

14 December 2021

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of Camperdown Primary School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried a virtual meeting to Camperdown Primary School. Our engagement helped us learn more about how children and their families have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

Since the original inspection, the school has experienced significant changes in staffing with seven new staff starting this session. The early learning and childcare (ELC) setting became an 1140 hour provision in August 2020.

The school campus became a community hub during the first lockdown with children from five schools accessing the school's facilities. Children attending the hub adapted well to this new type of provision. It was particularly beneficial to P7 children who established good bonds with their peers from another cluster school. These new friendships strengthened their experience of transition to secondary school.

Staff used their reflections and feedback from parents on the first lockdown to inform and improve their approach to remote learning during the second lockdown. The introduction of staff trio groups enabled colleagues to support each other, share workload and manage the simultaneous demands of face-to-face teaching and remote learning. Staff confidence in delivering remote learning increased and children's progress during this time was tracked more robustly.

Throughout the pandemic, the school continued to build on the nurturing practice identified as a strength in the original inspection. Children's engagement with remote learning was closely monitored, enabling the school to respond quickly to the needs of families. Staff provided pastoral, practical and more specialised support. For some families, this experience transformed their relationship with the school to one that was much more positive and constructive.

A bespoke school app was created to support staff wellbeing, enabling staff to connect in different ways. Its content was designed to meet the specific needs of the Camperdown staff team, ranging from relaxation to providing fun challenges.

Progress with recommendations from the previous inspection

Priorities for improvement continue to reflect the recommendations made at the time of the original inspection and build appropriately on the actions taken to address these since then.

The process of reviewing the school's positive relationships policy resulted in a shift in the culture within the school, ensuring the school's vision and values reflected nurture principles. Leadership opportunities for children have increased.

Staff engage in a range of meaningful professional learning activities to develop a shared understanding of standards. This is resulting in more consistent approaches to learning and teaching. Effective partnership working with local, national and academic organisations strengthens the impact of professional learning on outcomes for children. Although some aspects of partnership projects were affected by the pandemic, staff have worked hard to remain engaged in improving their practice. All teachers are more empowered to lead on aspects of school improvement through the introduction of a range of coordinator roles. Staff are increasingly involved in undertaking their own research when driving forward aspects of improvement.

A sustained focus on the development and implementation of a 'Learning and Teaching Standard' is supporting the school and ELC setting. Teachers are making greater use of curriculum progression frameworks and national guidance. This is supporting them to make more informed professional judgements about children's progress in learning. Improved approaches to planning and assessment, particularly in writing, are supporting teachers to build on prior learning more consistently. The introduction of a class tracking profile is enabling teachers to monitor children's progress more effectively. As a result, children's individual needs are being better met.

As requested, Dundee City Council provided us with a report on the school's progress since January 2019. This report was shared with Education Scotland and is available at [Camperdown Primary School | Dundee City Council](#).

What happens next?

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. Dundee City Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

Pamela Adamson
HM Inspector