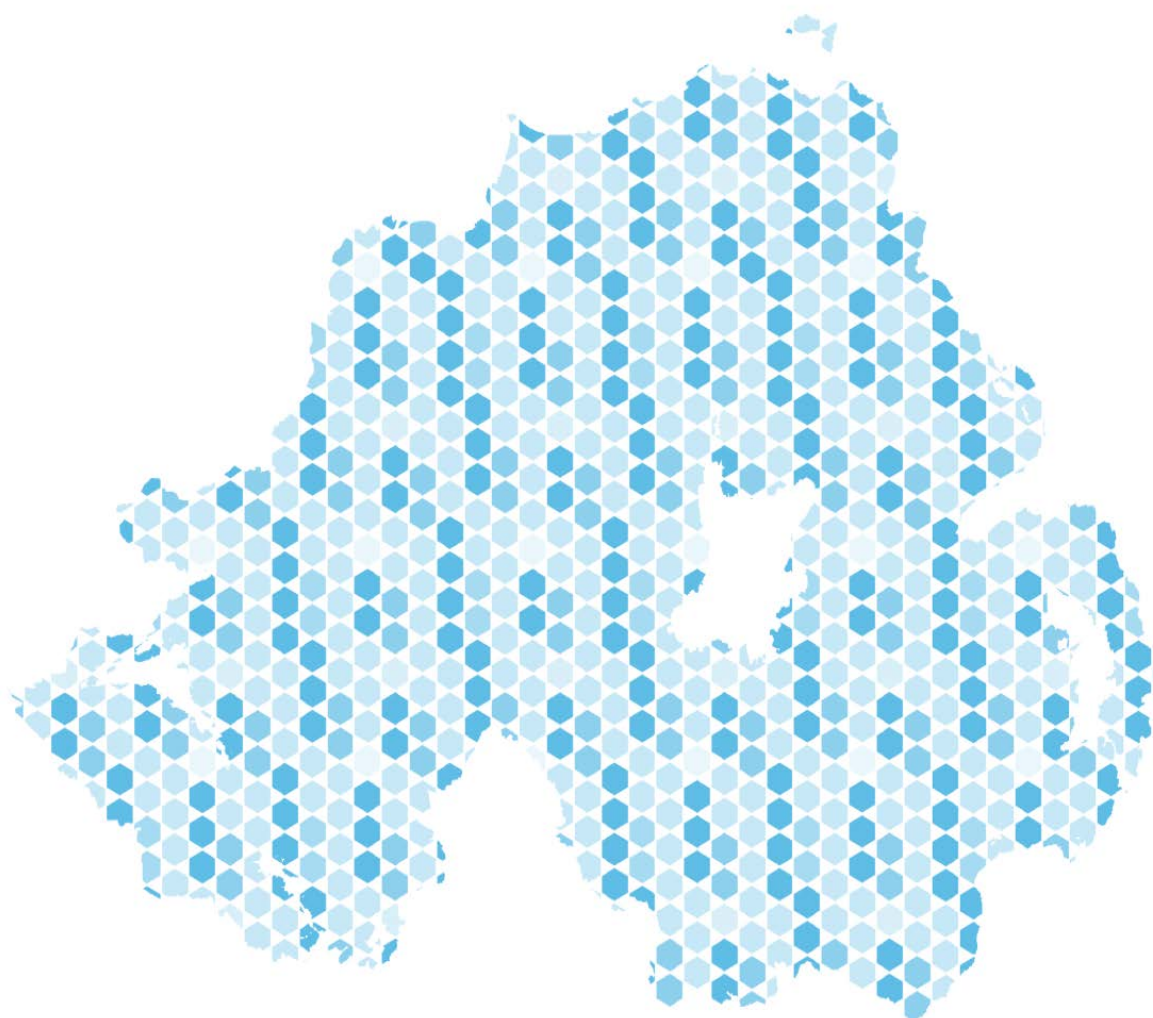


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Annsborough Controlled  
Integrated Primary School,  
Castlewellan

Report of an Inspection  
in January 2013

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very good
Good
Satisfactory
Inadequate
Unsatisfactory

## SCHOOL CONTEXT

Annsborough Controlled Integrated Primary School, is situated in the village of Annsborough, in County Down, approximately one mile from Castlewellan. Most of the children who attend the school live in Annsborough or in the surrounding rural area. The school's enrolment has declined over the last three years and currently stands at 41. At the time of the inspection, approximately 29% of the children in the school were entitled to free school meals. The school has identified 17% of the children as requiring additional support with aspects of their learning.

## FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

## OVERALL FINDING OF THE INSPECTION

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 in leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and standards

**The quality of the children's achievements and standards is good.**

- Most of the children attain good **standards** in English and mathematics. They communicate well orally and write competently for a range of purposes and audiences. Most of the children have a good knowledge of important mathematical concepts and are able to apply their numeracy skills within meaningful contexts.
- The children identified as having **special educational needs** (SEN) attain good standards and a small number make sufficient progress to be able to be removed from the SEN register.
- The achievements and standards in **information and communication technology** (ICT) are good. The children in year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation scheme and, for the last two years the results are above the Northern Ireland average.

## Provision for learning

### **The quality of the provision for learning is satisfactory.**

- The **children** are welcoming and mannerly to visitors and their behaviour is excellent. In all of the classes they are well motivated and display a positive disposition to learning. When provided with the opportunity, they interact well with one another in paired and group activities.
- The quality of the **teaching** observed ranged from very good to satisfactory: in just over half of the lessons it was satisfactory. In the most effective practice, the lessons were well structured and clearly built on the children's previous learning; and, effective questioning promoted the children's thinking skills. In the less effective practice the pace of the lessons was too slow; the work was over-directed by the teacher; and, the activities did not consistently match the wide range of ability within the class. The inspection has identified the need for the teachers to develop further the use of performance data to inform planning, to track the children's progress longitudinally and to ensure that all of the children attain standards in line with their ability.
- The provision for **SEN** is satisfactory. The individual education plans (IEPs) have individualised targets, but these need to match more consistently the identified needs of the children. The SEN coordinator has appropriately identified the need to involve parents in supporting more fully the children who have additional educational needs, and to enable the parents to do so by providing them with clearer guidance.
- The quality of the arrangements for **pastoral care** is very good. This is evident through: the welcoming, caring and supportive ethos; and the quality of the relationships at all levels. The children participate actively in the decision-making process through the school council.
- 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.
- The school gives very good attention to promoting **healthy eating and physical activity**, through, for example, the encouragement for the children to have healthy breaks and the opportunities provided for physical activity.

## Leadership and management

### **The quality of leadership and management is satisfactory.**

- The Principal has been in post for 10 years. She promotes a collegial ethos within the school and has established a collaborative approach to decision making amongst the hard-working and dedicated staff.
- Whilst the school development plan is compliant with the School Development Planning regulations (Northern Ireland) 2010, the school lacks a systematic approach to the process of self-evaluation leading to improvement. The targets in the current action plans need to focus more sharply on improving the quality of learning and teaching and they need to be more closely linked to measurable outcomes.

- The **coordinators**, who carry a number of curricular responsibilities, have made a useful start to managing their respective areas of responsibility. However, the current systems for monitoring and evaluating are not sufficiently rigorous to provide clear evidence of the quality of provision and of the children's progress in their learning
- 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.

## 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 in 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 identified are the need for:

- the leadership and management to develop a more systematic approach to self-evaluation and planning for improvement in which targets are more sharply focused on improving the quality of learning and teaching and more closely linked to measurable outcomes.
- the teachers to develop further the current systems for monitoring and evaluating, including the use of performance data, to track the children's progress and inform planning, in order to ensure that all of the children attain standards in line with their ability.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Annsborough Controlled Integrated Primary** iii. **Date of Inspection: W/B 21/01/13**  
 ii. **School Reference Number: 405-3009** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	9	6	4	9	4
<b>Enrolments</b>					
Primary	50	45	53	45	41
Reception	0	1	4	0	3
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 97.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95.1%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 3.2 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 12.8 NI PTR: 20.2
- iii. Average Class Size: 14
- iv. Class Size (Range): 11 to 17
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |    |
|---|----|
| i. Clerical support:  | 12 |
| ii. Foundation Stage Classroom Assistant Support:           | 10 |
| iii. Additional hours of other classroom assistant support: | 45 |
- vi. Percentage of children with statements of special educational needs: 4.9%
- vii. Total percentage of children on the Special Needs Register: 17%
- viii. Number of children who are **not** of statutory school age: 3
- ix. Percentage of children entitled to free school meals: 29.3%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | English | Mathematics | Irish |
|---------|-------------|-------|
| 100%    | 100%        | N/A   |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- | Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 4      | 9      | N/A    |

**THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection.

Thirty-two questionnaires were issued to the parents of the school; 11 (34.4%) were returned to the Inspection Services Branch (ISB) and seven contained additional written comments. All of the comments were highly positive and included the parents' appreciation of the dedication and approachability of the teaching and support staff, and highlighted the caring ethos of the school.

All of the teaching staff and support staff responded to the online questionnaires and four supplied written comments emphasising the supportive, happy relationships within the school and its welcoming ethos.

The inspectors also met with a group of the children from year 6 and year 7. The children spoke enthusiastically about many aspects of school life: the happy, family atmosphere; the supportive teachers; and, their enjoyment of the learning activities. They are aware of who to speak to if they have concerns about their safety or well-being.

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