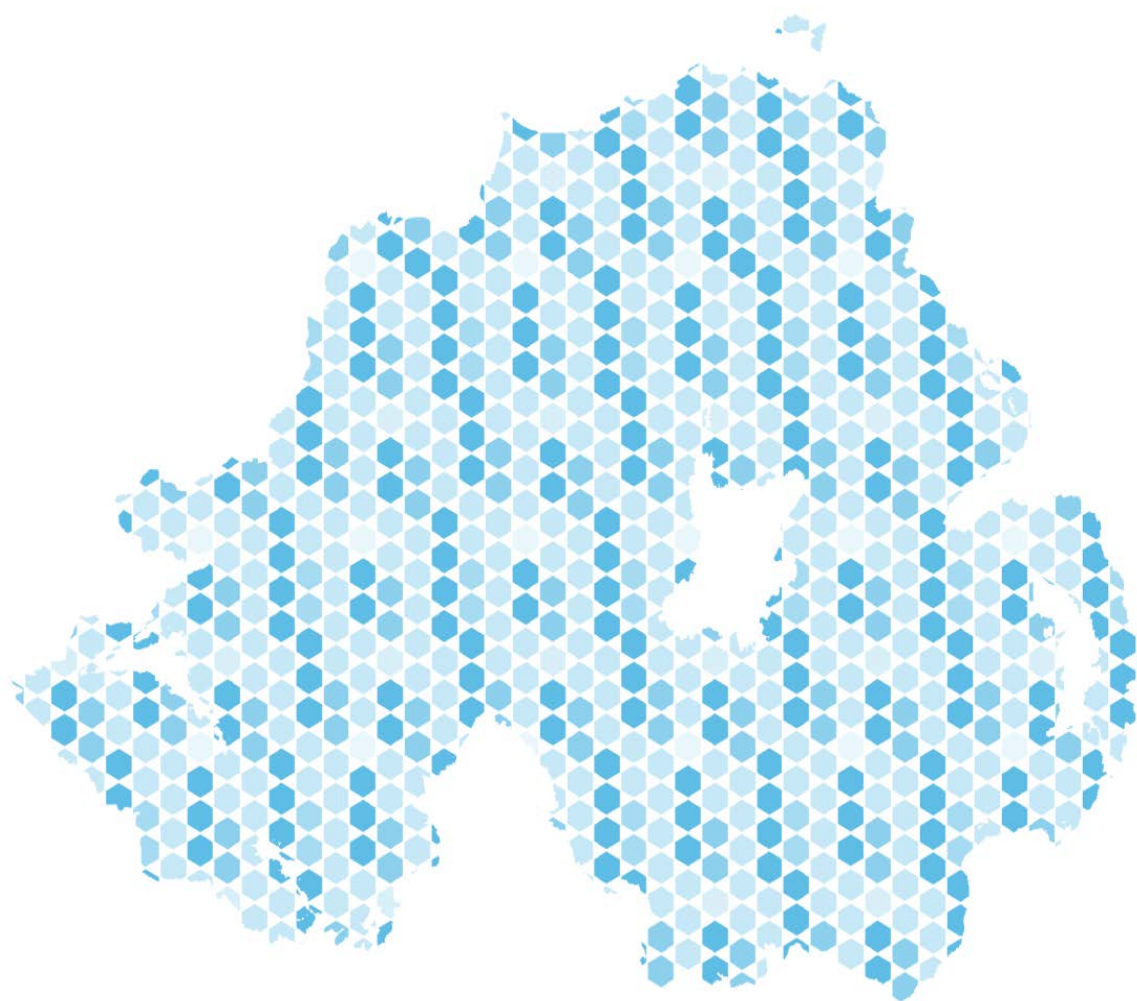


PRIMARY INSPECTION



Education and Training
Inspectorate

Annalong Primary School and
Nursery Unit, Newry, Co Down

Report of an Inspection in
September 2013

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents (School)	88	8	10	*
Parents (Nursery)	26	-	-	-
Teachers	9	5	55	-
Support Staff	*	*	*	*

* fewer than 5

The ETI is trialling a range of methods to collect the views of parents/carers and, as a result, the percentage of questionnaires returned may be low.

2. Context

Annalong Primary School and Nursery Unit is situated in the village of Annalong in County Down. The children come from the village and the wider rural area; the school enrolment has remained stable over the past few years. The school operates a single full-day nursery unit which serves the whole community.

Annalong Primary School	2009/10	2010/11	2011/12	2012/13
Enrolment (Primary School)	133	138	135	141
% Attendance (NI Average)	96.7%	95.7%	96.6%	94.6%
FSME Percentage ¹	8.2%	11.6%	35.5%	36.1%
% (No) of children on SEN register	22.5%	21%	14.8%	17.7%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	-	-	-	-

Source: data as held by the school.

* fewer than 5

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

3. Focus of inspection

The inspection focused on:

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

4. Overall finding

Overall Performance Level	Satisfactory
Achievements and Standards	Good
Provision	Satisfactory
Leadership and Management	Satisfactory
Nursery Unit	Good

Key findings of the inspection

5. Achievements and standards

- The children are motivated, engage enthusiastically with their learning and co-operate readily with the staff. They collaborate fully with their peers and, when given the opportunity, can adopt a range of roles in group work. By the end of key stage (KS) 2, most of the children can reflect on their learning and identify ways to improve their work.
- An analysis of the end of key stage (KS) 2 performance data in three of the past four years show that in English and mathematics the school's performance is consistently above, both the Northern Ireland (NI) average and the average for schools in the same free school meals (FSM) category. The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.
- The children achieve good standards in literacy and numeracy. By year 7, the most able children can express themselves confidently, read with a very good level of fluency and expression and achieve good standards in writing. To raise further the children's talking and listening skills, they should be given more opportunities to give extended oral responses and present their learning to the class. In mathematics, the children use a range of mental mathematics strategies effectively and are able to explain their thinking. Across the school, the children have developed a range of mathematical skills to present and interpret data in a variety of contexts.

* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

- Most of the children in the school who require additional support with aspects of their learning make good progress in their learning in line with their ability.
- The children in the nursery unit are very well-settled, for the time of year. They take part confidently in the daily routines and can make independent choices as they choose their play equipment. A majority of the children can play collaboratively, use materials creatively and talk about what they are doing. They listen attentively during story time and participate willingly with songs and rhymes.
- The children achieve very good standards in information and communication technology (ICT). The school's results have been above the Northern Ireland (NI) average in the Council for Curriculum Examinations and Assessment (CCEA) information and communication technology (ICT) accreditation in three of the last four years.

6. Provision

- The teaching observed ranged from satisfactory to very good. A majority of the teaching was good; just over one-third of the teaching observed had areas for improvement. In the best practice, the teachers made very good use of the interactive whiteboards as a resource to enhance the learning and teaching within the class. They used effective questioning and had good classroom management practices. All teachers mark the children's work regularly and provide encouraging comments; in the best practice, they provide focused guidance to the children on how to improve their work further. The recently reviewed planning format informs the teaching and is evaluated regularly by the teachers. There is a need for all the teachers to develop a shared understanding of and to implement the learning and teaching approaches required to provide literacy and numeracy programmes that meet the needs of all the children more effectively.
- The school has good links with external agencies which provide support and guidance to the staff to inform their practice and assist the children in overcoming the barriers to their learning. The classroom assistants, who provide support through the reading partnership and the sensory motor skills programmes, contribute significantly to the children's learning and development.
- The broad and balanced range of interesting activities in the nursery unit provides good opportunities for learning in all aspects of the pre-school curriculum. There is a need for the staff to raise the profile of and access to books and mark making opportunities across the playroom. The staff are very skilful in developing purposeful play and handle group sessions well to extend the children's language and learning.
- Play-based learning within the primary school is underdeveloped and does not build effectively enough on the good provision within the nursery unit. The teachers and classroom assistants in the foundation stage (FS) and KS1 need to plan more appropriately for progression and challenge in the children's learning throughout the year and ensure that the play programme provides appropriate opportunities to consolidate the children's numeracy and literacy skills.

- The quality of the pastoral care in the school and nursery unit is good. The teachers and staff know the children well and are dedicated to their welfare. There is an atmosphere of mutual respect across all of the school community. The children are well behaved, polite and courteous to visitors. The older children have opportunities to take on roles of responsibility as they care for the younger children through the playground friends' system. There is a range of effective positive reward systems in operation, for example, the house points system. The school needs to develop a pastoral care policy and review the current discipline policy.
- The school gives satisfactory attention to the promotion of healthy eating and physical activity through the provision of a good range of physical activities for the children during and after school. There is a need for the school to review its healthy eating policy to encourage the children to develop healthy lifestyles. During the discussion with the children, they highlighted that they would welcome the return of the healthy break system.
- The nursery unit gives very good attention to the promotion of healthy eating and physical activity through the provision of a healthy break and regular opportunities for energetic physical play.

7. Leadership and management

- The principal and co-ordinators have made an effective start to the collection of performance data and to gathering samples of the children's literacy and numeracy work, which is a useful basis to develop further the culture of self-evaluation at whole-school level. There is a need for a more strategic approach by the leadership within the school and nursery unit to develop further the roles and responsibilities of the co-ordinators.
- The school development plan indicates some appropriate priorities for development, however, the associated action plans need to reflect more fully how the learning and teaching will be improved within the school. It will be important for the leadership and management to ensure that the pace of change is well planned and managed effectively, to bring about the key priorities for improvement identified in this report.
- Based on the evidence presented at the time of the inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection, the school and nursery unit have satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The following areas need to be addressed:
 - the code of conduct for the staff to be reviewed, ratified by the governors and disseminated to all members of staff;
 - to develop policies for the intimate care of the children, risk assessments and educational trips; and

- to give responsibility to a named person in the nursery unit for child protection.
- The children report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and well-being.

8. 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 learning and teaching 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:

- to provide more effective strategic leadership and management at all levels to effect sustainable improvement in learning and teaching; and
- for all the teachers to develop a shared understanding of and implement, the learning and teaching approaches required to provide literacy and numeracy programmes which meet the needs of all the children more effectively.

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.

Nursery Unit

In the areas inspected, the quality of education provided by the nursery unit is good. The nursery unit has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the nursery unit has demonstrated the capacity to address. The Education and Training Inspectorate will monitor, through district inspection activity, the nursery unit's progress on the areas for improvement.

Health and Safety

- There is a need for the principal, Board of Governors and the Southern Education and Library Boards (SELB) to carry out a risk assessment of the security of the current access arrangements to the school buildings.

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