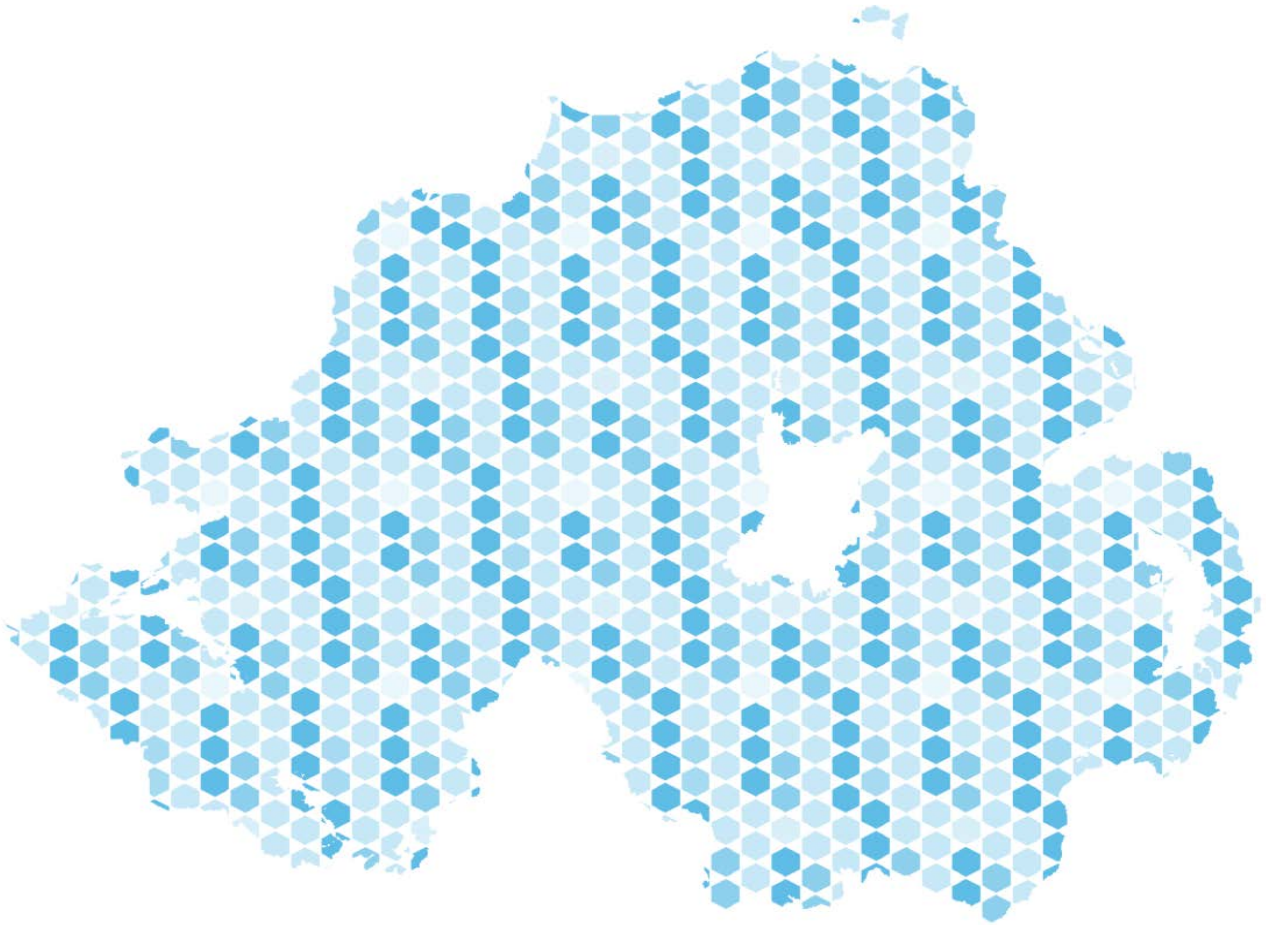


PRIMARY INSPECTION



Education and Training
Inspectorate

Upper Ballyboley Primary School,
Ballyclare, County Antrim

Controlled, co-educational

Report of a Follow-up Inspection
in December 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
SERVICE
EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF UPPER BALLYBOLEY PRIMARY SCHOOL, BALLYCLARE, COUNTY ANTRIM, BT39 9UW (301-0850)

The Education and Training Inspectorate (ETI) carried out an inspection of Upper Ballyboley Primary School, Ballyclare in October 2015 which concluded that the school needed to address urgently the significant areas for improvement identified in the interests of all the learners.

The areas for improvement were the need to:

- improve the quality of the learning and teaching;
- raise further the standards the children attain; and
- develop effective processes for self-evaluation to inform strategic decision-making and effective action planning at all levels.

As a consequence, the Department of Education entered the school into the formal Intervention Process under the Every School a Good School policy in October 2015.

The school's post-inspection action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in September 2016 and a follow-up inspection in December 2017.

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

- the foundation stage children have moved to a classroom in the main school building and can access the toilet area safely;
- a significant change in staffing including the appointment of a new key stage (KS)1 teacher and a new principal-release teacher and, the restructuring of roles and responsibilities throughout the school; and
- a range of support and training has been provided by the Education Authority (EA) for leadership and curriculum development.

Key findings

- The outcomes for learners are now good. The children engage enthusiastically with their learning; they are motivated and work productively in pairs, in groups and independently. Across the key stages, the children enjoy their learning in mathematics, talk enthusiastically about their work and engage well in practical activities. The standard of work in the children's books shows good progression and evidence of regular practical problem-solving activities. By KS2, the most able children display a very good understanding of mathematical concepts and processes, are flexible in their approach to mental mathematics and are confident in their use of mathematical language. The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, are making progress as expected in mathematics. In English, most of the children are making progress as expected.

- The quality of provision is now good. All of the lessons observed during the follow-up inspection were effective in developing learning and reflected the impact of the improvement work undertaken since the original inspection. The quality of the teachers' planning is consistently good, and concise evaluations of the children's previous learning now informs well future planning. There is a clear focus on developing the children's thinking skills and personal capabilities and practical, engaging opportunities for problem solving and investigation are evident across the curriculum and in all key stages. The good use of information and communication technology engages the children well and supports their learning.
- The quality and effectiveness of leadership, management and action to promote improvement are now good. Leadership at all levels, through the effective analysis of internal performance data and evaluation of learning and teaching, identifies the individual needs of the children and tracks their progress with accuracy. There has been a measured approach to all aspects of school improvement, and staff have responded very positively to the collegial approach to leadership, taking on new roles and responsibilities. There has been significant improvement in how the school communicates with parents and governors.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education.
- It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school's provision and budget in order to address the current and future needs of the children and the staff.

Overall effectiveness

Upper Ballyboley Primary School 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:

- embedding further the self-evaluation processes leading to improvement in the areas identified by the school for future development.

Health and Safety

1. The restricted vision of ongoing traffic on the main road for vehicles leaving the school premises continues to be a potential hazard.

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