



*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**

**St Mary's Primary School  
Brookeborough**

**June 2012**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF ST MARY'S PRIMARY SCHOOL, BROOKEBOROUGH, CO FERMANAGH, BT94 4LR (203-1876)**

The focused inspection in January 2011, in St Mary's Primary School highlighted the satisfactory pastoral and educational provision; the strengths in the exemplary behaviour of the children and their motivation to learn; the very good collaboration in shared education programmes, the quality of the teaching observed which ranged from good to outstanding; the literacy and numeracy standards and provision for most of the children in foundation and key stage (KS) 1; the very good support and care provided by the classroom assistants; and the commitment of the Principal and the teaching staff to the development of the school.

The inspections identified the need for improvement including the need to:

- develop a collaborative approach to whole-school self-evaluation and action-planning for improvement;
- raise the standards and improve the provision for literacy and numeracy, particularly for those children with special needs; and
- develop further the pastoral and curricular leadership and management including the review of staff roles and responsibilities to meet the changing needs of the school.

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

- the governors have exercised challenge and support to the Principal and the staff in the review of the school development planning, sustainability, budget and staffing reviews, and the curricular improvement processes;
- the staff curricular roles and responsibilities are defined more clearly to reflect the necessary teamwork to improve literacy and numeracy in the school; and
- the special educational needs co-ordinator (SENCO) has attended training and developed an effective partnership with a SENCO from another school and led the development of the Special Needs provision.

The Education and Training Inspectorate (ETI) carried out two monitoring visits in May 2011 and October 2011 and a FUI on 13 June 2012.

The action plan produced by the school 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 school's development plan has been adjusted in light of the inspection findings. The development plan meets the statutory requirements as set out by the Department of Education.

The following are the most important improvements since the inspection:

- the Principal has followed an improvement cycle of review and target-setting to raise standards and developed further his management of the school development planning process involving all of the staff;

- leadership and management skills are more effectively developed at co-ordinator level and the staff are now working more collaboratively to review, develop and improve the quality of learning and teaching in the school;
- the SENCO has developed a more effective team approach to developing the children's individual education plans and keeping the parents informed of the children's progress; and
- the standards in literacy and numeracy are showing an improving trend and most of the children by the end of KS2 are attaining standards in literacy and numeracy in line with their expected levels of ability.

It will be important that the employing authority, school 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.

In the areas inspected, the quality of education provided by this school is now good. The school has important strengths in most of its educational and pastoral provision. The follow-up inspection has identified some aspects of the areas for improvement, still to be addressed but equally the school has demonstrated the capacity to address these.

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