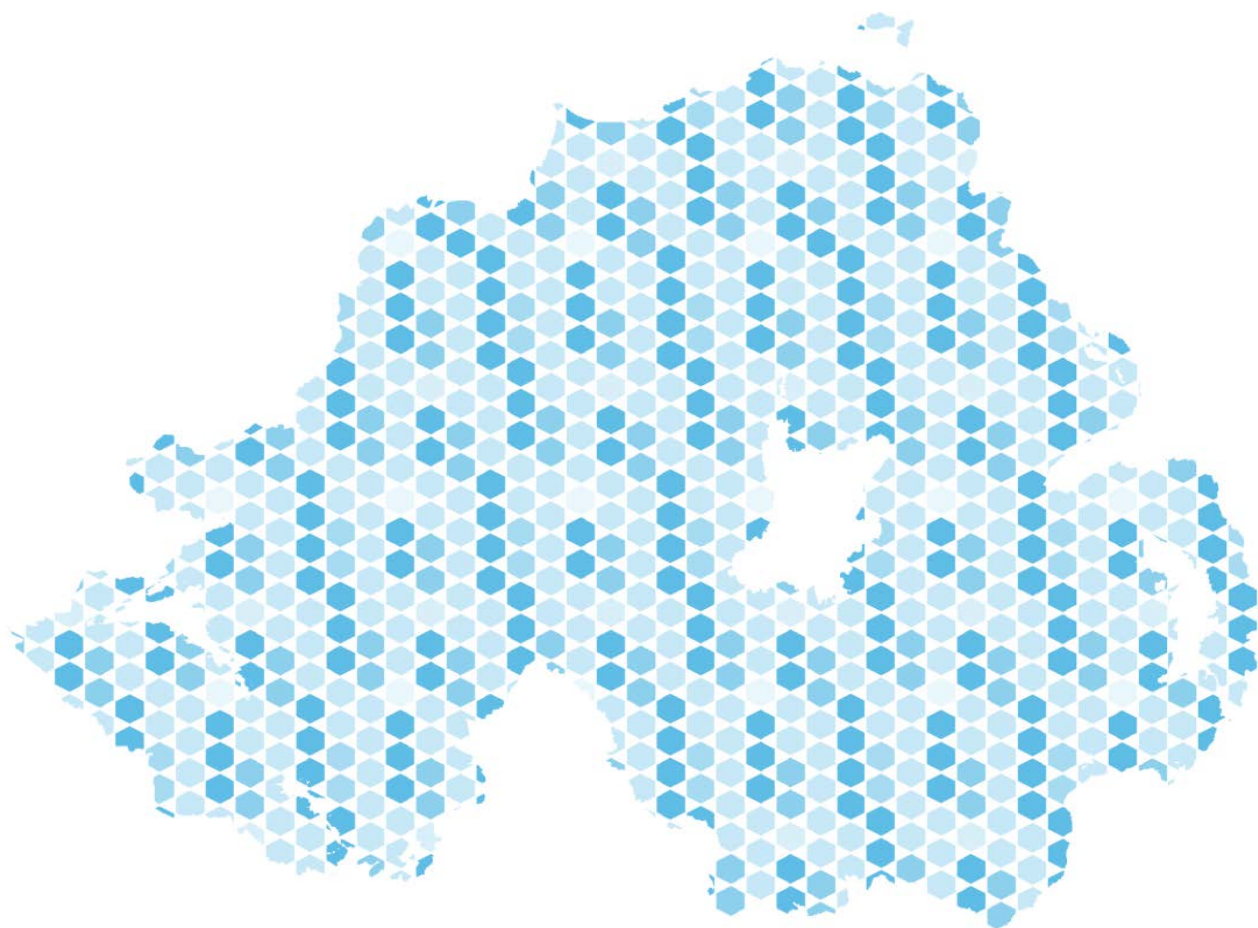


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Knockbreda Primary School,  
Belfast

Report of a Follow-up Inspection  
in November 2016

## **FOLLOW-UP TO THE INSPECTION OF KNOCKBREDA PRIMARY SCHOOL, BELFAST (401-1674)**

The Education and Training Inspectorate (ETI) carried out an inspection of Knockbreda Primary School in November 2015<sup>1</sup> which concluded that the school needed to address important areas of improvement in the interest of all the learners.

These were the need to:

- develop further the processes for monitoring and evaluation with a sharper focus on the quality of learning and teaching to raise further the standards achieved by the children;
- review and develop an appropriate programme and resources available for play-based learning in the foundation stage; and
- ensure that the individual education plans inform directly the teachers' planning, that targets set for the children provide appropriate challenge and that the children's progress in meeting their targets is robustly assessed and tracked.

The action plans received by the Department of Education following the inspection were of a very good quality. The school's development plan was adjusted in light of the inspection findings.

The Education and Training Inspectorate (ETI) carried out an interim follow-up visit in June 2016.

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

- the school received valued support from the Education Authority in literacy, numeracy and play based learning;
- the co-ordinators received training and support, including visits to other schools, attendance at cluster meetings for the dissemination of good practice and internal professional development opportunities;
- the job-share in foundation stage is now permanent;
- the school has developed the links with a neighbouring nursery and primary school to develop enhanced arrangements for transition and shared education;
- the staff have revised and developed planning to reflect clearer differentiation and ensure a more consistent approach to learning and teaching and improve further the progress in the children's learning;
- the staff have sought the opinion of the children through child-friendly questionnaires and focus groups;
- the staff have devised a new format for IEPs accompanied by professional development in appropriate target setting;

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<sup>1</sup> <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-knockbreda-primary-school-belfast.pdf>

- there is closer liaising between the two learning centre classes including joint planning to ensure greater consistency in the quality of the children's learning experiences; and
- the school has created a sensory room and the staff and children have received training in its use.

## **Key Findings**

The quality and effectiveness of leadership, management and action to promote improvement are now very good. The principal has worked very diligently, supported by the staff and governors, to address the key areas identified for improvement in the inspection report. The principal and co-ordinators have implemented robust processes of monitoring and evaluation which includes classroom observations, evaluative oral and written feedback to staff on the quality of planning with an appropriate focus on the provision for those children who require additional support with aspects of their learning.

The teachers are becoming increasingly confident in the process of self-evaluation and their reflections are informing more effectively the future planning. This planning incorporates appropriate differentiation including the need to stretch the more able. Clear action plans have been created which have informed effectively the development of learning and teaching across the school.

The quality of learning and teaching is now good. The teachers analyse and utilise the evidence from classroom observation and the quality of the work produced by the children to inform further the learning and teaching. Through rigorous analysis and use of data, the school is able to identify aspects for further development and can clearly demonstrate improvement in the outcomes for the children. Play-based learning and the arrangements for those children who require additional support with aspects of their learning are now meeting more effectively the learning needs of all of the children. All of the teaching observed during the follow up process was good or very good; teachers are implementing very effectively the developmental work that has been undertaken throughout the school.

The standards and achievements in English and mathematics remain good. Most of the children are achieving in line with or above expectation in English and Numeracy.

## **Overall Effectiveness**

Knockbreda Primary School demonstrates the capacity to bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in leadership and management and in the provision for learning.

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