



*The Education and Training Inspectorate -
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Education and Training Inspectorate

Report of a Follow-up Inspection

**St Clare's Primary School
Belfast**

June 2009

FOLLOW-UP TO THE FOCUSED INSPECTION OF ST CLARE'S PRIMARY SCHOOL, BELFAST, BT13 2SE (103-6630)

The focused inspection in May 2007 highlighted strengths in, for example, the good quality of the provision for pastoral care, the overall good quality of the teaching, the quality of the provision for the children who have special educational needs, and the quality of the leadership of the Principal and her commitment and dedication to the future development of the school. The inspection identified the need to:

- disseminate the good practice which exists in the school in order to improve the quality of the learning and teaching;
- develop further the curricular leadership role of the co-ordinators in order to monitor and evaluate more effectively and systematically the quality of the provision across the school; and
- continue the good start made in developing literacy across the curriculum, with a specific emphasis on improving the standards achieved by all the children.

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

- the school accessed support from the Belfast Education and Library Board Curriculum Advisory and Support Service (CASS); and
- curriculum teams were established.

The Education and Training Inspectorate (Inspectorate) carried out two monitoring visits, in May 2008 and March 2009, and a follow-up inspection on 3 June 2009.

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

The school's development plan (SDP) had been adjusted in light of the inspection findings. In order to comply fully with the statutory requirements as set out by the Department of Education, the school has identified the need to have a written summary of challenges and opportunities facing the school included in the revised SDP.

Very good progress has been made in the areas for improvement identified during the original inspection.

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

- the innovative ways, for example, through the use of video clips, which the staff have embraced in order to further develop the quality of the learning and teaching across all classes and curriculum areas;
- the collegial approach to curriculum development through the establishment and work of curriculum teams;

- the effective and strategic development of the co-ordinators' monitoring and evaluating role; and
- the comprehensive action planning for literacy, which includes the effective use of performance data.

Since the inspection, the school evaluated rigorously 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.

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 pupils, and has demonstrated its capacity for sustained self-improvement.

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