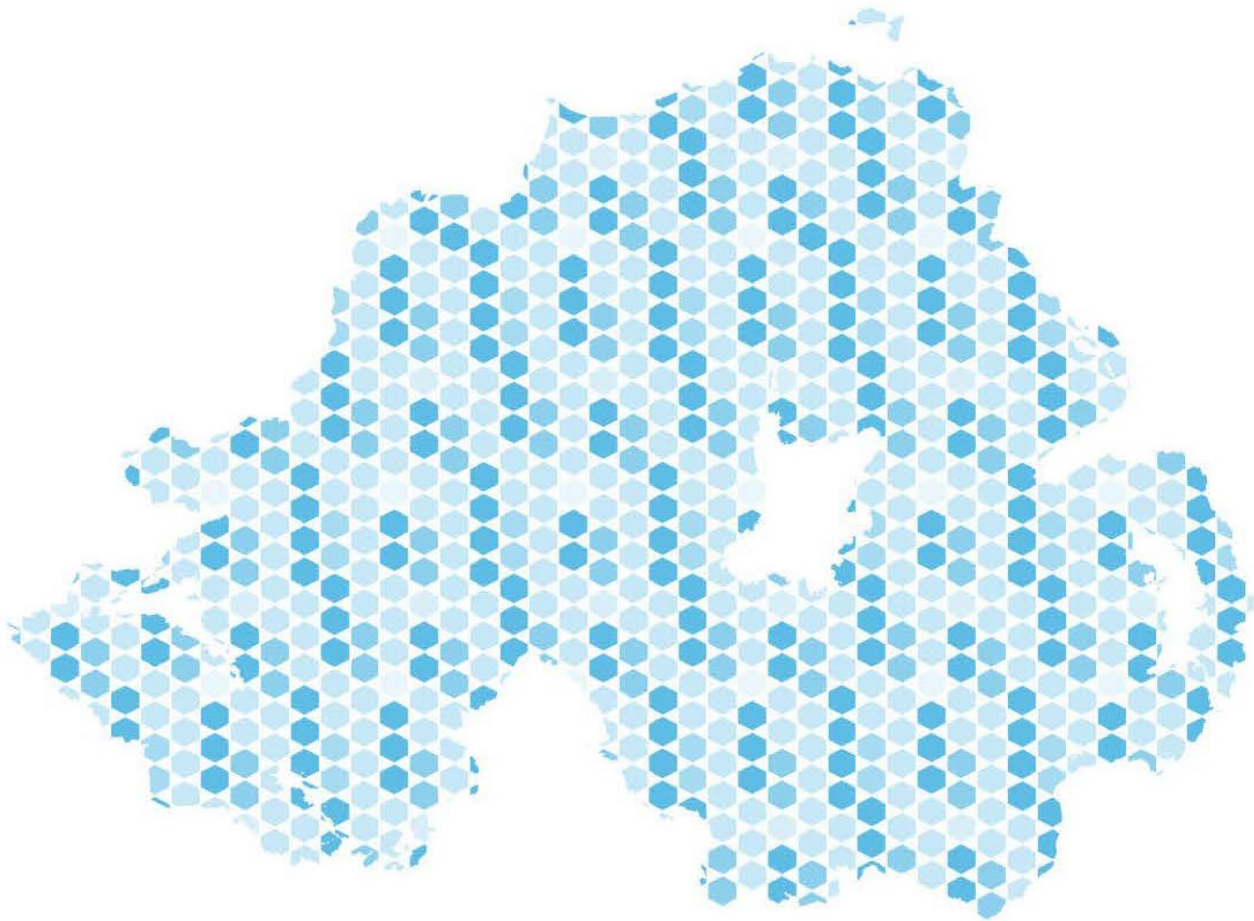


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Straidhavern Primary School,  
Crumlin, County Antrim

Controlled, co-educational

Report of a Follow-up Inspection  
in October 2018



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF SCHOOL, STRAIDHAVERN PRIMARY SCHOOL, CRUMLIN, BT29 4SN (301-0879)**

The Education and Training Inspectorate (ETI) carried out an inspection of Straidhavern Primary School in [October 2016](#) which concluded that the school needed to address urgently the significant areas for improvement identified in the interest of all the learners.

The areas for improvement were to:

- raise standards, particularly in numeracy and information and communication technology (ICT);
- improve the quality of leadership and management by developing a more rigorous approach towards monitoring and evaluating the quality of the provision for learning and standards;
- improve consultation with all stakeholders when identifying priorities for improvement;
- strengthen governance by ensuring a clear oversight of the school development plan (SDP) is maintained and parents receive an annual report; and
- improve the unsatisfactory arrangements for safeguarding.

As a consequence the Department of Education entered the school into the Formal Intervention Process under the [Every School a Good School](#) policy in March 2017.

The school's development plan and action plans were adjusted in light of the inspection findings.

The ETI carried out interim follow-up visits in December 2016 and September 2017 and a follow-up inspection in October 2018.

In the interval since the initial inspection, the school received external support provided by the Education Authority, in relation to: safeguarding, school development and improvement planning, middle leadership, numeracy and ICT. Consequently, there have been improvements in the quality of education as reported in the key findings.

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

- the appointment of a new principal and two temporary teachers; new members joined the board of governors; and
- teachers' planning and approaches to learning and teaching now reflect appropriately the Northern Ireland Curriculum.

## Views of parents and staff

- The parents/carers who responded to an online, confidential questionnaire indicated that they were happy with the quality of the children's all-round learning, the improved communication between school and home and the arrangements for supporting the children's pastoral needs. The positive staff responses highlighted the productive and supportive working relationships and the more systematic and collegial approach to school improvement.

## Key findings

- The outcomes for learners are now good. Most children achieve good standards in numeracy and almost all achieve good standards in literacy. The children's books and folders show consistent progression in their learning, particularly in numeracy and ICT. During discussions with a group of year 6 and 7 children, they explained confidently and accurately their strategies in solving challenges in mathematics, including using the appropriate mathematical vocabulary.
- The quality of the provision for learning is now good. Most of the lessons observed were good or better with one-third being very good. The children use ICT effectively to extend their learning and have meaningful opportunities to work independently and in groups. A strength of the provision is how the teachers plan for and integrate well a varied range of teaching strategies, including the systematic development of the children's computational thinking to create logical solutions in solving problems. There is a consistent, whole-school approach to ensuring the children use appropriate mental mathematical strategies and the associated vocabulary; as a result, most of the children develop well their flexibility in number and creativity across their mathematical learning.
- The quality and effectiveness of the leadership, management and actions to promote improvement are now good. The SDP is effective and informed through appropriate and extensive consultation with all of the key stakeholders. The middle leaders now lead strategically their respective areas of responsibility and are accountable for improvement in the quality of provision and the children's learning outcomes. The effective whole-school system for monitoring and evaluating the SDP is rigorous and manageable across the curriculum. The link governors support well the work of the key co-ordinators in leading proactively their areas of responsibility. The governors exercise well their support and challenge roles as necessary.
- It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the provision and school budget in order to address the current and future needs of the children and the staff.

## **Overall effectiveness**

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

- disseminating further the most effective practice in learning and teaching.

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