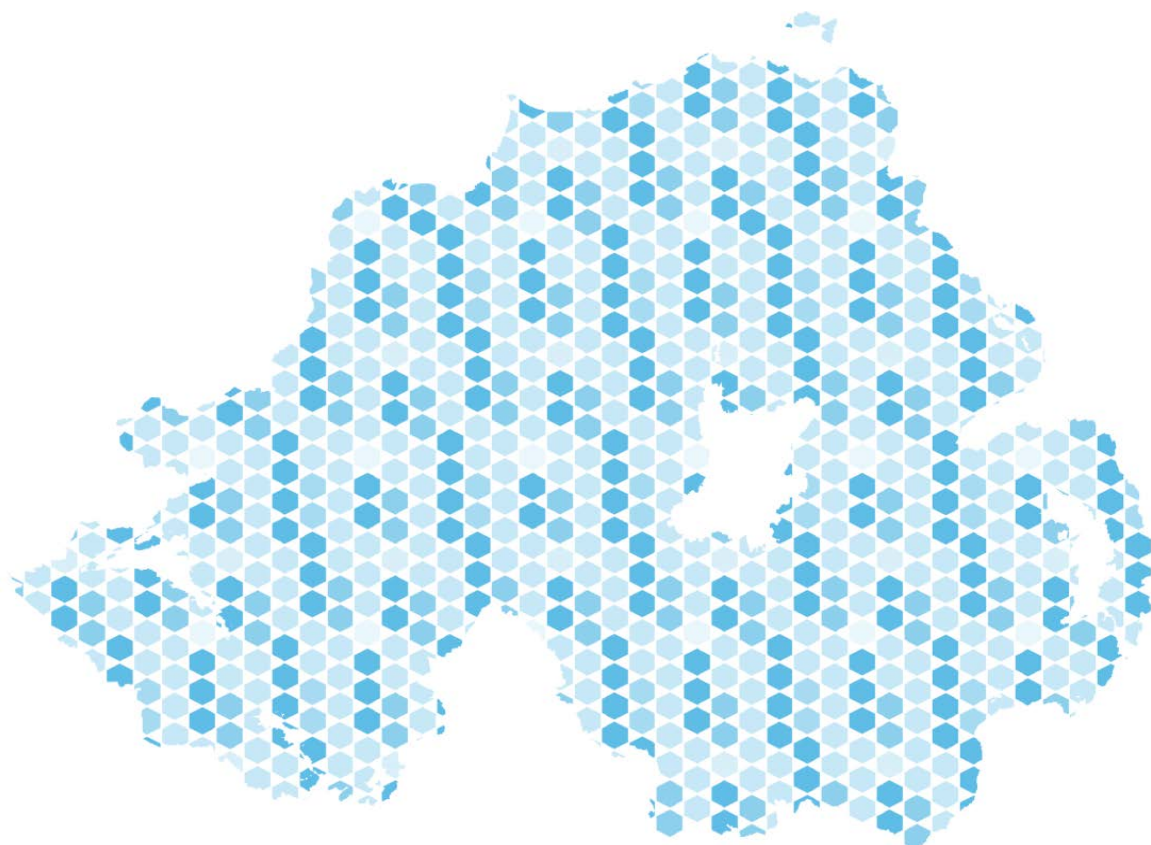


PRIMARY INSPECTION



Education and Training
Inspectorate

Seagoe Primary School,
Portadown, County Armagh

Church of Ireland Maintained, co-educational

Report of a Monitoring Inspection
in March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Monitoring Inspection of Seagoe Primary School, Portadown, County Armagh (504-6137)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Focus of the inspection

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for learners.

During the inspection, lines of inquiry were selected from the development plan priorities; the school was asked to demonstrate if and how the actions taken have led to improvement for the learners. The lines of inquiry focused on the school's actions to:

- improve further the differentiation in literacy and numeracy lessons; and
- develop further the provision for special educational needs.

Key findings

- The differentiation for literacy and numeracy is highly effective; the lessons are planned, paced and resourced very well to engage fully the children in learning and improve their outcomes. The children's progress is tracked closely and standardised assessments are analysed meticulously by school leaders and teachers to inform the school's development planning, and improve further the provision for literacy and numeracy.
- Highly effective interventions for literacy and numeracy are provided during regular target group sessions for children who require additional support with aspects of their learning. The school's extensive evidence demonstrates that almost all of the children receiving support make significant progress, and, by the end of key stage (KS) 2, most of the children are achieving in English and mathematics at or above expectation.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding reflect the guidance issued by the relevant Departments. The children reported that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

Conclusion

At the time of inspection, and for the lines of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This will be reflected in future inspection arrangements.

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