



*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

**Fountain Primary School
Londonderry**

September 2013

FOLLOW-UP TO THE FOCUSED INSPECTION OF FOUNTAIN PRIMARY SCHOOL AND NURSERY UNIT, LONDONDERRY, BT48 6RD (201-6564)

The inspection of Fountain Primary School and Nursery Unit in September 2010 highlighted strengths in: the inclusive and welcoming ethos; the supportive pastoral provision; the hardworking teaching staff and children, and the effectiveness of the principal in raising the profile of the school in the local community.

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

- for the teachers to provide greater challenge in their lessons, and match the teaching more effectively to the diagnosed needs of all of the children;
- to make more effective use of the daily routines, in the nursery unit in order to ensure that all time is used for learning;
- to develop arrangements to communicate with the parents about the children's learning, progress and development; and
- for leadership to hold higher expectations of what the children can achieve, and to focus more clearly on the children's learning, and implement appropriate strategies to ensure improvements in the standards in literacy and numeracy they attain.

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

- the Western Education and Library Board (WELB) Curriculum and Advisory Service provided effective advice, guidance and support throughout the improvement process;
- the vice-principal was appointed as principal and improved the self-evaluation and development planning process;
- the leadership and management roles and responsibilities of the staff were developed to ensure that the profile of literacy and numeracy was raised in the school through the appointment of specific co-ordinators;
- the nursery unit teacher became a member of the school leadership team;
- the staff developed the use of performance data in literacy and numeracy to record and track the progress of the children within individual year groups;
- the planning and assessment formats were improved to provide a broader range of experiences in learning; and
- the nursery unit staff have reviewed their planning, teaching and assessment formats and processes to focus more clearly on using all the time for learning and the daily routines to effectively meet the needs of the children and their families.

The Education and Training Inspectorate carried out interim follow-up visits to the primary school and nursery unit since the last inspection and a follow-up inspection on 18 September 2013.

The action plan produced by the school in response to the inspection findings was of a good quality.

The school's development plan was adjusted to meet the revised regulations and guidance in light of the inspection findings.

The following are the most important improvements since the inspection:

- the co-ordinators have begun to monitor and evaluate more systematically the quality of the standards and provision in their respective curricular areas;
- the school makes more effective use of data to track the children's progress to identify low and underachievement;
- the quality of the teaching observed during the follow-up process demonstrates that the children have a broader range of learning experiences; in the most successful lessons, the teachers have high expectations and interact effectively with the children to develop their disposition and positive attitudes to learning;
- the better involvement of the parents in the nursery unit and school is effectively promoting collaboration on educational achievement with the parents; for example the Parents in Numeracy programme;
- mental mathematics and numeracy have been systematically developed to improve numeracy standards and the children's learning experiences;
- the revised planning formats and processes in the school and nursery unit provide a good guide to the staff and ensure that the activities provided are more closely matched to the wide range of abilities in each class; and
- the principal, the literacy and numeracy co-ordinators and the staff have benefitted significantly from the support provided by the WELB Curriculum Advisory Support Service who provided effective leadership and direction for school improvement .

CONCLUSION

In the areas inspected, the quality of education provided by this school and nursery unit is now good. The school and nursery unit have important strengths in most of their educational and pastoral provision. The inspection has identified areas for improvement which the school and nursery unit have demonstrated the capacity to address. The areas for improvement include the need:

- to disseminate best practice in learning and teaching within and across all classes;
- to improve the transitional arrangements from the nursery unit to foundation stage in order to progress the children's learning according to their individual needs; and
- to review the special needs provision including the monitoring and evaluation of the effectiveness of the children's individual education plans.

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

The district inspector will continue to monitor the school improvements.

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