



*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**

**June 2013**

## REPORT OF A FOLLOW-UP INSPECTION OF TULLYGALLY PRIMARY SCHOOL, LURGAN, CO ARMAGH, BT65 5AA (501-1190)

The Education and Training Inspectorate (ETI) carried out a focused inspection of Tullygally Primary School in February 2011 and as a result the school entered the formal intervention process. The Department of Education indicated at that time that a follow-up inspection (FUI) would take place and that, in the interim, follow-up visits (IFUV) would evaluate the progress being made in bringing about the necessary improvements.<sup>1</sup> A first FUI took place in May 2012 when the quality of the provision remained inadequate.

The ETI carried out an IFUV on 25 February 2013 and conducted a second FUI on 10 and 11 June 2013.

The arrangements for the follow-up inspection included: a meeting with the chairperson and vice-chairperson of the Board of Governors; a meeting with the support officers from the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB); and the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the questionnaire returns is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	135	32	24	15
Teachers	6	*	33	*
Support Staff	9	7	78	*

\* fewer than 5

The responses from the questionnaires were almost entirely positive; the ETI reported to the acting-Principal, the chairperson and the vice-chairperson the areas of concern emerging from the questionnaires.

In the interval since the first FUI, the school received extensive support from the CASS of the SELB in developing the action plans to address the key findings of the inspection report from the first FUI. The acting-Principal, chairperson and vice-chairperson reported that they were satisfied with the intensive level of support provided. The action plans produced by the school were of good quality and the school's development plan has been adjusted in light of the inspection findings of the first FUI.

At the time of the second FUI, there was an acting-Principal and two temporary teachers employed owing to the long-term absence of the Principal and another member of staff. Consequently, for this contextual reason, it has not been possible to evaluate the overall quality of the provision provided by all of the permanent members of staff nor the strategic leadership and management of the Principal. These key areas for improvement from the first FUI remain to be addressed and their outcome evaluated.

The following are the most important changes that have taken place since the first FUI:

- the class timetables have been reviewed to prioritise the allocation of appropriate time for learning and teaching in literacy and numeracy;

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<sup>1</sup> For further details, see the key strengths and areas for improvement reported originally in the Report of an Inspection of Tullygally Primary School in February 2011.

- the acting-Principal has conducted class observations and given feedback to all staff, including the review of the support provided by classroom assistants;
- the acting-Principal and members of the teaching staff have created literacy and numeracy teams to evaluate the provision for learning and identify strategies to address the areas for improvement identified;
- the staff report an improvement in the strategic leadership and management of the school by the acting-Principal including a clear focus on developing a consistent approach to quality learning and teaching; and
- there has been extensive staff development focused on developing effective learning and teaching strategies in literacy and numeracy.

The following are the most important improvements since the first FUI:

- the quality of the provision in the foundation stage and the standards attained by the children which are now very good;
- the better standards attained by the children in their reading, writing and mathematics by the end of key stage 2;
- the quality of the provision in literacy and numeracy which is improving through the teachers' better planning for the progression in the children's learning and the more unified whole-school approach to improvement; and
- the more effective evaluations of the children's learning by the literacy and numeracy teams to identify and implement strategies to raise the standards attained by the children.

In 2012, approximately 67% of the year 7 children achieved the expected level of attainment in English and mathematics in statutory assessment. The children's attainments are in line with the average for schools in the same free school meals category<sup>2</sup>; they are, however, significantly below the Northern Ireland (NI) average. The school uses its internal performance data to identify those children who are underachieving; it will be important that this analysis of data is now used to inform more effectively the teachers' planning. From an analysis of the children's work in their books and in discussion with the children, the overall standards in literacy and mathematics by the end of key stage 2 are now satisfactory.

During the second FUI, the quality of the teaching in the lessons observed ranged from inadequate to very good; one-half of the teaching observed was very good and in the majority it was good or better. In the more effective practice, the teachers plan their teaching with high expectations of the intended learning for the children, including a wide range of learning strategies to develop the children's independence. They use precise learning intentions well and work with the children to establish success criteria to guide their learning. They use effective questioning to extend the children's thinking and to consolidate their understanding. In the less effective practice, the children are not clear about the intended learning and as a result they do not engage fully in the learning process.

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<sup>2</sup> 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.

At the time of the second FUI with temporary staffing arrangements in place, in most of the areas inspected, the quality of education provided by the school is now satisfactory; the strengths outweigh areas for improvement in the provision. The second follow-up inspection has identified areas for improvement in standards, learning and teaching and leadership and management which still need to be addressed if the needs of all the children are to be met more effectively.

The areas for improvement are:

- for the teachers to sustain the improvement in the quality of the learning and teaching through the better evaluation of the children's learning to inform their future planning;
- for the school to embed and develop further the strategic leadership and management of the provision for those children who require additional support with their learning; and
- for the employing authority and governors, as a matter of urgency, to monitor closely the staffing arrangements to ensure that the improvements highlighted in this report are sustained.

The ETI will carry out a further follow-up inspection within 12-18 months and a report will be published.

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