



*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**

**Limavady Central Primary School**  
**Co Londonderry**

**May 2014**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF LIMAVADY CENTRAL PRIMARY SCHOOL, CO LONDONDERRY, BT49 0NB (201-6426)**

The focused inspection of Limavady Central Primary School highlighted strengths in the following areas: the good quality of the pastoral provision; the well-motivated children and the good standards achieved by most of them in literacy, numeracy and Information Communication and Technology (ICT); the good and very good quality of the teaching in just over a majority of the lessons; the effective start made to the use of performance data to develop further whole school self-evaluation; and the positive contribution of the governors, parents and wider community to the life and work of the school.

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

- dissemination of the best practice in learning and teaching so that the teaching is focused more consistently on meeting the children's varying needs, interests and stages of development; and
- greater rigour in the monitoring and evaluation in literacy, numeracy and special educational needs to support continuous improvement in the children's literacy and numeracy standards.

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 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.

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

- there have been a number of staff changes and redeployment of responsibilities within the school, including the appointment of new numeracy co-ordinators and an acting foundation stage co-ordinator; at the time of the follow-up inspection the vice-principal was in the role of acting principal;
- the teachers have established more effective pastoral and curricular transitional links with the feeder nursery school;
- the roles and responsibilities of the co-ordinators have been clarified and developed to include monitoring, evaluation and dissemination of best practice;
- the school has developed a range of parental engagement programmes to support the children with their learning;
- the staff have received intensive professional development and support from the Curriculum Advisory and Support Service (CASS) of the Western Education and Library Board (WELB) especially for the areas of play-based learning, literacy and numeracy; and

- in addition, the staff sought out and availed of additional professional support; three teachers attended a course on 'Supporting Playful Learning' in the foundation stage organised by Stranmillis University College, Belfast and hosted in the school, the principal accessed training through the Regional Training Unit (RTU) leadership programmes and the co-ordinators attended courses relevant to their roles.

The Education and Training Inspectorate carried out two monitoring visits and a follow-up inspection in May 2014.

The action plans produced by the school in response to the inspection findings were of a good quality. 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 quality of the learning and teaching, which was very good or outstanding in one-half of the lessons observed during the follow-up process, was characterised by coherent, well-planned activities that met well the needs of all the children, the engagement of the children in purposeful paired and group activities and the development of the children's thinking skills and personal capabilities;
- the significant improvement in the planning and provision for effective play-based learning in the foundation stage with the teachers and classroom assistants involved in high quality interactions which motivate the children to learn and enable them to think creatively and demonstrate independence in making choices;
- the very effective curricular leadership by the co-ordinators who have developed more robust and systematic monitoring and evaluation processes including analysis of data, scrutiny of the children's work, leading staff development and sharing of best practice across the school;
- the more effective use of the internal performance data by the teachers and co-ordinators to inform their planning, to identify underachievement and prioritise areas for further development;
- the very good progress made by the school in addressing underachievement in literacy and numeracy; the school's internal data shows that most of the children are working at a standard that is in line with their ability in mathematics and almost all of the children achieve similar standards in English;
- the development in the children's oral and written work in literacy and numeracy, particularly their writing across a broad range of genres and their confidence in explaining clearly the strategies they use to solve mathematical problems;
- the continuous review of the arrangements for supporting children with statements of special educational needs, which meets more effectively their needs through a range of withdrawal sessions and in-class support; the school is appropriately reviewing and developing further the children's education plans; and

- the very effective leadership by the principal, assisted by the vice-principal, senior leadership team and governors which has resulted in a more collegial, self-evaluative approach to improving the quality of provision and raising further the standards attained by the children.

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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