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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

**Bushmills Primary School
Co Antrim**

November 2014

FOLLOW-UP TO THE FOCUSED INSPECTION OF BUSHMILLS PRIMARY SCHOOL, CO ANTRIM, BT57 8QW (301-0873)

The Education and Training Inspectorate (ETI) carried out a focused inspection of Bushmills Primary School in May 2009 and found the overall effectiveness to be inadequate at that time. The school subsequently entered the formal intervention process.

A follow-up inspection took place on 4 February 2011 and the school made notable improvements, which included: advances in their self-evaluation processes, improved dissemination of effective practice, better use of performance data to inform targets for improvement, better-quality planning for mathematics and improved outcomes with regard to the quality of the children's work and their ability to achieve in line with, or above, the targets set for them. The follow-up inspection concluded that in the areas inspected, the quality of education provided by this school was satisfactory; the strengths outweighed areas for improvement in the provision. The school demonstrated evidence of improvement, but some areas for improvement in learning and teaching, and leadership and management remained to be addressed, if the needs of all the learners were to be met effectively. In particular, there was a need:

- to improve the consistency in the quality of the teaching, in which half of the lessons observed were satisfactory, just under one-fifth good and the remainder outstanding; and
- to build on the good progress being made in numeracy by extending this development work and effective leadership into other areas of the curriculum, particularly in literacy and in the early years provision.

The action plan produced by the organisation in response to the follow-up inspection findings was of a good quality. The school's development plan has been adjusted in light of the inspection findings and is of a very good quality and meets the statutory requirements as set out by the Department of Education (DE).

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

- the leadership of the school has changed with the appointment of a new principal in January 2014, as well as a new teacher;
- the school has received effective support from the North Eastern Education and Library Board (NEELB) Curriculum Advisory and Support Service (CASS) which diminished over the time of the follow-up process due to the teachers developing their capacity to take ownership of the improvements;
- the school has introduced and embedded a good range of appropriate whole-school literacy and numeracy initiatives, interventions and events;
- the newly appointed principal has raised the profile of providing additional support for children who have statements of special educational needs;
- the newly appointed principal has developed greater distributive leadership responsibility;

- the school has continued to use target monitoring documents, to evaluate and record progress in addressing the areas for improvement identified in the follow-up inspection;
- the school has embedded an effective process for monitoring the children's work further, including the review of the children's books and sharing good practice, has been embedded;
- the school has implemented marking for improvement practices, such as, improving the quality of written feedback for the children and medium-term planning has been reviewed and suitably updated;
- the school has updated the learning resources and physical learning environment for early years;
- the school has provided training for the classroom assistants to support early years provision; and
- the literacy and numeracy co-ordinators have worked with a very good primary provider to share good practice in relation to making best use of performance data to inform learning and teaching.

The Education and Training Inspectorate carried out two interim follow-up visits on 6 November 2012 and 24 May 2013 and carried out a follow-up inspection on Friday 21 November 2014.

The following are the most important improvements since the follow-up inspection:

- there is greater consistency in the quality of learning and teaching, where eighty percent of the lessons observed were good or better;
- effective assessment for learning practices, including providing the children with good feedback on their work, are consistent across the school;
- the school's internal assessment data shows that, over the past four years, most of the children achieve in line with or above their potential ability in both English and mathematics and there is good progression to the end of key stage 2;
- the teachers have all contributed to formalising and implementing the procedures for collecting and analysing performance data to identify low and under-achievement in literacy and numeracy and set targets for further improvement;
- the principal is raising the profile of her role in overseeing the work of the school through developing and embedding good monitoring and evaluation practices;
- the co-ordinators have developed well their capacity to monitor and evaluate the provision in their areas;
- the children, particularly in the early years, have better opportunities to take responsibility for aspects of their learning, self-manage and be creative;
- the teachers are making more explicit learning connections across the curriculum to develop better literacy and numeracy opportunities;

- the school has put in place effective approaches to promoting positive attitudes to learning and celebrating the children's successes; and
- the teaching staff have benefited from the extensive professional development, training and support provided by CASS since the original inspection, which has been very successful in helping the staff to build their capacity to provide well for the children.

CONCLUSION

In the areas inspected, the quality of education provided by this school is now good. The school is meeting effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

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