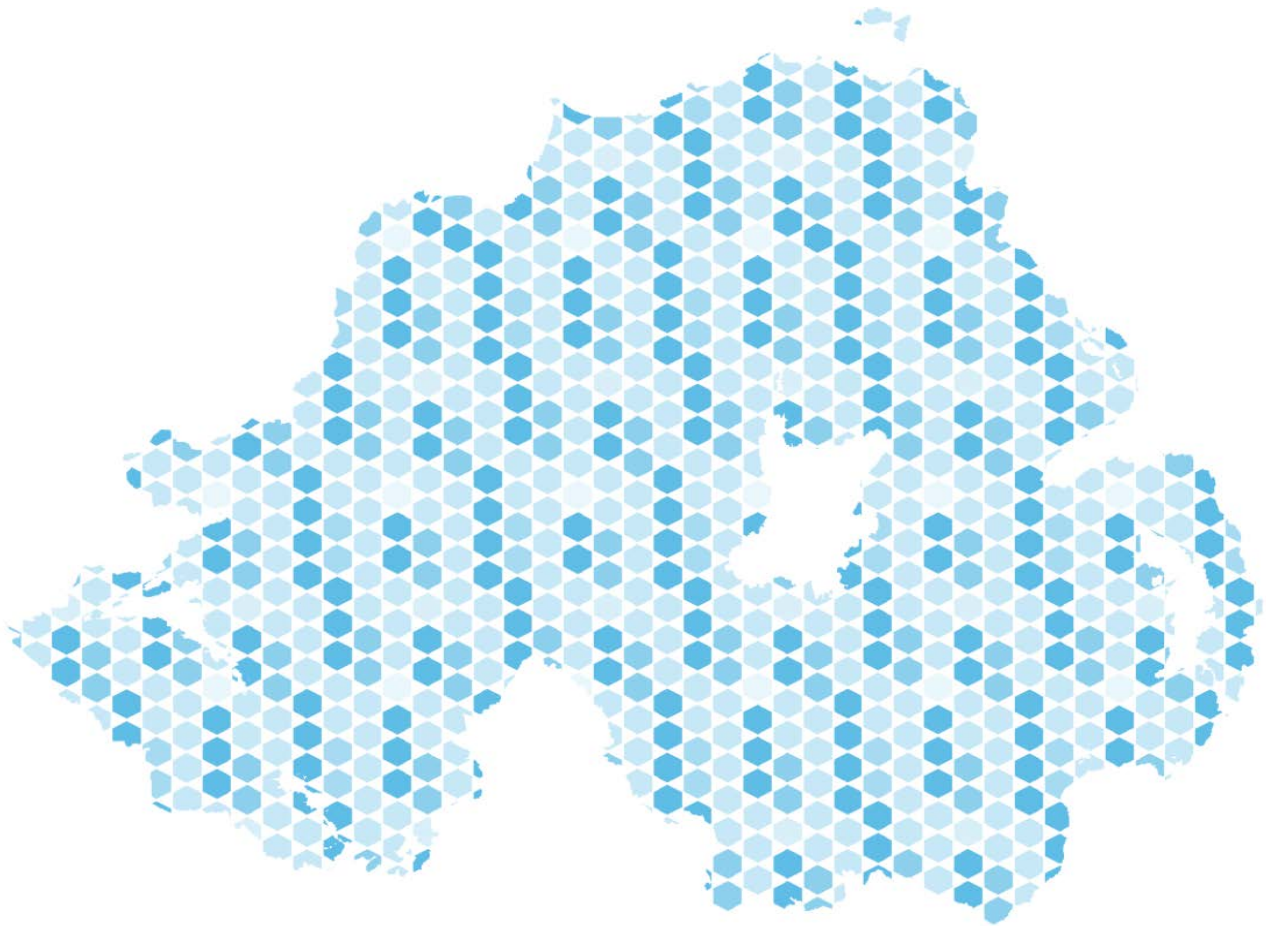


PRIMARY INSPECTION



Education and Training
Inspectorate

Parkhall Primary School,
Antrim

Controlled, co-educational

Report of a Follow-up Inspection
in March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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FOLLOW-UP TO THE INSPECTION OF PARKHALL PRIMARY SCHOOL, ANTRIM, BT41 1AZ (301-6058)

The Education and Training Inspectorate (ETI) carried out an inspection of Parkhall Primary School in November 2015¹, which concluded that the school needed to address important areas for improvement in the interest of all the learners².

The areas for improvement were to:

- improve the current processes for self-evaluation, including developing further the use of data and the systems for monitoring and evaluating the quality of learning and teaching;
- review the roles and responsibilities of the co-ordinators and the staff to ensure more effective use of their expertise; and
- review and develop the play-based learning programme in the foundation stage to build more effectively on the children's prior knowledge and to support progression in their learning.

The school's development plan was adjusted in light of the inspection findings. The ETI carried out an interim follow-up visit to the school in June 2016.

In the interval since the initial inspection, actions or changes which affect the work of the school include:

- the staff in key stage (KS) 1 and KS2 have developed their use of data to track and monitor the strengths and areas for improvement in literacy, numeracy, and the outcomes for the children;
- there is a more consistent, whole-school approach to planning and self-evaluation;
- the co-ordinators, in the core areas for learning, have received training to support further their leadership roles;
- the middle management has been restructured to develop a more collegial approach to school improvement; and
- the staff in the foundation stage are employed in a temporary capacity.

Key findings

- The staff use more effectively a range of data in KS 1 and KS 2 to identify and address low and underachievement. The analysis of the areas for improvement is informing better the planning for learning and teaching in literacy and numeracy. The end of KS 1 and 2 standards in literacy and numeracy remain good.

¹ <https://www.etini.gov.uk/publications/primary-inspection-parkhall-primary-school-antrim>

² Prior to September 2015 the term 'satisfactory' was used in inspection reports for overall conclusions where there were important areas for improvement.

- Across the school, there is undue variation in the quality and explicit use of teachers' evaluations of the children's learning to inform better the planning of lessons. The provision for play-based learning, assessment and planning for learning in the foundation stage remain areas for improvement.
- The quality and effectiveness of leadership, management and the actions to promote improvement remain important areas for improvement. The impact of the action plans and the evaluations of the extent of school improvement require a sharper focus with time-bound, measurable targets.
- The co-ordinators and staff have adopted a more collegial approach to school improvement. Within the reorganised management structure, the distribution of the roles and responsibilities of the core team leaders requires clearer definition in order to develop more fully the capacity of the middle leadership.

Overall effectiveness

The follow-up inspection of Parkhall Primary School has identified the following important areas for improvement:

- develop further the teachers' rigorous use of self-evaluation in planning in order to raise further the quality of the learning and teaching;
- define clearly the roles and responsibilities of the staff within the revised management structure;
- establish an appropriately progressive programme for play-based learning in the foundation stage; and
- increase the pace of change.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

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