



*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

**Edenderry Primary School
Banbridge**

November 2014

FOLLOW-UP TO THE INSPECTION OF EDENDERRY PRIMARY SCHOOL, BANBRIDGE, CO DOWN (501-3019)

The inspection of Edenderry Primary School, Banbridge, in October 2012, highlighted the following strengths: the good quality of the teacher's planning; the very good provision for children with additional learning needs in the learning support centre; the effective use of information and communication technology to enhance the children's learning; and the wide range of extra-curricular activities provided for the children.

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

- to identify and disseminate the best practice within the school in order to promote consistently high quality teaching and progression in the children's learning; and
- for the senior leaders to provide more strategic leadership focused on effecting improvement and raising the standards attained by the children.

The inspection conclusion in October 2012 was that:

"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 leadership and management, standards, learning and teaching 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 monitoring visits and a follow-up inspection on 11 November 2014.

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

- the senior leadership team has been restructured and expanded to include the co-ordinators with responsibility for the key areas of learning;
- the roles and responsibilities of the co-ordinators have been clarified and developed to include a clear focus on monitoring and evaluating the quality of the children's work and leading staff development;
- curriculum teams for literacy and numeracy have been formed;
- the staff have worked effectively to embed a culture of self-evaluation in the school;
- the board of governors have been productively involved in the improvement process through meetings with co-ordinators and the allocation of appropriate resources; and
- an extensive staff development programme has been implemented, which draws upon the expertise of the staff and supported effectively by the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB) in a number of areas, including literacy, numeracy, leadership and management.

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

- the restructuring of the senior leadership team has provided more strategic leadership within the school and a shared vision for future improvement has been established;
- leadership responsibilities are distributed across the staff; links between the senior leadership team, staff and governors are effective in raising the standards attained by the children and bringing about improvement;
- the strategic and rigorous system for monitoring and evaluating the quality of learning and teaching which informs well whole school priorities for improvement;
- the staff's effective use of assessment data and other information to identify the individual needs of all the children, to set appropriate targets, to track the children's progress, and to inform the learning and teaching;
- the effective dissemination of best practice within the school resulting in consistently high quality teaching and progression in the children's learning; evidenced by the very good to outstanding learning and teaching in three-quarters of the lessons observed during the follow-up process;
- the children's enjoyment of their learning and their confidence in articulating their ideas and opinions in response to the teachers' effective questioning; the children demonstrate increasing levels of independence by taking responsibility for their own learning and they are able to transfer and apply key skills across the curriculum; and
- the improved quality of the children's work and the standards they attain. The school's internal performance data shows that in English and in mathematics, nearly all of the children, including those who require additional support with aspects of their learning, are achieving in line with or above expectation.

Conclusion

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

© CROWN COPYRIGHT 2014

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

