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## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Hezlett Primary School  
Castlerock**

**January 2008**

## **FOLLOW-UP TO THE INSPECTION OF HEZLETT PRIMARY SCHOOL, CASTLEROCK, COLERAINE, CO LONDONDERRY, BT51 4TZ (301-2229)**

The short inspection in October 2005 highlighted strengths in the caring and supportive atmosphere which promotes well the children's confidence and self-esteem; the good working relationships at all levels; the well-behaved and responsive children; the support of the parents and the governors; the dedicated teachers and the collegial approach to curriculum and staff development; the quality of teaching which ranges from good in most cases, to excellent in a minority of instances; the many examples of effective questioning strategies to develop the children's thinking skills; the good use of appropriate resources to support the children's learning; the effective implementation of the Northern Ireland Numeracy Strategy which has resulted in improved standards in mathematics; the high quality of the Principal's leadership, ably supported by the Vice-principal; and the good start made by the school's management team to the process of monitoring and evaluating learning and teaching, promoting to good effect a culture of self-evaluation leading to improvement.

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

- to embed further the use of information and communication technology (ICT) to support and extend the children's learning; and
- the application of a more rigorous and systematic analysis of collated performance data to evaluate further the effectiveness of learning and teaching.

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

- the appointment of an ICT co-ordinator to evaluate and improve the quality of the children's learning experiences;
- the installation of interactive whiteboards in eight classrooms which were funded generously by the Parents' and Teachers' Association;
- the appropriate advice, guidance and support provided by the North-Eastern Education and Library Board's Curriculum Advisory and Support Service (CASS) aligned with the school's ICT co-ordinator to develop the staff's confidence and competences in ICT; and
- the Principal's leadership of in-service training for the staff which focused on the effective use and analysis of performance data.

The Education and Training Inspectorate (Inspectorate) carried out a monitoring visit and a follow-up inspection on 9 January 2008. The school's development plan has been adjusted in light of the inspection findings.

The following are the most important improvements since the short inspection:

- the collegial approach to planning and improvement that the highly committed staff continue to develop and refine under the effective leadership of the Principal and the school's management team;

- the ICT co-ordinator's effective, strategic overview of the ICT development programme;
- the clear identification of ICT software that the children will be using in the teachers' planning across all learning areas;
- the development of an ICT programme that provides good progression in the children's ICT skills, particularly in modelling and control;
- the development of procedures to monitor and evaluate the children's experiences in ICT; and
- the staff have begun to use the performance data more effectively to inform developments in learning and teaching.

Since the inspection, the school evaluated rigorously the progress made in the areas for improvement identified in the original inspection.

The promotion of a self-evaluative culture throughout the follow-up inspection period contributed significantly to the improvements made, and helped the school identify appropriately its priorities for future development. The inspection confirms that, through effective self-evaluation, the school has demonstrated clear evidence of improvement. Accordingly, the Inspectorate recommends that the processes for self-evaluation now in place are maintained.

Excellent progress has been made in the areas for improvement identified during the original inspection. The educational and pastoral needs of the learners are well met. The parents and broader community can have confidence in the effectiveness of the school's response to the findings of the inspection and its capacity for sustained self-improvement.

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