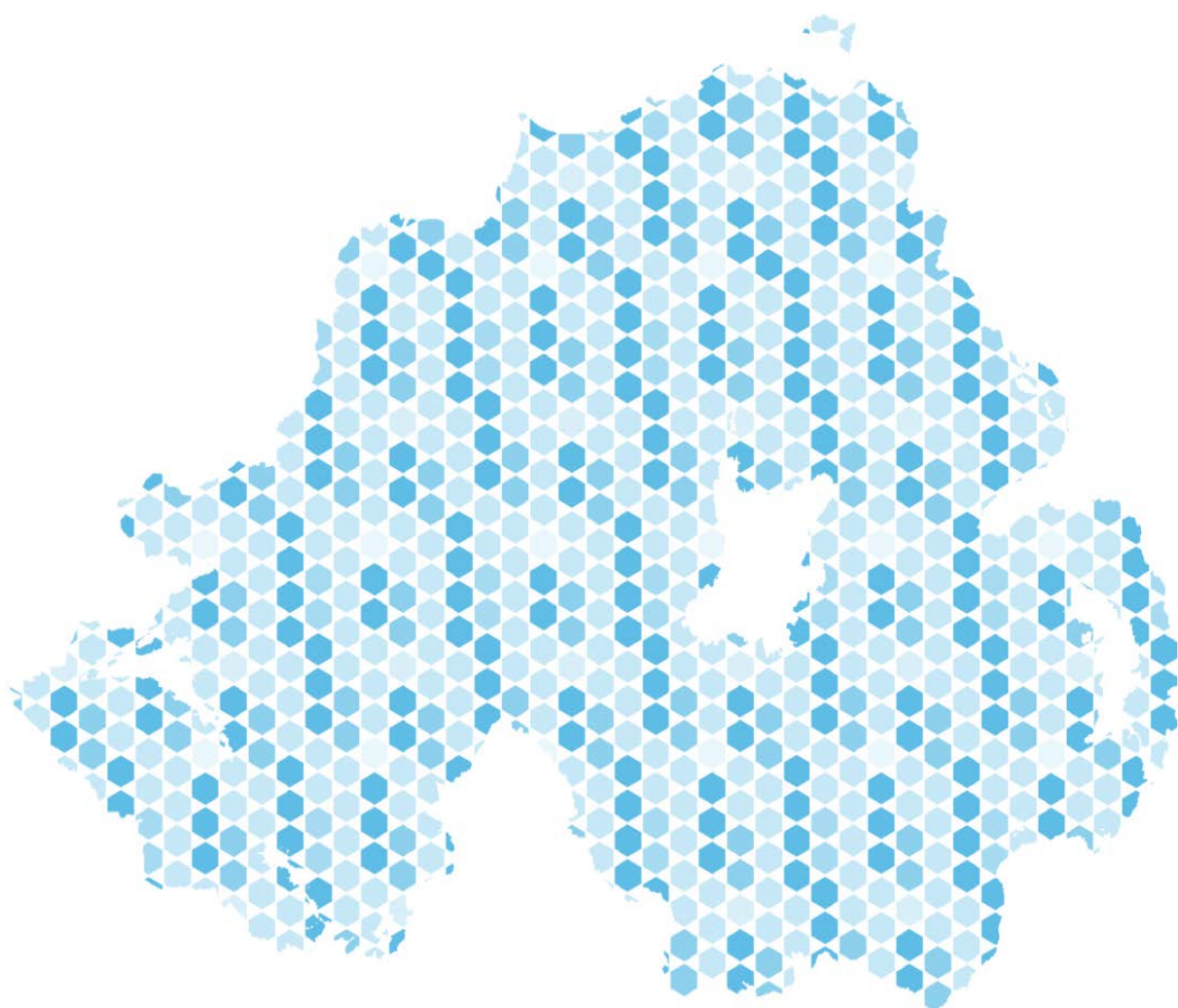


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Lisfearty Primary School,
Dungannon, Co Tyrone

Report of an Inspection in
January 2015



*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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Forty-four percent of parents responded to the questionnaires. Most of the responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the teachers' and support staff's work and the high expectations of the staff for the children's learning. A minority of staff completed questionnaires and their responses were very positive; they emphasised the quality of the working relationships across the school and the links with the parents and wider community. ETI has reported to the principal and a representative of the board of governors the main issues 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 numeracy in the school; and
3. the quality of leadership and management.

3. Context

Lisferty Primary School is situated in the rural community of Clonaneese approximately eight miles from the town of Dungannon. Most of the children come from the surrounding area. Over the past four years, the enrolment has decreased and currently stands at 40 children. Approximately 12% of the children are entitled to free schools meals and 2% of the children have been identified as requiring additional support with aspects of their learning.

Lisfearthy Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	50	45	45	40
% Attendance (NI Average)	97.9	96.3	96.9	96.6
FSME Percentage ¹	4.0%	2.2%	4.5%	12.5%
% (No) of children on SEN register	0	0	2.2%	2.5%
No. of children with statements of educational needs	0	0	*	*
No. of newcomers	0	0	0	0

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- Throughout the school, the children's behaviour is exemplary and they are keen to learn. They are respectful of their teachers and each other, listen actively in class and settle quickly to their learning tasks. When given the opportunity, the children work well in pairs and small groups, where they self-manage and can take on different roles and responsibilities.
- The school's performance data shows that all of the children, including those who require additional support with aspects of their learning, make good progress in English and very good progress in mathematics in line with their ability.
- The children are able to work systematically and check their work in numeracy lessons. By year 7, the most able children are secure in their knowledge of number facts and place value; they demonstrate a good working knowledge of key concepts across the areas of mathematics. They can handle competently simple and more complex computation activities and are confident in their mathematical thinking.
- Throughout the school, the children attain satisfactory standards in information and communication technology (ICT) and use it to communicate their ideas and present their work.

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

6. Provision

- The teachers' long term planning in numeracy provides a broad and balanced coverage of the key concepts and skills, including the development of mathematical processes. More recently, the teachers have created useful topic overviews linking whole school curriculum skills to areas of learning in order to connect the children's learning. It is appropriate that the staff have identified the need to review the short-term planning to include key open-ended questions to challenge and to develop the children's thinking skills and to provide more opportunities to engage the children in collaborative learning.
- Most of the teaching observed was effective. In the best practice, the children were engaged actively in practical activities which were differentiated to take account of all the needs of the learners. The numeracy lessons were well-structured and included appropriate mental mathematics activities and problem-solving tasks to challenge the children's thinking. In the less effective practice, the learning was overly directed by the teacher and there were missed opportunities to extend the children's learning through effective questions and plenary sessions.
- The children's work is marked regularly and positively. Throughout the school, assessment for learning strategies are at an early stage of development, a more systematic approach is required to ensure that feedback given to the children enables them to improve the quality of their work and that they are encouraged to mark and evaluate their work and the work of their peers.
- All of the literacy and numeracy intervention for children who require additional support with aspects of their learning is provided within the mainstream classes. The children's needs are identified early and individual education plans outline appropriate short-term targets where the children's progress can be measured incrementally. A key strength of the provision is the range of precise teaching and learning strategies which are implemented effectively to support the children's progress.
- The quality of the arrangements for pastoral care in the school is good. The staff apply a holistic approach to the education of the children which is embodied in the school's mission statement 'achievement with caring.' There are high expectations set by all teachers underpinned by mutual respect at all levels throughout the school. The ethos is welcoming; the children respond well to visitors and are keen to celebrate their achievements through music, speech and drama. The educational visits enhance the quality of the children's overall learning experiences and they contribute well to their personal development. It will be important for the staff to develop further the children's skills and capabilities through their increased contribution to the decision-making processes in the school.
- The school gives good attention to promoting healthy eating and physical activity; the children are encouraged to eat healthy lunches and they have regular opportunities to engage in physical activity. The staff and governors have identified as a priority the need to develop further the outdoor play provision.

7. Leadership and management

- The leadership and management have fostered an effective team spirit and have developed a supportive ethos throughout the school, adopting a collaborative approach to the co-ordination of the areas of learning. The role of the co-ordinator needs to be further developed to provide a more strategic approach in identifying areas for improvement through the rigorous analysis of data and to monitor and evaluate the impact of the learning and teaching strategies on the standards the children attain.
- The school development plan (SDP) partially meets the requirements of the Department of Education School Development Planning Regulations (2010) as it lacks the required evaluations. The action plans need to prioritise strategic areas for improvement underpinned by rigorous self-evaluation in order to raise further the standards of learning and teaching. It will be important for the staff to take account of the views of parents, children, and governors in developing further the school development planning process.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are involved in the life and work of the school and they are supportive of the principal and the staff. There is an aspect of governance to review, namely, to ensure that the school development planning process is informed by rigorous self-evaluation that is regularly monitored and reviewed.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The following areas need to be addressed:
 - to develop and implement an e-safety policy; and
 - to implement more formalised reporting arrangements with the board of governors in matters relating to child protection and safeguarding.

During the inspection, the inspectors met with a group of year six and year seven children. 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.

- 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 the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address.

The areas for improvement are:

- to develop the role of leadership and management in ensuring a more strategic approach to the process of school development planning including action-planning, which is underpinned by the rigorous analysis of quantitative and qualitative data and is focused on raising further the standards of the children; and
- to improve the safeguarding arrangements.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

Health and Safety

1. The employing authority and the board of governors need to review urgently the access to the mobile classroom.

Accommodation

1. There is evidence of damp in the school library, corridor, stationery room and staffroom.

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