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*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

**Malvern Primary School
Belfast**

December 2013

FOLLOW-UP TO THE INSPECTION OF MALVERN PRIMARY SCHOOL, BELFAST, BT13 1HW (101-6498)

The focused inspection of Malvern Primary School in March 2012, highlighted the following strengths: the friendly and welcoming children whose behaviour is generally good; the good team spirit engendered among all the staff and the valuable contribution made by the classroom assistants to develop the children's learning; the good quality of the pastoral care which focuses on supporting and developing the social and emotional well being of the children; the good use made of the accommodation and the enhanced learning environment; and the good standards achieved by the children in information and communication technology (ICT).

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

- to improve the quality of the teaching of reading throughout the school in order to address the low standards achieved by the children;
- to provide a more strategic approach to the provision of SEN to ensure that the learning needs of all the children are met more fully; and
- for the principal and senior management team to monitor curricular provision more closely and to evaluate the outcomes more rigorously in order to improve the quality and consistency of the children's learning experiences.

The inspection conclusion in March 2012 was that:

In almost all of the areas inspected, the quality of education provided by this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, in learning and teaching, and in leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the children. The school will require well-focused, external support to help them take forward the areas identified for improvement.

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

- the roles and responsibilities of the co-ordinators have been clarified and developed to include monitoring the planning, improving the internal quality assurance procedures regarding standards in literacy and numeracy, evaluating the quality of learning and teaching through classroom observations and leading staff development;
- the board of governors have further developed their role in target setting and monitoring and evaluating the standards achieved by the children;
- the teaching staff and classroom assistants have received training in reading strategies; and
- the staff have received extensive professional development and support from the Curriculum Advisory and Support Service (CASS) of the Belfast Education and Library Board (BELB) in a number of areas including literacy, numeracy, special educational needs (SEN) and leadership and management.

The Education and Training Inspectorate carried out two interim follow-up visits in December 2012 and May 2013 and a follow-up inspection in December 2013.

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 in the primary school since the original inspection:

- the teaching of reading is being taught systematically leading to good progress in the standards achieved by the children;
- there is an improved culture of reading including the involvement of parents in their children's learning, which has had a positive influence on the children's attitudes to reading;
- the leadership and management of the special educational needs (SEN) provision is more strategic and includes effective early intervention and careful planning to meet the needs of all the children requiring additional support with their learning;
- the principal and senior management team work collaboratively to monitor and evaluate more rigorously the curriculum provision and the standards achieved by the children and to guide and support effectively staff development;
- the staff are using internal performance data to track more rigorously the progress made by the children in their learning, to identify underachievement and to identify areas for development within the curricular provision;
- the school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics and achieve in line with their ability, or above expectation and
- there is a more consistent approach to teaching and learning; the quality of the teaching observed during the follow-up inspection ranged from satisfactory to very good, with two-thirds of the lessons being very good.

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 provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

The area for improvement is:

- to review the planning and provision in the foundation stage to ensure further progression in the children's learning.

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