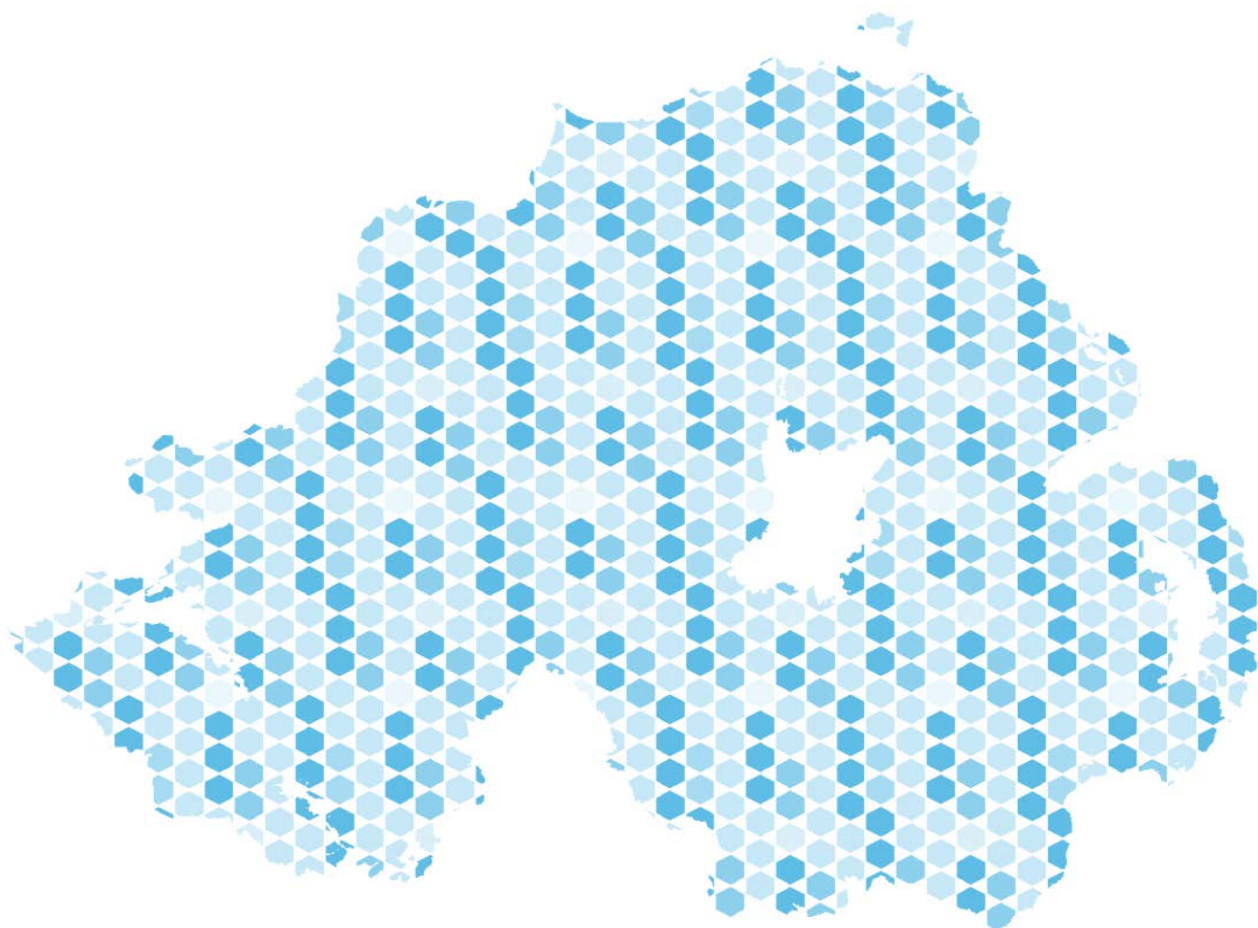


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Lack Primary School,  
Enniskillen, County Fermanagh

Controlled, co-educational

Report of a Follow-up Inspection  
in January 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



## **FOLLOW-UP TO THE INSPECTION OF LACK PRIMARY SCHOOL, ENNISKILLEN, COUNTY FERMANAGH, BT93 0BU (201-6184)**

The Education and Training Inspectorate (ETI) carried out an inspection of Lack Primary School in February 2015<sup>1</sup> which concluded that the school needed to address important areas for improvement in the interest of all the learners<sup>2</sup>.

The areas for improvement were:

- the need for co-ordinators to analyse more rigorously the available performance data to inform the school development plan, to track the children's progress more effectively and to ensure all the children are achieving in line with their ability;
- the need for leadership and management to develop a more systematic approach for self-evaluation and planning for improvement in which targets are more sharply focused on improving standards and ensure that all lessons provide the appropriate breadth of learning and challenge; and
- the need to develop further the provision for play-based learning in the reception class.

The school's action plans were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings. The school has a current enrolment of 62 children; thirty-four percent of the children are entitled to free school meals.

The ETI carried out a follow-up safeguarding visit on 12 June 2015, two interim inspection visits on 11 November 2015 and 13 May 2016 and a follow-up inspection on 30 January 2017.

In the interval since the initial inspection, the actions and changes which affect the work of the school include:

- the establishment of the sub-committee of the board of governors to oversee the improvement process;
- the purchase of a range of indoor and outdoor play resources;
- the review of a wide range of pastoral and curricular policies;
- staff development across a wide range of educational and pastoral aspects of education;
- the very good support received from the Education Authority (EA); and
- the provision by the EA of a secure fence to the boundary of the playground.

---

<sup>1</sup>[Primary Inspection - Lack Primary School, Enniskillen, Co Fermanagh | Education Training Inspectorate](#)

<sup>2</sup> From September 2015, the overall effectiveness of a school previously evaluated as satisfactory has been reported as the school having important areas for improvement.

## Key findings

- The quality and effectiveness of strategic leadership, management and action to promote improvement is now very good. The co-ordinators' roles and responsibilities are now clearly defined. The effective systems and procedures to monitor and evaluate the impact of identified priorities include the rigorous analysis of the available performance data to prioritise actions for improvement within the curriculum, and identify the individual needs of the children and track their progress. The board of governors and the curriculum sub-committee provide effective dual roles in supporting and challenging the improvement process and, in particular, the impact on the children's standards of the work of the curriculum leaders. They have managed very well the financial needs of the school. Links with parents have been also been developed further.
- The quality of learning and teaching is now good. The teachers' planning guides effectively the work within the composite classes and is reviewed regularly to track the children's progress and inform future learning. The introduction of thematic learning has contributed to greater depth of learning across the curriculum; this development should now be embedded to create further opportunities for extended writing. The learning and teaching in the composite classes is better differentiated according to the children's ability. However, there remains a need to provide better challenge for the more able to raise further the standards achieved by the children. The provision for play within the reception and foundation stage class is now good.
- The outcomes for the learners are now good. The children apply their early literacy and mathematical skills in a range of play activities and discuss their learning during the plenary sessions. The standard of writing throughout the school is good and the standard of handwriting and presentation has improved. The children develop thinking skills and personal capabilities through the regular use of thinking time and paired and group work; these strategies should be embedded further to extend the children's problem solving and decision-making skills.
- It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school in relation to the school's provision and budget in order to address the current and future needs of the children and the staff.

## Conclusion

Lack Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in:

- raising further the standards attained in literacy and numeracy by the more able children.

© CROWN COPYRIGHT 2017

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)