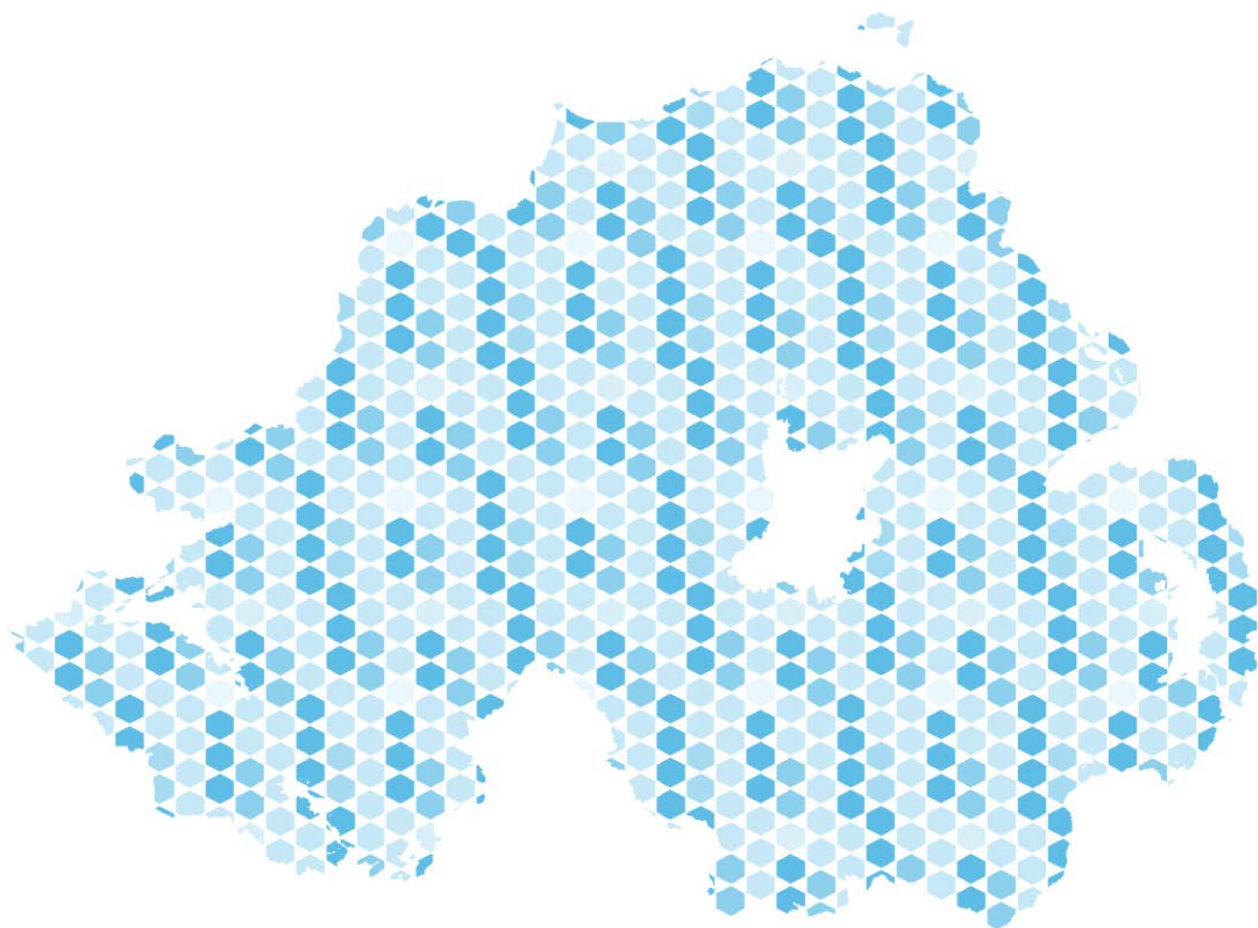


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Tempo Primary School, Tempo,  
County Fermanagh

Controlled, co-educational

Report of a Follow-up Inspection  
in October 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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CUSTOMER  
SERVICE  
EXCELLENCE



## **FOLLOW-UP TO THE INSPECTION OF TEMPO PRIMARY SCHOOL, TEMPO, COUNTY FERMANAGH BT94 3LU (201-6102)**

The Education and Training Inspectorate (ETI) carried out an inspection of Tempo Primary School in November 2015<sup>1</sup>, which concluded that the school needed to address urgently the significant areas for improvement identified in the interest of all the learners<sup>2</sup>:

- develop the leadership role of the co-ordinators particularly in relation to monitoring and evaluating within their areas of responsibility;
- improve the quality of planning, learning, teaching and assessment for mathematics across the school; and
- raise the standards achieved by the children.

As a consequence, the Department of Education entered the school into the Formal Intervention Process under the Every School a Good School<sup>3</sup> policy in February 2016.

The school's action plans were of a good quality and the school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in December 2016 and a follow-up inspection in October 2017.

In the interval since the initial inspection follow-up inspection, the following actions or changes which affect the work of the school have taken place:

- an assessment team, which includes the literacy, numeracy and special educational needs coordinators has been created;
- the governors have reviewed their roles and responsibilities and formed a sub-committee with responsibility for regular oversight of the middle management's work; and
- the school has received very good support from the Education Authority (EA).

### **Key findings**

- The outcomes for learners are now good. There has been a reduction in underachievement and an increase in the number of children attaining at a higher level. Clearly articulated and consistently shared learning intentions and expectations have developed the children's capacity to self-manage and enhance their independence and confidence. The children display an enjoyment of reading, justify clearly their choice of authors and welcome the opportunity to read to other audiences. The children now have greater flexibility in mathematical thinking, use a range of mathematical language and employ a variety of mental mathematics strategies to complete problems.

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<sup>1</sup> <https://www.eti.gov.uk/publications/primary-inspection-tempo-primary-school-tempo-county-fermanagh>

<sup>2</sup> From September 2015, the overall effectiveness of a school previously evaluated as inadequate has been reported as address urgently the significant areas for improvement.

<sup>3</sup> [Every school a good school - a policy for school improvement | Department of Education](#)

- The quality of provision is now good. A whole school review of the teachers' planning has ensured there is a consistent and progressive approach to the teaching of literacy and numeracy. Lessons link well the areas of the curriculum, use a range of stimulating resources and are well differentiated to meet the needs of the children within the composite classes.
- The quality and effectiveness of leadership, management and action to promote improvement are now good. The clear strategic leadership, supported by the effective governors, has improved learning and teaching within the school. There is now improved communication between the learning coordinators and governors and as a whole team they engage in rigorous monitoring and evaluation of the work of the school. The staff use data, lesson observations and scrutiny of children's work more robustly to monitor and evaluate the quality of the children's learning outcomes. This has been exemplified by the reduction in underachievement; almost all of the children are achieving as expected or above in literacy and most of the children are working within or above their expected level in numeracy.
- It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school in order to address the current and future needs of the children and the staff.

### **Overall effectiveness**

Tempo Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in:

- embedding further the self-evaluation processes leading to improvement in the school's prioritised areas.

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