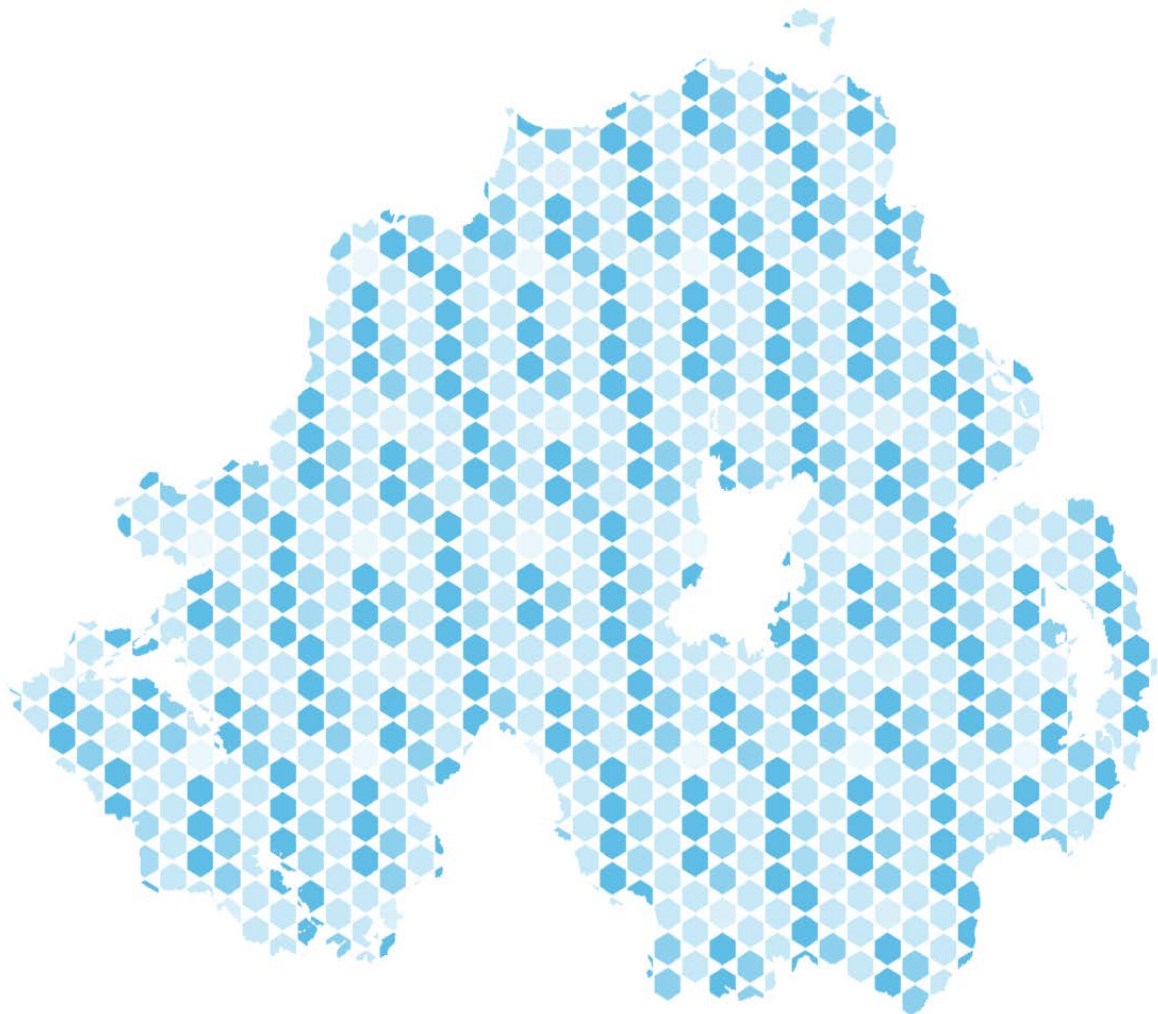


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Belleek Primary School,  
Enniskillen

Report of an Inspection  
in April 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**

Belleek Primary School is situated in a rural location on the outskirts of Belleek village in County Fermanagh. The children attending the school come from the surrounding rural area. The enrolment has increased slightly over the last five years from 35 to 44 children, including two in the reception group. At the time of the inspection, approximately 23% of the children in the school were entitled to free school meals. The school has identified 25% of the children as having special educational needs.

## **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 FINDINGS OF THE INSPECTION**

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.

## **KEY FINDINGS OF THE INSPECTION**

### **Achievements and Standards**

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

- In **English and mathematics** the children attain good standards and most are acquiring literacy and numeracy skills commensurate with their ability. They are able to communicate effectively and use key mathematical concepts including number with accuracy. The children are able to make choices and self-manage their learning in a mature way and persevere to complete their work. They are respectful of the ideas of others when working collaboratively. The reception age children have very good social, talking and listening skills; they are able to express their ideas through role play and artwork.
- Last year, the year seven children completed the Council for the Curriculum, Examinations and Assessment (CCEA) ICT accreditation scheme and all achieved the expected level for primary schools.
- The children identified with special educational needs make good progress through their individual education plans (IEPs) according to their levels of ability. The children work in a confident manner alongside their peers.

## Provision for Learning

The quality of the provision is good.

- The children are well-behaved, co-operative and engage productively in their work. They take pride in their school and participate well in a wide range of extra-curricular activities, competitions and shared education programmes with local schools. The programme for Personal Development and Mutual Understanding supports very well the children's sense of personal responsibility and mutual respect for the differing views of others. The children need a wider range of learning opportunities to apply their literacy and numeracy skills in more meaningful contexts across the curriculum. The provision for play-based learning meets effectively the needs of all the children. The reception age children are restricted in their learning within the composite class of four year groups when activities are more structured and suitable for the older children in the room.
- The **quality of the teaching** ranged from satisfactory to very good with most of the lessons good or very good. In the best practice, the teachers effectively manage the organisation of the composite classes; they differentiate appropriately the activities based on their sound knowledge of the children and their individual developmental needs. The teachers enable the children to consolidate and reflect on their learning through effective plenary sessions. It is appropriate to make more consistent use of ICT within the lessons to support learning and teaching. In addition, there is a need to plan for greater challenge in the literacy and numeracy provision for the more able children in order to raise further their standards.
- The children identified with **special educational needs (SEN)** benefit from early identification through good links with local pre-schools and appropriate intervention to support and progress their learning and develop their social skills. The classroom assistants provide a very high level of support to these children and the teachers. The special needs co-ordinator has recently acquired training and a certificate of competence to administer diagnostic tests for children with additional needs identified by the school.
- The quality of the arrangements for **pastoral care** is very good. There is an inclusive family ethos and the children are involved in suitable decision-making processes as members of the School and Eco Councils. The staff celebrate the children's work regularly through the attractive displays in the corridors and classrooms and a variety of award systems.
- The school gives very good **attention to promoting healthy eating and physical activity**. There is good provision for energetic physical activity and a strong emphasis is placed on active learning in the outdoors: the children have a well-developed awareness of sustainable living and have grown a wide range of vegetables and flowers in the school grounds. The school has appropriately identified the need to develop further the children's outdoor early learning experiences in the well-resourced outdoor provision.

## Leadership and Management

The quality of leadership and management is good.

- The school is led and managed by a Principal in post for two days per week and a teacher-in-charge for three days per week. The Principal was absent at the time of the inspection and the teacher-in-charge is acting-Principal since February 2013. All of the teaching staff are newly appointed in the last four years. They are implementing a range of policies and procedures and becoming familiar with school improvement processes. The co-ordinators require training and development in monitoring and evaluation processes in order to develop further their roles in the leadership and management of the key curricular areas.
- The whole-school **self-evaluation and school development planning** processes are at an early stage of development. The good arrangements for collecting and analysing performance data to help inform and effect further improvements in the standards attained by the children in literacy and numeracy need to be developed further to include a more rigorous approach to monitoring learning and teaching.
- The **governors** support the development of the school and engage in collaborative partnerships to strengthen the quality of shared education in the community and have begun to explore arrangements for a joint faith school. It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the size of the school, staff roles and responsibilities, staff development and the reception provision in order to address the current and future needs of the children and the staff.
- 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.

## 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.

These include the need:

- to develop further the roles of the co-ordinators in monitoring learning and planning for improvement in order to raise further the children's standards.

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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Belleek Primary** iii. **Date of Inspection: W/B 16/04/13**  
 ii. **School Reference Number: 201-1860** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	8	8	6	7	4
<b>Enrolments</b>					
Primary	35	39	40	42	42
Reception	3	2	2	0	2
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): 96.2% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.4%

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): 2 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 22.1 NI PTR: 20.2
- iii. Average Class Size: 22
- iv. Class Size (Range): 18 to 26
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |      |
|---|------|
| i. Clerical support:  | 15   |
| ii. Foundation Stage Classroom Assistant Support:           | 25   |
| iii. Additional hours of other classroom assistant support: | 27.5 |
- vi. Percentage of children with statements of special educational needs: \*
- vii. Total percentage of children on the Special Needs Register: 25%
- viii. Number of children who are **not** of statutory school age: 2
- ix. Percentage of children entitled to free school meals: 39%
- 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 |
|---------|-------------|-------|
| 75%     | 75%         | 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      | 7      | 5      |

**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, and for a group of children from year 6 and two year 7 representatives of the School Council to meet the inspectors.

Twenty eight questionnaires were issued to the parents of the children in the primary school: 16 were returned to Inspection Services branch (ISB) and twelve contained additional written comments. The responses from the questionnaires were variable and a majority reported that they were satisfied with the quality of care and education and the broad range of experiences enjoyed by the children. All of the comments were shared with the school.

Representatives of the governors met with the inspection team and explained how the school provided a caring and inclusive learning environment for all the children.

The teaching and support staff completed confidential questionnaires and all of the teachers and almost all of the support staff were highly positive about all aspects of the school.

The inspectors met a group of year 6 children and representatives of the school council; they talked readily about their involvement in the life and work of the school, the enjoyable extra-curricular activities and learning experiences; and the support and care provided by all the staff. The children are aware of what to do if they have worries about their safety and well-being.

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