



Mr A C Morton
Director of Education
Argyll and Bute Council
Argyll House
Alexandra Parade
DUNOON
PA23 8AJ

HM Inspectorate of Education
Europa Building
450 Argyle Street
GLASGOW G2 8LG

Telephone: 0141-242 0100
Fax: 0141-242 5757
hmi.western@scotland.gsi.gov.uk
www.scotland.gov.uk/hmie

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Dear Mr Morton

**FOLLOW-UP TO THE INSPECTION OF HERMITAGE PRIMARY SCHOOL
ARGYLL AND BUTE COUNCIL**

The report on Hermitage Primary School was published in August 2000. HM Inspectors visited the school in February 2002 to evaluate progress made in responding to the main points for action in the report.

Overall, the school has made very good progress in addressing the main points for action in the report. HM Inspectors will make no further visits to the school in connection with the report of August 2000.

I attach an evaluation and brief account of the response made by the school and the education authority to the main points for action in the report.

I am sending a copy of this letter to parents of children currently in the school and the other recipients of the inspection report.

Yours sincerely

Frank Crawford
HM Chief Inspector
Western Division



HM Inspectorate of Education

Follow-up to the Inspection of

Hermitage Primary School

Argyll and Bute Council

Main points for action

1. *The school should provide more information to parents on the curriculum and guidance on ways of supporting their children's work at home.*

The school had met this main point for action.

It was now providing more information and helpful advice. The school had also provided parents with copies of its Standard and Quality report for 2000/2001 and a summary of priorities in the school development plan.

2. *The school should review the overall balance of the curriculum to ensure that appropriate time allocations are given, particularly to environmental studies. In consultation with the education authority, the school should also review the length of the school day for pupils in P1 and P2.*

The school had met this main point for action.

In consultation with the education authority and parents, the school had adjusted the length of the school day so that pupils in P1 and P2 now finished at the same time as those at other stages. Senior managers provided detailed guidance to teachers on time allocations for each aspect of the curriculum. They monitored programmes carefully to ensure appropriate breadth and balance.

3. *The school should develop a more systematic approach to recording and reviewing the progress of pupils with learning difficulties. It should consider ways of providing more consistent challenge for higher-attaining pupils.*

The school had made good progress in addressing this main point for action.

The area network support teacher had assisted senior managers in developing approaches to identifying pupils experiencing learning difficulties, in planning for pupils' individual needs, and in regularly reviewing their progress. The three senior teachers had made a good start to developing a school policy on meeting the needs of higher-attaining pupils, which took account of recent guidance from the education authority. The school was about to introduce additional, more challenging activities in mathematics and language for these pupils.

4. *The headteacher should give clearer direction in taking forward identified areas for development. She should review the remits of promoted staff and senior teachers to clarify their responsibilities for key areas of the school's work.*

The headteacher had made very good progress in meeting this main point for action.

The headteacher had worked with staff in identifying and taking forward development priorities. Each member of the senior management team had a clearly understood remit which included key curricular and stage responsibilities. The revised remits for senior teachers covered important aspects of the work of the school. These included improving standards in writing and supporting teachers in using information and communications technology effectively in classwork. The school had made further improvements in pupils' attainment in writing.

5. *The school should take forward its priority to adopt a more systematic approach to monitoring and evaluating learning and teaching.*

The school had made very good progress in meeting this main point for action.

Senior managers were systematically monitoring and evaluating learning and teaching and pupils' progress, with a focus on English language and mathematics. They regularly sampled pupils' work, observed classroom practice and provided helpful feedback to teachers. They now planned to extend monitoring procedures to cover other curricular areas.

6. *The school should improve its development plan as described in the report. The headteacher should ensure that future priorities have a clear focus on raising achievement and on effective learning and teaching.*

The school had made good progress in meeting this main point for action.

The school had implemented the education authority's advice on development planning. Staff had undertaken a focused audit of their work to identify key priorities. The development plan also incorporated the education authority and local schools' co-operative priorities. These included a focus on curriculum development, raising attainment, and improving aspects of learning and teaching.

Overall, the school has made very good progress in addressing the main points for action in the report. HM Inspectors will make no further visits to the school in connection with the report of August 2000.