



*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**

**Glengormley Integrated Primary School  
Newtownabbey**

**June 2011**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF GLENGORMLEY INTEGRATED PRIMARY SCHOOL, NEWTOWNABBEY, CO ANTRIM (305-0791)**

The focused inspection of Glengormley Integrated Primary School in March 2009 highlighted strengths in the quality of the teaching, the positive attitudes of the children, the support for the children identified as requiring additional help with their learning, the ethos of inclusion and diversity and the effective links with external agencies.

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

- the need to develop systematic processes for the collation and analysis of performance data to inform the teaching and learning; and
- the need to provide more effective curricular leadership and raise the standards of the children's attainment in literacy and numeracy.

In the interval since the inspection, the following actions which affect the work of the school have taken place:

- a new School Development Plan (SDP) has been created, in consultation with the staff and the parents;
- staff development and support for literacy and numeracy has been provided by the North-Eastern Education and Library Board's Curriculum Advisory and Support Service;
- the development of the school's integrated ethos has been assisted by the Northern Ireland Council for Integrated Education;
- changes have been made to staffing structures, including the appointment of two new teachers and an Acting Vice-principal;
- the roles and responsibilities of the co-ordinators have been developed and a greater focus has been placed on monitoring and evaluating the provision for literacy and numeracy; and
- more formalised opportunities have been provided for professional discussion, collaboration and the dissemination of good practice among the staff.

The school submitted appropriate action plans and a new SDP was created in light of the inspection findings.

The Education and Training Inspectorate carried out two interim follow-up visits and a follow-up inspection on 17 June 2011. The following are the most important improvements made since the focused inspection:

- a developing culture of self-evaluation now exists which has enabled a whole school approach to improvement;
- the roles and responsibilities of key co-ordinators have been clarified and they have begun to monitor and evaluate the planning and the quality of the children's experiences;

- a stronger focus has been placed on matching the work more closely to the abilities and individual needs of all of the children;
- a good start has been made to the collation and analysis of performance data and the resulting identification of target groups and intervention is beginning to demonstrate improvements in literacy; and
- the Principal and co-ordinators have adopted a collegial and collaborative approach to improvement and the overall strategic leadership of the school is now good.

## **CONCLUSION**

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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