

**eti**

*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**

**St Joseph's Primary School  
Belfast**

**March 2013**

## **FOLLOW-UP TO THE INSPECTION OF St JOSEPH'S PRIMARY SCHOOL, BELFAST, BT12 4LD (103-6621)**

The original inspection of St Joseph's Primary School in 2011 highlighted strengths in the pastoral care and the outstanding links with the parents and community.

It also highlighted the following areas for improvement:

- the need to develop more rigorous and focused monitoring and evaluation at all levels which focuses more clearly on effective teaching strategies and outcomes for all of the children;
- the need to review all roles and responsibilities in order to ensure consistent and continuous whole school curricular development; and
- the need to develop further the planning and classroom practice to focus more sharply on the learning and teaching for the full range of ability groups.

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

- the staff have received support from the Belfast and Education Library Board (BELB);
- there have been a number of staff changes and redeployment of roles and responsibilities including the appointment of a new Vice-principal who took up post in September 2012;
- the staff have completed a range of relevant training and staff development; and
- at the time of the follow-up inspection the school had very recently experienced criminal damage which had impacted negatively on a number of classroom resources.

The Education and Training Inspectorate carried out a total of two monitoring visits and a follow up inspection on 12 March 2012.

The action plans received by the Department of Education following the inspection were of a good quality and adjusted appropriately in the light of feedback given by the Inspectorate during the interim visits. The school's development plan was adjusted in light of the inspection findings.

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

- there is clear evidence of improvement in the children's achievements and standards in literacy and numeracy as indicated by the upward trends in the end of key stage 2 data, the school's own internal performance data, the work in the children's books and their oral responses during lesson observations;
- the quality of the teaching observed was always good with the majority being very good or better, which represents a significant improvement in the overall quality since the original inspection;

- the teachers have a higher and more consistent level of skill and confidence in setting out clear learning intentions and evaluating the extent of the children's learning set against meaningful success criteria;
- the teachers use effective questioning to put a greater and more consistent emphasis on developing the children's vocabulary, mathematical language and thinking skills;
- the cycle of planning and evaluation to inform the next steps in the children's learning is much more robust across the whole school with clear differentiation for groups and individuals;
- the children are more involved in the learning process and are clear about their own targets for improvement;
- the open and collaborative culture among the staff has been utilised to share best practice across the school leading to a better whole school understanding of effective learning and teaching;
- management roles and responsibilities have been renegotiated with a clearer focus placed on curricular development, raising standards and rigorous monitoring and evaluation at all levels; and
- the governors' curricular review team is very well informed and brings a high level of professional experience and expertise in leading and supporting the school's development and improvement.

In the areas inspected, the quality of education and pastoral care provide by this school is now 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.

© CROWN COPYRIGHT 2013

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](http://www.etini.gov.uk)

