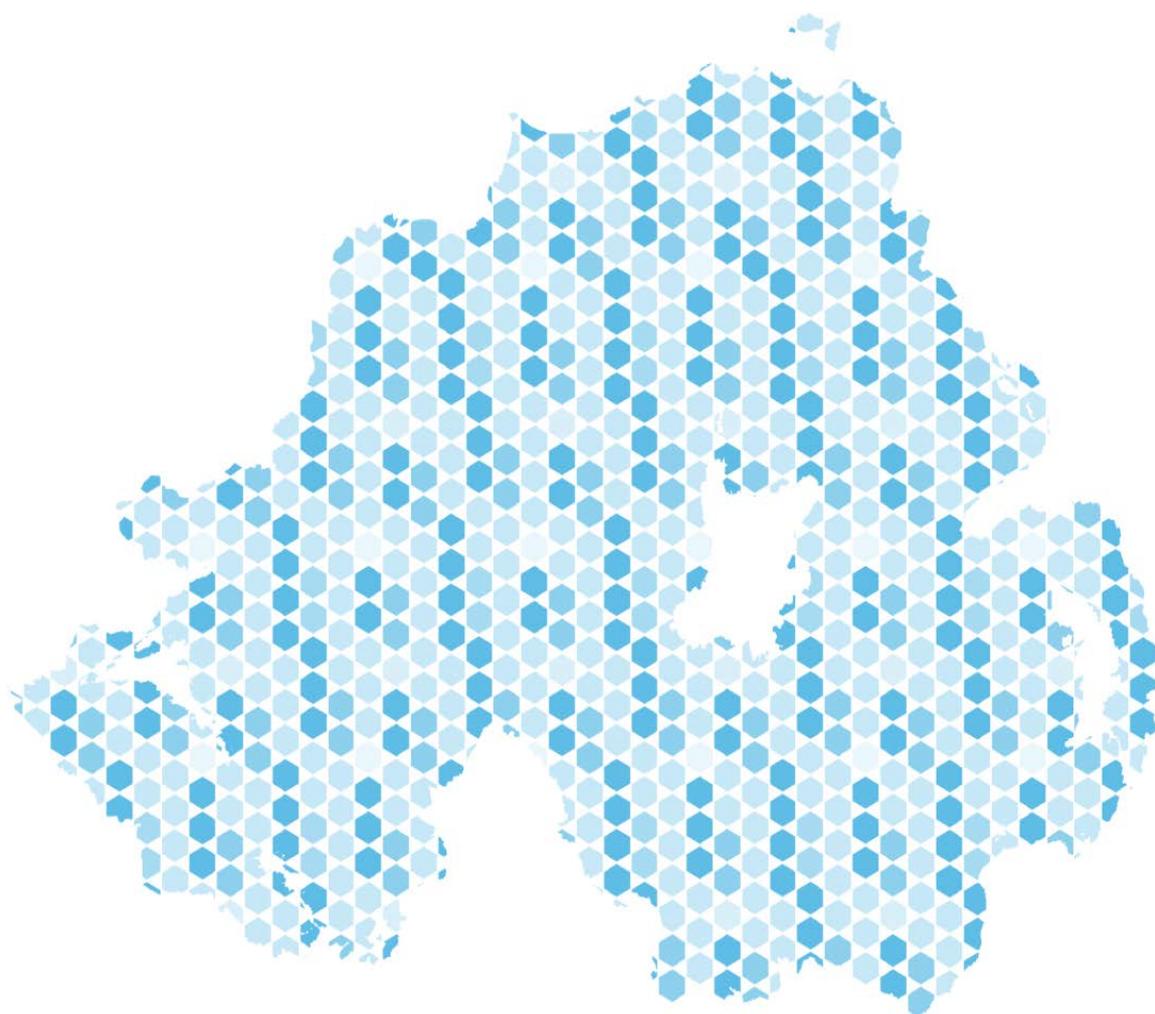


PRIMARY INSPECTION



Education and Training
Inspectorate

Loanends Primary School,
Nutts Corner, Crumlin,
Co Antrim

Report of an Inspection in
March 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	5
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	Number returned	Percentage returned	Number with comments
Parents	126	23	18%	19
Teaching Staff	10	8	80%	8
Teaching Support	7	*	*	*
Support Staff	7	6	86%	6

* 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.

Almost all the responses from the parental questionnaires of the primary school praised the child centred ethos, the supportive and caring staff and the opportunities afforded to the children to take part in after school activities and educational visits. The responses from the teachers, teaching support staff and support staff were wholly positive and praised the team approach and the welcoming and friendly work environment. The small number of issues raised in the questionnaires was discussed with the principal and the representatives of the Board of Governors.

2. Context

Loanends Primary School is situated in a rural setting approximately four miles from Antrim. The majority of the children come from the local community although the catchment area has widened in recent years. At the time of the inspection approximately 5% of the children were entitled to free school meals. A new outdoor learning environment has recently been developed in the school grounds.

Loanends Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	184	196	186	186
% Attendance (NI Average)	96.3%	96.5%	96.5%	97.6%
FSME Percentage ¹	*	*	*	*
% (No) of children on SEN register	20.11%	15.31%	17.74%	16.12%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	*	*	0

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	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Outstanding

Key findings of the inspection

5. Achievements and standards

- The children are well motivated and engage enthusiastically with their learning. They communicate well with each other and with the adults, and participate effectively in group and paired work. The children are well behaved and show respect for their peers, staff and visitors. They are proud of their school and are clearly happy to engage in their activities. The children make very good use of the wide range of opportunities to develop their creative skills; the school choir and orchestra were recently awarded first place in a local music festival.

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 years* indicates that in English and mathematics, the school's performance is above the Northern Ireland (NI) average in one out of three years. Similarly, when compared with schools in the same free schools meals (FSM) category, it is in line with the average in one out of the three years. The school's internal performance data shows that by the end of key stage (KS) 2, most of the children make very good progress in English and mathematics in line with their ability or above expectation. All of the children who require additional support make very good progress in all aspects of their learning.
- The children read with fluency, expression and understanding and can talk enthusiastically about a range of books, authors and characters. They express themselves with confidence orally and in their writing across a range of styles. The children demonstrate very good knowledge and sound understanding of key mathematical ideas and concepts across the areas of the mathematics curriculum. They can apply and explain their mental mathematics strategies and use appropriate mathematical language with increasing fluency.
- From an early age, the children use information and communication technology (ICT) with developing confidence and independence across a range of digital media.

6. Provision

- All of the teaching was good or better; two-thirds was very good or outstanding. The teachers know the children very well and prepare the lessons thoroughly, building on prior learning and meeting effectively the learning needs of all the children. They use effective questioning to extend the children's thinking and develop their language. Practical activities are used well to engage the children's interest and develop their understanding. The teachers have developed a rigorous and detailed system of long, medium and short term planning which is regularly evaluated to improve the provision.
- The teachers employ a wide range of assessment tools to measure the children's learning and use performance data discerningly, together with classroom observations to inform the teaching and challenge the children further. The children's work is marked positively and accurately and, in the best practice, the staff give effective feedback to the children, including regular and consistent marking for improvement.
- The provision for children with special educational needs is outstanding. The learning support teachers provide well-focused withdrawal sessions for the children who require additional support with their literacy and numeracy. They work collaboratively with the special educational needs co-ordinator, class teachers and classroom assistants to ensure progression and continuity in the children's learning experiences. Rigorous monitoring and evaluation informs the regular review of the progress of individual children and the setting of further learning targets. Comprehensive and relevant staff development has been sourced by the school for all staff to ensure the highest quality of provision is available.

* 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.

- The children develop core skills in literacy and numeracy 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 teachers use well a blend of interactive approaches, including drama and role-play strategies, both to stimulate the children's interest and to broaden their thinking and vocabulary. There is a comprehensive whole school programme for mathematics which is organised effectively to embed and reinforce the key aspects of mathematics across the three terms and provide progressive lines of development across all the key stages. The consistent use of mental mathematics in daily lessons is used effectively to apply and transfer key concepts. The well-planned play-based learning sessions provide the children with valuable opportunities to use and develop their language and skills in both literacy and numeracy.
- The school has a welcoming and inclusive ethos with very positive working relationships at all levels. The children are highly valued and their contribution to the life and work of the school is recognised and actively encouraged through for example, the school council and eco council. There is an effective team spirit in the school and the needs of the children are paramount in every aspect of school life. The school is currently working towards the Rights Respecting Schools Award.

7. Leadership and management

- The principal shows outstanding strategic leadership; she has a clear vision which is shared and agreed by the whole school community. The principal is very well supported by the senior management team and the staff in bringing about continuous whole school improvement. A well-established and rigorous culture of self-evaluation informs effectively the school development planning process. There is regular and meaningful consultation with staff and parents, and a particular feature of the process is the child-friendly school development plan which informs the children of key developments and provides opportunities for them to reflect and evaluate the impact of prioritised developments on their learning.
- The school has a very good partnership with the parents and encourages them to take an active role in supporting their children's learning and in the work of the school. The parent and teacher association makes a valuable contribution to the school and there are very effective links with the local and wider community, including the local pre-school settings and post-primary schools.
- Based on the evidence at the time of the inspection, the parents, staff and school community can have a high degree of confidence in the aspect of the governance evaluated. The governors are actively involved in the life and work of the school, through formal and more informal opportunities, and provide 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 have comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. During the meeting with year 6 children, they spoke enthusiastically about their life in school and know what to do if they have concerns about their safety and well-being.

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 learners; and has demonstrated its capacity for sustained self-improvement.

Health and safety

- There is a need to provide secure access to the two temporary mobile classrooms.

© 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

