



*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

**Loughries Primary School
Newtownards**

May 2015

FOLLOW-UP TO THE INSPECTION OF LOUGHRIES PRIMARY SCHOOL, NEWTOWNARDS, CO DOWN, BT23 8SR (401-1267)

The focused inspection of Loughries Primary School in March 2012 highlighted strengths in the quality of the pastoral care and the majority of the teaching.

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

- to develop the self-evaluation procedures in order to ensure systematic and rigorous monitoring and evaluation of the quality of the provision, to inform better the school development planning processes, and to improve further the quality of the learning and teaching.

The inspection conclusion in March 2012 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 reviewed and 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 carried out two interim follow-up visits with a follow-up inspection on 12 May 2015.

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

- An acting principal was appointed in September 2013.
- A new permanent teacher was appointed in September 2013 and a job share arrangement was put in place in one class.
- A significant number of the core school policies were reviewed and updated.
- The staff have received very good professional development and support in developing the programme for numeracy, literacy, play -based learning and leadership and management from the Education Authority: South-Eastern Region.
- The roles and responsibilities of the co-ordinators have been reviewed and developed through an appropriate range of staff development.
- The acting principal has worked tirelessly to promote the school within the local community.
- A significant range of additional literacy resources have been acquired; in addition, books have been banded and there is now a comprehensive reading programme in place.

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

- a culture of self-evaluation has been established in the school;
- the high quality leadership of the acting principal has resulted in all of the staff becoming reflective practitioners;
- there is now systematic monitoring and evaluation of the children's progress in their learning and the quality of the teaching in the classrooms;
- the structure of the lessons and the planning for literacy and numeracy is now consistent across the key stages;
- the teachers are provided with evaluative feedback to help them to improve the teaching within their classrooms. As they continue to develop their roles, the co-ordinators need to develop their the focus on learning to improve further the standards achieved by the children;
- more effective use is being made of the school's internal data: the data shows that most of the children, are achieving in line with their ability, or above expectations, in both literacy and numeracy;
- by year 7, the children are able to use and apply an appropriate range of mathematical strategies to solve problems and they are confident in their application of most of the mental mathematics strategies;
- the school has implemented a systematic phonics programme and established the practice of the reciprocal teaching of reading to ensure a more consistent development of the children's reading and comprehension skills across the school;
- the majority of the children who require additional support with aspects of their learning in literacy, and most in mathematics, are achieving in line with their ability;
- through the review of the teacher's planning there is better planned differentiation to meet the differing needs of the children;
- opportunities for the children to work in pairs is helping them to develop further their thinking skills and personal capabilities;
- the younger children are more confident and willing to 'have a go' at writing and the 'sounding out' of key words;
- the quality of the teaching observed during the follow-up inspection process indicates that all of the teaching is now consistently of a good or better quality; and
- the teachers are promoting more active forms of learning and practical work which is helping the children to consolidate their learning.

Conclusion

In the areas inspected, the quality of education provided by the school is now 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 provide more opportunities for the children to develop extended writing skills as they progress through the school.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas 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