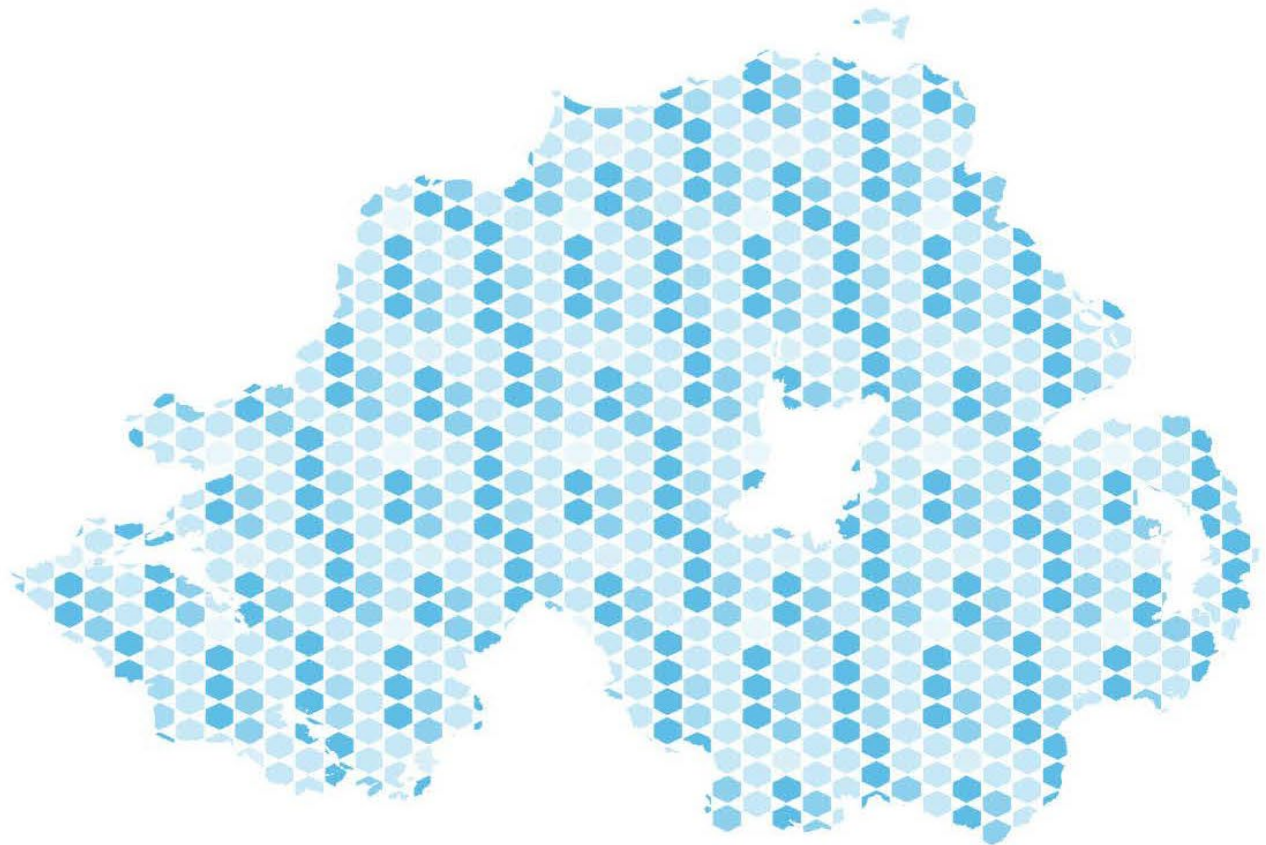


Education and Training Inspectorate

PRIMARY INSPECTION



St Tierney's Primary School, Roslea, County Fermanagh

Maintained, co-educational DE ref no (203-1868)

Report of a Follow-up Inspection in February 2019

FOLLOW-UP TO THE INSPECTION OF ST TIERNEY'S PRIMARY SCHOOL, ROSLEA, COUNTY FERMANAGH, BT92 7JS (203-1868)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of St Tierney's Primary School in [November 2017](#) which concluded that the school needed to address important areas improvement identified in the interest of all the learners.

The areas for improvement were:

- the foundation stage and special educational needs co-ordinators need to develop further the effective processes of monitoring and evaluation and continue to work collegially with the senior leadership; and
- develop further the governors, school leaders and staff capacity to promote a more positive school ethos.

As a consequence, the Department of Education made the decision that the school remained with the Formal Intervention Process under the [Every School a Good School](#) policy on 27 February 2018.

The school's action plans were adjusted appropriately in light of the feedback given by ETI. An overview of the 2018 to 2021 school development plan (SDP) has been prepared, but the SDP for this period, incorporating the mandatory requirements and the previous follow-up inspection findings, has not been written and ratified by the board of governors. The ETI carried out an interim follow-up visit to the school in June 2018 and a follow-up inspection in February 2019.

In the interval since the last follow-up inspection, the school received external support from the Education Authority (EA) in relation to leadership and management and governance. The foundation stage co-ordinator and special educational needs co-ordinator have accessed training as to how to carry out their duties. The governors have accessed appropriate EA training to apply their challenge function in their leadership and governance roles.

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

- continued external support provided by the Council for Catholic Maintained Schools (CCMS) in relation to leadership and governance;
- the appointment of two temporary teachers;
- the appointment of foundation stage and special educational needs co-ordinators with agreed job descriptions; and, they have presented their action plans to the governors;
- the development of a new school website which is now accessible online;
- the re-evaluation of the school ethos, crest and motto by the governors; and

- the appointment of the vice-principal as the acting-principal in October 2018.

Views of the parents and staff

Prior to the follow-up inspection, a minority of parents and almost all of staff responded to the ETI online, confidential questionnaire. All of the teaching staff responses were very positive regarding the work and life of the school. A majority of parental responses were very positive and the written comments praised the work of the teachers and the school's links with the local community. A small number of the written responses expressed concern regarding the quality of the senior leadership of the school. All of the responses were shared with the acting principal and representatives of the board of governors.

Key findings

- The leadership and management and action to promote improvement remains an important area for improvement. The senior leadership does not keep the governors informed adequately about key and strategic aspects of the life and the work of the school. There is limited evidence of the use of effective self-evaluation processes and capacity to provide strategic direction for the identification of priorities for the school development plan (SDP).
- The members of the board of governors have an improved understanding of their governance role and now exercise their challenge function more effectively when working with co-ordinators to monitor and evaluate the children's outcomes. There has been a significant increase in opportunities for the children to explore and develop a knowledge and understanding of their local community. The inter-generational work, which provides the opportunity for the children to work alongside the senior members of the local community, is particularly effective.
- The foundation stage and special educational needs co-ordinators work collegially and understand clearly their roles and responsibilities. They report appropriately to senior leadership and the curriculum sub-committee of the board of governors. Their action-planning processes have impacted very positively on the provision for learning and the children's outcomes. There is prompt and accurate identification of children who require additional support with their learning and they learn in a fully inclusive classroom environment. The individual education plans identify appropriate targets for the children along with clear teaching strategies and include input from the children and their parents.

- The outcomes for children remain very good. They are highly motivated and their books show consistent progression in their learning. An analysis of the school's internal data shows that almost all children are achieving as expected or above in both literacy and numeracy. The quality of the children's written work is of a very good standard. The children identified with additional and special educational needs make very good progress.
- The quality of the provision for learning is now very good. During the interim follow-up visit and the follow-up inspection, all of the lessons observed were very good or better. The lessons were set in meaningful contexts, using an effective range of learning and teaching methods which engaged the children's interest. In the foundation stage, the lessons now provide the children with an appropriate range of stimulating play-based learning experiences. The outdoor learning environment has been re-designed and provides the children with increased opportunities for the development of physical and outdoor learning.
- On the basis of the evidence available, the arrangements for safeguarding children continue to reflect broadly the guidance issued by the Department of Education. The school needs to update the safeguarding policies, noticeboards and the website to reflect the recent changes to the membership of, and roles within, the safeguarding team.

Overall effectiveness

St Tierney's Primary School needs to address an important area for improvement. The follow-up inspection has identified the following area for improvement:

- to improve the leadership and management at a senior leadership level including, in particular, the strategic direction for the identification of priorities for improvement, and the implementation of an up-to-date school development plan.

Further action will be considered by the Department of Education.

Accommodation

1. Disabled access is limited.
2. There are two accommodation issues identified during the previous inspection that have not been addressed:
 - there is only one adult staff toilet; and
 - in order to maintain confidentiality, the school requires separate office space.

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