



*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

**Foley County Primary School
Armagh**

June 2013

FOLLOW-UP TO THE FOCUSED INSPECTION OF FOLEY COUNTY PRIMARY SCHOOL ARMAGH, BT60 2QS (501-0909)

The Education and Training Inspectorate (ETI) carried out a focused inspection of Foley Primary School in the week of 10 October 2011 and as a result the school entered the formal intervention process on 20 October 2011. The Department of Education (DE) indicated at that time that a follow-up inspection would take place and that, in the interim, follow-up visits would evaluate the progress being made in bringing about the necessary improvements¹.

The Education and Training Inspectorate (ETI) carried out an interim follow-up visit (IFUV) in November 2012, and a follow-up inspection on 4 and 5 June 2013.

In the interval since the original inspection, the school has received excellent support from the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB) in developing aspects of the school's provision for literacy, numeracy and leadership.

Since the original inspection there has been one change in the teaching staff.

The action plan produced by the school in response to the inspection findings was of a very good quality.

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

The Principal is now providing very good leadership supporting the staff pastorally and professionally since the inspection with an unwavering focus on improving the children's learning experiences and the standards that they attain. The Principal sets very high expectations for all aspects of the school's provision and has dealt effectively with sensitive staffing issues. All of the staff have contributed significantly to the improvement programme undertaken by the school in the interim period since the inspection and consequently they have developed their leadership skills significantly.

The school development planning process is based on a critical evaluation of key aspects of the school's provision and a robust analysis of performance data and the school development plan is now very good.

The co-ordinators are knowledgeable about their specialist areas and provide very effective guidance and curricular leadership to their colleagues.

The quality of the learning and teaching has improved since the original inspection and is now consistently very good. The learning and teaching observed in the sample of lessons visited during the follow-up inspection and interim visit demonstrated that the children attain very good standards in literacy and numeracy.

The teachers make very effective use of assessment data to identify and provide for the children who are under achieving, and those who are achieving at a low level.

The children are confident and articulate in discussing their work and make realistic evaluations of their learning. The standard of the children's written work across the school is very good. There is evidence that the literacy and numeracy booster group sessions are having a positive impact on the standards attained by the children.

¹ For further details, see the key strengths and areas for improvement reported originally in the Report of an Inspection of Foley Primary School in October 2011.

In 2012, all of the year 4 and year 7 children achieved the expected levels in English and in mathematics in statutory assessment; these outcomes are well above the average for Northern Ireland and for similar schools in the same free school meals category².

The governors work closely with the Principal and the staff and have played a significant role in bringing about improvement since the inspection. They have a clear understanding of their role and function, are well informed about leadership, standards, learning and teaching, and both support and challenge the Principal and staff on key aspects of the work of the school.

In the areas inspected, the quality of education provided by this school is 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.

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 provision and school budget, in order to address the current and future needs of the children and the staff.

² The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

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