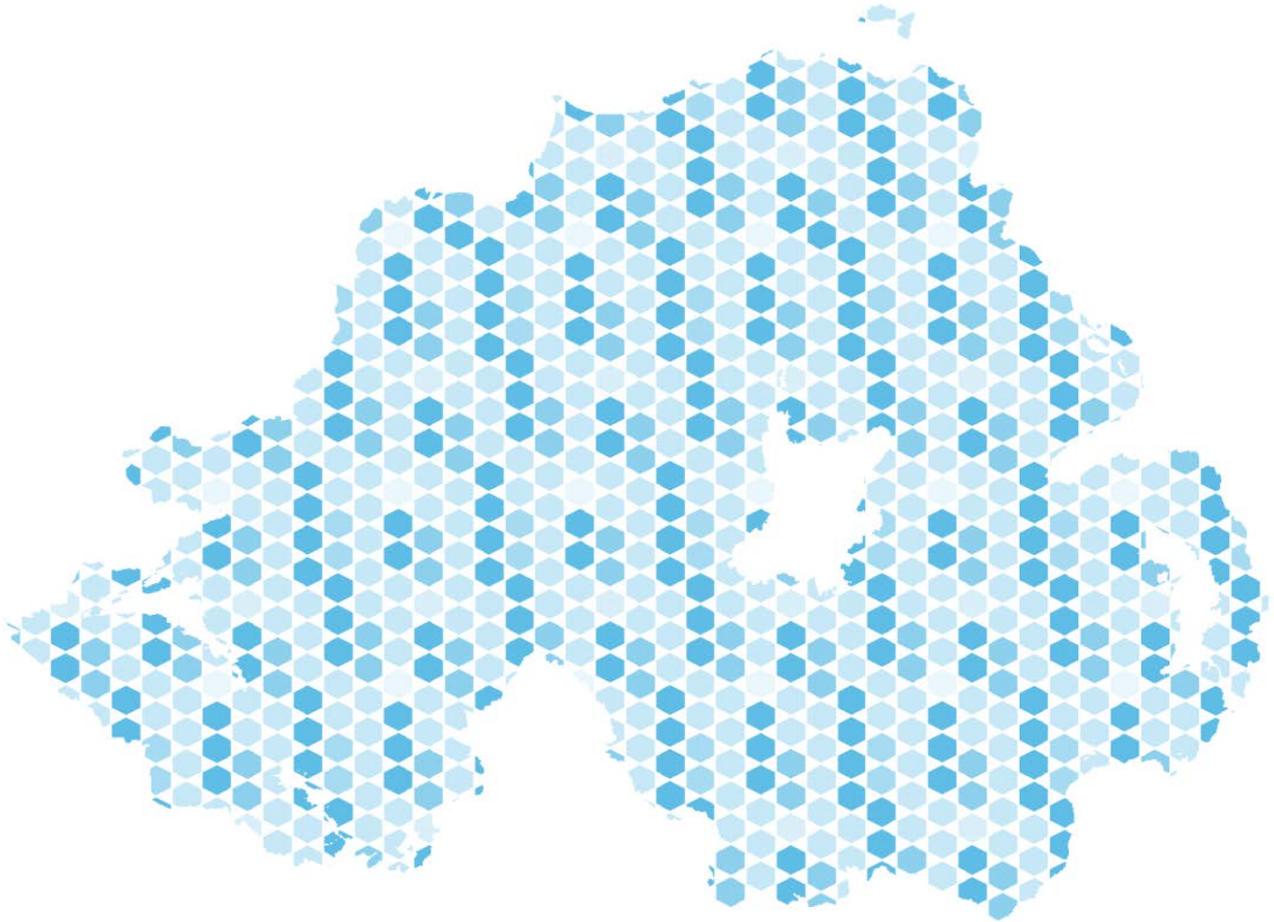


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Joseph's Primary School,  
Lisburn, County Antrim

Maintained, co-educational

Report of a Follow-up Inspection  
in February 2018



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 JOSEPH'S PRIMARY SCHOOL, LISBURN, BT27 4XE (403-0897)**

The Education and Training Inspectorate (ETI) carried out an inspection of St Joseph's Primary School in May 2016<sup>1</sup>, 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:

- bring stability to the leadership and strengthen the management at all levels within the school to effect improvement;
- improve the quality of planning, learning and teaching to meet more fully the needs and abilities of all the children; and
- address 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<sup>2</sup> policy.

The school's action plans were of a good quality. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out a safeguarding follow-up visit in June 2016, an interim follow-up visit in December 2016 and a follow-up inspection in February 2018.

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

- improved arrangements for safeguarding children as evaluated during a six-week safeguarding follow-up in June 2016;
- the stability in the leadership and management with the appointment of a new acting principal, acting vice-principal and a number of new co-ordinators;
- an amended approach to whole-school planning for learning and teaching, with a focus on differentiation and ongoing evaluations of learning;
- a shared approach to monitoring and evaluating has been established in order to improve the quality of learning and teaching and track progression in literacy, numeracy and information and communication technology (ICT);
- the profile of numeracy, literacy and ICT has been raised throughout the school, with parents and with governors, through initiatives, such as, writers' walls, parental workshops and the use of social media;
- a range of support has been provided by the Education Authority (EA) and the Catholic Council for Maintained Schools (CCMS) for the senior and middle leaders, staff and governors;

---

<sup>1</sup> <https://www.etini.gov.uk/publications/primary-inspection-st-josephs-primary-school-lisburn-county-antrim>

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

- the increased levels of full-time teaching staff; and
- both the senior and middle leadership teams have developed more effective lines of communication and professional engagement with the board of governors.

## Key findings

- The outcomes for learners in numeracy are now good. The children talk enthusiastically about their mathematical learning; they use appropriate mathematical language and are confident in applying and discussing a range of mental mathematics and problem-solving strategies. The outcomes for learners in literacy are now very good. There is improved consistency in the standards of writing across all the key stages; the children are now writing across the curriculum for a range of purposes and audiences in meaningful real-life contexts. There has been a reduction in the number of children underachieving in literacy and numeracy. The school's internal data now indicates that almost all of the children achieve standards in literacy and numeracy as expected. The children are now using ICT appropriately and making good progress across all aspects of the ICT curriculum.
- The overall quality of provision is now good. The quality of provision in both numeracy and ICT is now good and the quality of provision in both special educational needs (SEN) and literacy is now very good. The quality of the teachers' planning across the school has improved significantly and there are good opportunities for connected learning across the curriculum, with more purposeful contexts for problem-solving and using ICT. The provision in special educational needs has also improved significantly and is now meeting more effectively the needs of the children. All of the learning and teaching observed during the follow-up inspection process was effective or highly effective; one quarter was highly effective.
- The quality and effectiveness of leadership, management and action to promote improvement are now good. This is evidenced by: the improved capacity of all co-ordinators; the strategic governance; and, the improvements in the provision for learning and the children's outcomes. Communication across the school has greatly improved; furthermore, the staff work well collegiately, with enthusiasm and growing confidence. The strategic and very effective leadership of the acting principal and acting vice-principal in particular has been instrumental in leading the improvement agenda.
- There can be a high level of confidence in the aspects of governance evaluated. The governors have developed significantly their roles, with link governors for core curricular areas engaging proactively with co-ordinators to monitor the progress and impact of the action plans.
- The EA and CCMS advisers have provided highly effective support to the school's leadership team and staff; the advisers have contributed to the improvement of the quality of learning and teaching, particularly in mathematics, and the development of co-ordinators' roles.

## **Overall effectiveness**

St Joseph's 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 particular, in developing further a greater challenge in learning.

© 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](http://www.etini.gov.uk)