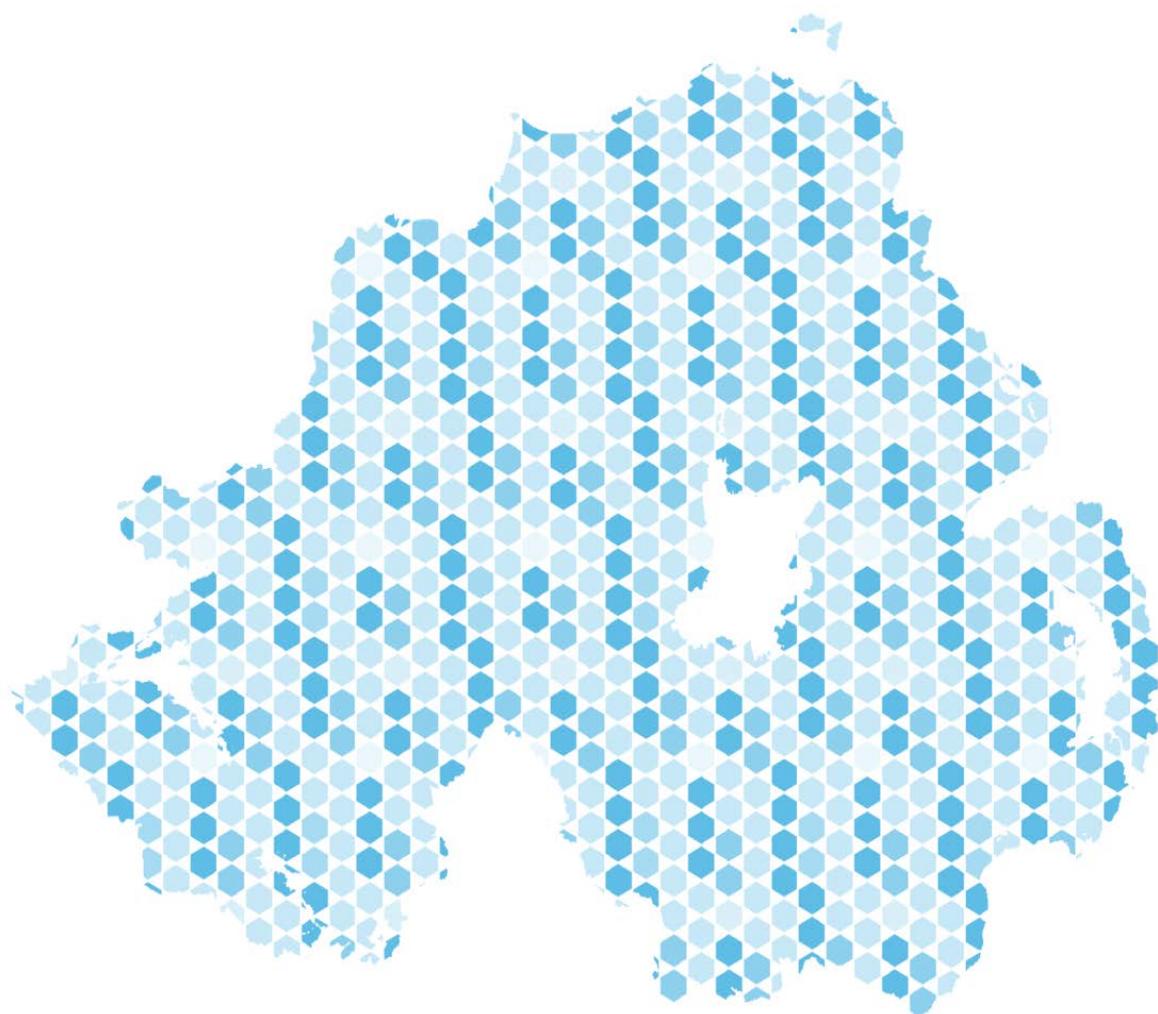


PRIMARY INSPECTION



Education and Training
Inspectorate

Broughshane Primary School
and Nursery Unit, Co Antrim

Report of an Inspection in
June 2014



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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.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 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
Parent	232	24	10%	15
Teachers	15	12	80%	*
Support Staff	9	8	89%	*

* fewer than 5

The majority of the parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular, they referred to the professionalism and approachability of the principal, and the hard-work, creativity and devotion of the staff. A very small number of concerns raised have been shared with the principal and representatives of the governors.

All of the teachers' responses were highly positive and some commented on the strong work ethic in the school making reference to the support and guidance they receive from Principal and the Senior Management Team (SMT). Eight support staff responded in a similarly affirmative manner, highlighting the supportive, happy relationships within the school in which they feel valued, respected and empowered.

The Education and Training Inspectorate (ETI) is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parent questionnaires may be low.

2. Context

Broughshane Primary School is situated in the village of Broughshane, approximately four miles from Ballymena, County Antrim. The enrolment of the school has remained steady over the past four years and currently stands at 319. Twelve percent of the children are entitled to free school meals.

Broughshane Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	300	293	307	315
% Attendance (NI Average)	96.8	96.7	96.5	97.2
FSME Percentage ¹	6.3%	5.1%	10.3	11.75
% of children on SEN register	19.7	15.9	19.5	18.9
No. of children with statements of educational needs	0	0	*	*
No. of newcomers	*	0	0	0

Source: data as held by the school.

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
- the quality of leadership and management.

4. Overall finding

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

Key findings of the inspection

5. Achievements and standards

- Almost all of the children in the nursery unit show high levels of independence and self-management in their play and regular routines in response to the adults' high expectations. In a similar vein, the children in the primary school develop very good social skills and demonstrate a positive disposition towards their learning about which they have the confidence and skills to talk with their peers, teachers and visitors. A particular feature is the way in which the children's thinking skills and personal capabilities are developed effectively through the opportunities they have to work collaboratively, take decisions and be creative.

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

- An analysis of the end of key stage (KS) 2 performance data shows that in three of the past four years the school's performance in mathematics has been consistently above the Northern Ireland (NI) average including when compared with schools in the same free schools meals category (FMS).² Similarly, the performance in English has been consistently above the NI average and it has been above in two of the last four years when compared with similar schools. The school has identified appropriately the need to use internal performance data more effectively in order to identify underachievement and track the progress of all of the children.
- The children are making very good progress in all areas of the pre-school curriculum; a significant minority demonstrate outstanding early reading and writing skills and understanding of some key mathematical and scientific concepts using the appropriate vocabulary.
- The children achieve well in both literacy and mathematics. They use their talking, listening and thinking skills to improve their learning and written work and they read with fluency, engagement and enjoyment. By year 7, they empathise with characters, compare and contrast plots, settings and different styles of writers. The children's knowledge and understanding of the forms of writing is developed systematically through the key stages and their achievement in writing is celebrated in attractive displays throughout the school. The children show an excellent knowledge and understanding of key concepts across the mathematics curriculum. They can apply a range of strategies, explain their thinking using the appropriate mathematical language and can self-correct when appropriate. They explain confidently their methods and demonstrate flexible thinking in problem solving tasks.
- The children are confident and competent in using a wide range of ICT resources, including some of the newest technologies, to support their learning; for example, the children used video conferencing to link with a partner school involved in the Community Relations, Equity and Diversity Programme (CRED).

6. Provision

- The quality of the learning and teaching observed in the primary and nursery unit ranged from satisfactory to outstanding with the majority of the lessons being very good or better. In the most effective practice, the teachers have developed a creative approach to extending the children's learning, critical and investigative thinking. They share clearly with the children the intended learning and frequently encourage the children's participation in the formulation of success criteria against which to measure their learning. Slow pacing and lack of meaningful differentiation were characteristics of the less effective lessons observed.

² 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.

- The teachers mark the children's written work regularly and in the best practice, they indicate how it could be further improved; the children are given the opportunities to respond to this precise guidance through, for example, setting personal targets. The teachers have worked diligently to revise and update their planning and they self-evaluate this regularly. They now need to place a sharper emphasis on planning for the needs of all of the children. The staff in the nursery unit plan an engaging and varied programme that provides challenge and progression for the children throughout the year.
- The teachers provide a stimulating learning environment for literacy and mathematics which promotes the children's curiosity and thinking skills. They plan effectively to develop progressively the children's reading skills to enable the children to write using different genres. The teachers integrate literacy well within the world around us and across the curriculum to provide meaningful and purposeful contexts for learning. In the mathematics lessons observed, the children had ample opportunities to develop their numeracy skills and they were frequently encouraged to explain the mathematical reasoning behind their answers as well as engage in problem-solving and investigative tasks. Effective use of ICT is integral to the provision for learning in all areas across the curriculum.
- The children in the foundation stage (FS) are self-reliant and confident; they interact positively with one another and adults, offering suggestions and ideas freely and are developing good levels of perseverance across all aspects of their learning.
- The school development plan has identified the need to appoint a Special Educational Needs Co-ordinator (SENCO). The inspection findings would endorse this in light of the fact that the individual education plans need to be monitored more effectively to ensure that the targets are more sharply focused on the children's learning. There is a well-tailored part-time, withdrawal provision for the children who require additional support with their learning. The classroom assistants contribute significantly to the life and work of the school.
- The pastoral care of the children is given a high priority throughout the school and nursery unit. The children's behaviours and manners are exemplary; they are confident and motivated to achieve their best. Through the very effective school council, and the Year 7 buddy scheme, they develop leadership skills and take responsibility for others. In discussions, the children spoke highly of the school's CRED programme, commenting in particular on the friendships which they have developed with children from another primary school. In addition, the children enjoy and benefit from a wide range of enriching extra-curricular activities.
- The school and nursery unit give very good attention to promoting healthy eating and physical activity. Through the well-conceived Personal Development and Mutual Understanding programme, the extra-curricular sporting activities and their healthy breaks, the children are encouraged to develop, maintain and enjoy healthy lifestyles.

7. Leadership and management

- The leadership and management arrangements in the school have undergone a period of adjustment and are still in a state of transition. The recently appointed principal has a clear and strategic vision for the life and work of the school and both he and his staff have created a culture in which creativity and innovation are valued. The School Development Plan (SDP) has a good range of action plans, in particular to review the leadership structure within the school focusing specifically on the further development of the monitoring and evaluating roles of the co-ordinators with key areas of responsibilities. However, the SMT also identifies, appropriately, the need to use more in-depth evidence, including a sharper use of collated performance data, to inform better the actions to promote improvement. The talented staff team in the nursery unit are led very effectively in meeting all of the children's pastoral and learning needs and bringing about continuous improvement in all aspects of the pre-school provision.
- The school and the nursery unit are very well connected with the parents and the community. The parents and families are encouraged to be involved in the life and work of the school through, for example, the Parent Teacher Association, fund raising events, regular informative newsletters and attendance at school functions.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in most aspects of governance evaluated. An aspect of governance that needs to be addressed is referenced below. The governors expressed their support for the principal and staff and praised them for their hard work and dedication to the children.
- On the basis of the evidence 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, however, the safeguarding training for the governors needs to be updated. In discussions with the Year 6 children, they state that they feel safe and cared for in school and are aware of what to do if they have any worries about their safety or well-being.

8. Conclusion

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

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