



*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 Macartan's Primary School
Roslea**

April 2015

FOLLOW-UP TO THE INSPECTION OF ST MACARTAN'S PRIMARY SCHOOL, ROSLEA, BT92 7AW (203-6659)

The focused inspection of St Macartan's Primary School in April 2013 highlighted strengths in relation to: the behaviour of the children, the good or very good teaching in half of the lessons observed and the commitment shown by the newly formed leadership team in the development of the school.

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

- to have consistently high quality teaching in all of the classes to ensure a more coherent development of the children's learning through the seven years; and
- to develop the leadership and management roles at all levels to effect the required improvements in the provision for literacy and numeracy and to raise the children's standards.

The inspection conclusion in April 2013 stated:

"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."

The school development plan was adjusted appropriately in light of the inspection findings and the action plan produced by the school was of a very good quality. The Education and Training Inspectorate carried out two interim follow-up visits with a follow-up inspection on 24 April 2015.

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

- The staff have received very good professional development and support from the Curriculum Advisory and Support Service of the Education Authority Western Region in a number of areas including literacy, numeracy and leadership and management.
- Medium term planning has been reviewed and is implemented consistently across the school.
- An effective process for monitoring the standard of the children's work in literacy and numeracy has been embedded, including the review of children's books and the sharing of good practice.
- The individual educational plan format has been reviewed with the addition of a child-friendly plan.
- A wide range of support programmes for literacy and numeracy has been put in place to support the children with additional learning needs.

- The roles and responsibilities of the co-ordinators have been reviewed and there is a collegiate approach to school improvement.
- Closer links have been established with parents through, for example, educational workshops, to help them support their children.

The following are the most important improvements since the previous inspection.

- Effective strategic leadership is provided by the principal, the senior leadership team and the co-ordinators who monitor and evaluate systematically the provision and the standard of the children's work.
- There is a consistent focus, in staff meetings and in staff development, on improving further the quality of learning and teaching.
- The quality of the children's work and the standards they attain have improved significantly. The school's internal performance data shows that almost all of the children, including those children who require additional support with aspects of their learning, are achieving in line with their ability or above expectation in literacy and numeracy.
- The children read with fluency, understanding and expression. They draw from a broad range of reading strategies and read a wide range of books which are developmentally appropriate. In addition, the children are able to use and apply a wide range of mental mathematics strategies to solve problems in real-life contexts.
- There is high quality play-based learning with well-chosen themes and topics which match the children's interests and provide excellent opportunities for them to develop their literacy and numeracy skills across the curriculum.
- The focused and appropriate differentiation is evident in the teachers' planning and practice which meet the needs and interests of the children.
- The staff set high expectations and standards in all aspects of school life.
- Highly effective teaching was observed throughout the follow-up process. All of the lessons observed were very good or outstanding and the majority of lessons were outstanding.
- The effective use of information and communication technology (ICT) to support the learning and teaching.

Conclusion

In the areas inspected, the quality of education provided by the 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.

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