

Education and Training Inspectorate

PRIMARY INSPECTION



Moira Primary School, Moira, County Down

Controlled, co-educational DE Ref No (401-6104)

Report of a Monitoring Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

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Department of Education
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Monitoring Inspection of Moira Primary School, Moira, County Down (401-6104)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Focus of the inspection

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for learners.

During the inspection, a line of inquiry was selected from the development plan priorities; the school was asked to demonstrate if and how the actions taken have led to improvement for the learners.

The line of inquiry focused on the school's actions to:

- promote improvement in the quality of the learning, teaching and outcomes in reading across the school.

Key findings

- There is a well-embedded, shared understanding of self-evaluation leading to improvement at all levels. The highly strategic, distributed management structure within the school facilitates the capacity building and continuing professional learning of all staff and has resulted in high quality learning, teaching and assessment from the nursery through to the end of key stage (KS) 2. The co-ordination of literacy is innovative and highly effective. The comprehensive action plans have been informed by a thorough process of consultation with all stakeholders and robust systems are in place to monitor and evaluate the impact of the actions to promote improvement on the quality of provision and on the children's outcomes in reading.
- During the inspection, all of the literacy lessons observed were good or better; most were outstanding. The lessons were well-resourced, stimulating and appropriately challenging and the teachers used effectively a range of creative and active approaches to develop further the children's reading skills in meaningful and holistic contexts. The revised, whole-school approach to planning in literacy, and reading in particular, is detailed, highly effective and guides well the learning, teaching and assessment in reading. A range of innovative initiatives and interventions, such as: Reading Partnerships; Reciprocal Reading; 'Barking Buddies'; and Peer Reading have been introduced to address underachievement and support reluctant readers and have impacted positively on outcomes in reading. The classroom assistants make valuable contributions to the learning and teaching throughout the school.
- The children throughout the school, from nursery to the end of KS 2, engage positively in their learning and respond well to the range of stimulating and engaging opportunities for reading across the curriculum prepared for them by their teachers. They enjoy reading and use appropriately, and with increasing confidence as they move through the school, a range of strategies to read

independently in a variety of contexts and for a range of purposes. The children transfer competently their well-developed reading skills to other areas of their work, and, as a result, the quality and presentation of their written work is also of a high standard. A group of year 7 children read with fluency, expression and comprehension. They spoke enthusiastically about their reading preferences, favourite authors and genres and talked positively about the wide range of reading experiences and resources available to them in the school.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect the guidance from the Department of Education. The year 6 children, with whom the inspectors met, reported that they feel safe in school and are aware of what to do if they have any concerns about their safety or welfare. The children know how to keep safe online, when at school or at home.

Conclusion

At the time of inspection, and for the line of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This will be reflected in future inspection arrangements.

Health and safety

1. There is a need for the Education Authority and the board of governors to review the access and parking arrangements in the school in the interest of the children's safety.

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