



CROWN COPYRIGHT 1999

Copies of the summary of Main Findings and the report may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, Balloo Road, Bangor, Co Down BT19 7PR

The document may be accessed on the internet site: www.deni.gov.uk.

Children and Their Learning

Primary Inspections
(1992-98)



Design, origination, print commissioned and managed by Tactica Solutions Dd. ??? 1/98 C ??? CN ?????



SUMMARY OF MAIN FINDINGS

The report from which this summary is taken draws on evidence from inspections during 1992-1998 when almost 95% of the primary schools and preparatory departments in the province were inspected.

Of the schools inspected:

- in almost all, the ethos was judged to be satisfactory or better;
- some 80% of the teaching observed was satisfactory or better. The quality of teaching was more variable in some areas of study, notably in the creative and expressive and in the environment and society;
- more than 60% of the written planning was satisfactory or better; a majority of the teachers had developed satisfactory or better classroom assessment methods;
- almost 80% of the teachers in Key Stage 1 provided a programme of structured play which promoted effectively the children's learning and development;
- in respect of the educational themes, provision for cultural heritage, education for mutual understanding and health education was satisfactory or better in between 70% and 90% of instances; this fell to 53% in the case of information technology (IT);
- more than 70% of the principals provided a quality of leadership that was judged to be satisfactory or better;
- procedures to support the monitoring and evaluation of teaching and learning were judged to be satisfactory or better in just under 40% of instances;
- most schools had a policy for formal assessment, recording and reporting; 60% of the policies and their usefulness were judged to be satisfactory or better;
- over 80% of the staff development policies and procedures and their effect on classroom practice were judged to be satisfactory or better;
- the quality of provision for special educational needs was variable, in some 65% of instances the provision was judged to be satisfactory or better;
- some 65% of the provision for children under compulsory school age was judged to be satisfactory or better;
- just over 90% of the classroom assistants employed as part of the Making A Good Start Initiative were deployed effectively to enhance the quality of the children's experiences in Year 1;
- liaison with receiving schools focused mainly on the pastoral dimension; 55% was judged to be satisfactory or better in terms of curricular links;
- more than 70% of the accommodation in use was judged to be satisfactory or better; some 15% of schools continued to have deficiencies in relation to resources to support teaching and learning.