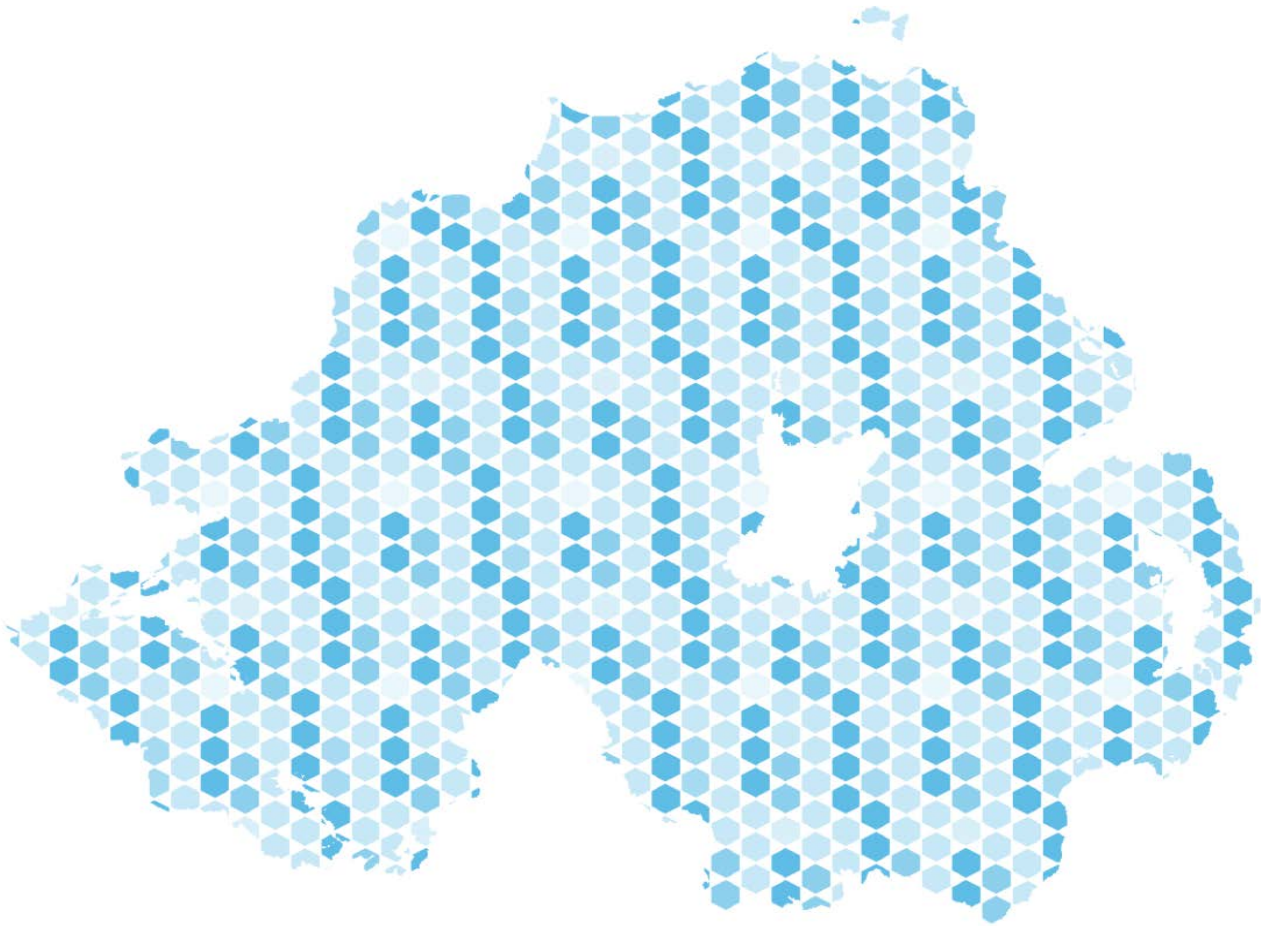


PRIMARY INSPECTION



Education and Training
Inspectorate

St Tierney's Primary School,
Roslea, County Fermanagh

Maintained, co-educational

Report of a Follow-up Inspection
in November 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



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 an inspection of St Tierney's Primary School in November, 2015¹ which concluded that the school needed to address urgently significant areas for improvement in the interest of all the learners.

The areas for improvement were to:

- enable the teachers to adopt a more rigorous and collaborative approach to self-evaluation and to track the children's progress and inform planning;
- ensure the senior leadership team and co-ordinators develop their roles and responsibilities in order to monitor the impact of actions to promote improvement within their area of accountability; and
- develop the planning and assessment in the play-based learning programme with the provision of the associated resources for the foundation stage.

As a consequence, the Department of Education entered the school into the Formal Intervention Process under the Every School a Good School² Policy in February, 2016.

The school's action plans were adjusted appropriately in light of the feedback given by ETI. 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 December 2016 and a follow-up inspection in November 2017.

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

- the Education Authority (EA) and the Council for Catholic Maintained Schools (CCMS) have provided very good capacity building training for the development of whole-school leadership which is focused appropriately on the outcomes for the children;
- the appointment of a new board of governors has created appropriate sub-committees to support and develop further the school leadership at all levels;
- there is more effective collaboration with the teaching staff, the children and the parents; and
- the staff are developing the provision for learning and teaching.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-st-tierneys-primary-school-roslea-county-fermanagh.pdf>

² [Every school a good school - a policy for school improvement | Department of Education](#)

Views of the parents and staff

- Prior to the follow-up inspection, the ETI confidential, online questionnaires were provided to the parents, the teaching and support staff. There was an increase in the number of responses from the previous inspection. Thirty percent of the parents responded and most of the teaching and support staff. The responses continue to be variable; however, nearly all the parental responses indicated that their child enjoyed learning at school and a majority were positive about the life and work of the school and praised the work of the staff. A significant minority of the parental and a small number of the staff responses raised matters about communication and provision for learning which were shared with the principal and the representative of the governors. The matters raised are addressed in the body of the report.

Key findings

- The outcomes are now very good. The children's personal capabilities, independence and self-management skills are evident in the foundation stage, and, as the children progress through the school, they take on leadership roles in class and on the School Council. By the end of KS2, the children are confident to write across a range of genres and improve the quality of their work through editing and redrafting. The breadth of the children's writing across a range of genre and curricular areas, and the presentation of their work are of a high standard. The children reported that they enjoy reading for pleasure. The children identified with additional and special needs are making good progress. They are well-motivated and engaged in purposeful, tailored learning activities that are matched appropriately to their needs and interests.
- The provision for learning is now good. Planning is well-focused on the children's needs and interests and ensures progression and differentiation for learning. The effective use of a range of assessment for learning strategies includes marking for improvement, written and spoken feedback, and self-reflection by the children in all key stages. Across the school, there are well-connected, cross-curricular and meaningful learning opportunities to develop higher order literacy and thinking skills. The lessons now provide the children with an appropriate range of stimulating indoor play-based learning experiences and resources in the foundation stage with progression to effective activity-based, investigative learning in KS1 and 2. As a result of the learning activities, the children are enthusiastic and fully engaged in their learning. Most of the lessons observed during the follow-up inspection were good or better in developing learning; half were very good and outstanding.
- The provision for special educational needs continues to be good and the children learn in a fully inclusive classroom environment. There remains, however, variation in the rigour and consistency of the targets for the children's learning in their individual education plans. The policy and procedure for meeting and sharing information with the parents of children with special educational needs is unclear; these areas need to be reviewed, shared with parents and ratified by the board of governors.

- The effectiveness of leadership and action to promote improvement has improved; however, there remains, important areas for improvement. Processes for monitoring and evaluating the quality of learning and teaching are underdeveloped in the foundation stage and special educational needs. The highly effective co-ordination of literacy is identified appropriately by the school as an example of best practice. This practice needs to extend to other key curricular leadership areas.
- The governors are now better informed and involved actively in the improvement work of the school. They provided good support for the development of literacy and are increasingly challenging other co-ordinators and the school leadership in order to promote good practice in evidence gathering and self-evaluation. Closer links have been developed with the local pre-school and the admission criteria adjusted to no longer enrol reception children. The parents have been provided with an increased number of appropriate opportunities to make their views known about the life and work of the school through questionnaires and meetings with the school staff. They are better informed about their children's progress; for example, since the last inspection, the staff have introduced an annual curriculum information evening. Further work remains for the governors and staff in the development of a more positive school ethos and productive parental engagement.

Overall effectiveness

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

- 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 whole – school ethos.

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

Accommodation

1. There is no disabled parking space at the school.
2. There are two issues from the previous inspection that have not been addressed. They are:
 - the school lacks a separate school office; and
 - there is only one adult staff toilet.

© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk