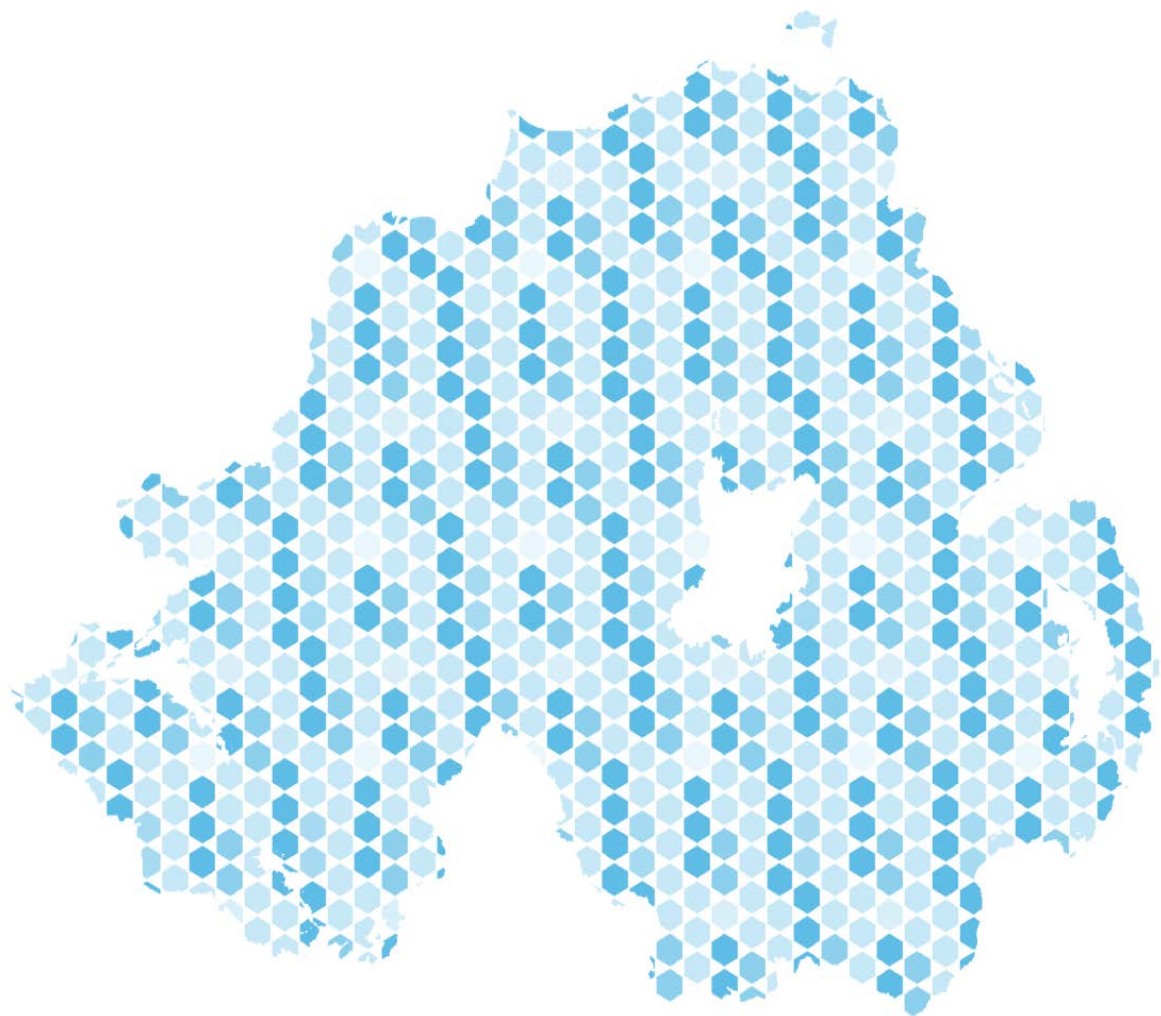


PRIMARY INSPECTION



Education and Training
Inspectorate

Rasharkin Primary School,
Ballymena, County Antrim

Report of a Sustaining
Improvement Inspection
in September 2015

Sustaining Improvement Inspection of Rasharkin Primary School, Ballymena (301-6125)

In the original inspection held in October 2012, Rasharkin Primary School was evaluated overall as very good. A Sustaining Improvement Inspection (SII) was conducted on 16 September 2015. 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:

- the development of the children's talking and listening, and writing skills; and
- the development of using mathematics across the curriculum.

Key findings

The SDP focuses appropriately on literacy, numeracy, information and communication technology (ICT) and special educational needs. There is significant and continuing progress being made in key priorities identified in the SDP, and there is collaborative, on-going evaluation of each priority. The planning for learning and teaching has a clear focus on developing the children's thinking skills and their ability to reflect on their process of learning as evident in the high quality of the children's learning experiences.

The teaching principal and co-ordinators provide very effective strategic leadership and have embedded further a culture of self-evaluation throughout the school. There is a shared understanding of the school-improvement process which focuses on whole-school development through the teachers' self-evaluation of learning and teaching and the sharing of effective practice. The staff have a very clear understanding of the effective use of internal and external performance data which leads to improvements in the outcomes for the children.

Conclusion

Rasharkin Primary School continues to demonstrate a high level of capacity for sustained improvement.

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

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