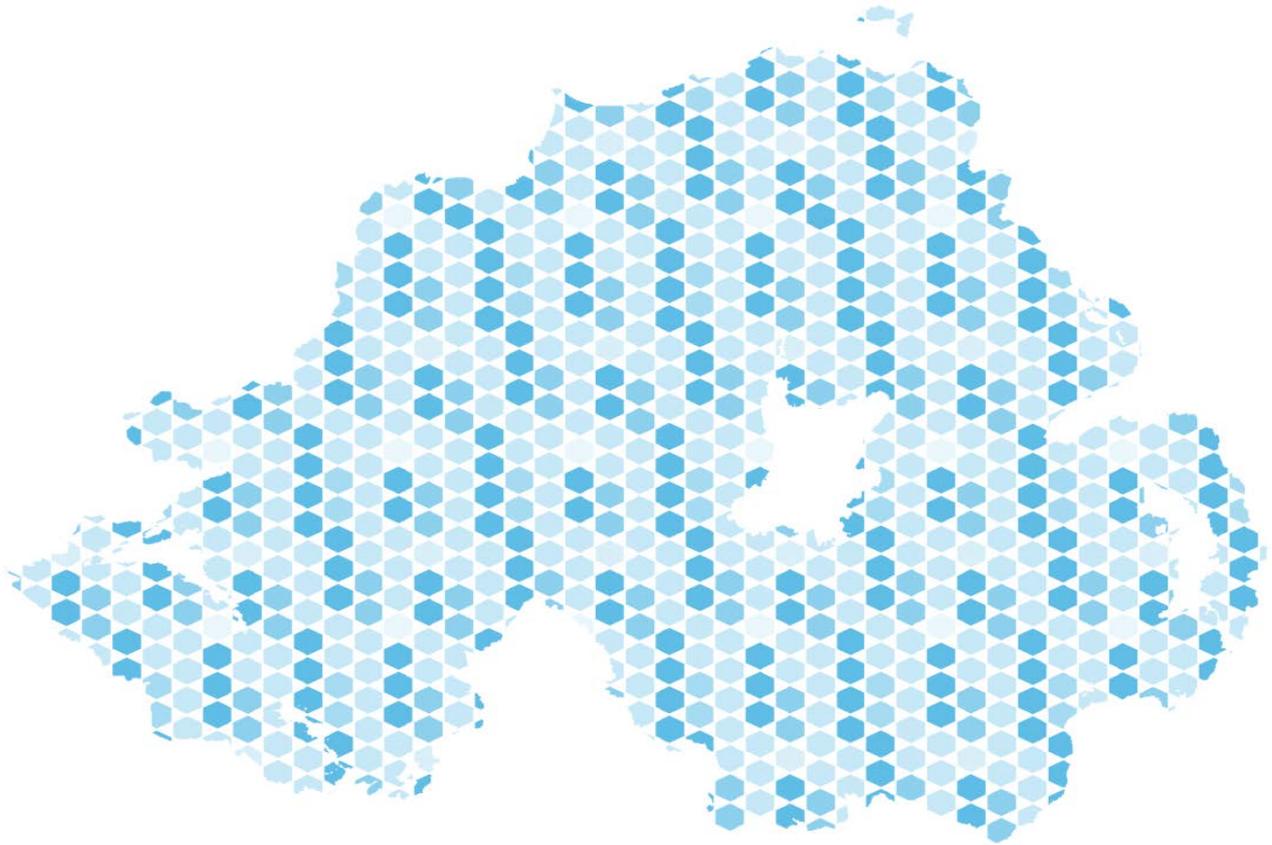


Education and Training Inspectorate

PRIMARY INSPECTION



Ballytober Primary School, Bushmills, County Antrim

Controlled, co-educational DE Ref No (301-0892)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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FOLLOW-UP TO THE INSPECTION OF BALLYTOBER PRIMARY SCHOOL, BUSHMILLS, COUNTY ANTRIM, BT57 8UR (301-0892)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Ballytober Primary School in February 2018¹, which concluded that the school needed to address an important area for improvement identified in the interest of all the learners. The area for improvement was:

- for the co-ordinators to develop further their roles in evaluating the impact of the learning experiences and outcomes of the children.

As a consequence, the Department of Education made the decision that the school should remain within the Formal Intervention Process under the Every School a Good School policy on 24 May 2018².

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

The ETI carried out an interim follow-up visit in October 2018 and a second follow-up inspection in May 2019.

In the interval since the follow-up inspection, the school has received external support provided by the Education Authority in relation to developing further the roles of the co-ordinators in evaluating the impact of the learning experiences and outcomes of the children. The quality of this collaboration has been very good in developing further the roles of the co-ordinators to monitor and evaluate the children's learning experiences and outcomes. Consequently, there have been improvements in the quality of education as reported in the key findings below.

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

- the use of Extended Schools funding for intervention programmes to support children with their language and literacy development;
- learning co-ordinators have availed of a wide range of professional development opportunities relevant to their curricular areas; and
- the reconstituted Board of Governors has established link governors between themselves and the co-ordinators.

Key findings

- The quality and effectiveness of leadership, management and action to promote improvement are now good. There is a collegial team spirit among the staff who have implemented a more rigorous process of monitoring and evaluating the quality of the learning, teaching and outcomes for the children. This has resulted in improvements in the children's learning experiences of reading, writing and progression within numeracy.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-ballytober-primary-school-bushmills-county-antrim-301-0892.pdf>

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

- The board of governors have a clear understanding of the life and work of the school through very good links with the learning co-ordinators. Consequently, the governors exercise their support and challenge functions more fully regarding the quality of provision and the outcomes for the children.
- The Education Authority's support has been reduced considerably and replaced by the school's own programme of self-evaluation.
- 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 in order to address the current and future needs of the pupils and the staff.

Overall effectiveness

Ballytober 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:

- improving further the outcomes of the children in literacy and numeracy through connecting the curriculum; and
- continuing to use self-evaluation processes to identify and disseminate best practice.

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