



*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

**Edenbrooke Primary School
Belfast**

November 2014

FOLLOW-UP TO THE INSPECTION OF EDENBROOKE PRIMARY SCHOOL, BELFAST, BT13 3GG (101-0323)

The Education and Training Inspectorate (ETI) carried out a focused inspection² of Edenbrooke Primary School in the week of 4 March 2013 when the quality of education was evaluated as inadequate. The inspection team identified the need:

- for leadership and management at all levels to work to raise the standards that the children attain in literacy and numeracy;
- to implement a coherent programme of continuous professional development sharply focused on expanding the expertise of the teachers and enhancing their skills for the teaching of reading and writing; and
- to monitor more effectively the progress made by the children who receive additional support.

In addition, a health and safety issue was identified: for the school to carry out a risk assessment of the portable goal-posts at the community soccer pitch which the children have access to at break times. At the time of the follow-up inspection, this risk assessment has been carried out.

The school entered the formal intervention process on 7 May 2013. The post-inspection action plan was received by the Department of Education (DE) on 4 October 2013. The DE acknowledged the positive response that the school had made, and planned to make, regarding the areas for improvement identified in the report. In the interval since the inspection, the school received support from the Curriculum Advisory and Support Service (CASS) of the Belfast Education and Library Board (BELB) in developing aspects of the school's provision in literacy, numeracy, special educational needs and leadership and management. The principal, the co-ordinators and the chair of governors reported that they were very satisfied with the level of support provided by the BELB.

The ETI carried out two interim follow-up visits in December 2013 and May 2014 and a follow-up inspection on 3 and 4 November 2014.

At the time of the follow-up inspection, the enrolment has increased steadily to 252 children, with 82% of the children entitled to free schools meals and 38% of the children identified as having special, and often complex, needs.

Since the original inspection, the following are the most important changes that affect the work of the school.

- The teachers have developed planning that takes account of all the areas of learning and includes importantly the regular monitoring and evaluation of the children's learning.
- A comprehensive programme of staff development has been put in place, linked well to the priorities identified in the post-inspection action plan and the school development plan.

² See inspection report at <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-primary/inspection-reports-primary-2013/focused-inspection-edenbrooke-primary-school-belfast.pdf>

- Extended consultation with key stakeholders has taken place to harness their views, including the further development of a school council to identify future priorities for improvement.
- The school's budget deficit has been reduced significantly.

There have been important improvements since the original inspection.

- Through a well-planned, whole-school programme of improvement, the standards attained by the children have improved and almost all children attain in line with or above expectation, including those children with statements of special educational needs. A well-connected and creative approach to the teaching of literacy and numeracy has supported the raising of standards.
- The highly effective senior leadership team has overseen, in a collegial manner, a coherent programme of continuous professional development for all staff. This programme has focused appropriately on building further the capacity of the teachers and the classroom assistants to improve the quality of children's learning experiences.
- The teachers have engaged in peer observation, sharing and modelling of effective learning and teaching strategies, attendance at a wide range of external training events and visits to other primary schools. As a consequence, the quality of learning and teaching has improved significantly, with all being consistently good or better, and with most being very good or outstanding.
- A highly effective approach to self-evaluation and reflection has been established at all levels throughout the school and is informing and supporting well the process of sustained improvement.
- The teachers have put in place a comprehensive, rigorous system for monitoring and evaluating children's progress, including those with statements of special educational needs, and have fostered well the children's capacity to set their own meaningful targets, reflect on their learning and engage in self- and peer-evaluation, leading to a steady improvement in standards.
- Early identification of low and under achievement, both educationally and pastorally, is supported through a wide range of appropriate, high quality interventions which are meeting very effectively the complex needs of the children, enabling them to reach their potential.
- A culture of high expectation has been established through various initiatives which recognise and reward the children's achievement of potential across all areas of learning. The children have responded well to the higher expectations of the teachers; this response is evident in the children's positive dispositions to their learning, high levels of motivation and enjoyment, and exemplary behaviour.
- The learning environment has improved to support learning more effectively. The work of the children is valued through the imaginative displays in classrooms and shared areas, and through the celebration of achievement at assemblies and public events.

- The board of governors is involved actively in the life and work of the school and has developed more effective lines of communication with middle and senior leadership to support the school improvement process.
- The school has put in place a range of activities to engage further with parents and the local community to support the children's learning.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

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