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## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

### **Lisburn Central Primary School**

**November 2008**

## **FOLLOW-UP TO THE INSPECTION OF LISBURN CENTRAL PRIMARY SCHOOL, LISBURN, CO ANTRIM, BT28 1JJ (401-0807)**

The focused inspection in October 2006 highlighted strengths in the excellent quality of the work of the Special Educational Needs Co-ordinator (SENCO); very good or excellent quality of teaching seen in the majority of lessons; very good working relationships; caring, orderly ethos and friendly polite children; extra-curricular activities including those in sport and music; good quality displays celebrating the children's work, including their work in art and design, English and mathematics; hard-working and conscientious staff; leadership of the Principal who is committed to the school, very supportive of his staff, and has succeeded in developing a strong sense of team-work; sound start made to develop arrangements for self-evaluation; many strengths in the arrangements for pastoral care; the recent introduction of a systematic approach to the teaching of reading; children often using a broad range of extended writing styles to a very good standard; and well-presented children's work which is marked regularly, often with supportive comments.

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

- have a sharper focus on the standards expected and achieved in years 1 to 3: in a significant minority of the infant lessons seen, the standards achieved could be higher than they are presently; and
- make more effective use of performance data and first-hand evidence already gained from monitoring to review and inform further improvements in learning and teaching.

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

- The staff have reviewed the planning format to include appropriately the learning intentions.
- The timetable of the SENCO has been revised to facilitate greater time for consultation between the SENCO and the teachers to monitor and evaluate the effectiveness of the children's education plans.
- The development of the monitoring and evaluating strategies used by the Vice-Principal and co-ordinators which include classroom observation of practice and learning.
- The acquisition of additional resources for play-based learning activities.
- The development and the use of standardised performance data to baseline, monitor and analyse the children's achievements in English and mathematics.

The Education and Training Inspectorate carried out a monitoring visit and a follow-up inspection on 13 November 2008. The school's development plan has been adjusted in light of the inspection findings.

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

- The systematic and effective analysis of the performance data to inform the teachers' planning for improvement in the children's attainments.
- The effective sharing of the learning intentions with the children which contribute to their independent learning and allows the teachers and the children to reflect on their work.
- The development of planning and practice in years 1 to 3 which incorporates the skills-based curriculum through play-based and activity-based learning.
- The more consistent organisation of lessons to involve the children more, to promote collaborative learning and to allow more opportunities for extended oral work.
- The good and very good quality of the lessons, evaluated during the follow-up inspection, which promote successfully the children's opportunities for learning through collaborative and investigative activities across the areas of learning.

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 has been made in the areas of improvement identified during the original inspection. 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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