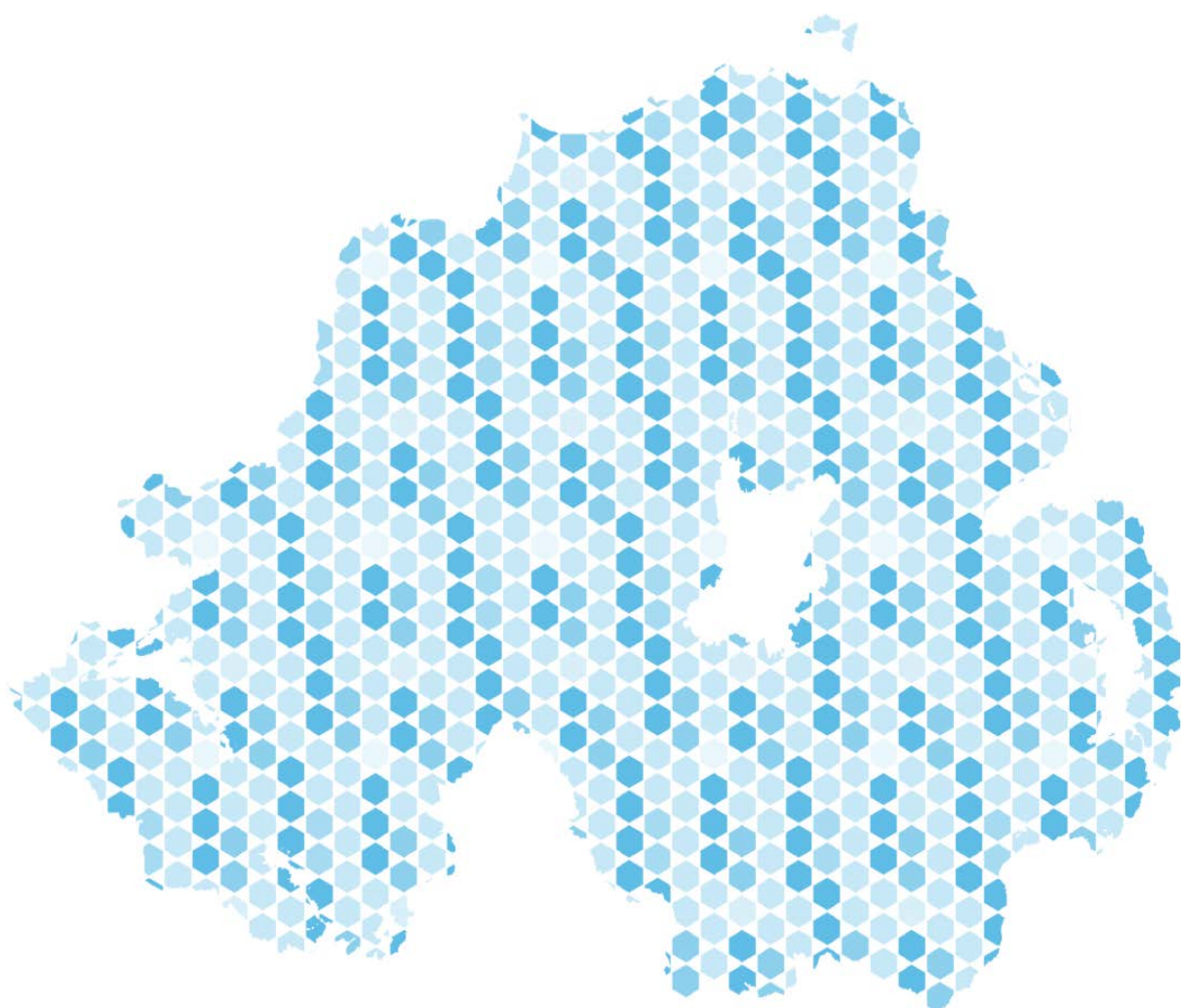


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Magheralough Primary School,
Trillick, Co Tyrone

Report of an Inspection in
April 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
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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 three representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Sixty-seven percent of parents responded to the questionnaires. The responses indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the work of the newly appointed principal, the caring and happy family ethos and the wide range of activities which are impacting positively on the quality of the children's learning. All of the staff completed questionnaires and their responses were wholly positive. They emphasised the effective communication at all levels, the greater focus on raising standards, the children's increased enjoyment of learning and their valued links with the parents and wider community. The ETI has reported to the principal and representatives of the board of governors the main findings emerging from the questionnaires.

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

Magheralough Primary School is situated in the parish of Kilskeery about one mile west of Trillick in County Tyrone. Over the past four years, the enrolment has remained steady and currently stands at 31 children. At the time of the inspection, approximately 9% of the children were entitled to free school meals and around 12% of the children had been identified by the school as requiring additional support with aspects of their learning. A new principal took up post in September 2014.

Magheralough Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	33	34	34	31
% Attendance (NI Average)	97.4	98.4	98.2	97.3
FSME Percentage ¹	9.1	8.8	14.7	9.7
% of children on SEN register			12.91	12.91
No. of children with statements of educational needs	0	0	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	Satisfactory
Achievements and Standards	Satisfactory
Provision	Satisfactory
Leadership and Management	Satisfactory

5. Achievements and standards

- The children are well-behaved, friendly and courteous and demonstrate good personal and social skills. They are enthusiastic about their learning and engage well with each other, their teachers and visitors to the classroom. When given the opportunity, the children are able to reflect on their learning and suggest ways in which they can improve the quality of their work.
- The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.
- Throughout the school, the children have well-developed talking and listening skills; they are confident in their engagement with their peers and with adults. By year 7, the most able children read fluently, expressively and with a good level of comprehension. During the inspection, groups of children talked enthusiastically about their favourite authors and characters.
- The children use a range of information and communication technology (ICT) devices and software competently; the use of ICT tablets is embedded well in key stage (KS) 2 to support and enhance the children's learning across the curriculum.

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

6. Provision

- The teachers have prioritised appropriately the need to review their planning format and have introduced recently a fortnightly planner. However, the planning does not take sufficient account of the intended learning and the range of abilities within each of the composite classes. In the best practice, the teachers' questioning develops well the children's thinking and vocabulary and the plenaries are used appropriately to reflect on the learning. This effective practice needs to be disseminated and embedded throughout the school. In the less effective practice, the tasks are not sufficiently challenging and the children are not fully engaged with their learning.
- The school uses well a range of information to identify early those children who require additional support. The targets within the individual education plans need to focus more sharply on the children's learning with more robust systems put in place to monitor their progress.
- The literacy programme for the school lacks coherence and progression. Recent visitors to the school have been used effectively to develop the children's creative writing skills through, for example, poetry. The teachers have identified appropriately the need to improve further the quality of the children's reading and writing. The quality of the children's handwriting and the presentation of their work requires improvement.
- The pastoral care of the school is characterised by a welcoming and inclusive ethos. The children's ideas and opinions about whole-school issues are sought and acted upon. The children and their parents have worked with the school to create a stimulating learning environment. A widening range of extra-curricular activities are developing well the children's confidence and esteem.
- The school gives good attention to promoting healthy eating and physical activity. The children are encouraged to eat a healthy snack and engage in purposeful physical activities at break and lunch time. The availability of a variety of appropriate sports equipment encourage high activity levels amongst the children.

7. Leadership and management

- The recently appointed principal, supported by the staff, has overseen a number of significant pastoral improvements since September 2014 and has worked well with the governors, the parents and the staff to improve and enrich the children's learning experiences.
- The school's processes for self-evaluation leading to improvement are at an early stage of development. In going forward, it will be important for the learning co-ordinators to identify areas for improvement to implement more systematic and rigorous approaches to monitoring and evaluation. The current action plans need to focus clearly on learning and teaching strategies to improve further the provision and the standards attained by the children.

- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The recently reconstituted governing body has been proactive in accessing appropriate and relevant training and has a clear understanding of its roles and responsibilities. There is an aspect of governance to review, namely, to support the newly appointed principal in ensuring that the school development planning process is underpinned by rigorous self-evaluation and that action plans are 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 area needs to be addressed:
 - to implement more formal record keeping arrangements in relation to staff training and communication with parents.
- In discussions with the inspectors, the year 6 children spoke with enthusiasm and confidence about their experiences in school. They reported that they feel very happy and safe in school and know what to do if they have any concerns.
- 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 most of the areas inspected, the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

The key areas for improvement are:

- to meet more effectively the wide range of needs within the composite classes to improve the standards achieved by the children; and
- to develop a more strategic approach to school development planning to effect improvements in the learning and teaching.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

APPENDIX

Health and safety/accommodation

1. The children's toilets are in need of refurbishment to ensure that children's privacy is protected.

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