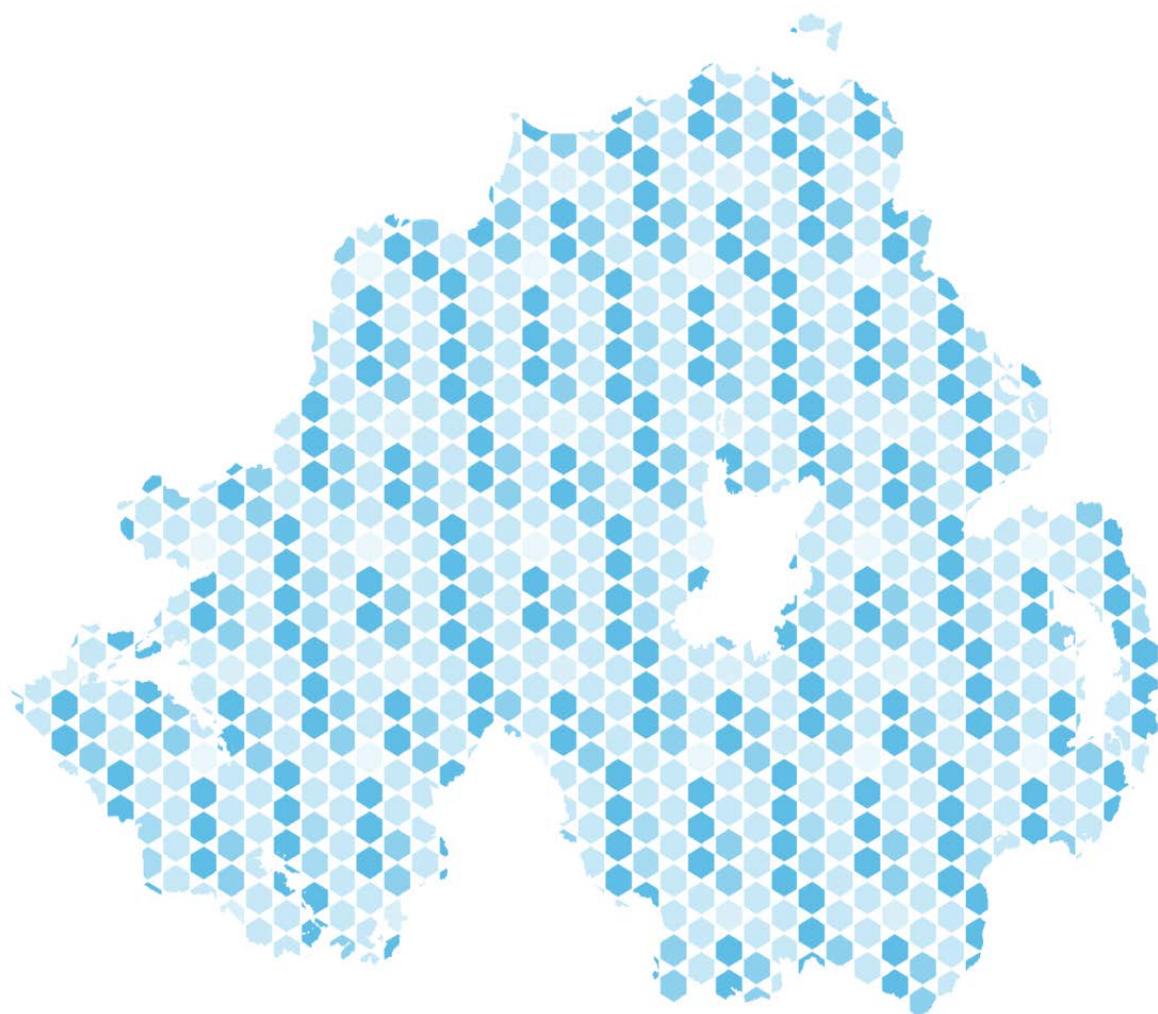


PRIMARY INSPECTION



Education and Training
Inspectorate

Sacred Heart Primary School,
Omagh, County Tyrone

Report of a Sustaining
Improvement Inspection
in February 2016

Sustaining Improvement Inspection of Sacred Heart Primary School, Omagh (203-2721)

In the last inspection held in November, 2103, Sacred Heart Primary School was evaluated overall as very good. A Sustaining Improvement Inspection (SII) was conducted on 10 February 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, 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 by the school for the inspection were to:

- maintain and raise further the standards in reading through the introduction of new resources and to promote the children's enjoyment of reading; and
- promote consistency at whole-school level in the teaching of phonics to address areas of development in the special needs provision.

Key findings

Since the inspection in 2013, the senior leadership team has developed further the culture of self-evaluation leading to school improvement. There are appropriate improvement priorities in the school development plan which have been identified through consultation with children, staff, parents and governors, and an analysis of the school's internal performance data. School improvement is developed incrementally from the previous cycle of school development planning. It is underpinned by a culture of sharing of best practice and classroom observation and the outcomes are effectively linked to the current priorities in the action plans. The learning co-ordinators monitor closely the learning and teaching and contribute to the action plans and three-year development plan, and provide appropriate levels of advice, guidance and support within their areas of responsibility. The staff host and attend meetings in cluster schools to disseminate and share good practice.

Observation of the learning and teaching indicates that the provision for learning is effective in enabling all the children to achieve well. The school's recent focus on motivating the children to read for enjoyment and to select a target group of lower performing children with potential for improvement in reading standards has been successful. The purchase of additional reading resources and the introduction of an on-line reading programme have resulted in a significant improvement in the standard of, and enjoyment in, reading. Just over two-thirds of the target group of children improved significantly their reading standards and they are motivated to become more involved in their own learning. The key stage 2 children are trained as junior librarians and they manage effectively the school library acting as role models for the younger children in the promotion of reading for enjoyment. There is evidence of the children using a wide range of vocabulary and engaging in written tasks with enthusiasm.

The priorities in the school development plan have identified appropriately aspects of the special needs provision for improvement. An effective feature of the special needs provision is the up-skilling of the classroom assistants to implement consistently the phonics programmes and to assist with reading partnerships and numeracy support groups. The strategies adopted impact positively on the improvements of the children's standards and their personal development.

Conclusion

Sacred Heart Primary School continues to demonstrate a high level of 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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