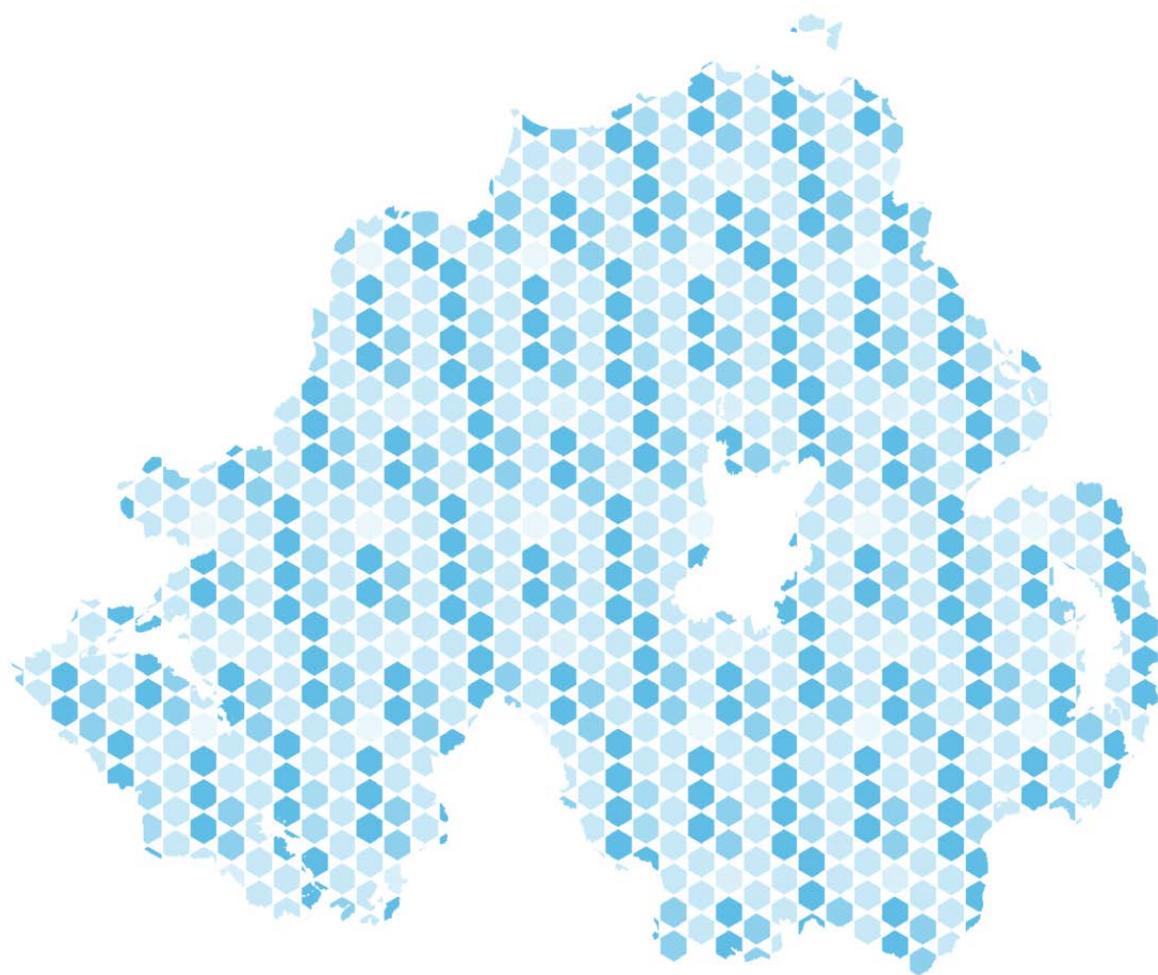


# PRIMARY INSPECTION 2015-16



Education and Training  
Inspectorate

St Joseph's Primary School,  
Crossgar, County Down

Report of a Sustaining  
Improvement Inspection  
in September 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
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## **Sustaining Improvement Inspection of St Joseph's Primary School, Crossgar (403-1550)**

In the original inspection held in September 2012, St Joseph's Primary School, was evaluated overall as very good. A Sustaining Improvement Inspection (SII) was conducted on 28 September 2015. The purpose of the SII is to evaluate the extent to which the school is capable of demonstrating that it has sustained its capacity to effect improvement through self-evaluation and effective school development planning. The school was asked to select, from the current priorities in the school development plan (SDP), two key priorities to demonstrate to the Education and Training Inspectorate (ETI) the effectiveness of the school's actions to continued improvement.

The two key areas identified by the school for the inspection were:

- numeracy, in particular, the development of mental mathematics; and
- literacy, specifically the implementation of strategies from the Understanding Difficulties in Literacy: Continuing Professional Development (CPD) Programme.

### **Key findings**

There is clear evidence of continuing progress being made in the key priorities set out in the SDP. The school's recent focus on developing the children's understanding of mental mathematics strategies, alongside the introduction of a numeracy support programme, have impacted positively on the children's attitude to and attainment in numeracy. The children are able to articulate confidently the processes they use and explain their mathematical thinking using appropriate mathematical vocabulary. Through participation in an intensive training programme exploring factors affecting children's literacy development, the staff are embedding effectively a range of multi-sensory approaches to help raise standards in spelling, reading and writing.

The leadership and management team is collegial, reflective and focused on improving the quality of the learning experiences for the children. The priorities in the new SDP have been identified through: a thorough evaluation of the previous action plans; extensive consultation with the children, parents, staff and governors; and, robust analysis of the school's quantitative and qualitative data. A culture of CPD is central to the improvement work. While a number of the co-ordinators have been appointed recently, the senior leadership and the governors have planned strategically ensuring that staff development is well targeted, purposeful, and focused on building capacity. The co-ordinators monitor and evaluate effectively the quality of the provision in their areas and can articulate clearly how their actions are impacting positively on aspects of the provision. The senior leadership has worked closely with the governors to ensure that the financial resources available to the school are used efficiently and effectively.

### **Conclusion**

St Joseph's Primary School continues to demonstrate a high level of capacity for sustained improvement. The ETI will continue to monitor how the school sustains improvement.

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