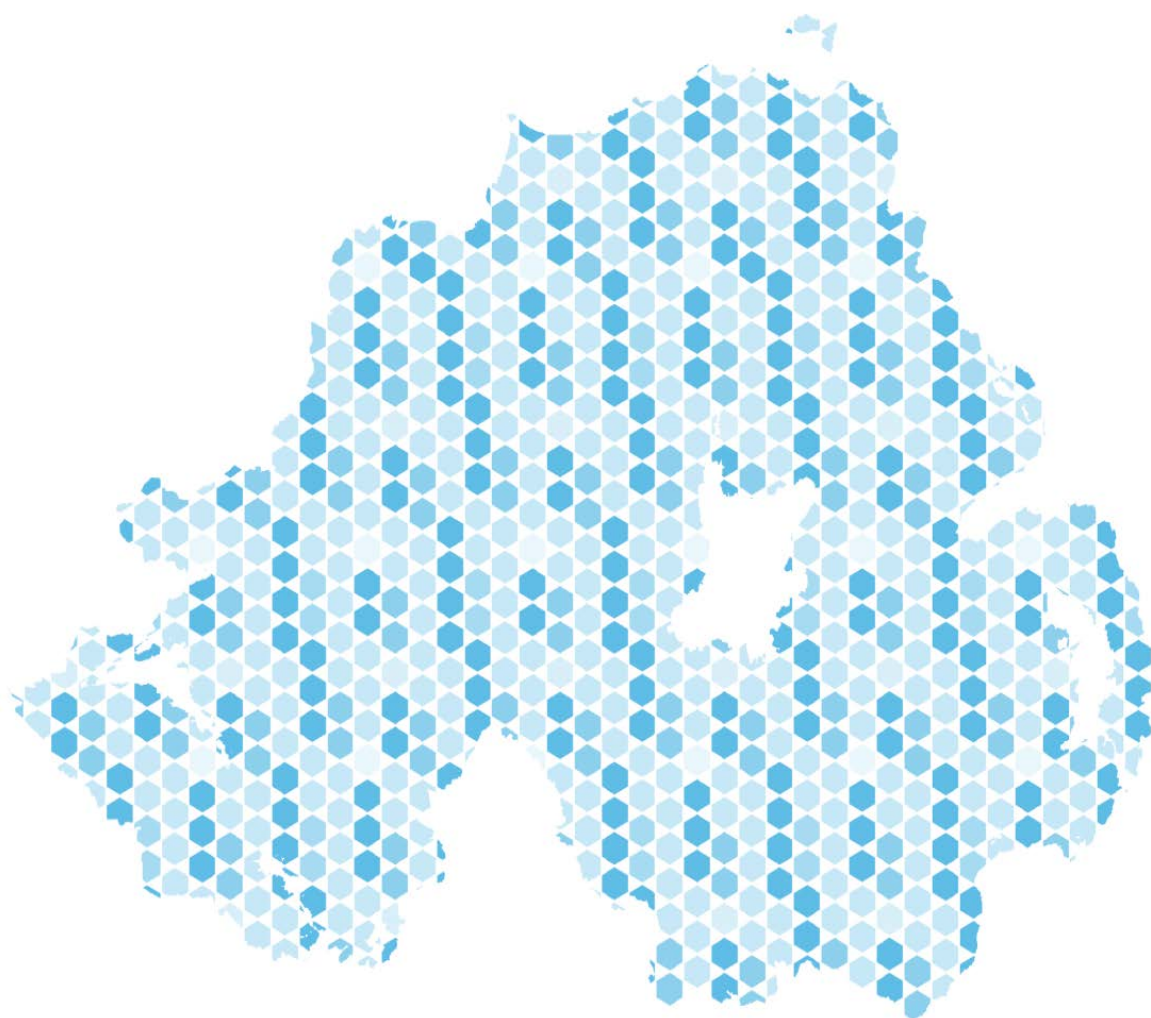


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

Jonesborough Primary School,  
Newry, Co Down

Report of an Inspection in  
September 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

<b>Section</b>	<b>Page</b>
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	3
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 a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Ten percent of parents responded to the questionnaires; their responses indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the caring teachers and support staff and the strong pastoral ethos of the school. All of the staff completed questionnaires and their responses were wholly positive; ETI has reported to the principal and the chairperson of the board of governors, and discussed with them, the main issue emerging from the questionnaires and the discussions.

## **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 for literacy in the school; and
3. the quality of leadership and management.

## **3. Context**

Jonesborough Primary School is situated in the village of Jonesborough, in the parish of Dromintee, approximately six miles from Newry. Almost all of the children come from the local community. The enrolment has fluctuated over the last four years and currently stands at 95 children. The school has reception provision but no pre-school children were enrolled at the time of the inspection.

Jonesborough Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	97	104	105	95
% Attendance (NI Average)	92.9	93.3	95.6	-
FSME Percentage <sup>1</sup>	25	31	32	21
% (No) of children on SEN register	19	14	15	11
No. of children with statements of educational needs	*	*	5	*
No. of newcomers	*	*	*	*

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

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Performance Level</b>	<b>Very good</b>
<b>Achievements and Standards</b>	<b>Very good</b>
<b>Provision</b>	<b>Very good</b>
<b>Leadership and Management</b>	<b>Very good</b>

#### 5. Achievements and standards

- The children are highly motivated and engage enthusiastically with their learning. They communicate very well with each other and with staff and visitors. They participate effectively in group and paired work, and display high levels of independence in all aspects of school life. The children's behaviour is exemplary and they have pride in their school.
- The school's internal assessment data shows clearly that almost all children make very good progress in English and most children make very good progress in mathematics and in line with their ability or above expectation.
- Across the school, the children have very good listening skills and express themselves confidently through meaningful discussion and debate. As they progress through the school, they develop very good writing skills across the curriculum and for a range of audiences. By the end of key stage two, the children read with fluency, expression and understanding and can talk enthusiastically about a range of books, authors and characters.
- Most of the children who require additional support with aspects of literacy make very good progress.
- All of the children use ICT confidently to enhance their learning.

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

## **6. Provision**

- The teachers' planning is comprehensive and rigorous; it is well informed by the holistic evaluation of the children's previous learning and the teachers' knowledge of their individual needs. The lessons were planned well, most met effectively the range of individual needs within the classroom and had good levels of challenge and progression. In the best practice, the teachers made skilful use of questioning to develop the children's thinking and oral responses. The classroom assistants support very well the children's learning.
- The children who require additional support with aspects of literacy are identified early and benefit from effective intervention strategies. In particular, the more able children have benefitted significantly from their participation in the extension withdrawal group. The school has identified appropriately the need to improve the provision for the children who require additional support in mathematics.
- The children develop the core literacy skills in a systematic manner as they progress through the school. The programme for the development of the children's reading and writing skills is thorough, ensuring that all aspects of literacy are taught in a coherent way, using an appropriate range of strategies. The play-based learning sessions are well-planned and provide the children with valuable opportunities to use and develop their language and literacy skills.
- The quality of the arrangements for pastoral care in the school is very good. The school has a warm, welcoming and inclusive ethos with excellent working relationships at all levels. The principal and staff have created a calm, purposeful learning environment where mutual respect and care for all are paramount. The children's contribution to the life and work of the school is recognised and encouraged actively.
- 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 leadership and management of the school has a clear strategic vision for school improvement. The improvement process is underpinned by an understanding of the current strengths and areas for improvement within learning and teaching. There is a strong collaborative approach to self-evaluation; the comprehensive school development plan is based on the well-established monitoring and evaluation processes and has been informed by consultation with the wider school community. The associated action plans have a clear focus on improving further the provision for the children and raising the standards they attain.
- At the time of the inspection, the ETI evaluation is that that there can be confidence in the newly reconstituted Board of Governors; the governors are well-informed about the life and work of the school and are prepared to carry out effectively their support and challenge functions .

- 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 and happy in school and knew what to do if they had any concerns about their 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 its capacity for sustained self-improvement.

**Health and safety**

1. A review of the security of the school perimeter and the controlled access system is required.



© 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](http://www.etini.gov.uk)

