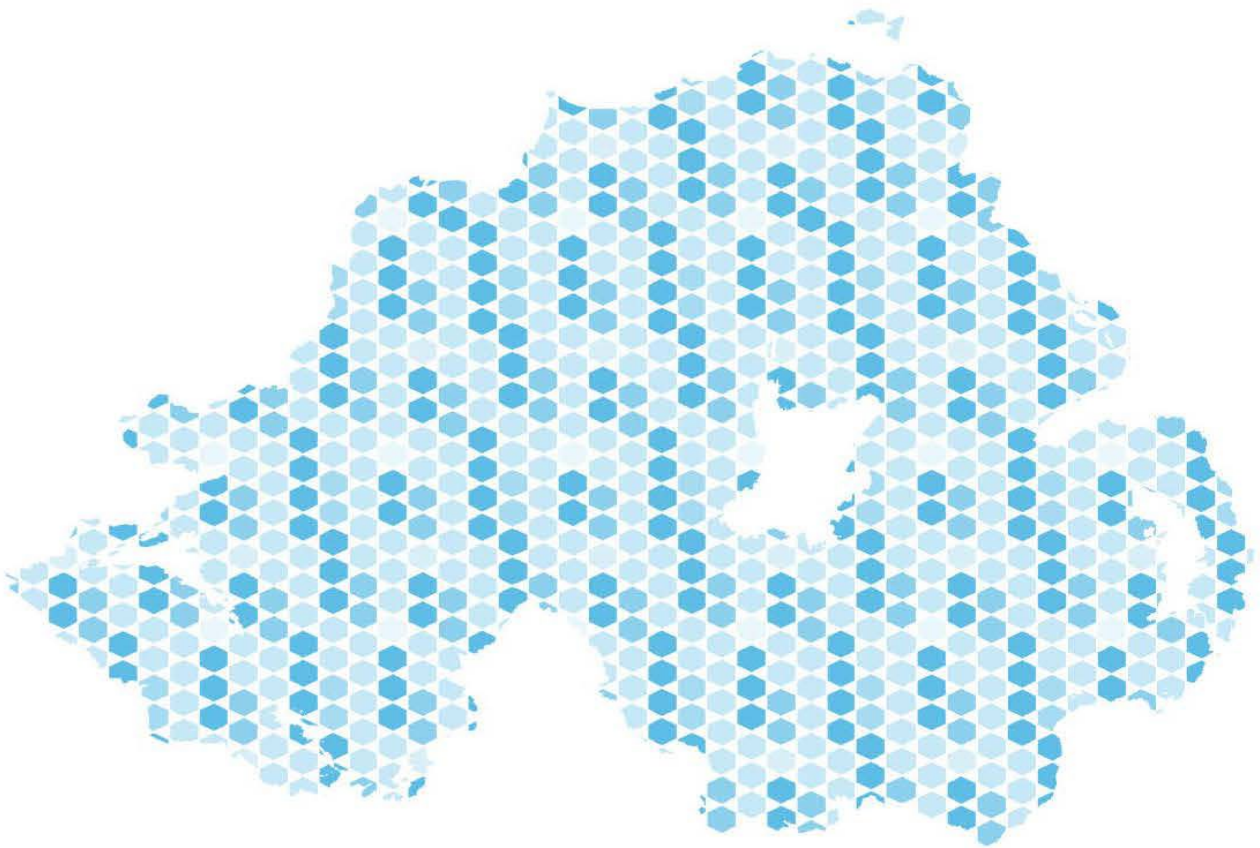


Education and Training Inspectorate

PRIMARY INSPECTION



Ballymacward Primary School, Lisburn, County Antrim

Maintained, co-educational DE Ref No (403-0573)

Report of a Follow-up Inspection in March 2019

FOLLOW-UP TO THE INSPECTION OF BALLYMACWARD PRIMARY SCHOOL, LISBURN, COUNTY ANTRIM, BT28 3SU (403-0573)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Ballymacward Primary School in [December 2017](#) which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement were to:

- monitor carefully the provision in upper key stage (KS) 2, in order to ensure consistency in the quality of the children's learning experiences and outcomes throughout the school; and
- improve further the strategic leadership of the school.

As a consequence, the Department of Education made the decision that the school remained within the Formal Intervention Process under the [Every School a Good School](#) policy on 27 February 2018.

The school's action plans were of a good quality. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in September 2018 and a second follow-up inspection in March 2019.

In the interval since the first follow-up inspection, the school received initial, external support provided by the Education Authority. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, actions or changes which affect the work of the school include:

- a new principal has been appointed;
- the enrolment has increased by almost 20%;
- information and communication technology (ICT) and numeracy co-ordinators have been appointed;
- a new safeguarding team has been established;
- new support staff have been appointed;
- ICT is now used as a means of communication with all stakeholders and to share good practice and disseminate information at all levels;
- a new school website has been developed;
- a whole-school system has been established for monitoring and evaluating the quality of the provision and outcomes across the curriculum;

- the governors have developed further their challenge and support functions;
- all staff have availed of a range of capacity building opportunities;
- the school has developed further its partnerships with a number of other schools; and
- the board of governors and senior leadership team received, and continue to receive, support from the Council for Catholic Maintained Schools (CCMS) in relation to aspects of leadership and management.

Key findings

- The quality of leadership and management at all levels is now good. All staff have roles of responsibility for key curricular areas and have developed an agreed approach to co-ordinating and effecting continuous improvement in their respective areas. There are now robust, whole-school systems in place to monitor the provision throughout the key stages and ensure consistency in the quality of teaching and in the outcomes and learning experiences of the children.
- During the follow-up inspection process, all of the lessons observed across the three key stages were good or very good; one-quarter was very good. The teachers use a range of effective strategies and resources to actively engage the children in their learning; and, pose skilful questions to consolidate and extend the children's knowledge and thinking. In the most effective practice, the learning for the most able children is appropriately challenging. Across the school, the classroom assistants make valuable contributions to the lessons and support the children well with their learning. There is a consistent approach to planning for learning which is: detailed; guides well the learning and teaching; and, makes meaningful connections across the curriculum. On a small number of occasions however, the short-term learning intentions and evaluations of learning are too vague.
- There is now a whole-school culture of transparency and openness to continuous professional learning and improvement. The governors, principal and all staff have a shared vision to improve further all aspects of the life and work of the school in order to continue to raise the outcomes and quality of the learning experiences for all children.
- 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 in order to address the current and future needs of the children and the staff.

Overall Effectiveness

Ballymacward Primary School demonstrates the capacity to identify and bring about improvement in the interest of all learners. The ETI will monitor how the school sustains improvement in:

- continuing to embed the processes of monitoring and evaluating in order to continue to effect improvements in learning and teaching.

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