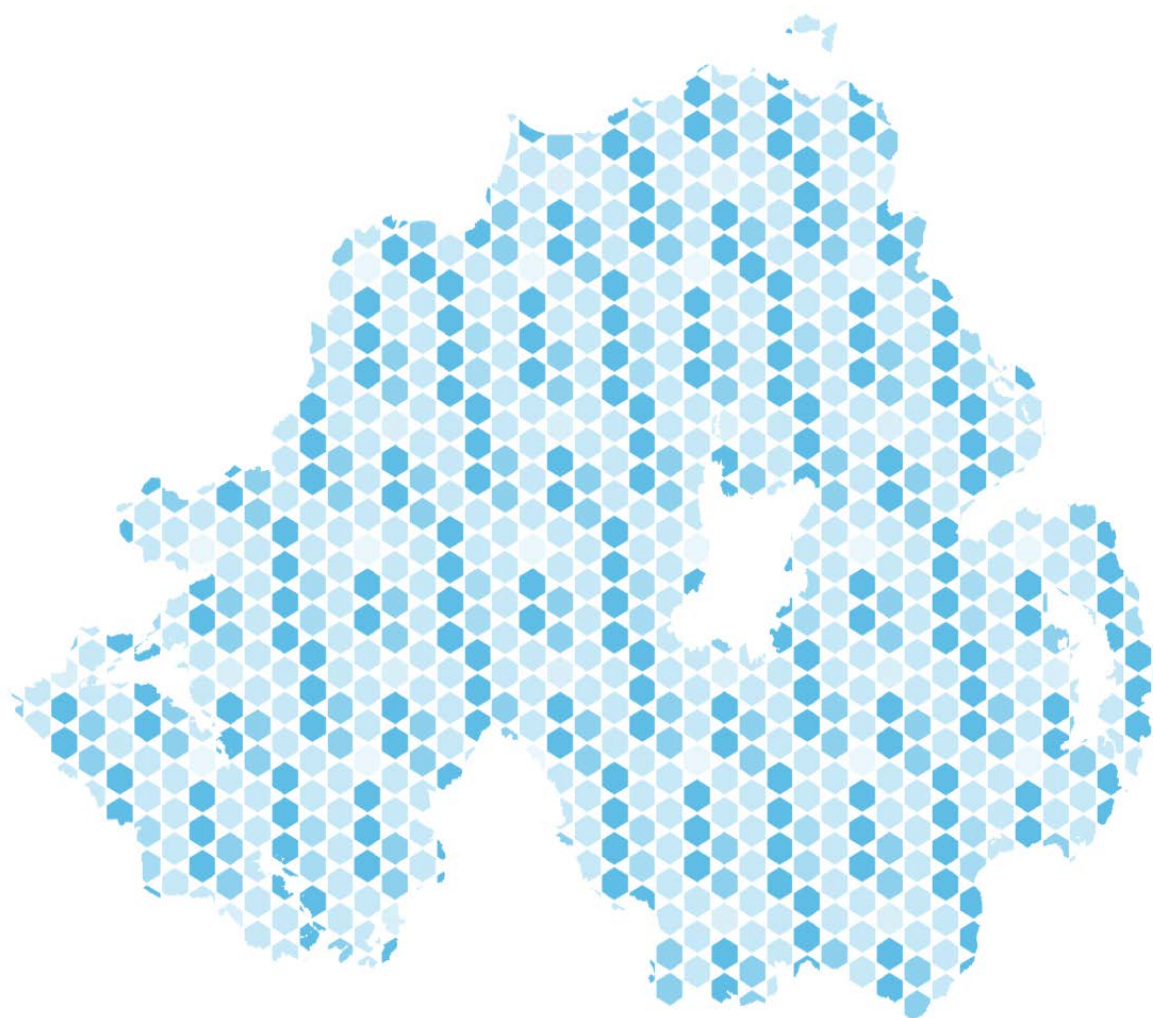


PRIMARY INSPECTION



Education and Training
Inspectorate

Eden Primary School,
Ballymoney

Report of an Inspection
in January 2013

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Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. School context

Eden Primary School is situated on the Vow Road in Ballymoney, County Antrim. The enrolment has remained steady over the past three years and currently stands at 84. At the time of the inspection, 8% of the children were entitled to free school meals. The school has identified 7% of the children as requiring additional support with aspects of their learning.

2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

OVERALL FINDING OF THE INSPECTION

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in provision for learning, and leadership and management, which need to be addressed if the needs of all the children are to be met more effectively.

Summary of key findings

Achievements and standards Quality of provision Leadership and management	Good Satisfactory Satisfactory
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KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

The quality of the children's achievements and standards is good.

- The children are well motivated, co-operative and settle quickly to their work. When the work is set in a context of interest to the children, they have positive attitudes to, and engage purposefully in, their learning. Most of the children can talk about their learning; a minority are reticent to do so. The children need to be involved more actively in their learning through, for example, their participation in well-planned, effective paired and group work.
- An analysis of the key stage (KS) 2 assessment data over the past four years shows that the school's performance in English and mathematics has been above both the average when compared with schools in the same free school meals band and the Northern Ireland (NI) average in three of the last four years.

- By year 7, most of the children attain good standards in literacy, they read fluently and at a good level. The children attain good standards in writing which are in line with their abilities. When given the opportunity, the majority of the children can communicate their ideas using an expanding vocabulary and developing confidence. By year 7, most of the children have a good knowledge of key concepts across all areas of the mathematics curriculum. The ability to apply their knowledge and to articulate their thinking is less secure and needs to be developed further.
- Almost all of the children in the school who have been identified with special educational needs make good progress in their learning which is in line with their ability.
- The children participate in the Council for the Curriculum, Examinations and Assessment (CCEA) KS 2 ICT Accreditation scheme. By year 7, they attain good standards in ICT. They are confident in using a range of software and programmable devices to support their learning.

4. Provision for learning

The quality of the provision for learning is satisfactory.

- The quality of the planning is satisfactory. As identified appropriately by the staff, the planning needs to be updated and developed further to provide greater coherence and progression in the children's learning experiences and skills development, and to ensure that the teaching is matched more effectively to the range of needs, interests and abilities within the composite classes. The quality of the teachers' evaluations of the learning and teaching varies across the school; these evaluations need to be used more consistently to inform future planning.
- The quality of the teaching observed ranged from satisfactory to very good, with almost all of the teaching being good or very good. In the most effective practice: the context of the work was of interest to the children and was suitably engaging; the work was matched appropriately to the range of abilities within the classroom; plenaries were used well to assess the extent of the children's learning; and, there was an appropriate focus on the development of the children's thinking skills. The assessment for learning is at a very early stage of development within the school. The marking of the children's work is regular and supportive but now needs to direct the children more clearly on how they can improve their work.
- The quality of the provision for literacy is good. In the Foundation Stage and KS1, the children acquire the basic skills of reading through a structured phonics programme and modelled, shared and guided reading activities. Most of the children are interested in and enjoy their reading. Talking and listening is promoted appropriately in a majority of the classes. The standards of the children's writing needs to be improved further with less of an emphasis placed on the completion of worksheets and de-contextualised grammar and punctuation exercises, by a more coherent and progressive approach to the development of the forms of writing across the key stages and a greater consistency in the match of the children's ability to the tasks provided. The quality of the provision for mathematics is satisfactory. All aspects of the

mathematics curriculum are covered with sufficient frequency to support the development of the children's knowledge. A good range of effective learning and teaching strategies, including ICT, was used in most of the learning and teaching observed. There is, however, a lack of coherence and steady progression in the planned programme, particularly in the development of mathematical language, mental mathematics strategies and in the application of the mathematical knowledge, to help develop sufficiently the children's reasoning and understanding.

- The quality of the arrangements for pastoral care in the school is good. The children are polite, mannerly and very well behaved. There are very good working relationships between the adults and the children. The children are encouraged by the teachers and support staff to care for one another. The school supports a wide range of charities and has participated in a number of initiatives to develop the children's role as active citizens in society. The high levels of participation in the extra-curricular activities enhance well the children's learning experiences. There is a need for the staff to seek the children's views on their learning experiences more regularly as an integral part of their day-to-day work.
- The quality of the provision for the children who require additional support with aspects of their learning is good. The progress of the children who attend the withdrawal sessions for both literacy and numeracy is tracked systematically, and the effectiveness of the intervention is monitored well. The school has effective links with appropriate external agencies to support the social, emotional and academic development of the children. There is limited involvement of the children, parents and classroom assistants in the setting of targets for, and in the outworking and review of, the individual education plans; the school has identified the need to develop this work to improve both the quality of the individual education plans and the effectiveness of the provision.
- The school gives satisfactory attention to promoting healthy eating and physical activity through for example, the encouragement of healthy breaks and the opportunities provided for the children for physical outdoor play and to participate in physical activity through a range of extra-curricular activities. The school needs to adopt a more consistent approach to health promotion, through, for example, the development of more opportunities for the children to participate in physical activity during break and lunch times.

5. Leadership and management

The quality of leadership and management is satisfactory.

- The leadership and management make good use of internal performance data to help them evaluate the quality of the provision. Due to recent changes to staffing, it is timely for the Principal to review the roles and responsibilities of the staff, in particular, to develop further the role of co-ordinators in effecting improvement in their respective areas of responsibility. This review needs to include the development of a more strategic, whole-school approach to self-evaluation and action-planning leading to improvement.

- The quality of the process for school development planning, including self-evaluation, is satisfactory. The school needs to establish more rigorous processes for consultation, involving the children and the parents in a more meaningful manner, in order to ensure that sufficiently challenging, appropriate priorities for development are identified which will raise further the quality of the provision and the standards attained by the children. The action plans lack the necessary detail to guide sufficiently the development work of the school. There are arrangements in place for the monitoring of the quality of the provision; the co-ordinators now need to improve the rigour of these procedures and use the outcomes to identify priorities for future development.
- There are effective procedures in place to keep the parents informed about their child's progress. The parents receive regular information about the daily life of the school. In the parental questionnaire responses, a small number them commented that they would like to receive more useful information and guidance about how they might support, and become more involved in, their child's learning; the inspection team endorses this view. An active parents' association supports very well the work of the school.
- The governors are supportive of the work of the Principal and the staff. They are highly committed to the work of the school and carry out their role conscientiously, providing critical challenge for the Principal and staff to help them improve the school's effectiveness on some aspects of provision. They have a good knowledge of the standards the children attain when benchmarked against similar schools. In assisting the governors further in carrying out their function, the Principal and co-ordinators need to involve them more in the production and review of the school development plan, and to provide them with more specific information in relation to key curriculum developments.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children; these arrangements reflect broadly the guidance issued by the Department of Education but the following areas need to be addressed: an intimate care policy, to guide the staff in their work with the children, needs to be consulted on and agreed, shared with all the parents, and be ratified by the governors; and, the procedures for the children to raise a concern or seek help need to be clarified.
- In discussions with the children, they indicated that they feel happy in school and that they have someone they can speak to in school if they have any concerns about their safety and well-being.

CONCLUSION

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in provision for learning, and leadership and management, which need to be addressed if the needs of all the children are to be met more effectively.

The areas for improvement include the need for:

- the teachers to develop their planning and assessment practice to help them tailor sufficiently the learning and teaching to the needs, interests and abilities of all of the children; and

- leadership and management to review the roles and responsibilities of the staff, in particular, to develop further the role of co-ordinators in effecting improvement in their respective areas of responsibility, including the development of a more strategic approach to self-evaluation and action-planning leading to improvement.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued (Number of families, based on 10/11 Enrolment)	58
Number of Questionnaires Returned	24
Percentage of Returns	41%
Number of Comments	13

Almost all of the responses from the parental questionnaires indicated a high level of satisfaction with most aspects of the provision in the school. In particular, the parents valued the caring, welcoming ethos and the value placed on their child's contribution to school life. The few concerns raised in the questionnaires have been reported to the Principal and representatives of the governors and, where appropriate, have been commented on in the report.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	6
Number of Comments	*

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	11
Number of Comments	*

* denotes fewer than 5.

Almost all of the teachers and support staff expressed satisfaction with most aspects of school life; they commented on the high degree of importance that is placed on the care and support of the children throughout the school. A small number of concerns were raised however, through the confidential questionnaires, in relation to effective communication within the school and limited opportunities for all staff to be involved in self-evaluation and

school development planning. These issues were shared with the Principal and the Chair of the governors.

In discussions with the governors, they expressed their appreciation of the teachers' efforts to ensure a balance between developing the children as individuals and achieving the highest possible standards in learning. They also spoke of their concern about an accommodation issue within the school. This concern is addressed the appendix of the report.

In discussions with the year 6 children, they spoke positively about the range of extra-curricular activities, their supportive teachers and the friendly ethos of the school.

ACCOMMODATION

- The assembly hall, which is used for indoor physical education lessons, is too small. Although the school plans well to minimise the impact of this deficiency in accommodation on the quality of the provision of physical education in the school, it does affect the frequency and nature of the physical activity which can be undertaken by the children.
- The drainage of the school's football pitch is poor and is not suitable for use during a significant portion of the school year.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Eden Primary iii. **Date of Inspection:** W/B 28/01/13
 ii. **School Reference Number:** 301-0796 iv. **Nature of Inspection:** Focused

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	7	14	16	13	13
Enrolments					
Primary	76	81	89	85	84
Reception	7	3	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection.
 For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 96.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 92.86%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 5 0 0 0
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 20.5 NI PTR: 20.2

- iii. Average Class Size: 21

- iv. Class Size (Range): 14 to 25

- v. Ancillary Support:

Number of Hours Per Week:	i. Clerical support:	14.5
	ii. Foundation Stage Classroom Assistant Support:	36
	iii. Additional hours of other classroom assistant support:	36

- vi. Percentage of children with statements of special educational needs: 7.14%

- vii. Total percentage of children on the Special Needs Register: 17.85%

- viii. Number of children who are **not** of statutory school age: 0

- ix. Percentage of children entitled to free school meals: 8.33%

- | | | | |
|---|--------------------------|------------------------------|---------------------|
| x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): | English
92.31% | Mathematics
92.31% | Irish
N/A |
|---|--------------------------|------------------------------|---------------------|

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