



*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**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

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

**St Colman's Primary School  
Dromore**

**Inspected: November 2008**

## **FOLLOW UP TO THE INSPECTION OF ST COLMAN'S PRIMARY SCHOOL, DROMORE, BT24 1BD (503-6000)**

The focused inspection in mathematics, information and communication technology (ICT) and the school's arrangements for pastoral care in 2005 highlighted strengths in the strong family ethos, the exemplary standards of behaviour, the courteous, welcoming and friendly children and the attractive and well-maintained environment for learning. Other strengths included, the satisfactory to good standard of much of the teaching, the sound standards achieved in the work of many of the children in mathematics, the effective links with parents through the Parent Teacher Association, and the commitment of the staff to the progressive development of the school.

The findings of the follow-up inspection confirm that these areas continue to be significant strengths.

The areas for improvement included the need to:

- implement fully the guidelines outlined in Department of Education (DE) Circular 1999/10, 'Pastoral Care in Schools: Child Protection' and in Circular 2003/13, 'Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order';
- develop more effective curriculum and strategic management linked to staff development and school development planning;
- put in place effective strategies for monitoring and evaluating learning and teaching, including the use of ICT in supporting these; and
- make more effective use of the analysis of quantitative data in developing and reviewing policies and strategies which influence learning and teaching.

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

- one permanent member of staff left the school and a new teacher has been appointed;
- the enrolment has continued to fluctuate between 79 and 90 pupils;
- ten children, for whom English is a second language, have been enrolled in the school; and
- the school has received good support from the Southern Education and Library Board's Curriculum and Advisory Services.

The Education and Training Inspectorate carried out two monitoring visits, and a follow-up inspection in November 2008.

The following are the most important improvements which have taken place since the focused inspection:

- the School Development Plan has been adjusted in light of the original inspection findings;
- comprehensive action plans have been created and implemented to guide and support developments in learning and teaching;

- the Child Protection and Pastoral Care policies and procedures have been amended to take full account of the guidelines outlined in DE Circular 1999/10, 'Pastoral Care in Schools: Child Protection' and in Circular 2003/13, 'Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order';
- the improvements in the quality of the mathematics provision in the school, particularly, the review of the mathematics programme, the on-going development in processes in mathematics, and the effective support from the special educational needs co-ordinator in implementing strategies to promote mental mathematics in the foundation stage;
- the Principal has begun to formally monitor and evaluate teaching and learning through regular classroom observations and the scrutiny of teachers' planning; and
- the teachers have begun to make more effective use of quantitative data to set broad targets for improvement.

Since the inspection, the school has evaluated the progress made in the areas for improvement identified in the original inspection. The Inspectorate recommends that the processes for self-evaluation are further developed to focus more strongly on self-evaluation as a means to bring about improvement.

Good progress has been made in most of the areas for improvement identified during the original inspection but there is a need for the school to extend the use of internal data in order to identify areas for whole school development and to provide a meaningful context for monitoring and evaluating learning and teaching.

The school's progress in the area for improvement will be followed up by the District Inspector.

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