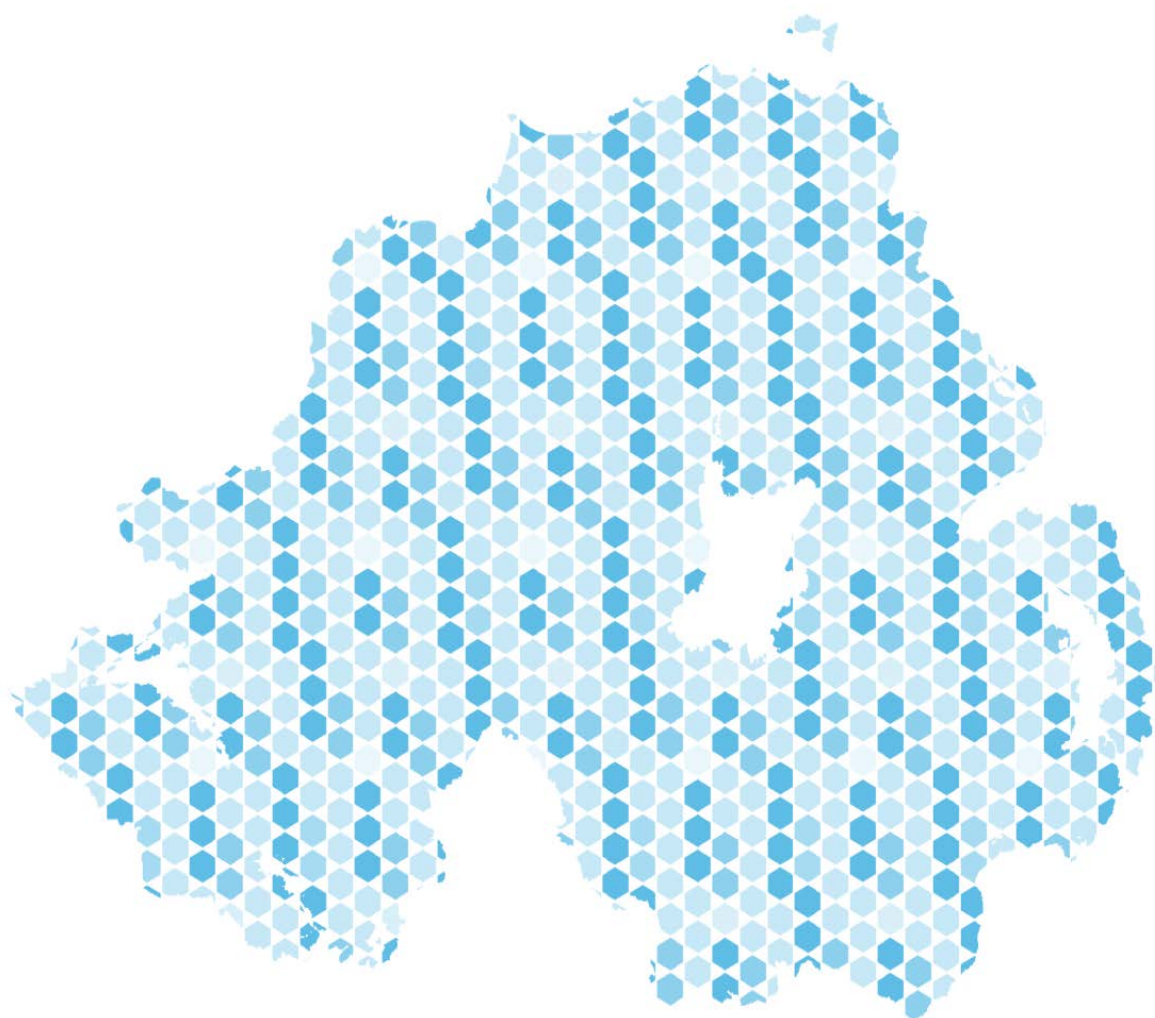


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Edwards Primary School,  
Castlederg, Co Tyrone

Report of an Inspection in  
January 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

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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 (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents (incl NU)		12	%	4
Teaching staff		8	%	1
Support staff		8	%	3

\* fewer than 5

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 parental questionnaire may be low.

The responses to the parental questionnaires for the primary school and the nursery class indicate a very high level of confidence in the work of the school. The teachers and the support staff questionnaire responses are also very positive, emphasising the excellent level of teamwork among the staff and the priority given by them to the well-being and interests of the children.

## 2. Context

Edwards Primary School and Nursery Unit is situated in the village of Castlederg in County Tyrone. The children come from the village and the surrounding rural area.

Edwards Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	146	150	158	185
% Attendance	94.5	94.3	94.7	97.4
FSME Percentage <sup>1</sup>	41.7	52	53.7	38.9
% (No) of children on SEN register	21.9	22.6	18.3	22.2
No. of children with statements of educational needs	5	*	*	*
No. of newcomers	*	*	*	*

**Source:** data as held by the school.

\*fewer than 5

<sup>1</sup> 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	Outstanding
Achievements and Standards	Very Good
Provision	Outstanding
Leadership and Management	Outstanding
Nursery Unit	Very Good

### Key findings of the inspection

#### 5. Achievements and standards

- The children display high levels of enthusiasm, independence and maturity; their behaviour is excellent and they are highly motivated to learn. They respond very well to the high expectations of their teachers. The children express their enjoyment of many areas of the curriculum. They are mutually respectful, co-operate well in paired and group work and participate with confidence in class discussions and practical learning activities.
- An analysis of the end of key stage (KS) 2 performance data in three of the past four years shows that in English and mathematics the school's performance is consistently above the Northern Ireland (NI) average. Compared with schools in the same FSME category, the performance in English and mathematics is consistently above the average.\* The school's internal performance data shows that most children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- Across the classes, the children's talking and listening skills are well developed and they are confident in sharing their ideas and opinions with others. They enjoy reading and by the end of KS 2 they read a variety of genre with fluency and understanding. The children's writing skills are well developed and they express their creativity in a wide range of extended writing; the most able children produce writing of a very high standard. In numeracy, the children show

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\* 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.

high levels of engagement and enthusiasm during practical activities. They make very good progress in their numeracy in all classes, and by year 7 they demonstrate a very good recall of mathematical facts and understanding of important concepts. The children are confident in their use of information and communication technology, and their achievements are very good.

- Overall progress of the children who require additional support with aspects of their learning is carefully monitored and all of the children make very good progress, particularly in literacy and numeracy. They show increasing self confidence and enjoyment of their learning.
- The children in the nursery unit are making very good progress in all areas of the pre-school programme. Most of the children have acquired a high level of mathematical awareness and their well-developed representational drawings show a readiness to begin early writing. Almost all of the children show good levels of independence, they readily join in play with others and can talk to the staff about their work and learning experiences.

## **6. Provision**

- The quality of the teaching observed ranged from good to outstanding and almost all of the teaching was of a very good or outstanding quality. This practice was characterised by the skilful use of questioning by the teachers to develop the children's thinking and oral responses, by the very effective use of a variety of meaningful contexts to develop further the children's learning and by the appropriate differentiated activities designed to meet the needs of all the children. The staff has worked hard in recent years to establish a coherent and whole-school approach to planning, teaching and assessment. The planning is comprehensive and rigorous and is well informed by ongoing thorough evaluation of the children's learning.
- The children who require additional support with aspects of their learning benefit from the supportive and caring ethos of the school and the detailed knowledge the staff have of their educational and pastoral needs. The individual planning guides the teachers' and assistants' work effectively and the recent work on the children's targets has enhanced this guidance further.
- The nursery unit staff plan and provide an interesting and progressively challenging pre-school programme that meets effectively the needs of all of the children. They are caring and supportive in their approach and the quality of their interaction with the children is consistently of a high standard.
- The quality of the arrangements for pastoral care in the school and the nursery unit is outstanding. There is a very caring and inclusive ethos which permeates all aspects of the life and work of the school, and in which every adult and child is valued. A strong sense of teamwork and collegiality characterises the school. The children participate in a wide range of trips, extra-curricular activities and educational visits and have very good opportunities to contribute effectively to decision making in the school, for example through the school council.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The principal shows outstanding strategic leadership. In the journey she has travelled in the last seven years, she has developed a strong collegial team within the staff based on a clear and shared vision. She is very ably supported by the excellent work of the vice-principal. The principal gives very good direction to the development of the educational and pastoral needs of the school community, and has been instrumental in developing strong community and family links for the benefit of the children.
- There is a growing culture of self-evaluation and action planning for improvement, which underpins the leadership of the school. The co-ordinators are very knowledgeable about their areas of responsibility and contribute with enthusiasm to the whole-school development planning process. The quality of their leadership is very good. They use a wide range of evidence, including performance data, to identify and address under achievement and inform future planning.
- The teacher-in-charge of the nursery unit has developed an effective self-evaluative approach to the review of the provision. There are very good links between the nursery unit and the primary school which support well the children's transition from pre-school to primary school.
- 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 involved in work of the school, and provide well a challenge function in relation to all aspects of the school's leadership and management.
- 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 year 6 children reported that they felt 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 is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

## **APPENDIX**

### **Accommodation**

- The roof of the school leaks badly in heavy rain in two areas of the school.



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