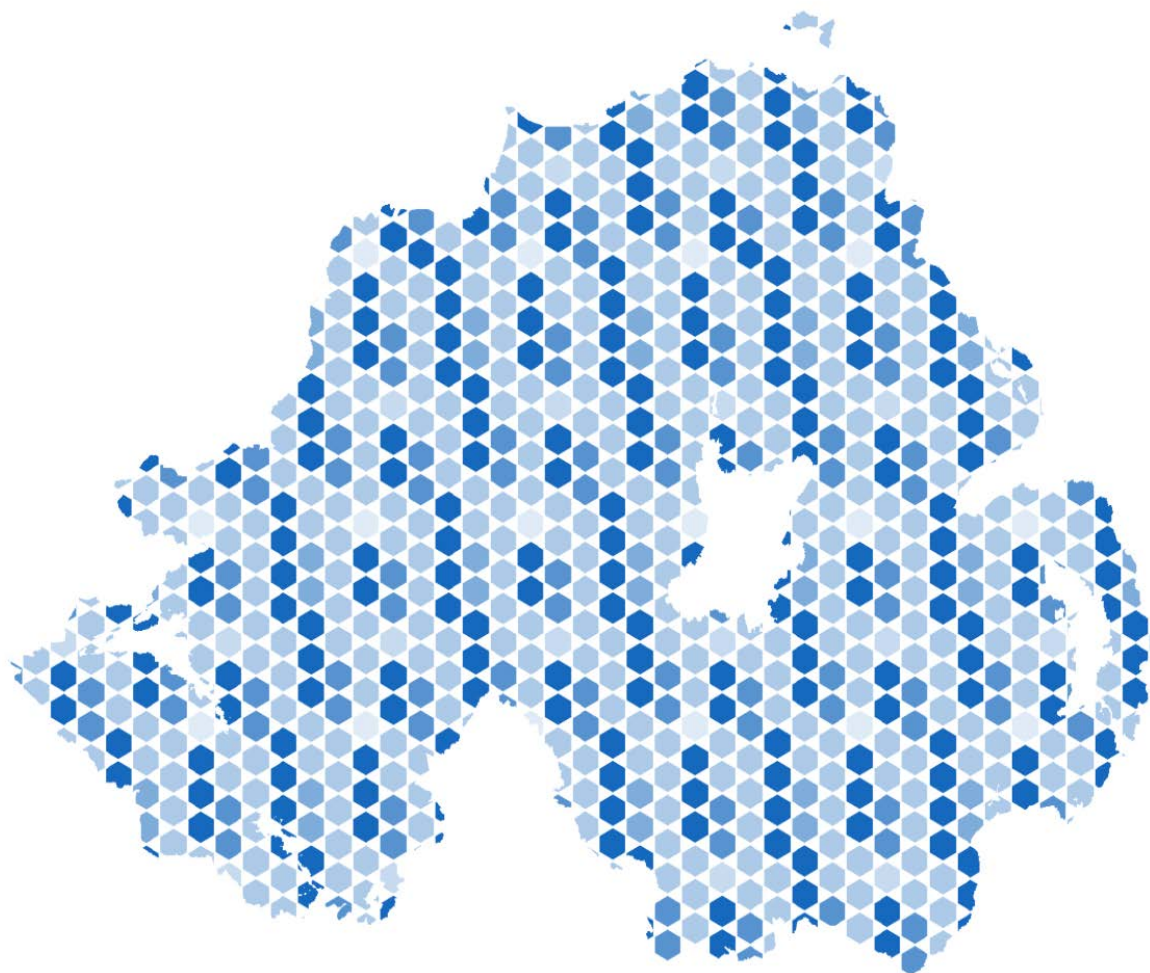


SPECIAL INSPECTION



Education and Training
Inspectorate

Fleming Fulton Special School,
Belfast

Report of a Second Follow-up
Inspection in January 2017



The Education and Training Inspectorate
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SECOND FOLLOW-UP TO THE INSPECTION OF FLEMING FULTON SCHOOL, BELFAST, BT9 6TY (131-0012)

The Education and Training Inspectorate (ETI) carried out an inspection of Fleming Fulton School in May 2014¹, which concluded that the quality of education provided by this school was inadequate².

As a consequence, the Department of Education entered the school into the Formal Intervention Process under the Every School a Good School policy³ in June 2014.

The ETI carried out a follow-up inspection in November 2015⁴, which concluded that the school needed to address important areas for improvement identified in the interests of all the learners.

The areas for improvement include the need to:

- embed further the planning based on the assessed individual needs of the pupils; and
- develop further the monitoring and evaluation of the learning experiences and outcomes of the pupils across the curriculum.

The school's action plans were of a good quality.

The ETI carried out an interim follow-up visit in June 2016 and a second follow-up inspection in January 2017.

In the interval since the initial follow-up inspection, the following actions or changes which affect the work of the school have taken place:

- the classroom assistants have received professional development in supporting pupil learning in the classroom;
- baseline assessments for numeracy and for literacy have been completed for almost all of the pupils;
- in the primary department, assessment and planning for learning, and the breadth and pace of learning activities have been a focus for development, in the post-primary department, consideration of thinking skills and personal capabilities has been included in the planning for learning;
- curriculum links are being developed with special, primary and post-primary schools;
- school curriculum leaders have begun to monitor the teachers' planning and evaluations, and to observe learning in classes;
- individual governors have particular oversight roles, in, for example, the curriculum and health and safety; and

¹ [Special Inspection - Fleming Fulton School, Belfast | Education Training Inspectorate](#)

² From September 2015, the overall effectiveness of a school previously evaluated as inadequate will now be reported as 'address urgently the significant areas for Improvement'

³ <https://www.deni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf>

⁴ [Follow-up Inspection - Fleming Fulton School, Belfast | Education Training Inspectorate](#)

- currently one vice-principal remains on a career break, a senior teacher has been appointed for one year; the information and communication technology, and the numeracy co-ordinators are temporary appointments.

The school reports that Education Authority staff have provided advice and support which have impacted positively on improving the work of the school.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement remains an area for improvement. The primary department planning has been restructured and is addressing the needs of the pupils very effectively. The whole school review and structuring of provision and planning now needs to be completed by the school leadership to meet the needs of all the pupils. The school leadership team and curriculum leaders need to agree and implement a formalised process for monitoring and evaluating planning and learning experiences in all classes, the school leaders do not have robust first hand evidence of monitoring and evaluating learning and teaching throughout the school. The leadership team have guided the classroom assistants, through training and support, to participate effectively in the pupils' learning activities.

The quality of learning and teaching remains an area for improvement. Overall, the effectiveness of planning for learning is inconsistent and lacks coherence throughout the school. In the post-primary department, the pupils' timetables need considerable revision to provide an appropriate balance of relevant subjects throughout the day and week. In most examples observed, the planning does not support the learning needs of the post-primary pupils. While there are examples of sufficiently detailed planning and learning experiences to meet the individual needs of the pupils, it is not consistently evident across all of the classes. In the primary department there is considerable improvement in assessment and planning for learning which has a positive impact on the learning experiences of the pupils. There is clear differentiation to meet the individual needs of the pupils and a broad range of learning experiences with a good pace to the associated activities.

The standards and achievements remain an area for improvement. Overall, there is insufficient evidence at present to demonstrate progression in learning. Baseline assessments have been completed for almost all of the pupils and the resulting information has been used well in the individual education plans for the primary aged pupils, however the targets in the post-primary pupils' individual education plans are not reflected in lesson planning, and are too general to demonstrate progress and to evaluate achievement, or to inform further planning for learning.

Overall Effectiveness

Fleming Fulton School needs to address important areas for improvement. The follow-up inspection has identified the following areas for improvement:

- review and embed further the planning for learning to meet the individual needs of all the pupils; and
- develop further the monitoring and evaluation of the learning experiences and outcomes of the pupils.

Further action will be considered by the Department of Education.

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