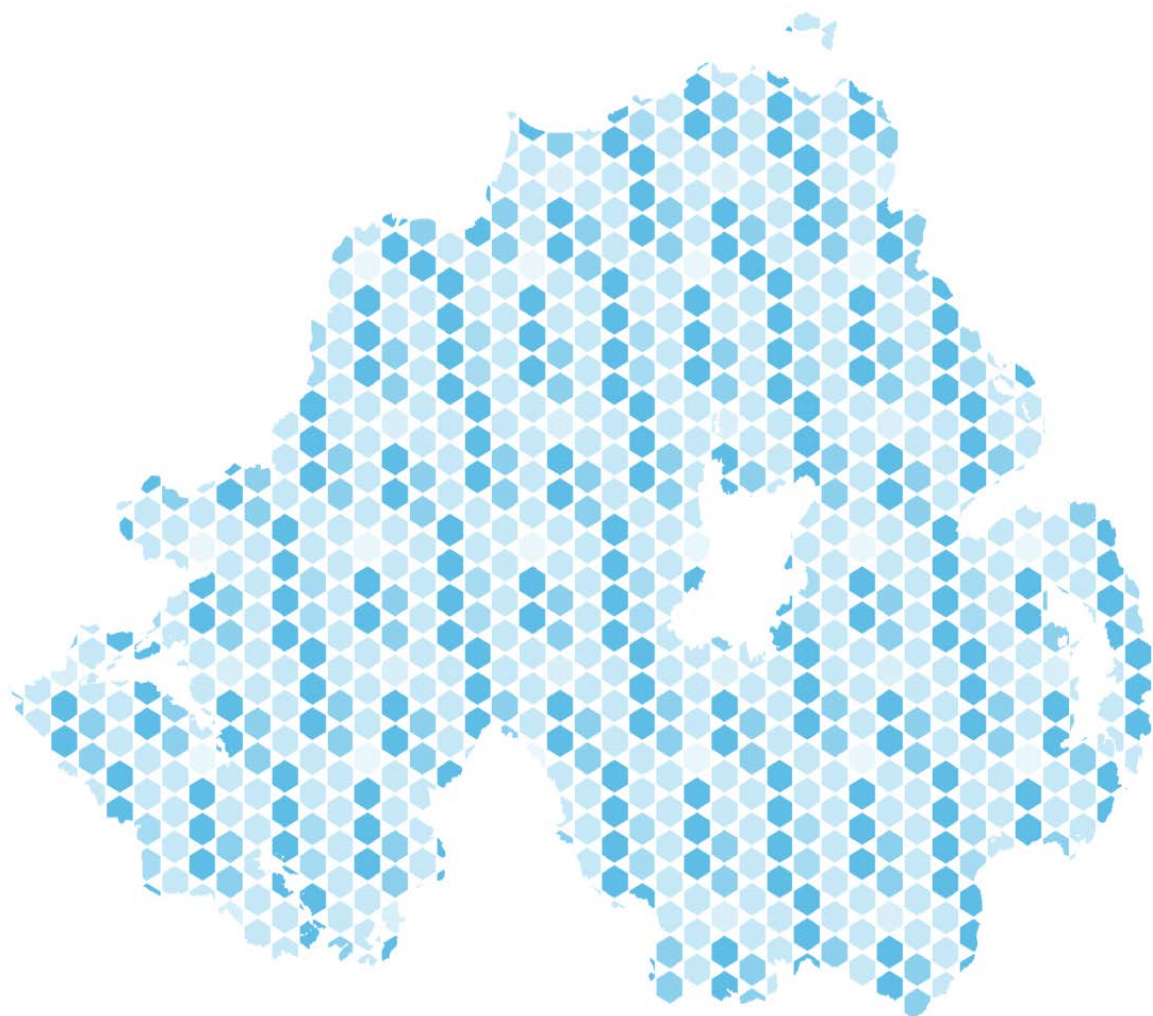


PRIMARY INSPECTION



Education and Training
Inspectorate

Edenderry Primary School,
Banbridge

Report of an Inspection
in October 2012

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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

Edenderry Primary School is situated on the Lurgan Road, Banbridge, County Down. The enrolment has fluctuated slightly over the past four years and currently stands at 436; including 28 children who have moderate learning difficulties. At the time of the inspection 24% of the children were entitled to free school meals and 20% of the children in the main school were identified as requiring help with aspects of their learning.

2. Focus of the 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 learning support classes; 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 leadership and management, standards and learning and teaching 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 Learning support centre	Satisfactory Satisfactory Inadequate Very good
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KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

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

- Most of the children in the school and learning support classes are enthusiastic and well-motivated to learn. In the foundation stage (FS) and early key stage (KS) 1 the children engage purposefully in their learning, demonstrating creativity, a strong sense of enquiry and very good levels of independence. As they progress through the school, the children need more opportunities to develop these skills further, to engage in effective paired and group work and to manage their own learning.

- An analysis of the end of key stage (KS) 2 assessment data over the past four years shows that, in each of the four years, the school's performance in English and mathematics has been below the Northern Ireland (NI) average and has fluctuated from below to significantly below the average when compared to schools in the same free school meals category.
- By year 7, most of the children attain satisfactory standards in writing, talking and listening; most of the children attain good standards in reading. In the FS and KS1 the children's confidence and oral skills are developed well through play-based learning. As they progress through the school, however, the children's talking and listening skills are underdeveloped. In mathematics, the children are secure in their knowledge and understanding of most aspects of the mathematics curriculum; however, their ability to articulate their thinking and to apply their knowledge in real-life contexts is underdeveloped.
- The children in the school who have been identified with special educational needs make steady improvement in their learning. Those children provided with additional withdrawal support in literacy and numeracy make good progress in their learning.
- The children in the learning support classes demonstrate confidence and self esteem and make very good progress against their individual targets.
- Throughout the school, the children attain good standards in ICT, making effective use of interactive whiteboards, tablet computers, and a range of online resources to support their learning. The children in years 4 and 7 have participated in the Council for the Curriculum Examinations and Assessments (CCEA) ICT Accreditation Scheme, and have attained standards which are in line with those achieved in schools across Northern Ireland.

4. Provision for Learning

The quality of the provision for learning is satisfactory.

- Throughout the school the quality of the planning is good and in the learning support classes, it is very good. In the most effective practice, the teachers take good account of the wide range of ability within their class and plan appropriately challenging learning activities to meet the needs of all of the children. The quality of the learning and teaching, marking and assessment is inconsistent within and across key stages. During the inspection, a majority of the teaching observed was good or better and in almost 10% of the lessons it was outstanding. The quality of teaching in almost 30% of the lessons needs to be improved. In these instances, the slow pace of the lesson, routine activities and over-direction by the teachers resulted in the children making insufficient progress in their learning. In addition, there were missed opportunities for the children to develop their thinking and reasoning skills, due, for example, to the teachers' closed questioning and to tasks which lacked sufficient challenge, particularly for the more able children.
- In the FS and KS1, the children acquire good mathematical knowledge and language through the appropriate use of games, stories and practical activities; in KS2, they have satisfactory opportunities to consolidate and extend their knowledge, particularly in number work. The teaching of mathematical processes, such as reasoning, decision making and communication, is currently addressed through the children's completion of discrete tasks. To improve the children's understanding and

flexibility in mathematical thinking, particularly at KS2, the teachers need to integrate processes more fully into the day-to-day teaching of mathematics and to set the learning within meaningful contexts for the children. There is also a need for a more coherent approach to the development of the children's mathematical language and mental mathematics skills to ensure sufficient progression and challenge, particularly for the more able children. In literacy, the children in the FS and KS1 acquire basic reading skills through the development of phonological awareness, as well as through shared and guided reading. Timetabled access to a well-stocked central library encourages the children to browse and handle books appropriately. Enjoyment of reading is promoted further by sustained silent and independent reading in KS2 classes. In order to raise the children's attainments in literacy, the teachers need to develop a more holistic approach to the development of the children's skills in talking and listening, reading and writing. At KS2, in particular, the teachers need to ensure that the children have the opportunity to express their thoughts and opinions orally and to develop and extend their vocabulary in order to support the development of their writing skills.

- The quality of the arrangements for pastoral care in this school is satisfactory. The children participate in a wide range of extra-curricular activities and have the opportunity to take on roles of responsibility, for example, through the school council and the 'Playground Friends' scheme. The school needs to monitor more closely the outworking of the pastoral care policies to ensure they are implemented consistently across the school.
- The quality of the provision for special educational needs is good. In the best practice, the teachers and classroom assistants make good use of the individual education plans to guide them in their day-to-day work with the children. This good practice needs to be disseminated and developed further to ensure the children have consistently high quality learning experiences throughout the school.
- The provision in the Learning Support Centre is very good. The teachers and classroom assistants provide a stimulating and caring environment in which the development of the children's language, independence and self-esteem are well-supported. The teachers use a wide variety of appropriate learning resources, including ICT, to enhance the learning and the work is matched well to the range of ability. In addition, there is close co-operation between the relevant teachers to support effective integration opportunities for the children with their peers in the main stream classes.

5. Leadership and Management

The quality of leadership and management is inadequate.

- The recently established curriculum teams and special educational needs co-ordinators are working well together to develop a consistent and coherent approach to curriculum development. The senior leaders in the school need to be more proactive in leading, supporting and guiding these teams and in providing them with appropriate opportunities to monitor and evaluate the quality of provision. The processes for self-evaluation to promote improvement in the quality of learning and teaching, including the analysis and use of the school's performance data, are inadequate. As a result, the school development plan and associated action plans do not focus sufficiently on promoting improvement in learning and teaching or on raising the children's levels of attainment.

- There are effective procedures in place to keep the parents informed about their children's progress and how they might support their children's learning. In addition, the teachers provide the parents with very useful guidance about the curriculum through an information session at the beginning of the year. The school liaises effectively with a range of educational, health and statutory agencies in order to support individual children. An active parents' association contributes positively to school life by organising a range of social and fundraising events. The children have benefitted from the additional learning resources, which have been purchased from the significant funds raised. The school is very active in supporting local charities.
- The governors are very supportive of the work of the school. They carry out their role conscientiously, based on the information provided to them. In assisting the governors further in carrying out their function, the senior leaders need to provide them with more specific information in relation to key curriculum developments; procedures for monitoring and evaluating the quality of learning and teaching, including the analysis and use of the school's performance data; the standards the children attain; and the planned use of time for staff development.
- 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 broadly reflect the guidance issued by the Department of Education. The recently ratified safeguarding policies need to be shared with the parents and the staff needs to ensure children are more closely supervised when moving around the school and outdoor play areas.

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 leadership and management, standards and learning and teaching 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 ;

- to identify and disseminate the best practice within the school in order to promote consistently high quality teaching and progression in the children's learning; and
- for the senior leaders to provide more strategic leadership focused on effecting improvement and raising the standards attained by the children;

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 to the school and nursery unit (Based on 09/10 Enrolment)	108
Number of Questionnaires Returned	36
Percentage of Returns	33%
Number of Comments	11

Most of the responses from the parental questionnaire indicated a high level of satisfaction with the provision in the school. In particular, the parents highlighted the approachable Principal, teaching, clerical and support staff. In addition, they expressed their appreciation of the wide range of extra-curricular activities provided and of the information they receive about their children's progress. The very small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed their appreciation of the work of the whole staff and, in particular, the work of the Principal in developing ICT within the school.

The inspectors also met with a group of the year 6 children. The children reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns. They also spoke positively about school life; a few of them expressed their enjoyment of reading and of being involved in the school council.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	19
Number of Comments	10

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	6
Number of Comments	2

Nineteen of the teachers and six of the support staff completed the questionnaire. All of the staff who responded indicated their support for the work of the school.

HEALTH AND SAFETY

- There is a need for a risk assessment to be carried out with regard to access to the school building and to the movement of children in the indoor and outdoor environment.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Edenderry Primary** iii. **Date of Inspection: W/B 08/10/12**
 ii. **School Reference Number: 501-3019** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	48	62	56	61	60
Enrolments					
Primary	379	375	381	405	408
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	28	29	31	26	28
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): 95.3% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 92.6%

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): 16.07 0 3 0
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 25.4 NI PTR: 20.2

- iii. Average Class Size: 29.1

- iv. Class Size (Range): 27 to 30

- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|-----|
| i. Clerical support: | 68 |
| ii. Foundation Stage Classroom Assistant Support: | 79 |
| iii. Additional hours of other classroom assistant support: | 127 |

- vi. Percentage of children with statements of special educational needs: 0.5%

- vii. Total percentage of children on the Special Needs Register: 20.4%

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

- ix. Percentage of children entitled to free school meals: 23.6%

- 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 | Mathematics | Irish |
| 84.5% | 81% | N/A |

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