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Education and Training Inspectorate

Report of a Follow-up Inspection

**Foyle View Special School
Londonderry**

October 2008

FOLLOW-UP TO THE FOCUSED INSPECTION OF FOYLE VIEW SPECIAL SCHOOL, LONDONDERRY, BT48 7RB (231-6525)

The focused inspection in Foyle View Special School, Londonderry in November 2004 highlighted strengths in, for example, the good leadership provided by the Principal, the good quality of the majority of the teaching, the strong and effective team-work of the staff and the exemplary work in transition planning and careers education.

The inspection identified the following key areas for improvement:

- the need to focus more effectively on the planning and learning outcomes to ensure greater consistency in the standard of teaching across all classes; and
- the need to establish an effective system to monitor and evaluate the quality of the school's work and to disseminate best practice across the school.

In the interval since the inspection, there have been significant changes in the school, which include:

- changes in staffing, including the employment of exchange teachers and students;
- the phased implementation of the Revised Northern Ireland Curriculum; and
- the significant opportunities for staff development at all levels.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 24 October 2008. The school has had a number of other changes of circumstances leading to a delay in this follow-up inspection.

The following strengths were noted:

- the very good strategic leadership of the Principal, supported by the Vice-principals;
- the whole-school commitment to staff development, with notable, high quality in-house professional training;
- the very good teaching observed and the good progress made in effective whole-school planning through the development of individual education plans and the topic web approach to planning;
- the very effective monitoring and evaluation of the quality of the teaching and learning across the school and the strong sense of collegiality and sharing of good practice;
- the excellent use of information and communication technology to record achievements and share practice; and

- the particular progress in the area of challenging behaviour with resources and facilities well matched to the needs of the pupils.

Since the inspection, the school evaluated the progress made in the areas for improvement identified in the original inspection.

The promotion of a self-evaluative culture throughout the follow-up inspection period contributed significantly to the improvement made, and helped the school identify appropriately its priorities for future development. The inspection confirms that, through effective self-evaluation, the school demonstrated clear evidence of improvement. Accordingly, the Inspectorate recommends that the processes for self-evaluation now in place are maintained.

Very good progress had been made in the areas for improvement identified during the original inspection. The educational and pastoral needs of the pupils are well met. The parents and broader community can have confidence in the effectiveness of the school's response to the findings of the inspection and its capacity for sustained self-improvement.

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