

Education and Training Inspectorate

PRIMARY INSPECTION



St Oliver Plunkett Primary School, Strathfoyle, County Derry

Maintained, co-educational DE Ref No (203-6143)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



FOLLOW-UP TO THE INSPECTION OF ST OLIVER PLUNKETT PRIMARY SCHOOL, STRATHFOYLE, COUNTY DERRY, BT47 6AX (203-6143)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of St Oliver Plunkett Primary School, Strathfoyle in [January 2018](#) which concluded that the school needed to address an important area for improvement identified in the interest of all the learners. The area for improvement was to:

- evaluate further the impact of the learning experiences and outcomes of the children.

As a consequence, the Department of Education made the decision that the school remained in the Formal Intervention Process under the [Every School a Good School](#) policy in April 2018.

The school's action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings and through the school's own self-evaluation processes.

The ETI carried out an interim follow-up visit in October 2018, and a follow-up inspection in May 2019.

In the interval since the original inspection, the school has received external support provided by the Education Authority. The quality and impact of this collaboration has been very good, particularly, in supporting the further professional development of the literacy and numeracy co-ordinators to evaluate the children's learning experiences and outcomes. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, the other actions or changes which affect the work of the school include:

- new members of the senior leadership team and teachers have been appointed;
- two temporary teachers were employed at the time of the inspection;
- the board of governors has been reconstituted and link roles have been expanded further to include all curricular areas;
- the Council for Catholic Maintained Schools (CCMS) has provided very good support for the work of the governors and senior leadership;
- the number of children on the special education needs register has reduced by six percent;
- the staff have availed of further professional development opportunities relevant to their curricular areas, and have shared good practice through teacher professional learning; and

- the school has attained the Rights Respecting Schools Award at bronze level.

Key findings

- The quality of leadership, management and action to promote improvement is now good. Leadership at all levels is committed, confident and collegial, promoting and leading effectively their respective areas of responsibility. Significant work has been undertaken to improve the quality of the children's learning experiences specifically in shape and space, problem solving, narrative writing and reading comprehension, which have impacted positively on the outcomes of the children.
- Most of the lessons observed during the follow-up process were good or better; and, a majority of the lessons were very good. The children now have opportunities to plan, draft and re-draft their work which has improved the quality of their narrative writing. They have increased opportunities to engage in mental mathematics activities and to solve problems in numeracy. A group of confident key stage 2 children spoke enthusiastically about their favourite authors, increased opportunities to write their own stories and visit the local library. The children have a good knowledge of key mathematical concepts and are confident in applying a range of mental mathematical strategies.
- The school's own programme of continuous professional development has been strengthened; it is effective and reflects the senior leadership's capacity to identify and bring about improvement in the interests of all the children. The school's own self-evaluation processes are effective in identifying appropriate priorities for school improvement.
- Communication and consultation at all levels have improved greatly; the leaders seek, and act upon, the views of the children, parents, staff and governors. The school is re-connecting well with the community it serves through a programme of events including parental curriculum classes and celebrations of the children's work and wider achievements.

Overall effectiveness

St Oliver Plunkett Primary School demonstrates the capacity to identify and bring about improvement in the interest of all learners. The ETI will monitor how the school sustains improvement in:

- using self-evaluation to improve further the learning, teaching and outcomes for the children.

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