

An Evaluation of

Literacy and Numeracy in Primary and Post-Primary Schools: Characteristics that Determine Effective Provision

Inspected: November 2007 & January 2008

eti

*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

CONTENTS

| Section | Page |
|---|------|
| 1 INTRODUCTION..... | 1 |
| 2 CHARACTERISTICS THAT DETERMINE EFFECTIVE PROVISION..... | 3 |
| 2.1 PRIMARY SCHOOL PROVISION | |
| 2.1.1 Generic..... | 3 |
| 2.1.2 Literacy-based..... | 6 |
| 2.1.3 Numeracy-based..... | 10 |
| 2.2 POST-PRIMARY SCHOOL PROVISION | |
| 2.2.1 Generic..... | 12 |
| 2.2.2 Literacy-based..... | 16 |
| 2.2.3 Numeracy-based..... | 18 |
| 3. SUMMARY..... | 22 |
| APPENDIX..... | 25 |

1. INTRODUCTION

- 1.1 In 1998, 'The Strategy for the Promotion of Literacy and Numeracy in Primary and Secondary Schools' was initiated by the Secretary of State and since then substantial investment has been made by the Department of Education (DE) in literacy and numeracy programmes. In 2006, the Strategy was evaluated when the Northern Ireland Audit Office published 'Improving Literacy and Numeracy in Schools'. This was followed by a report of the same title by the House of Commons Committee of Public Accounts. In response to the findings of these reports, the Department requested the Education and Training Inspectorate (Inspectorate) to undertake a survey to identify whole-school factors relating to literacy and numeracy which are effective in raising standards.
- 1.2 The Inspectorate carried out visits to a total of 34 primary and post-primary schools in the months of November 2007 and January 2008.
- Of the 24 primary schools visited, eleven were chosen because of the historically strong performance in the end of key stage (KS) 2 assessments; four were chosen because the performances in English were significantly stronger than those in mathematics and, conversely, four were chosen because mathematics was stronger than English; and finally, five were chosen because the historical profile in the KS2 assessments was low.
 - Ten non-selective post-primary schools were visited by the Inspectorate. Seven were chosen because of the historically strong performances in the General Certificate of Secondary Education (GCSE) English and mathematics examinations and three were selected because the respective results were low.
- 1.3 It is generally accepted that high levels of social deprivation are strongly associated with causes that give rise to significant barriers to the pupils' and children's learning and achievements in literacy and numeracy. The Free School Meals (FSM) Entitlement was taken as a proxy for social deprivation and was factored in when the schools, both primary and post-primary, were selected for the sample. Most of the schools visited had more than a quarter of the children or pupils entitled to FSM; the highest FSM percentage was 75%. This targeted approach to sampling resulted in a range of co-educational and single gender schools within the controlled and maintained sectors. The list of the schools selected is given in the Appendix.

- 1.4 In the course of the survey, there were 173 lesson observations and 148 meetings with key personnel, such as the principals, literacy co-ordinators (LC), numeracy co-ordinators (NC) and special educational needs co-ordinators (SENCO). Further evidence was gleaned from the documentation supplied by the schools, such as the school development plans (SDP), their own monitoring of standards through benchmarking, Special Educational Needs (SEN) data, whole-school policies and planning relating to literacy and numeracy.
- 1.5 The evidence from the survey indicated that there are important characteristics which are common to the successful schools, and that these factors can contribute greatly to overcoming the barriers to learning that the children and pupils have experienced in the past and, in many cases, still experience. **Conversely, and importantly, when these same characteristics are absent, in whole or in part, the children and pupils continue to underachieve.**
- 1.6 Section 2 of the report outlines the generic, literacy-related and numeracy-related characteristics that determine effective provision. It is based not only on the evaluations from the survey visits, but also informed by evidence from recent school inspections. Section 3 summarises the major common themes.

2. CHARACTERISTICS THAT DETERMINE EFFECTIVE PROVISION

2.1 PRIMARY SCHOOL PROVISION

2.1.1 Generic

Ethos

- The behaviour and general attitude of the children are good, and they believe that they will achieve.
- The teachers celebrate the children's achievements and the learning environment is welcoming, bright and stimulating.
- The working relationships between the children and staff are positive, and are indicative of mutual respect.
- Staff morale is high. There is a balance of experienced and less-experienced teachers, though all are enthusiastic and committed.
- There is a strong sense of purpose and industry to the work and life of the school.
- The school is at the centre of the community; links with parents are strong.
- The Board of Governors are involved in, and kept informed of, the life and work of the school.

Planning

- The whole-school planning is comprehensive and appropriately detailed, to enable teachers to plan in the medium-term. It also indicates where and when particular information and communication technology (ICT) software will enhance the children's learning.
- The medium-term planning allows for differentiation and for ongoing evaluative annotations that aid future planning. It also identifies clearly the intended learning outcomes.
- The teachers plan effectively for lessons and are well-prepared.

Teaching and Learning

- Lessons are well structured with time for the sharing and reviewing of the intended learning with the children. WALT¹ or WILF² boards are completed following discussions with the children.
- The intended learning is regularly recapped and set in a relevant context.
- Teachers have high expectations of the standards of attainment and levels of engagement of the children.
- Children are actively engaged in their learning. Learning is a collaborative activity: when appropriate, children work in pairs and groups.
- Questions are open and stimulate a high level of thinking before the children respond. The language used and expected is accurate and appropriate.
- Teachers promote and expect high standards of presentation.
- Teachers report that the Northern Ireland Literacy Strategy (NILS) and Northern Ireland Numeracy Strategy (NINS) in-service training provided by the Curriculum Advisory and Support Service (CASS) has been beneficial.

Assessment

- Assessment for Learning (AfL) strategies are well-established.
- Marking for improvement is happening, through which teachers provide effective feedback.
- The results of formative and summative assessments, including standardised tests, are used to help track the progress of children at individual, class and year group levels.

¹ WALT - We are learning to...

² WILF - What I'm looking for

Special Educational Needs

- Identification of the children who require additional support with their learning occurs at an early stage.
- Diagnostic tests are used, or screening tests are used diagnostically.
- The progress of the children is monitored and tracked carefully.
- The SENCO liaises effectively with the LC and NC.
- The individual and group Education Plans (EPs) identify SMART³ targets and strategies to help teachers; they involve parents and the children, and are reviewed regularly.
- Copies of EPs are readily available to inform teachers' daily planning, and the strategies identified in the EPs are being deployed.

Leadership

- The Principal has a strong vision for the school, promotes a consultative approach to decision making and encourages collegiality through distributed leadership.
- The Principal and senior management team (SMT) promote self-evaluation in order to enhance the monitoring, evaluation and review processes: self-evaluation is leading to self-improvement at all levels.
- The Principal has the development and promotion of literacy and numeracy as whole-school priorities.
- The Principal and SMT, in conjunction with the LC and NC, ensure that there are opportunities for teachers to share good practice.
- The Board of Governors are involved in, and kept informed of, the life and work of the school.

³ SMART – Specific, Measurable, Achievable, Realistic and Time-bound

Monitoring and Evaluation

- The attainments of the children are benchmarked to inform the development planning process and target setting.
- The use of performance data is used to track the attainment of the children at an individual level.
- Lessons are observed and teachers are provided with constructive feedback.
- The work of the children is monitored and evaluated to ensure progression and to facilitate review of practice.
- Medium-term planners are monitored and evaluated to ensure progression and to aid future planning.

Development planning

- The SDP is focused on a manageable number of priorities, and has its foundation in self-evaluation, at individual, year group and whole-school levels.
- The SDP is a working document: the development process is a formative process rather than a summative one resulting in the final document.
- Literacy and numeracy are priorities within the SDP, as required by DE regulations.

Links with Parents

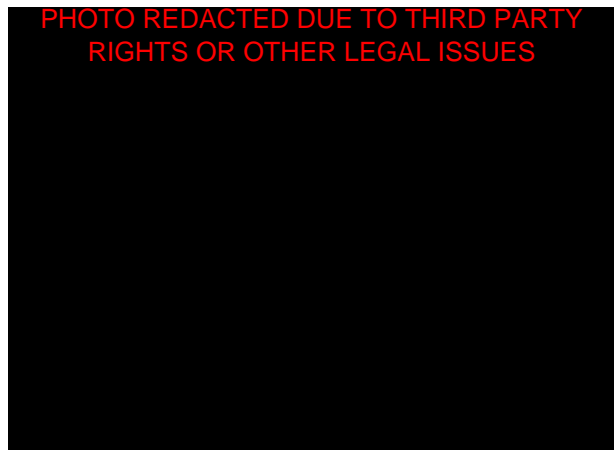
- The school involves the parents in the education of their child.
- The parents are informed how the children and pupils can be helped with their learning.

2.1.2 Literacy-based

Ethos

- There is a long established culture of valuing the ability to read well within a supportive literacy environment.

- The school promotes the love of reading, for example, through the effective use of class and school libraries comprising age- and gender-appropriate reading materials.
- Emphasis is placed on good behaviour which assists the promotion of thinking skills and oral communication.
- The staff are proactive rather than reactive and keen to be involved in relevant programmes, initiatives, competitions and activities.
- The children's enjoyment of active learning is evident.
- There is a language-rich environment, which includes the celebration of the children's personal writing.



Good use is made of visits from authors and book fairs.

Planning

- Effective use is made of performance data to set individual targets in literacy.
- There is very good whole school planning, including the planning for literacy within all curricular areas.
- There is an agreed literacy framework including policy and schemes of work.
- Planning for the development of talking and listening is embedded within the overall planning for reading and writing.
- There is a coherent approach to spelling and handwriting throughout the school.
- Appropriate standardised tests are used to inform planning and track improvement in literacy.

Teaching and Learning

- Curriculum Advisory and Support Service training and support have had a positive impact on the work of the school.
- Staff development programmes promote appropriate consistency in the teaching practice and application of the agreed, whole-school approach to teaching aspects of primary English in line with the good practice as advocated by the NELS and the strategies of the Reading Recovery Programme.
- The school has benefitted from involvement in the Raising Achievement Programme (RAP); teachers report that the support from CASS has been effective.
- The teachers demonstrate understanding and expertise of how to teach the key reading skills in conjunction with the early and appropriate identification of the children's reading abilities and the knowledge of how to support the children's development of and progression in reading skills.
- There is adept use of open-ended questioning to encourage thinking skills and extended responses.
- A variety of agreed teaching approaches are in use with a greater emphasis on talking and listening, especially in the early years where activities, such as 'show and tell', singing and rhyme sessions, promote these skills as part of play-based learning.
- Children have a broad and enriched range of writing experiences including independent and creative writing and there are good examples of writing across the curriculum.
- Good use is made of ICT to support learning and teaching with children often working independently or in pairs at work stations.

Special Educational Needs

- Effective use is made of all available data to ensure and monitor progression in reading age.

- There is early identification of individual pupils in need of additional literacy support.
- Target groups with specific literacy needs are identified within each class.
- Literacy targets in EPs are drawn up following consultation between SENCO, LC and the class teacher.
- Effective monitoring and tracking of progress take place making adept use of literacy specific diagnostic testing.

Leadership

- The Principal and all the staff have high expectations in literacy.
- The LC demonstrates expertise, enthusiasm and vision.
- The Principal and SMT monitor planners, books and standards ensuring a wide range of writing is evident, appropriately marked and annotated.
- There is ongoing monitoring and evaluation by the LC at individual class and whole-school levels.
- There is financial investment in resources and programmes including new reading schemes, digital and ICT resources and refurbishments of central library spaces.

Development planning

- There exists an agreed coherent whole-school way forward for the promotion of higher standards in literacy through the SDP and SMART Action Plans.

Links with Parents

- The school involves the parents in the life and work of the school, for example, offering guidance on reading with children at home and providing a lending library for parents.
- Parents are encouraged to participate in initiatives such as reading partnerships, paired reading programmes and story bags.

- Parents participate in information afternoons and the Developing Early Listening and Talking Abilities programme.

2.1.3 Numeracy-based

Ethos

- The classrooms have displays relating to mathematics; for example, rooms have a hundred square, models of three-dimensional shapes and a number 'washing' line available for easy reference.
- The children's confidence in their mathematical understanding is high; they display a strong 'have a go' attitude to their mathematical work.

Planning

- The whole-school planning identifies opportunities that facilitate the development of the children's mental mathematics (MM), problem-solving and investigational strategies, and where and when particular ICT software will enhance the children's mathematical learning.

Teaching and Learning

- Teachers have high expectations of the children, including the recall of basic number facts and the clear and neat lay-out of solutions.
- Questions engender a high level of mathematical thinking; children are often asked to explain their reasoning. Correct mathematical vocabulary is expected and used.
- Examples from the children's everyday numeracy are used to make the work relevant.
- Children have opportunities to use practical equipment in their problem-solving and investigational work. The understanding of mathematical concepts at the concrete level is a priority and precedes understanding at the abstract level.

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- Mental mathematics is a priority. In some cases, it is the basis of appropriate 'warm up' sessions; in others, teachers showcase various MM strategies and encourage children to share their strategies in open, non-competitive discussions.
- Word problems are emphasised in order that children learn to transform real situations into mathematics and convert numerical answers back into the contextual solutions: mathematics questions are seen as another opportunity to promote standards in literacy.
- Children have opportunities to investigate and problem-solve in pairs and groups.
- Procedures and algorithms are not overly emphasised.
- Mathematics is an activity to be enjoyed: maths games are used frequently and often allowed home in order to involve the parents.
- Information and communication technology is used to enhance the teaching and mathematical learning. When children work individually at work stations, teachers provide regular support and feedback.

Assessment

- Children receive feedback on their work: self-marking is not over-used; key errors are corrected and followed-up with support from the teacher.

Special Educational Needs

- Numeracy targets in EPs are drawn up following consultation between SENCO, NC and the class teacher.
- Teachers are addressing the needs of the children who require additional support with their numeracy through differentiated activities or additional support using, for example, a classroom assistant.
- Numeracy withdrawal sessions involve explanations and discussions, and use practical equipment when appropriate: they do not over-emphasise further practice of procedures.

Leadership

- The NC is focused on the quality of teaching and learning in mathematics.
- The NC encourages the appropriate progression in the children's mathematics learning through, for example, effective whole-school planning.
- There is financial investment in resources relating to numeracy.

Monitoring and Evaluation

- The NC plays an important role in observing of numeracy lessons, in providing constructive feedback to teachers and in monitoring the medium-term planning; team teaching occurs within numeracy.

Development planning

- Development planning within numeracy involves all teachers and classroom assistants.
- The Numeracy Action Plans are focused on the improvement of the teaching and learning of mathematics; they have baseline positions, SMART targets and success criteria, and outline the strategies which will effect the intended improvement.

Links with Parents

- Parents are well-informed about the mathematics their child is doing and how they can help their child with his or her learning.
- When appropriate, parents are actively involved in their children's mathematical work; for example, they participate in the Parents in Numeracy programme.

2.2 POST-PRIMARY SCHOOL PROVISION

2.2.1 Generic

Ethos

- The behaviour, motivation and general attitude of the pupils are good, and they believe that they will achieve.

- The teachers celebrate the pupils' achievements and the learning environment is welcoming, bright and stimulating.
- The working relationships between the pupils and staff are positive, and are indicative of mutual respect.
- There are strong and effective links between the academic and pastoral structures within the school.
- The school is at the centre of the community; links with parents are strong.
- The Board of Governors are involved in the life of the school.

Planning

- The schemes of work are comprehensive and appropriately detailed; they are working documents which are annotated in order to assist their review.
- Classes are arranged in order that the size of classes and the strengths of the teachers are well-matched to the needs of the pupils.
- The teachers plan well for lessons and are well-prepared.

Teaching and Learning

- Lessons are well structured with time for the sharing and reviewing of the intended learning with the pupils.
- The intended learning is regularly recapped and set in an interesting and relevant context.
- Teachers have high expectations of the standards of attainment and pupils' levels of engagement; they are committed to the education of the pupils.
- Pupils have opportunities to experience a range of activities. They are active participants rather than passive recipients. Lessons have pace and challenge; when appropriate, pupils work in pairs and groups.

- Questions are open and stimulate a high level of thinking before the pupils respond.
- Information and communication technology is used to enhance the learning and teaching.
- Teachers promote and expect high standards of presentation.
- When appropriate, pupils have opportunities to practise for public examinations: they are aware of the principles and procedures within examination mark schemes.
- Teachers report that the support of CASS and the elements of the NILS and NINS have been beneficial.

Assessment

- There is a whole-school marking policy which is adapted by departments to produce their own policy. Marking for improvement is well-embedded across the school.
- Assessment for Learning strategies are well-established.

Special Educational Needs

- Information from primary schools relating to SEN is used effectively.
- There are effective screening and diagnostic strategies in place.
- The progress of the pupils is monitored carefully and tracked appropriately.
- The SENCO liaises effectively with the LC, NC and the relevant Heads of the Department (HoD).
- The EPs identify SMART targets and appropriate strategies to help the teachers meet these; they involve parents and the children, and are reviewed regularly.
- The teaching and learning strategies identified in the EPs are being deployed.

Leadership

- The Principal has a strong vision for the school, promotes a consultative approach to decision making and engenders collegiality through distributive leadership.
- The Principal and SMT promote self-evaluation in order to enhance the monitoring, evaluation and review processes: self-evaluation is leading to self-improvement at all levels.
- The Principal considers the development and promotion of literacy and numeracy as priorities.
- High standards are expected for the work of the relevant departments through the HoD's accountability to the Principal and SMT.
- The Board of Governors are involved in, and kept informed of, the life and work of the school.

Monitoring and Evaluation

- The attainments of the pupils are benchmarked in order to baseline for the purposes of the development planning process and to aid target setting.
- The use of performance data is used to track the attainment of the pupils at an individual level. Teachers are aware of the standards achieved by the pupils at school and class levels.
- Lessons are observed and teachers are provided with constructive feedback.
- The work of the pupils is monitored and evaluated in order to ensure progression and to assist review of practice.

Development planning

- The SDP is focused on a manageable number of priorities, and has its foundation in self-evaluation, at individual, departmental, year group and whole-school levels.
- Literacy and numeracy are prioritised within the SDP.

Links with parents and other schools

- The school involves the parents in the life and work of the school; they are well-informed about the courses their child is following and how they can help their child with his or her learning.

2.2.2 Literacy-based

Ethos

- High expectations are held by all, including by the parents.
- The school addresses the gender gap in literacy by motivating and enthusing the boys.
- There are important links with primary schools, and there is clear awareness of pupils' literacy needs when they enter year 8.
- Collegiality and high levels of co-operation exist within the English department.
- The library is established as a central school resource promoting reading and research, often with the aid of pupil librarians.
- Electronic systems for lending books allow library staff to monitor borrowing patterns and compile lists of popular titles.
- After school clubs and societies such as, debating, drama and library club promote thinking skills and oracy.
- Visits from, or video conferencing with, writers and performers further enrich the learning experience.

Planning

- There is a focus on planning for and enabling active learning.
- The school plans for developing and improving literacy across the curriculum.

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- Teachers have worked hard to research and devise effective schemes of work especially those relating to literature texts.

Teaching and Learning

- Effective use is made of ICT within literacy, including the use of data projectors and interactive white boards.
- The school has benefited from involvement in the RAP: teachers report that the support from CASS has been effective.
- Teachers approach their work with enthusiasm; for example, at GCSE they have a secure knowledge and understanding of set texts.
- Good standards achieved in external examinations boost both teachers' and pupils' confidence.
- The focus is on active learning including good opportunities for pupils to become engaged in, for example, group and paired work.
- There is promotion of talking and listening leading to high level thinking skills.
- Adept open questioning promotes and develops pupils' learning in literacy.
- Assessment for Learning strategies are embedded in the learning experience within English lessons.
- All departments have adopted subject-specific word banks both as wall displays and as sections within homework diaries.

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Assessment

- There is clear marking for improvement and, for GCSE coursework, the skill of re-drafting is promoted.

- Close monitoring and evaluation are carried out by the HoD, such as book scoops or classroom observation.
- Pupils' reading scores are recorded in all teachers' roll books, informing literacy planning across all departments.
- There is a high quality of feedback following examinations, such as, using GCSE mark schemes and examiners' reports to promote pupil self-assessment.

Special Educational Needs

- Special educational needs provision is co-ordinated with enthusiasm and commitment by the SENCO.
- Classroom assistants are trained in Reading Partnership.
- Data relating to literacy is used to track pupils' achievements and inform planning.

Leadership

- Strong leadership and teaching in literacy are exemplified by the HoD.
- There is effective leadership within literacy from the Principal and SMT.
- Literacy across the curriculum is given a high profile in the SDP.
- There is a well-stocked library run by an enthusiastic librarian who is considered part of middle management.

2.2.3 Numeracy-based

Ethos

- The pupils' confidence in their mathematical understanding is high; they display a strong 'have a go' attitude to their mathematical work.
- The teachers celebrate the pupils' mathematical achievements and the classrooms have a definite subject identity; for example, displays provide information on aspects of technology and science that have their foundation in mathematical concepts.

- There are corridor displays promoting an interest in, and enjoyment of, mathematics, particularly when the mathematics classrooms are in the same corridor.
- Pupils participate in mathematics competitions.
- Teachers have an enthusiasm for the subject; they have good subject knowledge.

Planning

- The mathematics schemes of work highlight the progression in the skills and understanding expected of the pupils, the opportunities for investigational work, and the topics in which ICT software will enhance the pupils' mathematical learning.

Teaching and Learning

- The context for the work is interesting and, when appropriate, relevant to the pupils' everyday numeracy.
- Pupils have opportunities to experience a range of activities. Lessons have pace and challenge, and pupils work in pairs and groups when investigating and problem-solving.
- Questions are open and stimulate a high level of mathematical thinking before the pupils respond. The teacher allows sufficient response time to encourage full answers.
- Teachers encourage children to share their MM strategies in open, non-competitive discussions.
- Procedures and algorithms are not overly emphasised, though pupils have opportunities to practise and consolidate their learning.
- Specialised mathematics software is used effectively, when appropriate.
- The teachers expect the clear lay-out of solutions.

Assessment

- There is a department marking policy which is appropriate for mathematics and adhered to by all members of the department.
- Marking for improvement is happening; when appropriate, errors are corrected in full.
- Formative assessment strategies are being used; for example, directed open-questioning is preferred to whole-class closed-questioning that often elicits a 'show of hands'.

Special Educational Needs

- The EPs have targets relating to mathematics, and these are shared with all teachers.
- There has been whole-school training in the strategies in the EPs relating to numeracy.

Leadership

- The HoD is an effective leader of the mathematics department with a clear vision for the mathematics provision in the school.
- All teachers who teach mathematics are considered members of the mathematics department and, as such, meet regularly.
- The HoD is focused on the quality of teaching and learning in mathematics.
- The sharing of good practice within numeracy is a regular element of departmental meetings.
- The NC promotes the close co-ordination between the mathematics department and the other departments; schemes of work are aligned and conventions are agreed, for example, in the graphing of statistical data.

Monitoring and Evaluation

- All teachers who teach mathematics are aware of the standards achieved by the pupils at school, year group and class levels.
- The HoD plays an important role in the observing of mathematics lessons and providing the teachers with constructive feedback.
- The monitoring of the work in the pupils' books is a regular feature of the work of the department.

Development planning

- Development planning processes within numeracy are inclusive exercises involving all teachers who teach mathematics and, where appropriate, other relevant teachers.
- The Numeracy Action Plan is focused on the improvement of the mathematics teaching and learning and on the improvement of numeracy across all curriculum areas; it has baseline positions, SMART targets and appropriate success criteria.

Links with parents and other schools

- Parents are well-informed about the mathematics their child is doing and how they can help their child with his or her learning.
- The mathematics department has links with the year 7 teachers and NCs at the feeder primary schools.

3. SUMMARY

3.1 Despite the significant levels of social and economic disadvantage and the factors inherited after four decades of civil unrest, the findings of the survey suggest that successful schools – whether co-educational or single gender – demonstrate common characteristics that determine effective provision in literacy and numeracy.

3.2 Given the comprehensive nature of these important characteristics, there is an inevitable repetition and overlapping of common themes in both phases and across subjects. This summary distils the major themes from section 2.

3.3 Whole-school factors that determine quality provision, relating to literacy and numeracy and effective in raising standards, include:

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Ethos

- The behaviour and motivation of the children and pupils are good; there is a strong sense of industry and purpose to the work and life of the school.
- Working relationships between the children and the teachers, and amongst the staff, are strong, and lead to high expectations in behaviour and work.
- Children's and pupils' work and achievements are celebrated within a stimulating learning environment.
- The school involves the parents in the life and work of the school.

Planning, Teaching and Learning

- The whole school planning is comprehensive and detailed; it ensures appropriate progression and promotes effective medium-term and daily planning.
- Lessons are well structured with time for the sharing and reviewing of the intended learning with the children and pupils.

- The children and pupils are active learners; open questions are used to encourage thinking skills and high standards of talking and listening.
- The collaborative nature of learning is promoted through independent, paired and group work.
- The learning is set in contexts which are relevant, enjoyable and interesting.
- Strategies for formative assessment are well embedded.
- The needs of the children who require additional help with their learning are being met effectively.
- The close links and working relationships between the SENCO, the LC, the NC and the class teachers lead to early identification, effective monitoring of progress and regular review of arrangements.

Leadership and management

- The Principal and SMT have a strong vision for the school that focuses on school improvement, particularly in literacy and numeracy.
- There is a collegial approach to whole-school monitoring, evaluating and reviewing, including self-evaluation leading to self-improvement.
- The SDP is central to whole school improvement and has literacy and numeracy as priorities.
- The LC, NC and relevant HoDs have enthusiasm, commitment and expertise.

APPENDIX

The following schools were selected for inclusion in the survey.

| <u>Primary Schools</u> | <u>DENI no</u> |
|--|----------------|
| Abbots Cross Primary School | 301-0862 |
| Avoniel Primary School | 101-0269 |
| Christ The King Primary School, Omagh | 203-6449 |
| Churchtown Primary School | 501-6141 |
| Greenhaw Primary School | 201-6071 |
| Knockmore Primary School | 401-3334 |
| Longstone Primary School | 301-0466 |
| Longtower Primary School | 203-6475 |
| Loughries Primary School | 401-1267 |
| Mullabuoy Primary School | 203-3707 |
| Nettlefield Primary School | 101-0267 |
| Rathcoole Primary School | 301-0895 |
| Wheatfield Primary School | 101-6532 |
| St Aidan's Primary School, Magilligan | 203-3708 |
| St Anne's Primary School, Strabane | 203-6389 |
| St Anthony's Primary School, Limavady | 203-2265 |
| St Bernadette's Girls' Primary School, Belfast | 103-0317 |
| St Mary's Primary School, Newtownbutler | 203-1869 |
| St James' Primary School, Markethill | 503-1167 |
| St Luke's Primary School, Twinbrook | 403-6081 |
| St Oliver Plunkett Primary School, Londonderry | 203-6143 |
| St Oliver Plunkett Primary School, Newry | 503-0972 |
| St Peter's Primary School, Moortown | 503-2703 |
| The Good Shepherd Primary School, Poleglass | 403-6285 |

Post-primary Schools

| | |
|------------------------------------|----------|
| Ballycastle HS | 321-0124 |
| Christian Brothers SS, Belfast | 123-0146 |
| Cookstown HS | 521-0230 |
| Dean Maguire College | 223-0138 |
| St Aloysius HS, Cushendall | 323-0019 |
| St Brigid's HS, Armagh | 523-0160 |
| St Mark's HS, Warrenpoint | 523-0135 |
| St Patrick's College (Bearnageeha) | 123-0026 |
| St Patrick's HS, Keady | 523-0187 |
| St Pius X College, Magherafelt | 323-0168 |

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