



*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

**Bushmills Primary School
Co Antrim**

February 2011

FOLLOW-UP TO THE FOCUSED INSPECTION OF BUSHMILLS PRIMARY SCHOOL, CO ANTRIM, BT57 8QW (301-0873)

The Focused Inspection of Bushmills Primary School, in May 2009, highlighted the following strengths: the very good provision made for pastoral care; the supportive and inclusive ethos, including the courteous and well behaved children; the arrangements made for children who require additional support with their learning; and the commitment of all the staff, to the children, the school and its place in the community.

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

- improving the quality of planning and teaching in order that there is sufficient progression in the learning and achievement for all of the children, for example in literacy;
- reviewing the provision for mathematics in order to provide more challenging activities and promote higher levels of mathematical thinking; and
- the need for senior management to plan strategically for curriculum developments ensuring there is a clear focus on the evaluation of their effect on the quality of teaching and on the children's achievements.

The action plan produced by the organisation in response to the inspection findings was of a good quality.

The school's development plan has been adjusted in light of the inspection findings. The development plan meets the statutory requirements as set out by the Department of Education (DE).

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

- the school has received extensive support from the North-Eastern Education and Library Board Curriculum Advisory and Support Service (CASS) in the areas of action planning, target monitoring, numeracy, literacy (including library provision) and foundation stage provision;
- the school has developed a process, through the use of a target monitoring proforma, to evaluate and record progress in addressing the areas for improvement identified in the original inspection;
- a new Vice-principal has been appointed;
- the roles and responsibilities of the co-ordinators have been agreed and are more clearly defined;
- a shared vision for school improvement and a collaborative approach to whole school planning have been put in place; and
- lines of development for mathematics, mental mathematics and problem solving have been developed.

The Education and Training Inspectorate (Inspectorate) carried out an interim follow-up visit on 9 June 2010 and a follow-up inspection on 4 February 2011.

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

- the teaching staff have benefited from the extensive professional development training and support provided by CASS;

- effective self-evaluation processes are informing teaching and learning and allow teachers to record and disseminate good practice;
- there is good use being made of the target monitoring proforma which ensures the school is able to focus on the areas for improvement identified in the original inspection and is able to measure progress;
- the teachers are making good use of performance data in setting appropriate targets for improvement;
- the school's end of key stage 2 targets for the children's achievements in English and mathematics were respectively met and surpassed and the quality of work, as evidenced in year 7 books and on wall displays, was good;
- the Vice-principal is providing good leadership in the areas of monitoring and evaluating including the effective use of data; and
- the whole-school planning for mathematics is detailed and thorough and is ensuring the use of more challenging activities in the children's mathematical learning.

The following issues require continued development:

- the need to improve the consistency in the quality of the teaching, in which half of the lessons observed were satisfactory, just under one-fifth good and the remainder outstanding; and
- the need to build on the good progress being made in numeracy by extending this development work and effective leadership into other areas of the curriculum, particularly in literacy and in the early years provision.

In the areas inspected, the quality of education provided by this school is now satisfactory; the strengths outweigh areas for improvement in the provision. The school has demonstrated evidence of improvement, but some areas for improvement in learning and teaching, and leadership and management remain to be addressed if the needs of all the children are to be met effectively.

The Inspectorate will monitor and report on the school's progress in addressing the remaining areas for improvement.

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