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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**



Education and Training Inspectorate

Report of a Follow-up Inspection

**St Tierney's Primary School
Roslea**

June 2011

SECOND FOLLOW-UP TO THE SHORT INSPECTION OF ST TIERNEY'S PRIMARY SCHOOL, ROSLEA, CO FERMANAGH, BT92 7JS

The short inspection in April 2008 and the follow-up inspection (FUI) in December 2009 in the primary school highlighted strengths in the good standards of teaching and the children's achievements which were generally in line with their ability, the effective leadership of the Principal and the strong support of the school governors. The inspections identified the need for improvement in the following key areas:

- to develop further the leadership and management skills of the post holders in order to monitor, evaluate and influence collaborative whole-school improvement; particularly in relation to special educational needs;
- to develop further the self-evaluation processes and a culture of supportive teamwork in order to inform more fully the school development plan (SDP); and
- to set targets in the SDP for improvements in literacy and numeracy standards and ensure that the plan meets fully the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

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

- The governors have provided direction and challenge to the Principal and the staff in the review of the school development planning and improvement processes.
- Advice, guidance and support from the Council for Catholic Maintained Schools and the Curriculum Advisory and Support Service of the Western Education and Library Board have been provided to support school improvement.
- The Principal has attended training in the Regional Training Unit for Leadership and Management and has implemented new policies to guide learning and teaching, assessment and communications within the school.
- A new Vice-principal has been appointed and has led improvements in the literacy provision.
- New library books have been purchased to enhance the breadth and range of the children's reading experiences.
- The special needs provision is extended through greater involvement of the parents and the children in the review process.

The Education and Training Inspectorate (Inspectorate) carried out two monitoring visits and an FUI on 7 December 2009 and subsequently a further monitoring visit in September 2010 and a second FUI on 7 June 2011.

The action plan produced by the school in response to the inspection findings was of a good quality and was adjusted appropriately in light of feedback given by the Inspectorate during the monitoring visits.

The school's development plan has been adjusted in light of the inspection findings. The development plan meets the statutory requirements as set out by the Department of Education.

The following are the most important improvements since the short inspection.

- Leadership and management are now working more collaboratively to review, develop and improve the quality of learning and teaching in the school.
- The Principal, effectively supported by the governors, shows good leadership and management of school development planning including the implementation of policies and procedures to clarify staff roles and responsibilities including monitoring and evaluating.
- The new Vice-principal presents as a very good role model for curricular leadership and management and supports the Principal and the staff effectively.
- The majority of the children attain good standards in literacy and numeracy. For a minority the standards are satisfactory. The children with special educational needs continue to make good progress and for a small number the progress is such as to enable them to exit from special needs support.
- The special educational needs co-ordinator has developed a more effective team-working approach to developing the children's individual education plans.
- The children are better motivated to learn through the use of Information and Communication Technology and enjoy opportunities to engage in drama.
- The classroom assistant hours have been extended to support effectively the children with additional needs.
- The involvement with the parents is improved to include, for example, paired reading meetings and, in addition, their views are sought in the review of the pastoral care policies.
- An effective controlled access system to the school is now in place.

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 children; and has demonstrated its capacity for sustained self-improvement.

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