



*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**

**Seaview Primary School  
Glenarm**

**January 2014**

## **FOLLOW-UP TO THE INSPECTION OF SEAVIEW PRIMARY SCHOOL, GLENARM, CO ANTRIM, BT44 0AA (303-0899)**

The original inspection of Seaview Primary School in November 2011 highlighted strengths in the motivated, respectful children who participate enthusiastically in their learning and work well together; the good or very good teaching observed in a majority of the lessons during the inspection; the very good pastoral care and support provided for the children by the staff; the wide range of productive links which enhance the quality of the children's learning experiences; and the commitment of the principal and the co-ordinators, supported effectively by the governors, to the school improvement agenda.

It also highlighted the following areas for improvement:

- to raise the standards that the children achieve, particularly in numeracy;
- to match the work more closely to the ability of all of the children and increase the level of challenge for the more able; and,
- to review the provision for the children in the foundation stage and lower key stage 1 and improve the quality of their play-based learning.

The inspection conclusion in November 2011 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 original inspection, the following actions which affect the work of the school have taken place:

- a new teaching principal took up post in February 2013; he also co-ordinates numeracy within the school;
- the roles and responsibilities of all of the staff have been clarified and developed further;
- there are improved internal quality assurance procedures for agreeing standards in literacy and numeracy, tracking the children's progression and evaluating the quality of learning and teaching through classroom observations;
- the teachers have reviewed and developed the planning to strengthen the progression in numeracy and play-based learning and to indicate more clearly how the needs of all the children are to be met; and
- the staff have received professional development and support from the Curriculum Advisory and Support Service (CASS) of the North-Eastern Education and Library Board (NEELB) and have observed good practice in a range of other settings; the teachers have applied this continuing professional development effectively to support key developments in literacy, numeracy, assessment and play-based learning.

The Education and Training Inspectorate carried out an interim follow-up visit in May 2013 and a follow-up inspection in January 2014.

The action plan produced by the school in response to the inspection findings was of a very good quality. The school's development plan was adjusted in light of the inspection findings.

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

- the collegiate whole school approach to school improvement under the effective leadership of the principal, who is providing strategic direction for the school and the highly effective teamwork of the entire staff have brought about significant improvements in the overall quality of the provision and the standards which the children attain;
- the development of a shared understanding among the teachers of what constitutes effective learning and teaching;
- more effective use is made of the internal performance data to inform planning, identify underachievement and prioritise areas for further development;
- the improvements made to the learning environment which celebrate, support and extend appropriately the children's learning;
- the school's internal performance data demonstrates that most of the children, including those who require additional support with aspects of their learning, are making good or better progress in English and mathematics and achieve standards in line with their ability, or above expectation;
- in the foundation stage, the teacher and learning support assistants are developing and extending very well the children's language, early mathematical understanding, thinking skills and personal capabilities through exciting play-based learning sessions; and
- the very good quality of the learning and teaching observed during the follow-up inspection meets the children's learning needs well and provides increased levels of challenge for all.

## **CONCLUSION**

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.

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.

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