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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

**St Paul's Primary School
Slievemore, Derry**

February 2007

FOLLOW-UP TO THE FOCUSED INSPECTION OF ST PAUL'S PRIMARY SCHOOL, SLIEVEMORE, DERRY, BT48 8JZ (203-6227)

The focused inspection in May 2005 highlighted the following strengths:

- the hard-working, caring and committed Principal, Vice-principal, teachers, classroom assistants and other ancillary staff;
- the positive ethos of the school;
- the behaviour of the children and their positive attitudes to learning;
- the good quality of some of the lessons seen during the inspection;
- the quality of pastoral care provided;
- the very good provision for the children in the nursery unit; and
- the support of the parents and the Board of Governors.

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

- develop further effective strategies for evaluating the quality of learning and teaching and ensure that the children achieve the highest possible standards in their work;
- plan for greater differentiation in the learning activities to address the different needs and abilities of the children;
- disseminate the existing good practice across the school; and
- ensure more effective use of information and communication technology (ICT) to enhance and support learning and teaching in both key stages.

The Education and Training Inspectorate carried out a follow-up inspection on 7 February 2007.

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

- the school has put processes in place to analyse available data thoroughly and has set appropriately challenging targets for future achievement. Managers have developed systems to monitor and evaluate learning and teaching to ensure improvement. The school has identified areas to develop this aspect of its work further;
- teachers have identified intended learning outcomes more clearly in their planning and share these with children at the beginning of lessons and consolidate them in plenary sessions at the end; differentiated activities are planned in appropriate detail; this aspect of planning is monitored and evaluated termly;

- school managers recognise the considerable good practice which exists in the school and have made time available to allow a programme of targeted team-teaching and classroom observation;
- the school has availed of support from the Curriculum Advisory and Support Service of the Western Education and Library Board. Staff have been given opportunities to plan, observe, and teach collaboratively to promote confidence and competence in the use of ICT to support learning and teaching. The development of individual pupil skills is monitored by the ICT co-ordinator.

Very good progress has been made in the areas for improvement identified during the original inspection. The provision in the areas for improvement originally identified is now characterised by many good features.

In the areas inspected, the school has important strengths in most of its educational provision. There are minor areas for improvement which the school has the capacity to address.

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

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