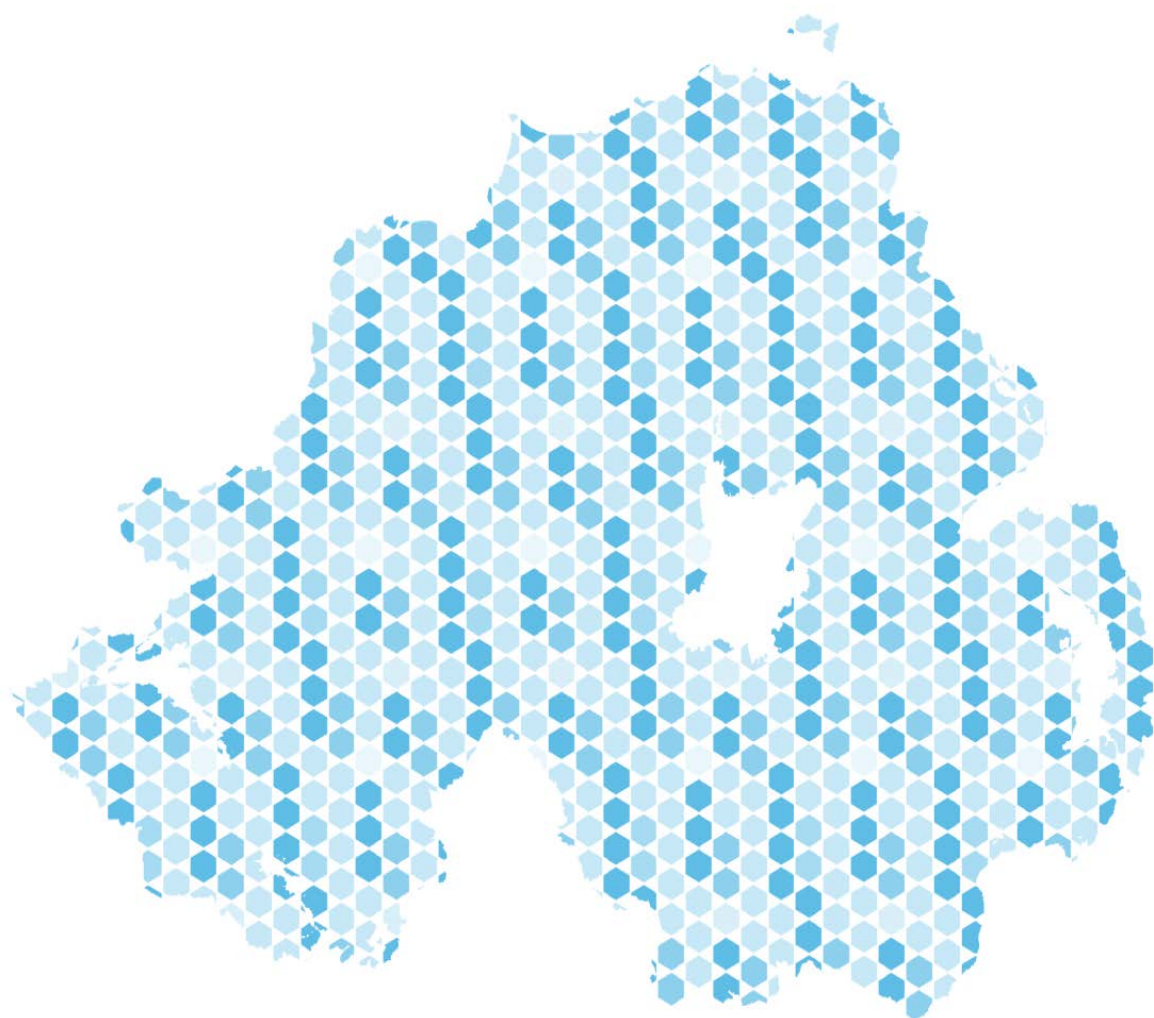


PRIMARY INSPECTION



Education and Training
Inspectorate

Creavery Primary School,
Antrim

Report of an Inspection in
May 2014

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. Context	1
3. Focus of inspection	2
4. Overall finding	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	4
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 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 (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents		37	79	27
Teaching staff		5	100	*
Support staff		13	100	5

* fewer than 5

The parent and staff questionnaire responses were highly supportive of the work of the school. The parents expressed their satisfaction with their children's progress and praised the staff's dedication to providing a wide range of additional learning experiences. They highlighted the family ethos, the home-school partnership and the school's standing in the local community. The teachers and support staff commented on the children's good behaviour and the collegiality within the school where they feel valued and supported. The governors expressed their confidence in the principal and staff and pride in the children. They highlighted the valuable contribution of the parents and the school's engagement with the community.

2. Context

Creavery Primary School is situated on the outskirts of the town of Antrim. The children who attend the school come from surrounding rural area and the town. The enrolment has increased in the last four years and stands currently at 72; approximately 30% of the children have been identified as requiring additional help with their learning and almost 14% are entitled to free school meals.

Creavery Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	62	66	63	72
% Attendance	96.7	98.4	96.4	-
FSME Percentage ¹	8.1	13.6	20.6	13.8
% of children on SEN register	19.4	21.2	20.6	30.5
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	0	0	0

* fewer than 5

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

Key findings of the inspection

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

5. Achievements and standards

- The children are confident and well motivated. They engage enthusiastically and interact politely with others. They are keen and able to share and talk about their work using the appropriate vocabulary. From an early age they show independence in managing and taking responsibility for their own learning through well-structured peer and self-assessment.

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

- An analysis of the key stage (KS) 2 assessment data² over the past four years shows that in English and mathematics, the school's performance³ is below the Northern Ireland average, and that of schools in the same free school meals category. The school's internal performance data shows that most of the children, including those who require additional support with their learning, make steady progress in English and mathematics and achieve in line with their ability or above expectation.
- The children apply their learning in literacy and numeracy in meaningful contexts and for real purposes across the curriculum. They carry out practical, investigative activities confidently using a wide range of resources, including ICT, and work effectively in pairs and groups. They listen carefully and respond maturely to the views of others.

6. Provision

- The staff have worked hard to create a stimulating learning environment for the children, despite deficiencies in the accommodation. Excellent use is made of the outdoor areas to support and extend the children's learning.
- The quality of the teaching ranged from good to outstanding; the majority was very good to outstanding. The teachers connect skilfully the children's learning through the well-planned and incidental integration of literacy and numeracy across the curriculum, and in particular, through play based learning and The World Around Us. They make effective use of the children's responses to help them formulate purposeful open-ended questions. This approach enables the children to take risks in their thinking and to try out and explain their reasoning with confidence.
- The children who require additional support with their learning are identified early and benefit from well-structured individual education plans and a range of strategies which are flexible and responsive to the children's needs.
- The quality of the arrangements for pastoral care is outstanding. The holistic development of each child is central to the work of the school. The children's views are sought and acted upon and they carry out roles and responsibilities with pride. The classroom assistants and parent volunteers make a valuable contribution to the children's learning, health and well-being. The school provides the children with a wide range of additional learning experiences and promotes healthy eating and physical activity through the curriculum and extra-curricular activities.

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.

³ The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

7. Leadership and management

- The child-centred approach at the core of the work of the school is underpinned by a strong home-school partnership. A key feature of the school is the parents' involvement which enhances the curriculum and impacts positively on the children's development.
- The principal balances well her teaching commitment and other duties. She leads by example and is supported ably by the whole school community in taking forward the shared vision and key priorities set out in the school development plan. The very effective arrangements for communicating and consulting with staff, parents, children and governors ensure a collegial approach to all aspects of school improvement.
- Through systematic and agreed procedures for monitoring and evaluation of the provision, including the effective analysis and interpretation of performance data, there is a clear focus on improving further the provision for, and the standards achieved by, the children.
- 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 challenge and support appropriately the work of the principal and staff to effect school improvement.
- 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 year six and seven children, they indicated that they feel happy in school and know whom to speak to if they have any concerns about their safety and well-being.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

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 the capacity for sustained self-improvement.

Health and safety

- There is a need for an urgent review of the children's safety at drop off and pick up times due to the lack of parking and the difficulties in accessing the school safely from the road.

Accommodation

- There are significant deficiencies in the accommodation and lack of learning and teaching, and administration space.

© CROWN COPYRIGHT 2014

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

