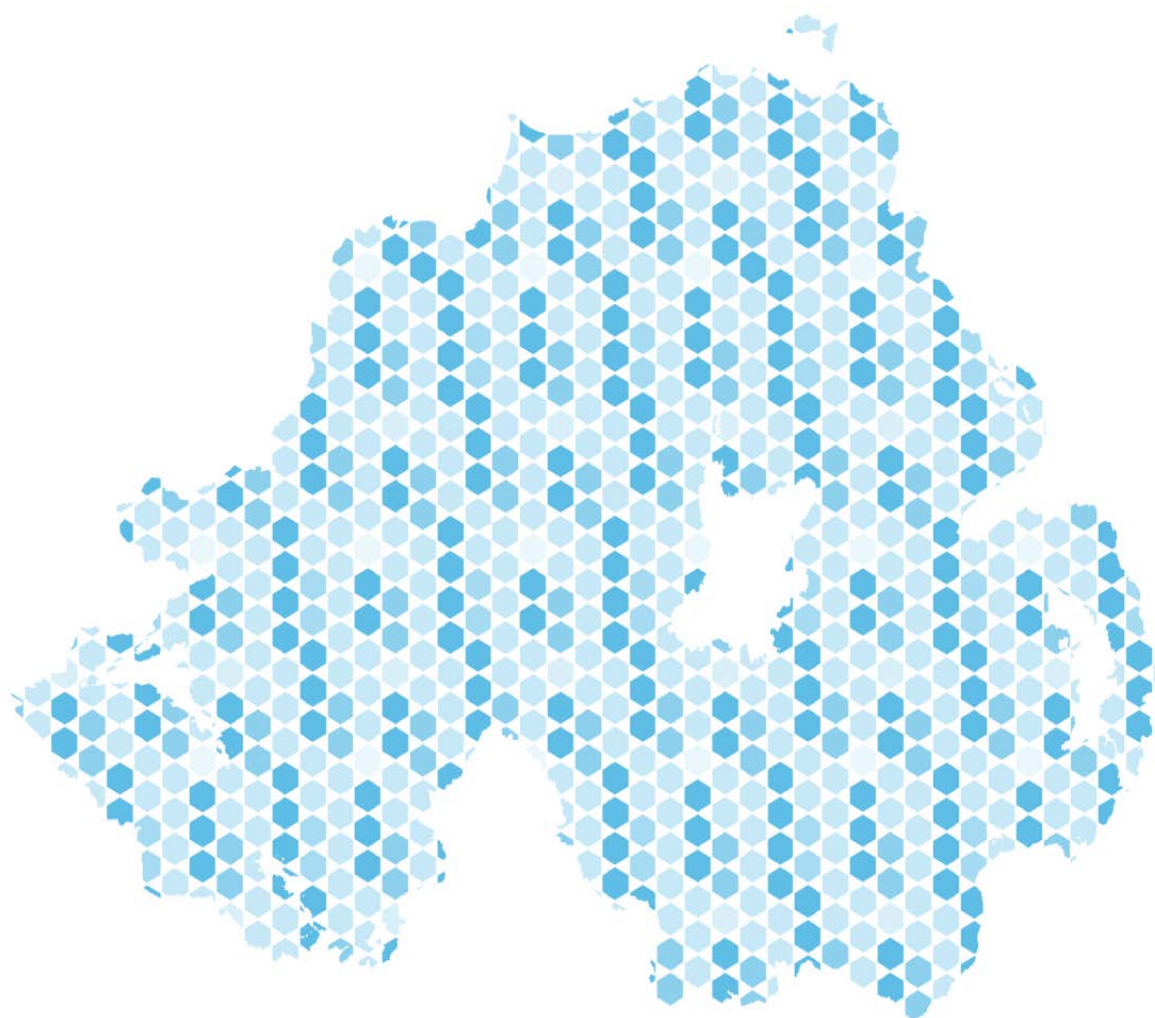


PRIMARY INSPECTION



Education and Training
Inspectorate

Christ the King Primary School
and Nursery Unit, Omagh,
Co Tyrone

Report of an Inspection in
February 2014

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 |
|----------------|---------------|-----------------|---------------------|----------------------|
| Parents | 112 | * | * | * |
| Teaching staff | 10 | 7 | 70% | * |
| Support staff | 6 | 6 | 100% | * |

* fewer than 5

ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. The teachers and the support staff completed questionnaires and their responses were also very positive; they emphasised the high expectations and care for the children, the very good working relationships across the school and the valuable links with the parents and wider community.

2. Context

Christ the King Primary School and Nursery Unit is situated in the parish of Cappagh in close proximity to Christ the King Church on the Gortin Road in the town of Omagh, Co Tyrone. Most of the children attending the school come from the immediate area. The enrolment has increased significantly over the last four years and currently stands at 161 children in the primary school and 26 children in the nursery unit. The nursery unit is over-subscribed. At the time of the inspection, 68% of the children in the school were entitled to free school meals and 22% of the children had been identified by the school as requiring additional support with aspects of their learning. Approximately one third of the children in the nursery unit have significant speech and language difficulties.

| Christ the King Primary School and Nursery Unit | 2010/11 | 2011/12 | 2012/13 | 2013/14 |
|--|---------|---------|---------|---------|
| Enrolment | 169 | 167 | 167 | 187 |
| % Attendance | 89.7 | 92.5 | 91 | 92.6 |
| % Attendance for those children on the SEN Register | 85.06 | 88.57 | 83.7 | 89.91 |
| FSME Percentage ¹ | 60.13 | 64.53 | 71.08 | 68.32 |
| % of children on SEN register | 32.86 | 28.36 | 18.84 | 22.36 |
| No. of children with statements of educational needs | 6 | 6 | * | * |
| No of Travellers | 24 | 21 | 20 | 19 |
| No. of newcomers | 27 | 26 | 24 | 36 |

Source: data as held by the school.

* fewer than 5

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 | Outstanding |
|----------------------------|-------------|
| Achievements and Standards | Outstanding |
| Provision | Outstanding |
| Leadership and Management | Outstanding |
| Nursery Unit | Outstanding |

Key findings of the inspection

5. Achievements and standards

- The children are independent, confident and well-motivated learners. They quickly settle to work showing enthusiasm and enjoyment in the wide range of tasks set by their teachers. Their behaviour is exemplary and they display positive attitudes and dispositions to collaborative learning and are able to apply and transfer their skills and knowledge to real life contexts set within their lessons. The children express high aspirations to do well in all aspects of education and are recipients of a number of awards including the ECO Green Flag Award, the Sing Up Silver Award and the Young Enterprise Centre of Excellence Award.

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 over three years² shows that in English and mathematics the school's performance was consistently above the Northern Ireland (NI) average and that of schools in the same free school meals (FSM) category apart from one year in English when performance was just below the NI average. The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make significant progress in English and mathematics and achieve in line with their ability, or above expectation.
- In literacy and numeracy, the children are able to use language with a high level of understanding and competence, for example to explain mathematical concepts. The older children can evaluate critically their work using criteria to measure their progress and learning. They demonstrate a high level of attention to accuracy in the application of mathematical knowledge when solving problems or transferring understanding within related curricular areas. Almost all of the children are reading and writing at or above their expected levels. In addition, the children have acquired an extensive vocabulary which is applied appropriately through a breadth of written styles and media to communicate to a range of audiences.
- The newcomer children and those identified with additional needs achieve very well and are able to overcome barriers to their language development and learning. Almost all of the children demonstrate very good progress in literacy and numeracy and achieve a range of skills that enables them to access and participate fully in all school activities.
- The children are relaxed and happy in the nursery unit. They are making excellent progress in all areas of the pre-school programme, and display high levels of interest and concentration in the wide range of activities provided for them. They are making very good progress in developing their language, independence, self-management and social skills and their behaviour is very good at all times.
- The children's use of information and communication technology (ICT) to enhance their learning is a key strength of the school. They use ICT confidently and appropriately and achieve standards, including the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation, which are consistently well above the NI average.

6. Provision

- The quality of the planning, teaching and assessment is consistent across the school and contributes effectively to the children's high levels of achievement. The planning is comprehensive, child-centred and it connects well all aspects of the children's learning. The quality of the learning and teaching in two-thirds of the lessons observed was very good to outstanding. The teachers use open-ended questioning techniques to develop the children's thinking, peer and self assessment. The teaching ensures challenge and progression and is well-informed by a thorough evaluation of the children's previous learning and the teachers' knowledge of their individual needs. A particular feature of the literacy

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.

and numeracy provision is the appropriate differentiation, feedback on improving and prompt referral to booster sessions to ensure that all children make progress. The skilful classroom assistants have a clear understanding of the needs of the children and effectively promote learning.

- The school has developed a coherent and connected framework for the development of literacy and numeracy skills. The transitions from the nursery and through the three stages in the primary school are incremental and there is a clear progression in the children's learning of key concepts and skills. A key feature of the numeracy provision is the focus on problem solving investigations which extends the children's thinking and promotes the development of mathematical language. The enriched literacy provision meets well the needs of all of the children including Traveller children and those whose first language is not English. The staff have an effective collegial approach to the integration of literacy skills within and across the curriculum. The children's learning experiences are extended as a result of the excellent range of enrichment, pastoral and extra-curricular activities which meet their needs and interests.
- The positive relationships at all levels foster an inclusive and settled ethos throughout the nursery. The staff plan together thoroughly to provide an interesting and progressively challenging pre-school programme that meets effectively the needs of all of the children. An effective self-evaluative approach to the review of the provision ensures ongoing improvement. The staff are caring and supportive in their approach, listen well to the children and take account of their ideas. All of the staff show excellent skill in exploiting the children's learning and in promoting and encouraging, in particular, the children's language development. The quality of their interaction with the children is consistently of a very high standard.
- The provision for special educational needs is highly organised and is effectively meeting the needs of the children. The special education needs co-ordinators keep the policy and practice under review and maintain close contact with a wide range of external statutory and voluntary agencies to help address the children's needs. The support for literacy and numeracy is provided through well-focused, in-class and withdrawal sessions and is guided by effective individual education plans. The teachers and classroom assistants provide sensitive and highly effective interventions for the children which has a positive and significant impact on the children's learning and on their self-esteem. The attendance of the children is carefully managed and with the support of the parents, attendance rates at the school are in line with the N I average. The school and nursery unit work closely with the local playgroup and identify at an early stage those children who need additional support with aspects of their learning.
- The quality of the provision for pastoral care is outstanding in the nursery and school. The school motto that "*Every child will be the best they can be*", permeates every aspect of the life and work of the school. The working relationships at all levels are excellent. The children are encouraged to take responsibility and an active role in the school through the 'Playground Friends' initiative and the Eco and School Councils. In addition, the children respond very well to assemblies and the effective reward systems in place.
- The school gives excellent attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The principal is almost one year in post and is well-supported by the vice-principal in sustaining an inclusive culture and shared vision of ongoing improvement and high standards. The leadership and management of the school is wholly focused on meeting the academic, personal, social and emotional needs of the children within a calm, caring and stimulating learning environment. The links and partnerships made with the local community are positively impacting on the life and work of the school.
- The co-ordinators are highly motivated and work collaboratively to improve learning and teaching and the standards and achievements for all children. They carry out their leadership roles very effectively and contribute very well to professional educational activities such as clustering with local schools and pre-schools to plan and develop further aspects of the provision; a number of staff are also curriculum moderators with CCEA.
- The school has established a culture of self-evaluation and is focused on addressing low and underachievement which is informed by an excellent working partnership between the school and the board of governors. Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors are very well informed about the school and carry out effectively their support and challenge functions. These functions, conducted through well-informed, strategic governance, enable the school to maintain the high standards set over the past five years and are leading clearly to improvement in the children's standards in literacy and numeracy. There is a comprehensive school development plan which has been informed by consultation and self-evaluation. The school has appropriately identified the need to focus on the further development of a framework for the science skills and play provision, and to extend the children's outdoor learning experiences.
- Effective links have been established with parents through curricular workshops, regular newsletters and the informative school website. The school works closely with the local playgroup, post-primary schools, cluster groups and a variety of external support agencies to ensure that the children are well supported and achieve the highest possible standards.
- On the basis of the evidence available at the time of the inspection, the school and nursery unit 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 this school and nursery unit is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

Accommodation

- Sections of the roof and the wooden windows have leaks.
- The principal's office requires sound proofing.

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