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*The Education and Training Inspectorate -  
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*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**

**Portavogie Primary School  
Co Down**

**February 2013**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF PORTAVOGIE PRIMARY SCHOOL, CO DOWN, BT22 1EE (401-1507)**

The focused inspection of Portavogie Primary School and nursery unit, in September 2010, highlighted strengths in the behaviour, interest and motivation of the children, the quality of the pastoral care and the quality of the provision in the nursery unit. The inspection identified the need for improvement in the following key areas:

- to prioritise the targets of the literacy, numeracy, special educational needs (SEN), and information and communication technology (ICT) action plans and set a realistic timescale for implementation; and
- to extend the roles of the co-ordinators to provide a sharper focus on monitoring and evaluating the quality of learning and teaching to improve further the standards in literacy and numeracy.

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

- the school has been in a period of flux; the Principal resigned after the inspection; the school was then managed by a 'caretaker' Principal until the appointment of a permanent Principal in September 2011;
- a number of staff with roles of responsibility were on long term absences and a member of staff retired;
- the school received staff development and support from the South-Eastern Education and Library Board's Curriculum Advisory and Support Service (CASS);
- two staff members joined the SEN course for children experiencing reading difficulties in Stranmillis University College;
- the action plans for literacy, numeracy, SEN and ICT were revised to include SMART targets;
- the roles and responsibilities of the co-ordinators were reviewed, and subject teams were established;
- Assessment manager software was introduced to analyse the school's internal data to identify the children who were 'high' or 'low' achievers;
- new methods of assessment were introduced in the early years classes to try to ensure early identification of need, and a whole-school phonics programme was introduced;
- a policy and procedures for monitoring and evaluating learning and teaching was established and implemented;
- a new planning format for the teachers' short- medium- and long- term planning was introduced; the planning now takes account of the needs of children identified with SEN, newcomer children and under and over achievers; and

- better communication and links are established with the parents and the local community.

The Education and Training Inspectorate (ETI) carried out two interim follow-up visits and a follow-up inspection in February 2013.

The action plan produced by the school in response to the inspection findings was of a good quality. The school's development plan (SDP) was adjusted in light of the inspection findings. The development plan meets the statutory requirements as set out by the Department of Education.

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

- the very good leadership provided by the co-ordinators and the Principal who monitor and evaluate rigorously the provision, and guide the teachers well through effective whole-school staff development;
- the detailed short-term planning which is focused on the children's learning and more closely matched to their needs and abilities;
- the very good use of data to track the progress of and set targets for individual children, and to identify emerging class and whole-school trends which inform the SDP;
- the very good standards achieved by most of the children in literacy and numeracy;
- the consistently good or better teaching in the lessons observed during the follow-up inspection process which reflected well the children's interests, and provided appropriate challenge and support;
- the collegiate and reflective approach to school improvement by the staff since the inspection, under the very effective leadership of the Principal; and
- the improvement in staff morale and the very good communication and links that have been developed with the parents and the wider community.

## CONCLUSION

In the areas inspected the quality of the education provided by the school is now very good. The school is meeting very effectively the educational and pastoral needs of the learners, and has demonstrated its capacity for sustained self-improvement.

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