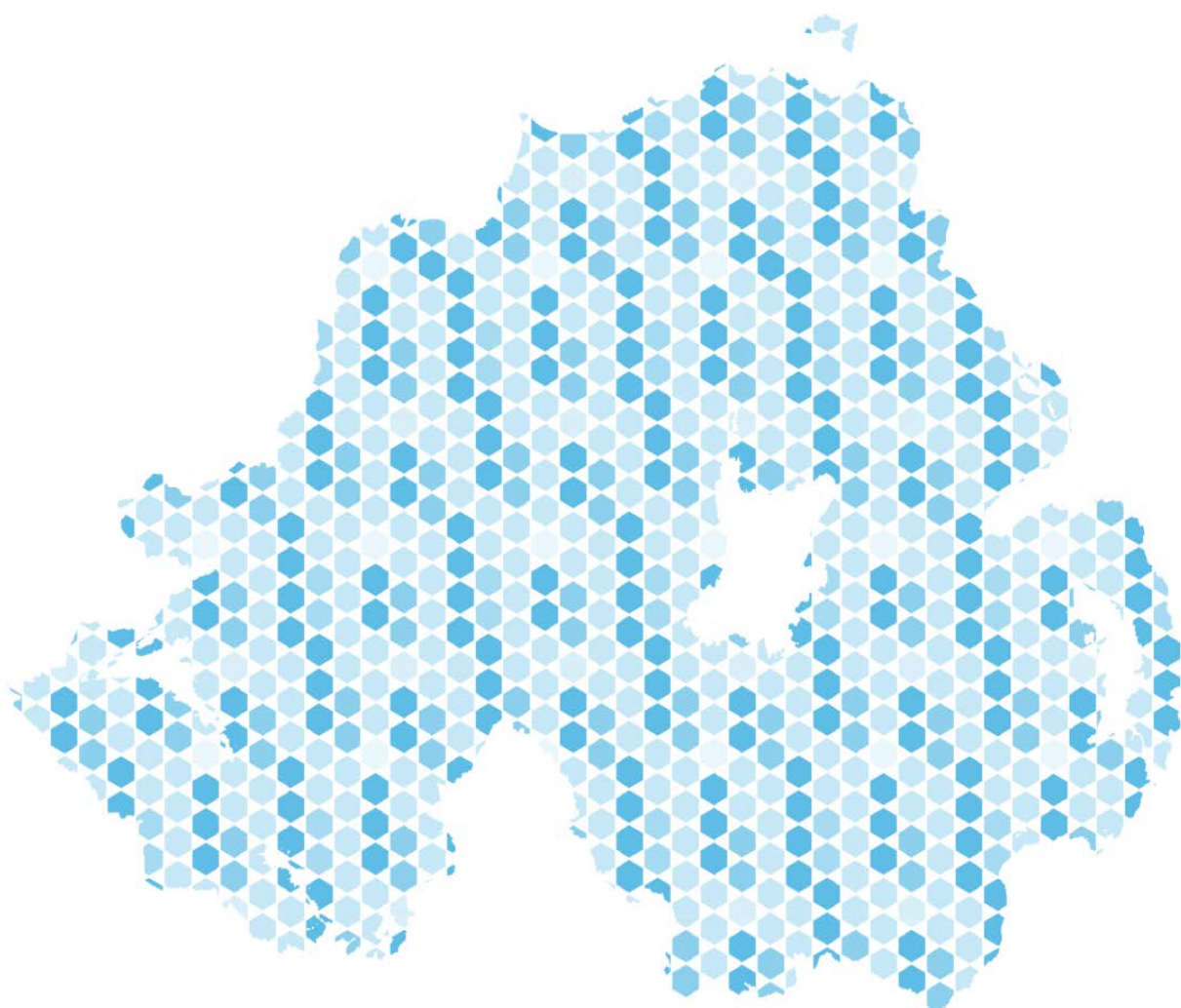


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Aughnacloy Primary School,
Co Tyrone

Report of an Inspection in
January 2015

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



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

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	5
Appendix	

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

Fifty-two percent of parents responded to the questionnaires. Most of the responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the approachable staff, the caring and happy family ethos, the wide range of after school activities, and the well-developed links with other schools in the local community. All of the staff completed questionnaires and their responses were wholly positive; they emphasised the team approach that permeates throughout the school underpinned by excellent working relationships at all levels. The ETI has reported to the principal and a representative of the board of governors and discussed with them the main issues emerging from the questionnaires.

2. Focus of inspection

The inspection focused on:

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

3. Context

Aughnacloy Primary School is situated on the outskirts of the village of Aughnacloy. Over the past four years, the enrolment has steadily increased and currently stands at 131 children; the school has been oversubscribed for the last four years. The children come from the village and the surrounding rural area. At the time of the inspection, approximately 24% of the children were entitled to free school meals and around 17% of the children had been identified by the school as requiring additional support with aspects of their learning. The school achieved level 1 in the Rights Respecting School Award in May 2013 and its first green flag through the Eco-School programme in June 2013. The school has well-established shared education links with St Mary's Primary School, Aughnacloy. Since the last inspection, a new principal has been appointed, taking up her post in October 2013.

Aughnacloy Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	114	119	126	131
% Attendance (NI Average)	96.6%	95.0%	96.0%	-
FSME Percentage ¹	22.8%	24.36%	29.08%	23.6%
% (No) of children on SEN register	15.78%	13.44%	15.07%	14.50%
No. of children with statements of educational needs	8	7	5	6
No. of newcomers	0	0	*	*

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Good
Achievements and Standards	Good
Provision	Good
Leadership and Management	Good

5. Achievements and standards

- During the inspection, the children's behaviour was exemplary. They are confident, interact respectfully with adults and demonstrate great pride in their school. When engaging in play-based learning and open-ended tasks, the children respond positively and creatively. They collaborate well when working in small groups to solve problems and increasingly are able to reflect on their learning and suggest ways in which they can improve the quality of their work.
- The school's 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.
- From year one, and across all year groups, the children communicate their ideas, make choices and justify their opinions with increasing independence and use of appropriate vocabulary. By year 7, the children are confident to read and interpret an unseen script and to perform a role play with very good inflection for the class. The group of year seven children who read during the inspection were fluent, expressive and confident. The children enjoy reading and are beginning to develop an awareness of authors.
- The children have a good understanding of their work across each of the areas within mathematics. Most of the children have an appropriate understanding of number and shape and are beginning to investigate simple problems in pairs and small groups using a range of well-chosen resources. By year 7, the most able children can use a wide range of strategies to add and subtract mentally, estimate the size of a solution to a calculation and prioritise spending with a limited budget. They have a good knowledge and understanding of key concepts which they apply in meaningful contexts and across the mathematical curriculum.

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

- The children achieve very good standards in information and communication technology (ICT). They use a range of digital and programmable devices confidently and with independence to consolidate aspects of their learning.

6. Provision

- The quality of the planning is good. Long-term planning is in place for literacy and numeracy which provides an effective overview for the development of the children's communication and mathematical skills. Throughout the school, the staff value and respect the interests of the children and provide regular opportunities for the children to plan for a range of connected learning experiences through play, activity-based learning and topic work. The teachers' short-term planning needs to be developed further to differentiate more clearly the intended learning to meet the wide range of individual needs and interests within the composite classes.
- Almost all of the teaching was very effective. In the best practice, the lessons were linked to local, real-life contexts, the intended learning was made clear and the teaching was well-matched to the children's needs building on their previous learning. In the less effective practice, the teachers' expectations were too low and there was insufficient challenge in the learning, particularly for the more able children.
- The children's work is marked regularly using an agreed marking policy. Most teachers provide effective oral and written feedback to the children; a more consistent application of the marking policy is required in order to promote further improvement.
- The children are taught to read effectively using a range of books and can choose their own books from the well-stocked library. The school has appropriately identified areas to develop further the children's reading skills which include planning for the higher order comprehension and guided reading strategies. The children develop very good writing skills by the end of foundation stage and these need to be consolidated further across the key stages through more extended opportunities to write across the curriculum.
- The whole school programme for mathematics is comprehensive. The teachers make effective use of a range of practical materials, games and information and communication technology (ICT) to develop the children's mental computation. The recent focus on developing the children's understanding of processes through problem solving and investigative activities is having a positive impact on the development of the children's mathematical vocabulary. In the foundation stage, the children explore and experiment using a variety of authentic materials and resources to create three-dimensional structures and they are challenged to develop their language, thinking and problem-solving skills. The numeracy co-ordinator has identified appropriately the need to raise further the standards in mathematics through the continued focus on developing processes in mathematics.

- The children who require additional support with aspects of their learning are identified early through the use of both classroom observations and a wide range of diagnostic tools. The individual education plans reflect appropriate targets for the children and outline various strategies, including the use of ICT, to support the children in their learning. The skilled classroom assistants engage effectively with the children and extend their learning. A particular strength of the school's provision is the range of reading and numeracy intervention programmes which are highly effective in supporting those children who are underachieving in aspects of their learning.
- The quality of pastoral care is very good. There is a supportive and inclusive ethos throughout the school and all the staff are committed to the children's well-being and their personal, social and emotional development. The children's achievements are celebrated with many examples of their work displayed creatively throughout the school. The children develop an enthusiasm for learning from well-planned activities and have high levels of self-esteem and engagement in learning. The children benefit from the very good opportunities to develop roles of responsibility at playtime and through the school council and Eco-team; they contribute actively to decision-making on aspects of school life that affect them. Significant work has been undertaken in developing the Personal Development and Mutual Understanding programme and the school has engaged with the local community in fostering good working relations.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. The school has a healthy eating policy and offers a wide range of sporting activities.

7. Leadership and management

- The leadership and management of the school are committed to the holistic development of the children and to improving further the pastoral and academic provision. Importantly, the school development planning process has been underpinned by effective consultation with the children, their parents, staff and governors to garner their views and identify areas for improvement. This emerging culture of self-evaluation is reflected further in the use of Together Towards Improvement which has been used effectively to evaluate current practice and create more sharply focused action plans.
- Since taking up her position, the teaching principal has reviewed recently the roles and responsibilities of staff throughout the school resulting in the appointment of a number of new key co-ordinators and the establishment of a senior leadership team. The senior leadership team has begun to interrogate more rigorously the school's performance data and has identified appropriately the need to develop a more strategic approach to raise further the children's standards in reading and numeracy. It will be important for the co-ordinators to continue to monitor and evaluate the impact of teaching and learning strategies on the standards the children attain.

- A key strength of the school is the excellent links which have been developed with schools in the local community. The children benefit from a well-embedded transition programme in partnership with the local pre-school and Aughnacloy College. The shared education programme with St Mary's Primary School, Aughnacloy has enhanced and broadened the children's learning through the creative arts and school visits.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors have articulated clearly their intention to develop further their role in monitoring and evaluating the school's performance through more regular communication with key area of learning co-ordinators.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

The key area for improvement is:

- to develop the role of the senior leadership team and the area of learning co-ordinators in monitoring and evaluating the quality of learning and teaching and to develop a more strategic approach to raising further the children's standards across the ability range.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

Accommodation

1. The staff and children's toilets are in need of refurbishment.
2. The corridor is not a suitable location to teach the children who are receiving peripatetic support.

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk