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*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

**Forge Integrated Primary School
Belfast**

November 2009

FOLLOW UP TO THE INSPECTION OF FORGE INTEGRATED PRIMARY SCHOOL, BELFAST, BT7 3HE (105-6535)

The focused inspection in March 2008 highlighted strengths in the school's ethos; the effective communication and links with parents, governors and the local playgroup; the children's motivation and positive attitudes to learning and the good standards in mathematics achieved in key stage (KS) 1; the quality of the teaching observed; and the good start made to developing a culture of self-evaluation.

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

- the need to develop further the roles and responsibilities of the various post holders in monitoring and evaluating the work within their curricular areas; and
- the need to make more effective use of school performance data to inform learning and teaching, and raise further the standards of attainment.

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

- the increase in the enrolment which led to the appointment of two additional teachers;
- the appointment of a part-time special educational needs teacher;
- the purchase of additional information and communication technology resources and provision of training in the use of inter-active whiteboards;
- the use of support from the Belfast Education and Library Board's Curriculum, Advisory and Support Service, C2K and the Council for Curriculum, Examinations and Assessment; and
- the teachers' visits to a number of other primary schools in relation to the use of data.

The Education and Training Inspectorate carried out two interim follow-up inspection visits and a follow-up inspection on 23 November 2009.

The action plan produced by the school in response to the inspection findings was of a very 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.

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

- the effective development of curricular roles and responsibilities, to include more robust and agreed systems for the monitoring and evaluation of learning and teaching;
- the very good use of data to set targets, track progress in the children's learning and identify whole-school areas for development;

- the improving trend in the standards achieved by the children by the end of KS 2 in English and mathematics;
- the development of a greater understanding of children's levels of attainment across the school, and the process of moderation, through the creation of a portfolio of the children's work; and
- the further embedding of a culture of self-evaluation, underpinned by a strong collegiate approach to whole-school improvement.

CONCLUSION

In the areas inspected, the quality of education provided by this school is now very good. The school is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.

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