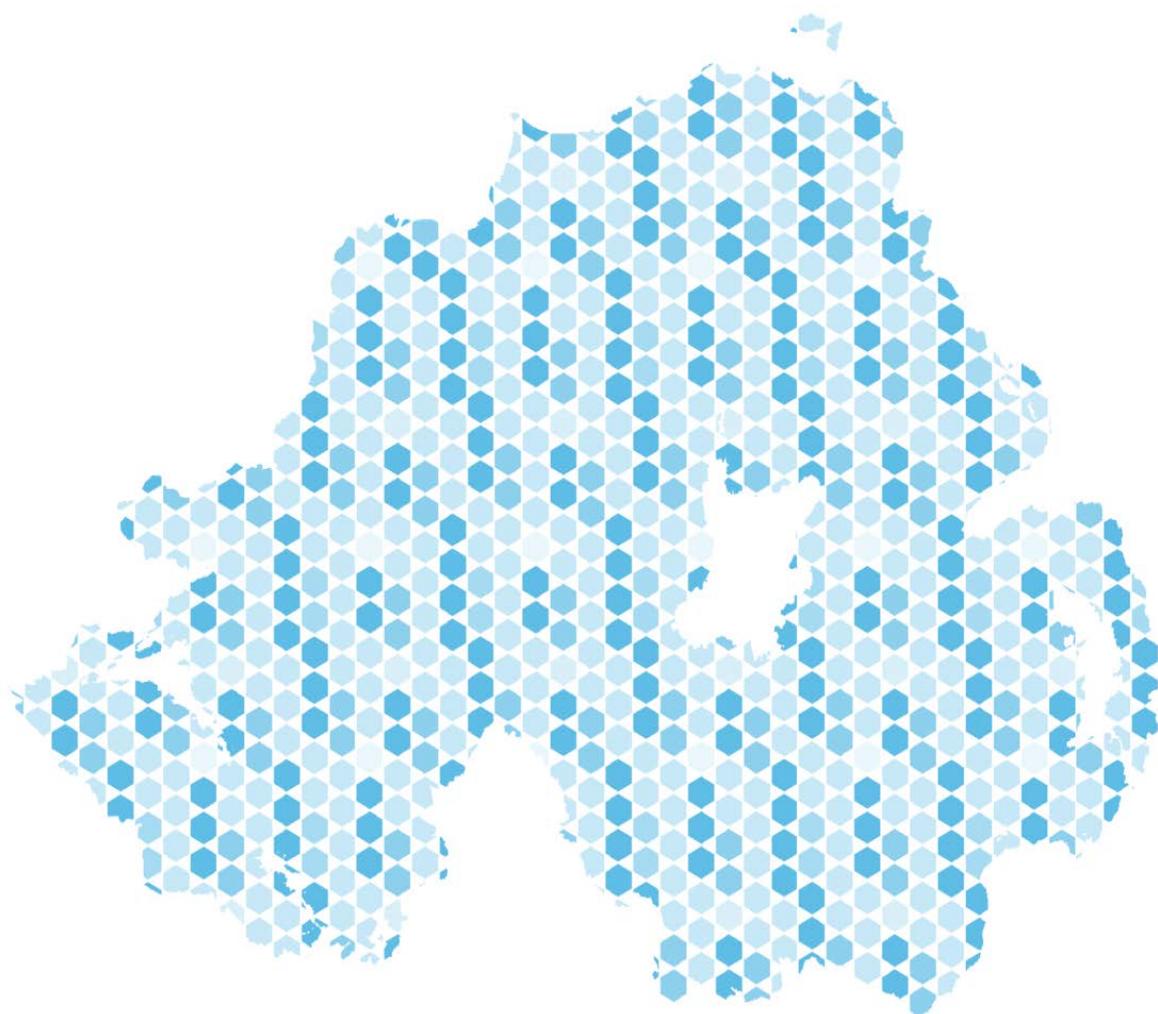


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Hilltown, Newry, County Down

Report of a Sustaining
Improvement Inspection
in January 2016

Sustaining Improvement Inspection of St Patrick's Primary School, Hilltown, Newry (503-3025)

In the last inspection held in October 2012, St Patrick's Primary School was evaluated overall as good. A sustaining improvement inspection (SII) was conducted on 20 January 2016. The purpose of the SII is to evaluate the extent to which the school 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 two key priorities to demonstrate to the Education and Training Inspectorate (ETI) the effectiveness of the school's actions to continued improvement. One of the key areas was an area for improvement identified in the last inspection report of October 2012. The second area was selected from the school development plan (SDP).

The two key areas identified by the school for the inspection were:

- the dissemination of best practice within the school, particularly in relation to differentiation, to promote consistently high quality teaching and learning; and
- to develop writing in a range of genres and contexts across the curriculum through differentiated learning and teaching.

Key findings

There is clear evidence of significant and continuing progress being made in the key priorities identified in the SDP and associated action plans. Of particular importance is the development of short-term planning across the school with a clear focus on differentiated learning to meet the needs of all children; and, the dissemination of best practice to ensure consistently high quality learning experiences for the children. On the day of the inspection, the quality of the lessons observed was very good and outstanding reflecting the school's focus on improving provision through effective differentiated planning, learning and teaching.

The senior leadership team provide very effective strategic leadership which focuses appropriately on whole-school development and improvement. The improvement process is underpinned by rigorous self-evaluation, robust analysis of data and the sharing of effective practice. The staff have a very clear understanding of the effective use of internal performance data which leads to improvements in the outcomes for the children. The schools internal data demonstrates that nearly all of the children are achieving in line with their ability or above expectation in English and mathematics.

Conclusion

St Patrick's Primary School continues to demonstrate the capacity for sustained self-improvement in the interests of the children. The ETI will continue to monitor how the school sustains improvement.

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