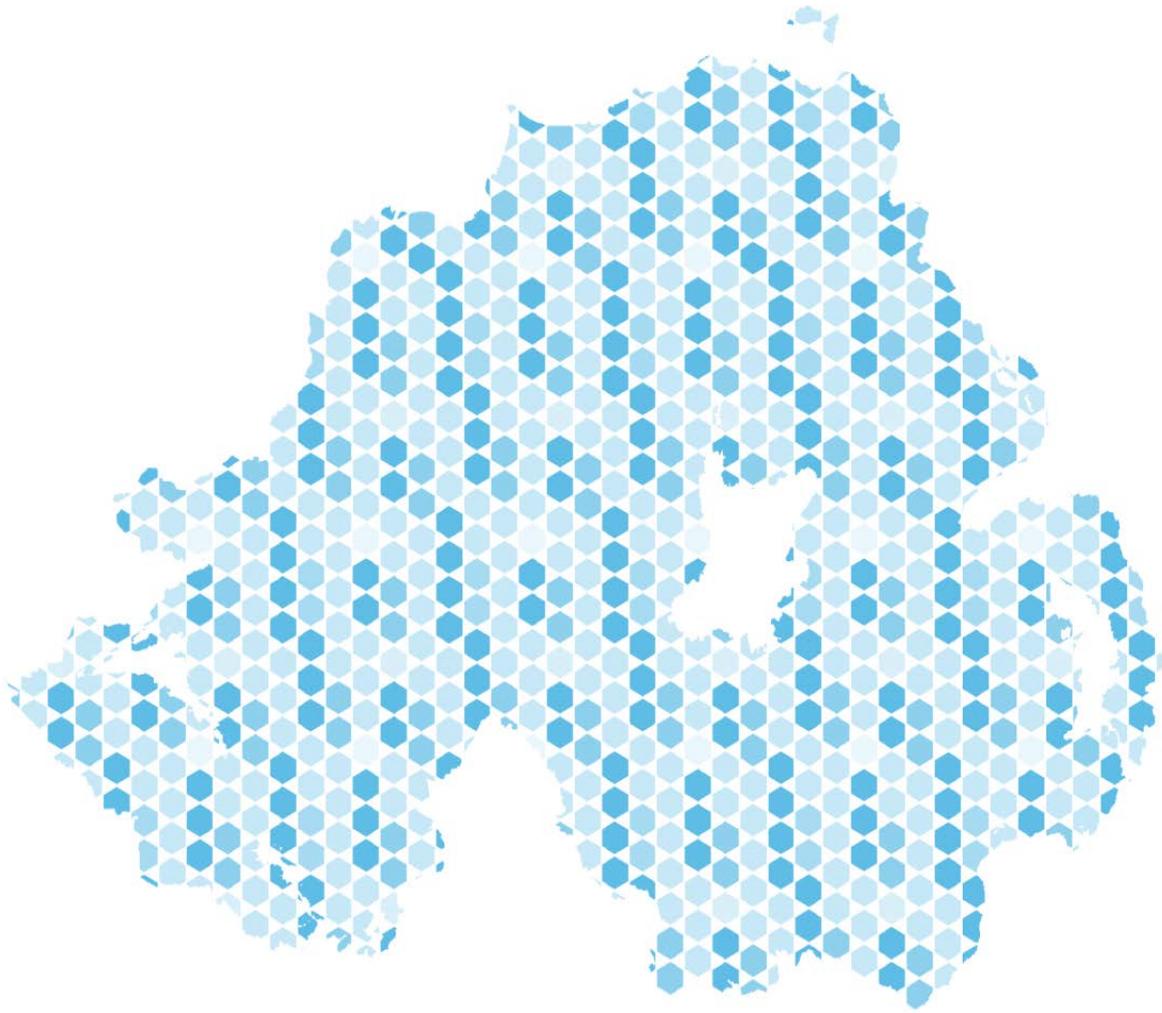


PRIMARY INSPECTION



Education and Training
Inspectorate

St John's Primary School,
Carnlough, County Antrim

Report of a Sustaining
Improvement Inspection
in May 2016

Sustaining Improvement Inspection of St John's Primary School, Carnlough, County Antrim (303-3317)

In the last inspection held in December 2012, St John's Primary School was evaluated overall as very good. A Sustaining Improvement Inspection (SII) was conducted on 11 May 2016. The purpose of the SII is to evaluate the extent to which the school and the nursery unit 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 for the inspection were:

- developing the numeracy provision across the curriculum, in particular, within the World Around Us, to continue to raise the standards which the children attain; and
- improving the quality of the provision in the nursery unit and the foundation stage.

Key findings

The senior leadership and the learning co-ordinators share a clear vision for continuous improvement and lead skilfully the school improvement processes. There is wide-ranging evidence of significant progress being made in the strategic priorities. The teachers use effectively the school's internal data to identify the priorities for improvement and to monitor and evaluate rigorously the quality of the children's learning. From the earliest stage, the staff's intentional development of the children's mathematical skills and associated knowledge within the World Around Us and the learning through play contributes significantly to the children's attainments in numeracy and science and technology. The detailed and progressive planning at all levels connects well the children's learning, providing them with meaningful opportunities to generate questions and pursue lines of enquiry. From nursery through to year 7, the teachers encourage the children to explain their thinking and to apply and combine their developing skills competently and creatively, for example, in the high quality investigations in the World Around Us. Of particular note is the impact of the staff's important professional development work linking drama, creativity and science and their many productive learning partnerships including those with local schools, the supportive community and the Primary Science Teachers' Trust.

Conclusion

St John's Primary School continues to demonstrate a high level of capacity for sustained self-improvement in the interest of the learners. The ETI will continue to monitor how the school sustains improvement.

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