory duties and responsibilities that are applicable to their role in managing the nursery.

The school and nursery have made positive progress towards meeting this action point.

All staff are clear about the revised remits of the senior leadership team. A deputy headteacher (DHT) now has overall responsibility for the nursery and early years classes. She supports the two senior Early Years Practitioners and practitioner team in leading and managing the nursery. Local authority staff are regular visitors to the nursery, supporting the team with their improvement agenda. This has included professional learning opportunities and supporting staff to access and use local and national guidance.

Senior leaders and the nursery team have taken effective steps to ensure all appropriate and relevant statutory duties are adhered to in nursery practice and processes. Staff now ensure that all records and files are stored appropriately. They review nursery practice and procedures during regular team meetings. Staff ensure that all medication is labelled and stored as required by guidance. The designated DHT should continue to support all practitioners as they develop their skills and knowledge of relevant legislation and statutory duties.

Senior leaders, with support from the local authority, must improve the strategic leadership of the school and nursery by implementing rigorous and consistent quality assurance processes. This will help them to improve the quality of children's learning and experiences across the school and nursery.

The school and nursery have made positive progress in addressing this area for development.

Local authority staff have introduced the practitioners in the nursery to the most relevant and up-to-date local authority support materials and guidance. As a result, the team is developing a shared understanding of the purpose and nature of self-evaluation as a key feature of improvement. Practitioners discuss their work and children's experiences at regular meetings. The pace of change has been brisk and challenging. Senior leaders and

practitioners recognise the need to continue to develop and embed the newly established processes to ensure and sustain consistently high-quality approaches across the playroom.

The DHT and local authority team have introduced regular monitoring of the work of the nursery. They observe play and learning, engage with practitioners about their practice, and provide written feedback. The nursery team know the children and their families very well. They are learning to adapt guidance and advice to meet the needs of children in their unique setting. Across the playroom children experience increasingly appropriate learning and childcare, both indoors and in the two outdoor spaces. Senior leaders should ensure the nursery team is included in whole school improvement priorities, and that staff participate in the professional learning on offer. Practitioners should also begin to include children and parents in evaluating the nursery experience.

Senior leaders now systematically monitor children's work, observe learning and teaching and review teachers' planning. They provide staff with specific feedback about areas of strength and development needs across the school. Teachers have benefited from professional learning provided by the local authority pedagogy team and feedback from local authority officers. They are now clearer about what is working well and what they need to focus on to achieve consistently high-quality learning and teaching across the school. Moving forward, senior leaders should build on this and focus their observations of learning more explicitly on key aspects for improvement.

Senior leaders work with teachers to identify the most important priorities for improvement. The improvement plan is clear and has specific outcomes. Senior leaders have ensured that all teachers take an active role in taking forward improvement initiatives. This has included work on the development of a lesson framework. Staff collectively review progress of the school improvement plan. This whole-school approach ensures that improvement work is more collaborative and that all teachers are now more aware of the progress that is being made. Senior leaders provide effective strategic leadership and support for teachers to ensure achievement of the intended outcomes. They now need to build leadership capacity across the school and further develop teachers' ownership of the school improvement agenda.

Senior leaders ensure that support staff are given appropriate training opportunities to assist them in their duties. Support staff feel valued and respected in their roles and work closely with teachers to provide consistency of approach for children. Support staff are well placed to now take on leadership responsibilities to contribute to the school improvement agenda.

Children across the school now take a more active, well-planned and frequent role in leading change and improvement. Senior leaders initiated the 'Collaboration Crew' as the main context for pupil leadership. This provides opportunities for all children, supported by staff across the school, to take part in multi-stage groups to share their views on and take forward initiatives. Children also take on leadership of a range of lunchtime clubs, which are supervised by staff. Older children also plan and lead weekly online assemblies for the whole school. Children have provided feedback on how effectively the school community shares and celebrates achievements. Senior leaders should now build on this and ensure that all children are empowered to provide meaningful and regular feedback on school improvement, with a specific focus on learning and teaching.

Senior leaders inform the Parent Council about the school improvement agenda and the use of additional funding. They now need to engage in more meaningful consultation with the Parent Council and wider parent form about the rationale for change and provide them with more opportunities to be actively involved in this process.

Senior leaders, teachers and practitioners need to develop further their approaches to improving the overall quality of children's learning experiences across the school and nursery. This will help to ensure that all children make the best possible progress in their learning.

The school and nursery have made positive progress in addressing this area for development.

Senior leaders and local authority staff have taken prompt action to improve the learning environment in the nursery. Children benefit from improved resources and high-quality equipment. The environment supports children to play together. The playroom is now print rich. For example, children playing at the water tray are supported to develop their vocabulary around capacity using clear labels around the space.

Staff are developing their skills in quality interaction with children. They are increasingly confident in using questions to promote curiosity and assess children's understanding. Practitioners are becoming more skilled in engaging with children during play to enhance children's learning. They take care to promote health and wellbeing across the playroom. Senior leaders should continue to support all practitioners to develop skills in high quality interaction and questioning. Moving forward children would benefit from increased opportunities in well planned learning and play using digital tools.

Senior leaders and teachers have taken practical steps to ensure that transitions between sessions are well managed. Children show increased independence and responsibility when moving between activities. As a result, available learning time is being used to better effect. Senior leaders and teachers should continue to monitor this and ensure that these approaches are embedded and sustained across the school.

Teachers have worked together to agree on a consistent structure for lessons. They now need to implement this fully and evaluate how it is being used, making changes as required. This will help to further increase the consistency and quality of approaches to learning and teaching at all stages.

In literacy and numeracy, teachers match learning to children's needs effectively in most lessons. They now need to consider how they provide appropriate levels of support and challenge across the curriculum to help children make the best possible progress in all aspects of their learning. Teachers help children to understand the purpose of lessons and how they will be successful. They now need to support children to develop further their understanding of their own progress and help them to self- and peer assess with increased accuracy.

Teachers increasingly provide children with regular and helpful verbal feedback on their progress during lessons. The quality of written feedback in jotters is improving but is variable, both across the school and across the curriculum. Senior leaders and teachers should now

work together to share effective practice and ensure that all children benefit from regular high quality written feedback on their work.

Teachers at the early stages have reviewed learning environments and resourcing and engaged in relevant professional learning about how children learn through play. Children have regular access to play activities that are linked to their learning in literacy and numeracy. Senior leaders have identified correctly the need to use space available within the school to allow access a wider range of resources and maximise further approaches to learning through play.

All children across the school now benefit from regular, well-planned opportunities to learn outdoors. The school community have worked effectively together to audit and improve the outdoor environment. Senior leaders should now take forward plans to ensure that every child receives an entitlement to outdoor learning at regular intervals across their time in school, in addition to accessing responsive outdoor learning.

Across the school, teachers now encourage children to make links between their learning and real-life contexts. For example, children recognise that percentages are used when measuring the charge available in electronic devices and they use the local environment as a stimulus for artwork. Children also increasingly make relevant links across the curriculum. Teachers should continue to build on this positive practice and make it a consistent and embedded feature of all children's learning experiences.

Senior leaders and staff have reviewed and refreshed the 'Campie Way'. This sets out the shared expectations for behaviour inside and outside the building. Children have responded positively to this consistent approach. Whilst individual children still experience dysregulation, overall, the ethos in the school is calmer and more settled. Staff manage children's behaviour with increased confidence and success as a result of their participation in relevant professional learning. The number of exclusions has decreased, and senior leaders monitor closely the use of part-time timetables.

Senior leaders record allegations and investigations of bullying in alignment with local and national guidance. They offer opportunities for children to learn about the importance of diversity, equality and respect through assemblies and work on children's rights. Children access multi-cultural books and resources and learn about inclusion, race and religion through the Religious and Moral Education and the Relationships, Sexual Health and Parenthood curriculum. Senior leaders now need to build on this and work closely with the whole school community to successfully address concerns about bullying behaviour, including that which is racially motivated.

Teachers and practitioners need to improve how they plan and assess children's learning. This will help them to make more reliable judgements on children's progress in the school and nursery, based on national standards.

The school and nursery have made positive progress in addressing this area for development.

Practitioners have adopted local authority planning approaches since the original inspection. Local authority staff have supported professional learning in planning and assessment.

Improved planning is leading to higher quality experiences for children and a deeper understanding of observation and assessment. Moving forward, senior leaders and practitioners need to involve children and parents in planning learning and play.

Practitioners observe learning and record this in children's learning stories. Practitioners are beginning to use the information more effectively to consider next steps and provide enhanced learning for children. Senior leaders and practitioners should take forward plans to utilise fully a newly developed nursery tracking system in the new session. This will help them to monitor accurately children's progress across the early level curriculum.

Practitioners support children with additional support needs well. They liaise effectively with parents to discuss learning and wellbeing issues. Where appropriate, a few children have personal learning plans and / or positive support plans. The nursery team works well with a range of partners who support families and practitioners to assess and meet the needs of children who may need extra help. Senior leaders and local authority staff should continue to support practitioners as they develop their skills in assessment and recording.

Senior leaders should now ensure increased opportunities for nursery and P1 classes to engage with each other. This would support continuity for the children and promote smooth transitions. It would also offer increased opportunities for staff in P1 and the nursery to share practice.

Senior leaders and teachers are at the early stages of developing and implementing a whole school approach to assessment. Teachers currently use a wide range of assessments but their application of these is inconsistent. Senior leaders should continue to provide support to help teachers to utilise assessment information more effectively to inform their planning.

Senior leaders, and local authority staff, have provided teachers with helpful professional learning on moderation. This is helping to increase the reliability of professional judgements about children's level of attainment. Teachers should now engage in further moderation activities outwith their own school to build on this.

Senior leaders and teachers audited the approaches to planning across the school and agreed on a shared format. Planning now covers all areas of the curriculum and clearly indicates how learning will be assessed. Teachers identify how learning will be matched to children's abilities in literacy and numeracy. They should now extend this to all areas of the curriculum and identify how they will provide support and challenge for individual children as required.

Senior leaders review carefully the progress of individuals, groups and cohorts. This includes children who have English as an additional language (EAL) and children who have low attendance. Senior leaders and teachers discuss children's progress at attainment meetings and plan support interventions as appropriate. They now have a clear overview of the progress children are making through Curriculum for Excellence levels. As a next step, senior leaders need to support teachers to increase their skill and confidence in analysing a wide range of assessment data and evaluate robustly the impact of targeted interventions.

Attainment has improved since the original inspection and teachers' professional judgements about children's progress and attainment are more reliable. Almost all children at P1 achieve

national levels of attainment in reading, writing and talking and listening. Almost all children at P4 achieve in reading and most achieve in writing and talking and listening. Most children at P7 achieve in talking and listening and most achieve in reading and writing. Most children at P1, P4 and P7 achieve national levels of attainment in numeracy and mathematics.

Senior leaders need to ensure that additional funding is used more effectively and that the impact of interventions is monitored more closely. This will help to close the attainment gaps and accelerate children's progress in learning.

The school has made steady progress towards addressing this action point.

Senior leaders increasingly analyse and use data to identify gaps in the attainment, attendance and participation of children who face barriers to their learning. Senior leaders use this information to plan supports, both internally and through the effective use of partnership working. Senior leaders are gathering evidence of impact for individuals. They now need to evidence more clearly the impact that this work has on reducing the overall attainment gap for cohorts of children.

Teachers are aware that the Pupil Equity Fund (PEF) plan includes the appointment of a principal teacher to oversee the development of nurturing approaches and work with identified children. They are unsure of the supporting detail or the specific interventions that are planned to help improve attendance and raise attainment. Senior leaders should ensure that all stakeholders, including staff, parents and children, are consulted more fully about the proposed focus for the PEF allocation.

What happens next?

The school has made positive and steady 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. East Lothian Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

M. A. Speirs
HM Inspector