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*The Education and Training Inspectorate -  
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*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**

**St Malachy's Primary School**  
**Kilclief**

**December 2006**

**FOLLOW-UP TO THE FOCUSED INSPECTION OF ST MALACHY'S PRIMARY SCHOOL, KILCLIEF, STRANGFORD, DOWNPATRICK, CO DOWN, BT30 7PA (403-1350)**

The focused inspection in April 2005 highlighted strengths in the ethos of the school, the very good working relationship between the staff and the children, the hard-working and committed teachers, and the effective support of the classroom assistants. The inspection identified the need for improvement in the following areas:

- to continue to focus on raising the standards in mathematics;
- to develop further the whole-school planning for information and communication technology (ICT); and
- to develop further the provision for structured play.

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

- the ICT co-ordinator undertook a self-evaluative review of the ICT provision;
- the teachers participated in professional development in ICT and activity-based learning;
- the roles and responsibilities of the ICT and structured play co-ordinators have been developed further; and
- the structured play co-ordinator provided professional development on play for classroom assistants.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 6 December 2006.

The school development plan has been adjusted and useful action plans have been developed in light of the inspection findings.

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

- good use is made of quantitative and qualitative information to set whole-school, class and individual children's targets in mathematics;
- criteria for quality learning and teaching in mathematics have been identified and added to the whole-school mathematics policy;
- there is good monitoring and evaluation of learning and teaching in mathematics;
- the standards in mathematics have improved;

- the staff have worked collaboratively to review the planning, lines of progression, recording and monitoring, and evaluation processes for ICT;
- the teacher's planning identifies clearly the expected learning outcomes, teaching methods and success criteria for ICT;
- the planning for activity-based learning has been reviewed, and shows clearly the learning to be promoted; and
- effective activity-based programmes are in place for children in years 1-5.

Since the inspection, the school evaluated the progress made in an area 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 for improvement identified during the original inspection. The areas for improvement identified are now characterised by consistently good provision.

The educational and pastoral needs of the learners are well met. The parents and broader community can have confidence in the effectiveness of the school's response to the findings of the focused inspection and its capacity for sustained self-improvement.

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