



*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

**Tullygally Primary School
Lurgan**

March 2015

FOLLOW-UP TO THE INSPECTION OF TULLYGALLY PRIMARY SCHOOL, LURGAN, CO ARMAGH, BT65 5AA (501-1190)

The inspection of Tullygally Primary School in February 2011 highlighted the following strengths: the friendly, courteous children, the well-ordered learning environment, the very good provision in the nursery unit and the standards achieved by the pre-school children, and the development of the children's personal and social skills through a wide range of strategies and programmes.

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

- to provide effective leadership, including the rigorous monitoring and evaluation of the quality of learning and teaching, to inform the school's development planning process and to bring about better educational outcomes for the children;
- for the teachers to develop a shared understanding of what constitutes effective learning and teaching at all levels, and to raise their expectations of what the children can achieve; and
- to improve the inadequate standards achieved by the children in literacy and numeracy.

The inspection conclusion in February 2011 was that:

'In the areas inspected, the quality of education provided by the school is inadequate; the areas for improvement significantly outweigh the strengths in the provision. The inspection has identified major areas for improvement in achievements and standards, learning and teaching, leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all the learners.'

The school entered formal intervention procedures. The Education and Training Inspectorate carried out two follow-up inspections, in May 2012, where, in the areas inspected, the quality of education provided by the school remained inadequate, and in June 2013, where, in the areas inspected, the quality of education provided by the school was satisfactory. Two interim follow-up visits were carried out in January 2014 and September 2014.

In the interval since the inspection, there have been a number of things which have affected positively the work of the school.

- There have been significant changes of staff, including a new acting principal and two new teachers.
- The teachers have been making use of the children's assessments of learning, including the analysis of data, to inform future planning for teaching and learning.
- A system for observing and monitoring the learning and teaching by curriculum co-ordinators has been established.
- A range of interventions has been introduced to support children with additional learning needs.

- The school learning environment has been refurbished and additional learning resources have been obtained.
- There has been greater engagement of staff with parents in support of their children's learning.
- The board of governors and the staff have worked closely together and this has included the on-going monitoring by the governors of the quality of the school provision.
- There has been considerable development of the strategic leadership and management of the provision for those children requiring additional help with their learning.
- An extensive staff development programme has been implemented and supported by the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB) in a number of areas, including the role of the co-ordinator and the use of data to improve standards.

The important improvements which have been achieved since the original inspection, include:

- the more strategic leadership within the school, guided by an effective school development planning process and associated action plans;
- the strategic and rigorous system for monitoring and evaluating the quality of learning and teaching, which informs well future classroom planning and target setting;
- the establishment of an effective system of collation and analysis of assessment data to inform appropriately the learning and teaching;
- the improved working relationships, team-work, communication and sharing of good practice amongst all of the staff;
- the positive impact on the children's learning of the wide range of professional development undertaken by the staff, with support from the SELB CASS;
- the effective learning and teaching throughout the school;
- the broad range of effective interventions for those children who require additional support with their learning, leading to improved learning and social outcomes;
- the improved opportunities for the involvement of parents in the support of their children's learning and in the life of the school; and
- the improved quality of the children's work and the standards they attain. The school's internal data shows that in English and in mathematics, nearly all of the children, including those who require additional support with aspects of their learning, are achieving in line with or above expectation.

Conclusion

In the areas inspected, the quality of the education provided by this school is good. The school has important strengths in its educational and pastoral provision. It is important that the employing authority and board of governors continue to address the staffing arrangements as soon as practically possible, and that the school sustains the improvements made in the children's learning.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress.

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