



*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**

**Harryville Primary School  
Ballymena**

**November 2009**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF HARRYVILLE PRIMARY SCHOOL, BALLYMENA, CO ANTRIM, BT42 4BY (301-0781)**

The focused inspection of Harryville Primary School, Ballymena in October 2007 highlighted strengths in the quality of the teaching, the good start made in the use of interactive whiteboards to teach early reading skills, and the opportunities for the parents to enable them to support their children's learning. The inspection identified the need for improvement in the following key areas:

- to review, update and communicate the policy documents and guidance materials for pastoral care and child protection in line with the relevant Department of Education (DE) Circulars;
- to develop a more strategic approach to planning for learning and teaching to improve the standards the children achieve; and
- to develop a shared policy which guides and directs the work in language and literacy across the curriculum.

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

- the enrolment in the primary school has decreased and currently stands at 77 children;
- one permanent and one temporary teacher have been appointed;
- the staff have been involved in whole-school staff development in relation to behaviour management; and
- two of the classroom assistants have received training in the Reading Partnership programme and are supporting individual children at key stage (KS) 1 and KS2.

The Education and Training Inspectorate (Inspectorate) carried out four interim follow-up visits and a follow-up inspection on 30 November 2009.

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

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

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

- the school now has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department;
- a positive behavioural policy is being developed, based appropriately upon consultation with the children and the parents;
- teachers are reviewing the medium and short-term planning for literacy; and

- a start has been made to develop the long-term planning for literacy which takes appropriate cognisance of the Northern Ireland Curriculum.

The following areas for improvement remain:

- to continue to review, update and communicate the policy documents and guidance materials for pastoral care in line with the relevant DE Circulars; and
- to develop further a strategic approach to planning which focuses specifically on the learning in order to improve the children's literacy standards which, at the end of KS2, remain well below the Northern Ireland average and the average for similar schools in the same free school meals category<sup>1</sup>.

## CONCLUSION

In most of the areas inspected the quality of education provided by this school remains satisfactory; the strengths outweigh areas for improvement in the provision.

The school has demonstrated some evidence of improvement but significant areas for improvement in standards and leadership and management remain to be addressed if the needs of all the children are to be met effectively.

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

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

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<sup>1</sup> the key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.