



*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

**Annsborough Primary School
Castlewellan**

March 2015

FOLLOW-UP TO THE INSPECTION OF ANNSBOROUGH INTEGRATED PRIMARY SCHOOL, CASTLEWELLAN, CO DOWN, BT31 9NN (405-3009)

The inspection in January 2013 highlighted strengths in: the welcoming, caring and supportive ethos; the children's positive disposition to their learning and the quality of the relationships at all levels; and the good standards attained by most of the children in English, mathematics and information and communication technology. The overall quality of the school was evaluated as satisfactory at the time of the original inspection.

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

- the leadership and management to develop a more systematic approach to self-evaluation and planning for improvement in which targets are more sharply focused on improving the quality of learning and teaching and more closely linked to measurable outcomes.
- the teachers to develop further the current systems for monitoring and evaluating, including the use of performance data, to track the children's progress and inform planning, in order to ensure that all of the children attain standards in line with their ability.

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

- There has been continued support from the South-Eastern Education and Library Board (SEELB) Curriculum Advisory Support Service (CASS) in literacy, numeracy and school development planning.
- The co-ordinators have observed practice within their respective areas of responsibility and established processes for monitoring and evaluating the quality of the provision in literacy and numeracy.
- The literacy co-ordinator is completing the Special Educational Needs: Understanding Difficulties in Literacy programme and the special educational needs co-ordinator has undertaken the Professional Qualification for Headship (PQH).
- The teachers have accessed training in the use of computer software to manage performance data (C2K assessment manager) and are using a wider range of performance data.
- The principal has met with other local principals to share good practice in monitoring and evaluation, and has attended an international conference on teaching and leadership.

The Education and Training Inspectorate (ETI) carried out two monitoring visits and a follow-up inspection on 2 March 2015.

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

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

- The school has established a more systematic and rigorous programme for self-evaluation leading to improvement, with more clearly focused targets and measurable outcomes.
- A wider range of quantitative performance data and qualitative information from all stakeholders informs effectively the action-planning process and helps the co-ordinators identify priorities for school development.
- The teachers analyse and use data to identify trends, adjust their planning and meet more effectively the needs of all of the children.
- There is a consistent focus in staff meetings and in staff development on improving further the quality of learning and teaching.
- All of the lessons observed in the follow-up inspection were good or very good.
- The school has reviewed and updated appropriately the individual education plans to include clear identification of each child's needs, the specific intervention strategies to meet those needs and a record of the child's progress against the targets.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This is the need to:

- continue to reduce underachievement among a minority of the children.

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