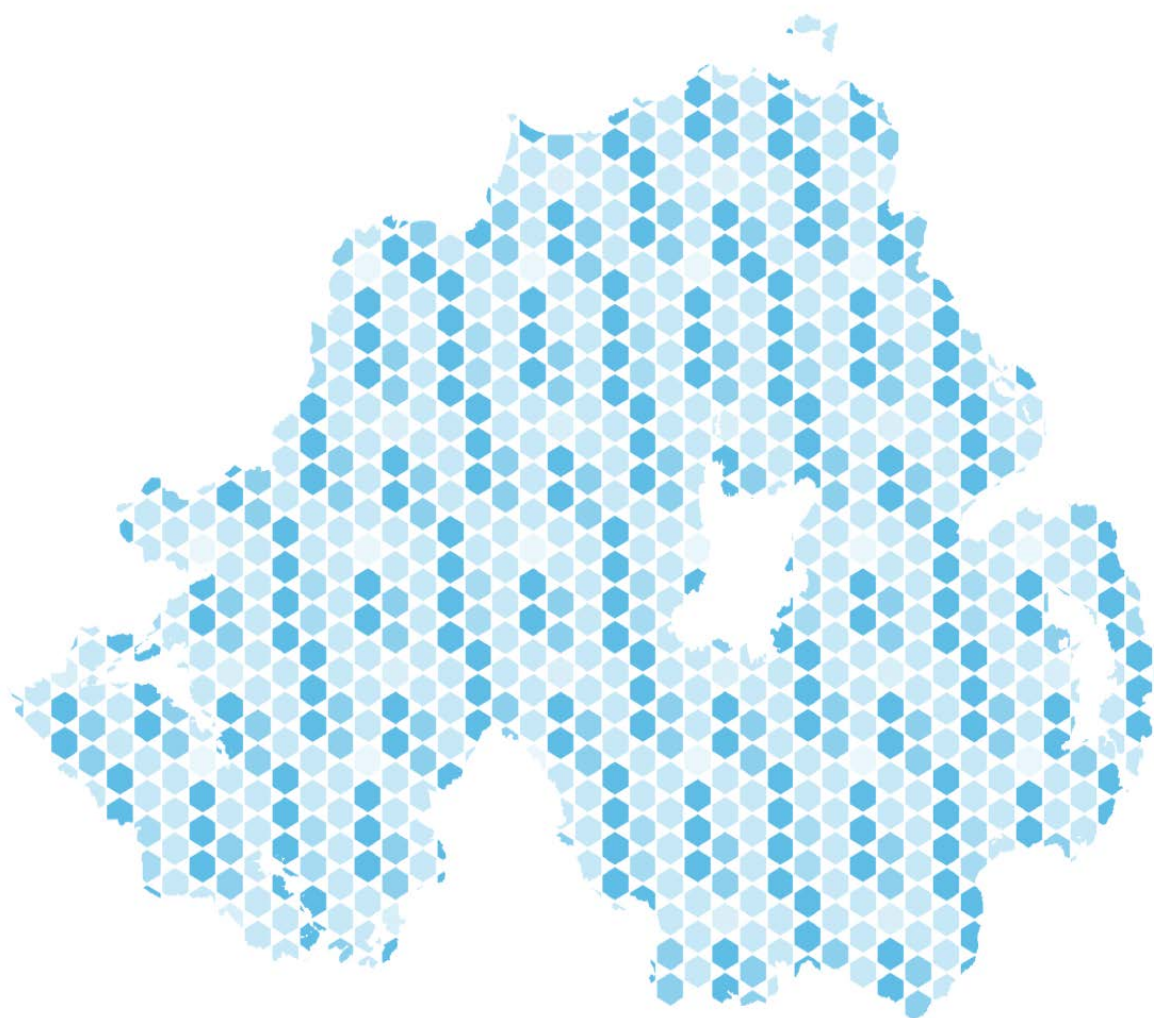


PRIMARY INSPECTION



Education and Training
Inspectorate

Richmount Primary School,
Portadown

Report of an Inspection
in September 2013

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 Inspectorate's 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	*	*	*	*
Teaching staff	*	*	*	*
Teaching support staff	6	6	100%	0
Support staff	*	*	*	*

* fewer than 5.

The ETI is trialling a range of methods to collect the views of parents/carers and, as a result, the response rate may be low.

2. Context

Rich Mount Primary School is situated in Scotch Street, a hamlet on the outskirts of Portadown, County Armagh. The enrolment is steady over the last four years and is currently 105. The children come from a wide catchment area.

Richmount Primary School	2009/10	2010/11	2011/12	2012/13	2013/14
Enrolment	95	91	99	108	105
% Attendance (NI Average)	95.9	96.5	94.9	95.7%	n/a
FSME Percentage ¹	3.06%	3.15%	6.59%	11.11%	18.1%
% (No) of children on SEN register	?	?	?	?	19%
No. of children with statements of educational needs	*	*	*	*	*
No. of newcomers	0	0	*	*	*

Source: data as held by the school.

* fewer than 5

¹ 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 under-achievement where applicable;
- the quality of provision in the school and
- the quality of leadership and management.

4. Overall findings

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

Key findings of the inspection

5. Achievements and standards

- The children's behaviour is exemplary; they respond appropriately to the high expectations of the staff and, when given the opportunity, are able to take more responsibility for their learning. They support one another and work well both individually and collaboratively. The children take pride in their work and engage in a range of external activities organised by the school which extend effectively their holistic development. An analysis of the end of key stage two (KS2) performance data, in the past four years*, shows that in English and mathematics the school's performance is consistently above the Northern Ireland average. Compared with schools in the same free school meals category, the performance in English and mathematics is broadly in line with the average for similar schools.** The school's internal performance data shows that almost all children, including those who require additional help with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- The children have a very good understanding of their work across the range of areas in mathematics; in the foundation stage the children have a sound knowledge of sorting, counting, shape and space and they can use mathematical language with confidence and understanding in their work and play. In key stages one and two the children are secure in their knowledge of number facts. By year seven they have very good knowledge and understanding of important concepts across the mathematics curriculum; they can apply their learning in meaningful contexts related to financial planning for school events and they can

* 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 key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

handle simple and more complex computation well. Across all key stages, almost all of the children achieve very good standards in literacy and develop very good skills consistent with the staff expectations; a small number of the children would benefit from reading books with a higher level of interest and challenge. The children in KS2 report that they use the well-stocked school library and read for pleasure; they are able to talk articulately and confidently about their chosen texts.

- All of the children in the school who have been identified with learning difficulties make very good progress in their learning in line with their ability.
- The children's achievements and standards in information and communication technology (ICT) are good.

6. Provision for learning

- The quality of the teaching observed ranged from satisfactory to very good; most of the learning and teaching observed was good or very good. In the best practice, the teachers interact well with the children and promote learning through meaningful contexts. The children's work is marked for improvement and there are effective plenary sessions that encourage the children to reflect on their learning. In the less effective lessons the teaching is insufficiently differentiated to meet the children's individual needs and there are a small number of missed opportunities to promote and develop the children's thinking skills and personal capabilities. The classroom assistants generally support very well the children's learning. The staff have appropriately identified the provision for play in the early years and the outdoor area for further development to extend the children's play and learning experiences.
- The quality of the provision for children with special needs is very good. The children are identified early through outside agencies, teacher observation and the use of appropriate internal performance data. They are supported appropriately in class by the teachers and the classroom assistants. The education plans focus appropriately on the children's learning strengths and have clearly identified and regularly reviewed targets that guide effectively the provision made for the children.
- The quality of the arrangements for pastoral care in the school is very good. This is characterised by the welcoming, supportive and inclusive culture which permeates the school community. The children acquire confidence and self-esteem through the well-planned pastoral programme which promotes positive behaviours. They have the opportunity to become involved in decisions affecting the life of the school; for example, the eco council. The children have a good understanding of the school rules and are rewarded through the house point system for positive contributions to school life.
- The school gives very good attention to promoting a healthy lifestyle through the healthy break and lunch initiatives and through the wide range of physical activities on offer. The children enjoy a wide range of sporting activities facilitated through the use of the Multi Use Games Area which is a shared community facility.

7. Leadership and management

- The principal has a clear vision for the promotion of the children's aspirations and achievements. He combines effectively his teaching and leadership roles and appropriately identifies the need for more rigorous monitoring, gathering of evidence and self-evaluation of learning and teaching. Performance data from a range of class tests is effectively used to set targets for improvement in literacy and numeracy and also to identify low and underachievement.
- The school has appropriately identified planning and assessment of the curriculum for improvement and has incorporated these into the second year of the three year school development plan. The co-ordinators have multiple roles and have informal arrangements to share best practice and to analyse the quality of the children's learning. It is appropriate to develop further the leadership and management role of the co-ordinators in order to identify best practice and sustain improvement through continued professional development and self-evaluation.
- Based on the evidence presented at the time of inspection, the evaluation is that the parents, staff and school community can have confidence in the aspects of governance evaluated. The governors are well informed about and engaged in decisions in relation to standards and achievements, safeguarding and finances within the school. Their contribution to the life and work of the school could be further enhanced through the monitoring of the processes for self-evaluation and the outcomes from the specific actions undertaken.
- 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. During the inspection, the inspectors met with a group of year six and seven children. They spoke with enthusiasm about the eco council, their interest in learning and about their positive experiences in school. They reported that they felt happy and safe in school and know what to do if they had any worries or concerns.

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 Education and Training Inspectorate will monitor the school's progress on the areas for improvement. The areas for improvement include the need for the school:

- to develop further the promotion of the children's thinking skills and learning within more meaningful contexts; and
- to develop further the indoor and outdoor provision for play in the foundation stage.

The district inspector will monitor the improvement.

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