



*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
Killough**

December 2013

FOLLOW-UP TO THE INSPECTION OF ST JOSEPH'S PRIMARY SCHOOL, KILLOUGH, CO DOWN, BT30 7QD (403-6016)

The inspection in January 2011 highlighted strengths in the very good quality of the pastoral care and the children's positive attitude to learning; the quality of the teaching, the good standards achieved by most of the children in literacy and the strong links with the local community.

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

- to audit and evaluate the quality of provision across all aspects of the mathematics programme in order to guide the teachers in their work and ensure more consistency, continuity and progression in learning;
- to review aspects of the special educational needs provision and set in place more effective strategies and targets to meet the differing needs of all the children and to monitor their progress; and
- to develop further the school development plan and associated processes in line with The Education (School Development Plans) Regulations (Northern Ireland) 2010 in order to assist the management of the school and the staff to focus clearly on key strategies and targets, and to help them to plan, monitor and evaluate improvement more effectively.

The inspection conclusion in January 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 learners are to be met more effectively.

Since the original inspection, the principal retired in December 2011; a new principal was appointed in September 2012; the percentage of children entitled to free school meals increased from 40% to 56%; and the enrolment fell from 76 to 65 children.

In the interval since the inspection, the following action which affects the work of the school has taken place:

- the teachers have benefited from the support and training provided by the South-Eastern Education and Library Board regarding school development planning, the provision for mathematics, literacy and special educational needs. The principal attended training for new principals provided by the Regional Training Unit;
- the numeracy co-ordinator has attended appropriate training and the provision and planning for mathematics across the year groups has been reviewed and updated;
- the special educational needs co-ordinator has accessed specialist training, reviewed the individual education plans and extended the literacy support available to the children;
- the classroom assistants have received Reading Partnership training;

- the school development plan has been reviewed and updated in consultation with the parents, children and the board of governors;
- the school has established a breakfast club and after-school clubs through the Extended Schools funding; and
- the school has introduced curricular meetings to help parents support their children more effectively in their learning.

The Education and Training Inspectorate (ETI) carried out two monitoring visits and a follow-up inspection on 13 December 2013.

The action plans produced by the school in response to the inspection findings were of a good quality and were adjusted appropriately in light of feedback given by the ETI during the monitoring visits.

The school's development plan has been adjusted in light of the inspection findings and prioritises appropriately the areas for improvement identified during the inspection.

On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the DE.

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

- there are more robust processes for monitoring and evaluating the mathematics programme, leading to greater consistency in the quality of teaching mathematics across the year groups and progression in the children's learning;
- the school's self-evaluation shows that the children are increasingly confident in their application of mental mathematics strategies. In discussions with the children at the end of key stage 2, they had a secure understanding of a range of strategies and were able to explain their mathematical thinking;
- assessment data is being used more effectively by the teachers to identify low achievement and underachievement, inform their planning, and implement appropriate intervention strategies;
- 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. The standards attained by the children in literacy and numeracy have risen and are above the average for similar schools;
- the children who have additional needs in their learning are identified early; the very good individual education plans provide appropriate strategies for the teachers and parents to support the children; the children's progress is supported by regular reviews by the teachers which are shared systematically with the parents;
- the planned activities for play provide more stimulating and challenging opportunities for the children to learn;

- the school has established more effective processes for consultation with the parents, board of governors , children and the local community; and
- the quality of the school development plan has improved: it meets the statutory regulations and is underpinned by appropriate action plans focused on school improvement and the raising of standards.

CONCLUSION

In the areas inspected, the quality of education provided by this school is 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. That is the need to:

- embed and build on the improvements to date, in order to raise further the children's standards and attainment in English and mathematics.

The ETI will continue to monitor the school's progress in this area for improvement.

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