



*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**



## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Ballykelly Primary School and Nursery Unit  
Limavady**

**March 2013**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF BALLYKELLY PRIMARY SCHOOL AND NURSERY UNIT, LIMAVADY, CO LONDONDERRY, BT49 9JS (201-2298)**

The focused inspection of Ballykelly Primary School and Nursery Unit in October 2010, highlighted the following strengths: the exemplary behaviour of the children, the outstanding quality of the provision in the foundation stage (FS) at years 1 and 2, the very good quality of the pastoral care and special educational needs (SEN) provision, the good or better quality of teaching in almost three-quarters of the lessons in the school, the well established routines in the nursery unit, the very wide range of after-school activities provided and the valuable links established with the parents, other schools and the wider community.

The inspection identified the need for the school to:

- develop a more systematic and collegial approach to the dissemination of the key aspects of the best practice within the school to ensure that the children are provided with consistently high-quality learning experiences; and
- develop further the processes for self-evaluation and improvement to raise further the standards the children attain in literacy and numeracy.

The following areas for improvement were identified in the nursery unit:

- the senior management team needs to monitor and evaluate more closely the nursery provision and to establish curricular links between the foundation stage and the nursery unit;
- the nursery staff need to develop further the methods for planning the programme in order to focus on the learning outcomes for the children and to guide the staff more effectively in their interactions with the children; and
- the development of all areas of the pre-school curriculum to enhance the quality of provision for all the children.

In the interval since the inspection, the following actions which affect the work of the school and the nursery unit have taken place:

- a new Principal Was appointed in February 2011;
- there have been a number of staff changes and redeployment of responsibilities in the school including the appointment of a new Vice -principal, learning support teacher, key stage co-ordinators, and teachers to shadow and support the literacy and numeracy co-ordinators;
- the roles and responsibilities of the co-ordinators have been clarified and developed to focus on monitoring, evaluation and leading staff development in their respective areas;
- the staff have received professional development and support from the Curriculum Advisory and Support Service (CASS) of the Western Education and Library Board (WELB) in a number of areas including literacy, numeracy and assessment;
- there are whole school schemes in place to promote coherence and progression in spelling, reading, writing and problem-solving; and
- the FS co-ordinator took up post as the nursery unit teacher in September 2012.

The Education and Training Inspectorate carried out two monitoring visits in the school and nursery unit and a follow-up inspection in March 2013.

The action plans produced by the school in response to the inspection findings were of a good quality. The school's development plan has been adjusted in light of the inspection findings.

The following are the most important improvements in the primary school and nursery unit since the original inspection:

- the highly effective, committed and strategic leadership provided by the Principal, supported well by the Vice-principal, has resulted in a collaborative culture and approach to promoting improvement in the school and nursery unit;
- the dedicated and effective co-ordinators have developed well their capacity to monitor and evaluate the provision in their areas and disseminate the most effective practice; this is beginning to have a positive impact on the standards achieved by the children;
- the teachers have formalised the procedures for collecting and analysing performance data to identify low and under-achievement in literacy and numeracy, to identify curricular areas for development and set targets for further improvement;
- the improved consistency in the quality of teaching across all key stages, which was good or better in almost all the lessons observed;
- the improving trends in the quality of the children's oral and written work in the school and the overall standards they attain;
- strong pastoral and curricular links have been developed between the nursery unit and foundation stage;
- the nursery unit staff have developed a thorough approach to planning which focuses on the learning outcomes for the children across all areas of the pre-school curriculum, including the provision for outdoor play which has been greatly enhanced; and
- the quality of the interactions between the nursery unit staff and the children which were always good or better.

In the areas inspected, the quality of education provided by this school is now good. The school has important strengths in most of its educational and pastoral provision. The follow-up inspection has identified an area for improvement which needs to be developed further but equally the school has demonstrated the capacity to address this.

The area which needs further improvement is to:

- maintain and embed the recent developments for rigorous self-evaluation to help bring about continued improvement in the children's standards in literacy and numeracy.

In the nursery unit, in the areas inspected, the quality of education provided is now very good. The nursery unit is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

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