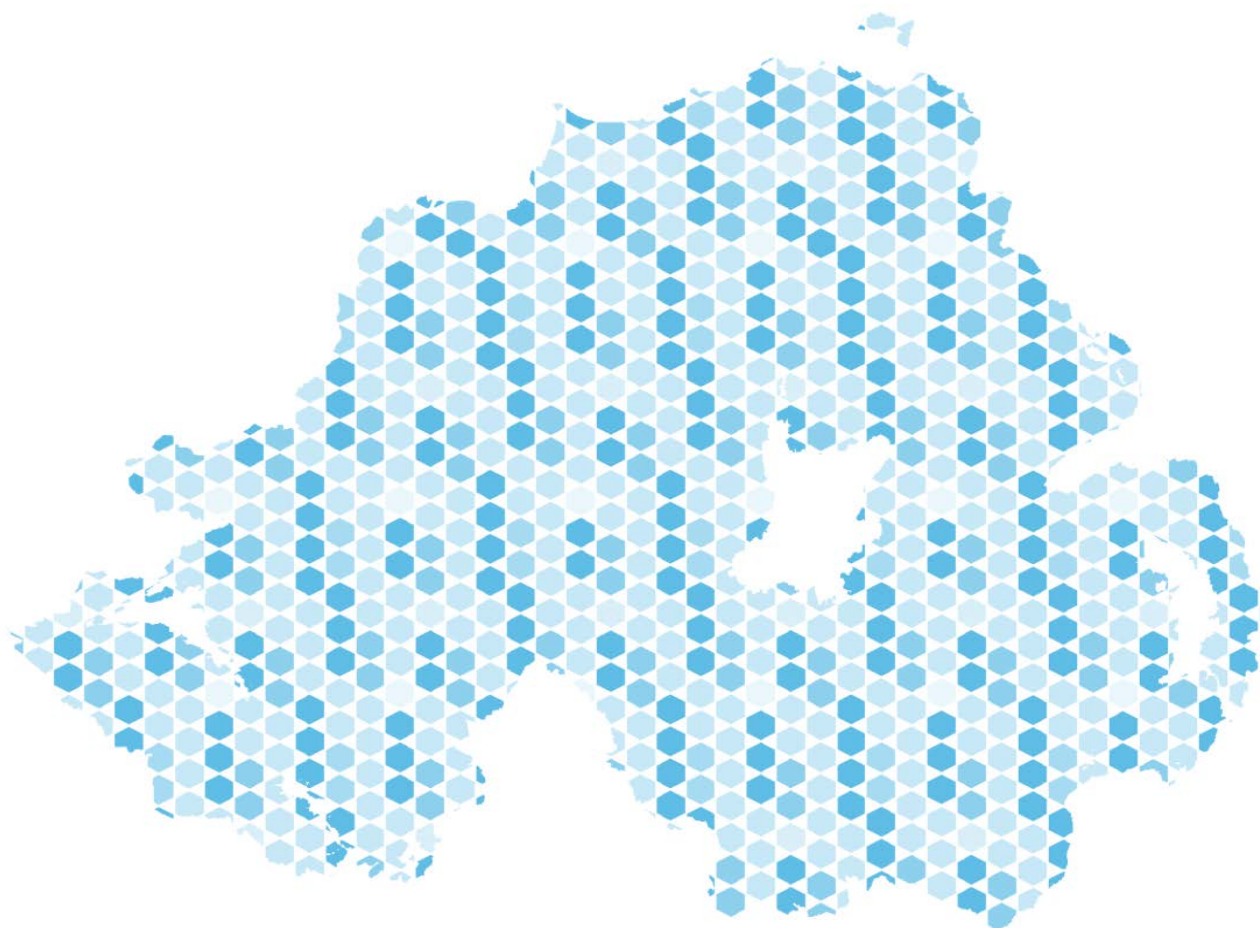


PRIMARY INSPECTION



Education and Training
Inspectorate

St Canice Primary School and
Nursery Unit, Dungiven,
County Derry

Maintained, co-educational

Report of a Follow-up Inspection
in October 2016

FOLLOW-UP TO THE INSPECTION OF ST CANICE PRIMARY SCHOOL AND NURSERY UNIT, DUNGIVEN, BT47 4SE (203-6045)

The Education and Training Inspectorate (ETI) carried out an inspection of St Canice Primary School and Nursery Unit in September 2015¹, which concluded that the school needed to address important areas for improvement in the interest of all the learners:

- the leadership at all levels to establish a more rigorous and systematic approach to self-evaluation and planning for improvement, in which action plans are focused more sharply on improving the learning experiences and the outcomes for the children; and
- the teachers to improve the quality of learning and teaching, through having higher expectations of all the children by including appropriate levels of challenge in their work.

The school's development plan was adjusted in light of the inspection findings and the associated action plans were of a good quality and adjusted appropriately in light of the feedback given by the ETI.

The ETI carried out an interim follow-up visit in June 2016.

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

- a temporary numeracy co-ordinator has been appointed;
- a sub-committee of the board of governors has been established to monitor the school improvement process; and
- building work has commenced to improve the condition of the children's toilet facilities.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement is now good. There is a more collegial approach to the school improvement process; the action plans are reviewed regularly and are more focused on the learning experiences and outcomes for the children. Systematic procedures for monitoring and evaluating the actions to promote improvement have been put in place and are developing well. It will be important that the role of the co-ordinators continues to develop further to improve the standards the children attain particularly in literacy and numeracy. A broader range of available data is used to inform future planning, track effectively the children's progress and improve the transition arrangements appropriately at all key stages.

The quality of learning and teaching is now good. In the most effective practice, the teachers used skilled questioning to extend the children's thinking skills. The lessons were well paced with appropriate differentiated activities and challenging opportunities to develop further the children's literacy and numeracy skills. In the foundation stage, the planning for play has been reviewed to ensure progression and continuity from the nursery unit and the procedures for observation and assessment better inform future planning for children's individual needs.

¹ <https://www.etini.gov.uk/publications/primary-inspection-st-canice-primary-school-and-nursery-unit-dungiven-county-derry>

The standards and achievements are now good. There has been a greater focus on developing the children's knowledge and understanding of mental mathematics evidenced by their use of mathematical vocabulary in the numeracy lessons. The computerised reading programme has increased the children's enjoyment of reading and provided access to a wider range of reading material. There is an improved consistency in the progression of the children's understanding and skills in both literacy and numeracy throughout the key stages.

Overall Effectiveness

St Canice Primary School and Nursery Unit demonstrates the capacity to bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in developing further the role of the co-ordinators in evaluating the children's writing skills and numeracy skills.

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