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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**



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## **Education and Training Inspectorate**

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

**Sandelford Special School**  
**Coleraine**

**January 2007**

**SCHOOL SUPPORT PROGRAMME (SSP) FOLLOW-UP INSPECTION OF SANDEFORD SPECIAL SCHOOL, COLERAINE, CO LONDONDERRY, BT52 1JL (331-6512)**

The SSP follow-up inspection in January 2006 highlighted strengths in the collegial approach by staff, the greater awareness among the teachers of the need to review their work and the start made by the management team to monitor the quality of teaching and learning.

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

- the need to sustain the current momentum of review and development and to develop further a culture of self-evaluation within the school;
- the continued development of the teachers' planning and assessment to ensure that the learning activities and subsequent education plans are matched closely to the children's needs and developing strengths;
- the development of a shared understanding of, and programme for, purposeful play across the pre-school and key stage (KS) 1 classes;
- the continued dissemination of the many examples of good practice; and
- the development of an agreed policy and approach to post-primary transition.

In the interval since the follow-up inspection, the school appointed two year leaders with effect from November 2006.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 18-19 January 2007.

The school has made satisfactory progress and the following are the most important improvements which have taken place since the last follow-up inspection:

- the continuing commitment of the staff to school improvement;
- the developing management structure and the effective work done in monitoring and evaluating the planning, teaching and learning;
- the very good quality of the majority of the teaching;
- the opportunities for the pupils to develop increased independence in their learning;
- the good progress on an agreed approach to the transition programme for the older pupils; and
- the implementation of a whole-school approach to positive behaviour.

The areas for further improvement include the need to continue to develop:

- the process of monitoring and evaluating the quality of the learning and teaching through a more rigorous and structured process; and
- a shared understanding of, and programme for, purposeful play across the pre-school and KS1 classes.

The Inspectorate will continue to monitor the work of the school to ensure that the improvements which are needed are implemented.

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