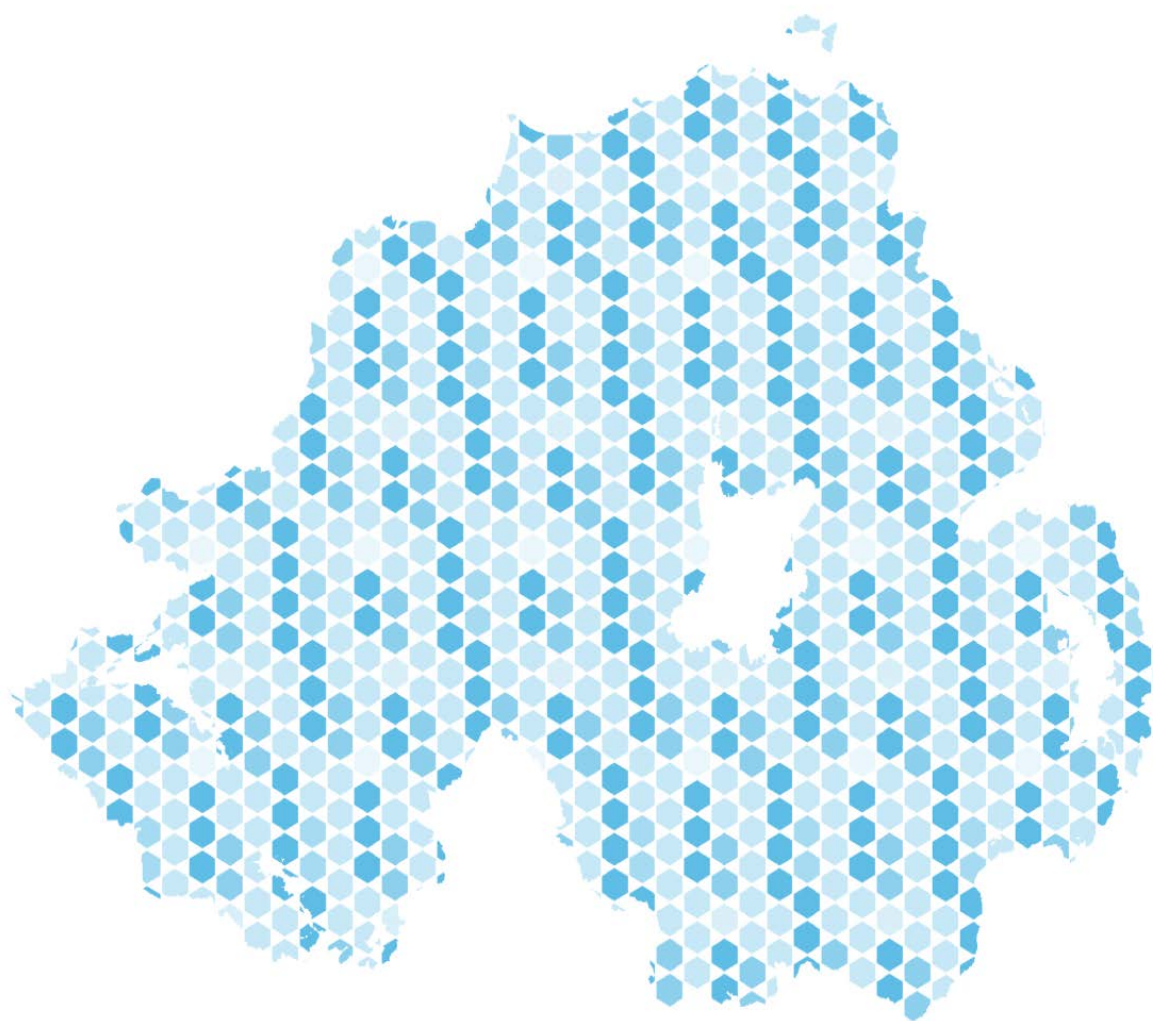


PRIMARY INSPECTION



Education and Training
Inspectorate

Augher Central Primary School,
Co Tyrone

Report of an Inspection
in May 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

Augher Central Primary School is situated just outside the village of Augher, Co Tyrone. The children who attend the school come from the village and the wider rural community of the Clogher Valley. The school's enrolment has increased over the last four years from 38 in 2009 to the current figure of 73. At the time of the inspection, approximately 21% of the children in the school were entitled to free school meals. The school has identified 22% 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 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 children, and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- By the end of key stage (KS) 2, most of the children attain **standards** in English and mathematics which are in line with their ability or better than expected. By year 7, the children are able to read fluently and to discuss the themes, characters and content of texts. They can write for a variety of purposes and for different audiences. The children have a very good understanding of key concepts across the mathematics curriculum and can apply their knowledge very well to problem-solving and practical investigations. The children's mental mathematics strategies are developed effectively and support well their learning and thinking in mathematics.
- The children identified as having **special educational needs** (SEN) work well alongside their peers, and most make good progress in reaching their identified targets, attaining standards in line with their ability.
- The achievements and standards in **information and communication technology** (ICT) are very good. The children in year 4 and year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation scheme and achieve standards which are above the Northern Ireland average.

Provision for Learning

The quality of the provision for learning is very good.

- The **children** are mannerly and well-motivated; almost all have a very positive attitude towards their learning. When provided with the opportunity, they interact well with one another in paired and group work, and are able to take responsibility for their own learning.
- The quality of the **teaching** observed ranged from good to outstanding: in a significant minority of the lessons, it was very good or outstanding. The teachers know the children well: they use learning intentions and success criteria skilfully to guide learning and teaching and are supported ably by the classroom assistants. In the best practice, activities are matched very well to the varying needs and abilities of the children.
- The provision for **SEN** is very good. The school identifies appropriately at an early stage, through professional judgement and the effective analysis of data, those children who require support with their learning. The individual education plans (IEP) have well-focused targets for further improvement, and the children's progress is tracked carefully and efficiently by the special educational needs co-ordinator. The staff liaise closely with the parents and, when appropriate, with external support agencies to ensure the children's needs are met as effectively as possible.
- The quality of the arrangements for **pastoral care** is very good. This is evident through: the caring and supportive ethos and the very good quality of the working relationships at all levels. The children's work and achievements are celebrated throughout the school and the older children are encouraged to take on roles and responsibilities, through, for example, their active participation in the eco club and the buddy system.
- 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, the related curricular topics and the opportunities provided for physical activity.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal**, who has been in post for almost three years, leads well by example and inspires confidence and respect amongst the children, the staff and the wider school community. She combines very effectively her teaching role in a key stage 2 class, her curricular responsibilities and her leadership role, promoting an evident, strong sense of collegiality, and encouraging well the on-going professional development of the staff. She has a clear vision for effecting school improvement which is focused appropriately on raising further the standards the children achieve and prioritising working in close partnership with the parents and carers.

- The school's **processes for self-evaluation** leading to improvement are very good. The school development plan (SDP) is comprehensive, and is informed by detailed reviews and consultations with the staff, children and parents. A noteworthy feature of the SDP is the clear and succinct identification of appropriate areas for further development, which the inspection fully endorses.
- The **co-ordinators**, who carry a number of responsibilities, have made a good start to developing effective methods to monitor and evaluate the quality of provision in their specialist areas. There is a need now to extend these methods to include the identification and sharing of the existing very good and outstanding practice, and to incorporate the outworking of this key priority into the school development work.
- 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 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 children, and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Augher Central Primary** iii. **Date of Inspection: W/B 29/05/13**
 ii. **School Reference Number: 501-2635** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	8	7	12	9	13
Enrolments					
Primary	37	38	45	64	73
Reception	1	2	0	0	0
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 are based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.3% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95%

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): 3.9 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18.7 NI PTR: 20.2
- iii. Average Class Size: 18.25
- iv. Class Size (Range): 14 to 27
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 15
 ii. Foundation Stage Classroom Assistant Support: 20
 iii. Additional hours of other classroom assistant support: 34
- vi. Percentage of children with statements of special educational needs: 1.46%
- vii. Total percentage of children on the Special Needs Register: 21.92%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 20.5%
- x. Percentage of children at the end of Key Stage 2 for 2011/12 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): **English** 66.67% **Mathematics** 100% **Irish** 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.
- Forty-four questionnaires were issued to the parents of the school; 28 (63.6%) were returned to the Inspection Services Branch (ISB) and ten contained additional written comments. Almost all of the comments were highly positive, and included the parents' appreciation of the caring, family ethos of the school, the dedication and approachability of the staff, the variety of the after school activities available to their children, and the very effective changes made by the Principal which have raised the profile of the school in the wider community. The very few issues raised were shared with the Principal and the governors.
- The teaching and support staff responded to the online questionnaires and a small number included written comments. All of the responses to the questionnaires were very positive and supportive of the work of the school.
- The inspectors also met with a group of the children from year 6 and year 7. The children spoke enthusiastically about the many aspects of school life they enjoyed, including the wide range of after school activities, and the variety of reward systems operating in the school. They are aware of who to speak to if they have concerns about their safety or well-being.

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