



*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**

**Bloomfield Primary School  
Bangor**

**April 2015**

## **FOLLOW-UP TO THE INSPECTION OF BLOOMFIELD PRIMARY SCHOOL, BANGOR, CO DOWN, BT19 7PN (401-3023)**

The focused inspection of Bloomfield Primary School in May 2013 highlighted strengths in the quality of the provision in the nursery unit and the learning support centre, and the very good quality pastoral care for the children.

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

- the overall quality of learning and teaching;
- the processes for self evaluation, including the rigorous monitoring and evaluation of the quality of learning and teaching, in order to identify and implement the key actions which will bring about improvement in the standards which the children attain; and
- the arrangements for the deployment of the teaching staff to ensure the most effective use of their expertise and to minimise the interruptions to the children's learning.

The inspection conclusion in May 2013 stated:

“In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.”

The school development plan was adjusted appropriately in light of the inspection findings and the action plan produced by the school was of a very good quality. The Education and Training Inspectorate (ETI) carried out two interim follow-up visits with a follow-up inspection on 27 April 2015.

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

- The staff have received very good professional development and support in developing the programme for numeracy and leadership and management from the Education Authority South Eastern Region.
- The teachers' planning has been reviewed and it is implemented consistently across the key stages.
- The roles and responsibilities of the co-ordinators have been reviewed and there is a collegiate approach to whole school improvement.
- An effective process for monitoring the standard of the children's work in literacy and numeracy has been embedded, including the review of children's books and the sharing of good practice.
- The provision for those children who require support with aspects of their learning has been refined and the individual educational plan format has been reviewed.

- A wide range of support programmes for literacy and numeracy has been put in place to improve the standards in literacy and numeracy.
- Closer links have been established with parents through, for example, educational workshops, to help them support their children's learning.

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

- the effective strategic leadership provided by the principal, the senior leadership team and the co-ordinators who monitor and evaluate systematically the quality of the provision and the standard of the children's work;
- the consistently good quality of the teaching observed during the follow-up inspection process and the better engagement of the children in their learning;
- the consistent focus on staff development that is improving further the quality of learning and teaching;
- the development of self-evaluation to effect improvement is informing the identification of appropriate targets in the action plans;
- the significant improvement in the arrangements and quality of the special educational needs provision which is now a key strength of the school's provision;
- the improved quality of the children's work and the standards they attain. The school's internal performance data shows that almost all of the children, including those children who require additional support with aspects of their learning, are achieving in line with their ability or above expectation in literacy and numeracy;
- the children read with fluency, understanding and expression. They draw from a broad range of reading strategies and read a wide range of books which are appropriate for the range of abilities. The children are able to apply a good range of mental mathematics strategies and their mathematical learning relates more effectively to real-life contexts.

## **Conclusion**

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

The area for improvement is:

- to develop further more focused differentiation in the teachers' planning and classroom practice that meets the needs and interests of all children.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the area for improvement.

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website:  
[www.etini.gov.uk](http://www.etini.gov.uk)