

## 1 THE INSPECTION

HM Inspectors of Education (HMIe) published a report on standards and quality in Hermitage Park Primary School in May 2005. Subsequently the education authority in collaboration with the school prepared and published an action plan indicating how they would address the main points for action in the HMIe report within a two-year period.

In February 2007 an officer from the Children and Families Department assessed the extent to which the school was continuing to improve the quality of its work, and evaluated progress made in responding to the main points for action in the original report.

## 2 CONTINUOUS IMPROVEMENT

Since the inspection report was published the headteacher and staff had consistently worked within a climate of continuous improvement. Their collegiate effort had focused on improving the quality of pupils' learning experiences and maximising standards of attainment.

Curricular programmes continued to provide breadth and depth for pupils' learning. For example, improvements to the school's writing programme included very good links with other areas of the curriculum such as health promotion, Eco School developments

and enterprise education. These links broadened the learning opportunities for pupils.

Attainment levels remained in line with national expectations in reading and mathematics and had improved in writing. An increasing number of pupils at P2 achieved these levels earlier than expected. Most pupils in P7 had achieved appropriate national levels of attainment. An emphasis on feedback to individual members of staff on forward planning and pupils' progress continued to develop the rigorous approach to improving attainment. Pupils had a range of opportunities to demonstrate wider achievement. This included participation in a range of school bands, working with Scottish Opera, taking part in a wide range of sporting activities and contributing to the work of a local allotment.

The very good commitment to learning and teaching had continued. All staff focused on strategies to developing pupils as more effective learners. Across a range of stages, pupils were involved in developing learning logs in which they recorded their progress towards meeting their personal targets. Teaching staff worked closely with colleagues in neighbouring schools across a range of curricular areas to ensure shared standards and improve continuity and progression. The staff had also worked collaboratively with

cluster colleagues on developing learning, teaching and assessment.

The promotion of an inclusive approach had been sustained. Pupils demonstrated care and respect for one another through P7 playground buddies, P5–P7 pupils' involvement as reading buddies for P1–P4 and P5 pupils who were involved in learning with the nursery children.

High expectations of achievement continued to be shared with pupils. This was particularly evident through high quality displays of pupils' work in the classrooms and in the corridors.

Support for pupils was a major strength. This included good progress in developing additional support plans and the further development of appropriate support by learning assistants for specific pupils.

The school continued to develop links with the wider community in a variety of ways. For example, the work of the Eco School committee had organised a display in the local library, been involved with the local church and the nursery pupils had met with the Lord Provost.

The school continued to have a strong partnership with parents. There was a high level of parental involvement in developing and fund raising for the nursery garden and the creating of a quiet area in the school playground. The school association continued to support learning through funding for storytelling, puppet shows and involvement with Scottish Opera.

## 3 PROGRESS TOWARDS THE MAIN POINTS FOR ACTION

The initial inspection report published in May 2005 identified three points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### 3.1 Develop pupils' responsibility for their own learning and encourage them to apply skills developed in English language and mathematics across a range of curriculum areas.

The school had made very good progress towards this recommendation.

Pupils' responsibility for their learning was an agreed focus in the schools' monitoring programme and positive feedback to staff provided encouragement to continuously improve. These approaches had increased the opportunities for pupils to take responsibility for their own learning. This was evident in pupil presentations, greater choice for pupils to demonstrate their learning and pupil engagement in self and peer assessment.

The school had improved cross curricular opportunities for pupils to apply language and mathematical skills. This was evident through improvement in forward plans where a code had been introduced to highlight cross curricular links. Pupils used their skills across wider aspects of the curriculum. For example, they had regular opportunities to

apply mathematical skills and English language skills using information and communications technology (ICT) and through environmental studies and science. The senior management team also monitored and provided feedback on the application of English language and mathematical skills in discussion with staff and through their programme of shared classroom experience.

### 3.2 Ensure that learning and teaching builds clearly and progressively on what pupils have learned and understood.

The school has made very good progress towards this recommendation.

The school had updated those sections of the learning and teaching policy which focused on assessment. As a result staff had developed a range of strategies for pupils' self and peer assessment and ensure they had the opportunity to identify next steps in their learning. These approaches helped inform teachers' forward planning and pupils' personal target setting. Teachers were more consistent in the sharing of learning intentions and pupils were increasingly engaged in activities which built upon prior learning. The senior management team reviewed forward plans, sampled pupils' work and visited classrooms to ensure improvement in continuity and progression of pupils' learning.

### 3.3 Further develop approaches to self-evaluation to help ensure improvement to aspects of attainment and the quality of pupils' learning experiences.

The school has made very good progress towards this recommendation.

The senior management team had secured improvement in approaches to self-evaluation. These included further well planned opportunities for staff to engage in continuing professional development (CPD) sessions. Staff made a focused evaluation of their work using national quality indicators from 'How good is our school?'. The senior management team used constructive and detailed feedback from staff to inform the standards and quality report and identify future priorities for the improvement plan. CPD for staff was linked appropriately to the outcomes of the self-evaluation process. The schools' approaches to self-evaluation had continued to develop. Senior management staff together with teachers regularly reviewed and discussed forward plans, classroom visits, pupils' work, pupils' progress. Staff used informal approaches to gather the views of pupils and parents. A questionnaire had recently been issued to seek the views of parents whose children attended the nursery.

These systematic and constructive approaches contributed to continuous improvement in attainment and the quality of pupils' learning experiences.

#### **4 CONCLUSION**

With support from the education authority, Hermitage Park Primary School had improved to providing a very good standard of education for all its pupils.

The school had responded very well to the recommendations of HMle and had improved other aspects of provision. The current improvement plan had strong support from staff, pupils and parents. The teamwork in the school had further developed and provided a very good basis for continued improvement.

## **HERMITAGE PARK PRIMARY SCHOOL**

Follow through report on the HMle inspection

JUNE 2007