



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
Department for Communities



## **Education and Training Inspectorate**

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

**Old Warren Primary School  
Lisburn**

**June 2016**

## **FOLLOW-UP TO THE INSPECTION OF OLD WARREN PRIMARY SCHOOL, LISBURN, BT28 1QP (401-6144)**

The original inspection carried out in September 2014<sup>1</sup> concluded that in most of the areas inspected, the quality of education provided by this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection identified areas for improvement in standards and in the learning and teaching, which need to be addressed if the needs of all the children are to be met more effectively.

The areas for improvement include the need to:

- improve the quality of the learning and teaching;
- raise further the standards in literacy and numeracy; and
- improve the provision for play-based learning.

The Education and Training Inspectorate (ETI) carried out two monitoring visits during 2015-2016 and a follow-up inspection in June 2016.

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

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

- The acting principal and acting vice-principal have been appointed in a permanent capacity and two additional teachers have been appointed.
- The enrolment of the school has risen by almost one-fifth and stands currently at 117 children; the rise in enrolment has increased significantly the range of educational and social needs within the school.
- The staff have received very good professional development and support from the School Development Service and the Education Authority in a range of curricular areas including literacy, numeracy and play-based learning.
- The curriculum co-ordinators have provided on-going professional development for the staff and have engaged in a range of monitoring and evaluation strategies to measure the efficacy of the new learning and teaching approaches.
- The staff use a range of qualitative and quantitative data to identify and address low and potential underachievement.

### **Key Findings**

- The quality and effectiveness of leadership, management and action to promote improvement remains good.

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<sup>1</sup> <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-primary/inspection-reports-primary-2014/primary-inspection-old-warren-primary-school-lisburn-co-antrim.pdf>

- The senior management team and the co-ordinators provide effective strategic leadership and successfully promote on-going school improvement.
- The co-ordinators make very good use of both qualitative and quantitative data to identify strengths and areas for improvement within the provision and to put in place professional development programmes for all staff which support the strategic priorities of the school.
- The quality of learning and teaching is now good.
- The impact of the range of professional development opportunities is clearly evident in the improved learning outcomes of the children.
- The quality of the learning and teaching has improved; almost all of the lessons observed throughout the follow-up process were evaluated as good or better with two-fifths of the lessons being very good or better.
- The improved provision, range and quality of play-based learning resources, along with more appropriate interactions by the teachers and classroom assistants extends well the children's learning.
- The good quality of the revised planning for literacy, numeracy and play-based learning outlines appropriate progression, is evaluated with a focus on the children's learning, and informs well future planning.
- The standards and achievements are now good.
- The children's attainments in literacy and numeracy have improved to a good standard, as evidenced by: the consistently decreasing number of children identified as underachieving; the quality of the work in the children's books; and, the ability of the most able year 7 children to demonstrate the flexible use of a range of mental mathematics strategies and to read with good levels of fluency and comprehension.
- The focus on developing the children's oracy skills, particularly within numeracy and literacy lessons, has impacted significantly on the children's confidence, understanding and attainments in these areas.

### **Overall effectiveness**

Old Warren Primary School has demonstrated the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement, in particular; the need to raise further the standards in literacy and numeracy.

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