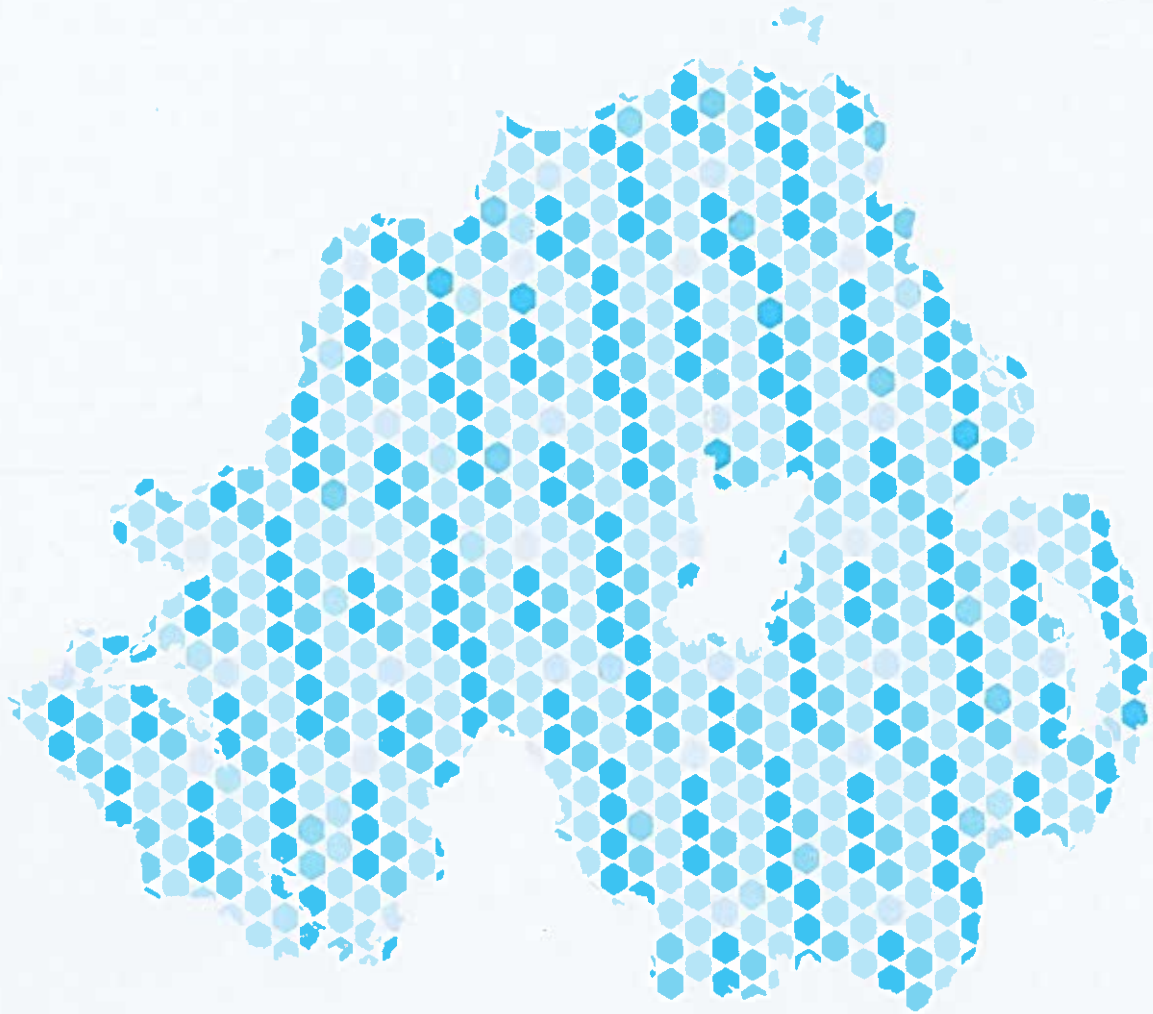


PRIMARY INSPECTION



Education and Training
Inspectorate

Bangor Central Integrated
Primary School

Report of a Sustaining
Improvement Inspection
in June 2014

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

CUSTOMER
SERVICE
EXCELLENCE



Sustaining improvement inspection of Bangor Central Integrated Primary School (405-1680)

In May 2011, in the areas inspected, the quality of education provided by the school was evaluated as very good. The school has now, in June 2014, had a Sustaining Improvement Inspection which requires the school to demonstrate that it is sustaining improvement, improving provision and raising standards through effective school development planning.

Key findings

There is clear evidence of significant progress being made in the key priorities set out in the school development plan. The staff have systematically developed the children's skills in mental mathematics as evident in the lessons observed during the visit. The children demonstrate confidence and flexibility in their mental reasoning and in their use of mathematical language. The classroom assistants participated in a well-planned training programme regarding their increased involvement in the planning process and consequently they have an improved and consistent approach to the learning within the classroom. The staff have greatly enhanced the children's involvement in topic work and their interest in learning through the introduction of I-pads. The literacy co-ordinator has introduced new strategies to monitor the quality of the children's written work across the school and to assess samples of the work in each key stage.

Under the very effective leadership of the principal, the staff use a well-conceived distributed leadership approach that enables them to monitor and evaluate the progress in mathematics, English and information and communication technology (ICT). The staff have a comprehensive understanding of, and highly effective use of quantitative and qualitative data well aligned to pastoral information, allowing the school to tailor the provision to meet the needs of the children and add significant value to the educational outcomes and social development of the children. The school demonstrates an outstanding understanding of, and capacity for, self-evaluation leading to improvement.

Conclusion

Bangor Central Integrated Primary School continues to demonstrate its capacity for sustained self-improvement.

© CROWN COPYRIGHT 2014

This report is supplied in confidence.

