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*The Education and Training Inspectorate -
Promoting Improvement*

**Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



Education and Training Inspectorate

Report of a Follow-up Inspection

**Ashlea Primary School
Londonderry**

March 2013

FOLLOW-UP TO THE FOCUSED INSPECTION OF ASHLEA PRIMARY SCHOOL, LONDONDERRY, BT47 3QT (201-6124)

The focused inspection of Ashlea Primary School in November 2010 highlighted the following strengths: the very good quality of the pastoral provision, the good quality of the teaching observed in most of the lessons, the good start in using data for monitoring, evaluating and target setting, the effectiveness and commitment of the Principal in developing and maintaining close links with the parents and local community and the very good quality of the provision in the nursery unit.

The inspection identified the need for improvement in the following key areas:

- a sharper focus on, and an improvement in the standards achieved in literacy and numeracy for a minority of children across the ability range; and
- a more effective approach to meeting the needs of those children who need additional intensive support in particular for reading.

In the interval since the inspection, the following actions which affect the work of the school have taken place:

- the Principal was not present at the time of the interim follow-up visits and the follow-up inspection;
- the arrangements for safeguarding children have been reviewed and all staff have been trained appropriately;
- there has been a reallocation of the roles of key co-ordinators;
- the staff have received professional development and support for literacy, numeracy and special educational needs (SEN) from the Curriculum Advisory and Support Service (CASS) of the Western Education and Library Board (WELB); in addition, the literacy and numeracy co-ordinators have availed of a senior leadership training course;
- the arrangements for the children who require additional support with aspects of their learning have been reviewed and a new SEN co-ordinator has been appointed; and
- a coherent whole-school approach to the teaching of reading has been introduced throughout the school.

The Education and Training Inspectorate (ETI) carried out two interim follow-up visits and a follow-up inspection in March 2013.

The action plan produced by the school in response to the inspection findings was of a satisfactory quality and was adjusted appropriately in the light of feedback given by the Inspectorate. The school's development plan has been adjusted in light of the inspection findings.

The following are the most important improvements since the original inspection:

- the commitment of the Acting-principal in leading effectively a systematic and collegial approach to self-evaluation;

- the dedicated literacy, numeracy and SEN co-ordinators have worked hard to establish rigorous systems for monitoring and evaluating the quality of the provision in their areas of responsibility and their action plans are suitably detailed and focused on raising standards further;
- the teachers use and share the analysis of performance data effectively to inform their planning, set targets and track individual, class and whole school progress in literacy and numeracy;
- the coherent approach to improving the quality of the children's reading throughout the school is having a positive impact on the reading standards achieved by the children; most of the children are now reading at a level commensurate with their ability; and
- the children identified as requiring additional support with their learning benefit from carefully targeted in-class support, well-planned withdrawal sessions and access to a wider range of external support agencies; there is evidence that most of the children who receive booster group support are making steady progress towards achieving their expected outcomes in literacy and numeracy.

CONCLUSION

In the areas inspected the quality of the education provided by the school is now good.

The school has important strengths in most of its educational and pastoral provision. The follow-up inspection has identified some aspects of the areas for improvement still to be addressed but equally the school has demonstrated the capacity to address these. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

The area for improvement is:

- the teachers need to ensure that the learning activities have appropriate levels of challenge for all the children to help raise further the standards achieved in literacy and numeracy.

It will be important that the governors continue to provide clarification on the roles and responsibilities in the school.

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