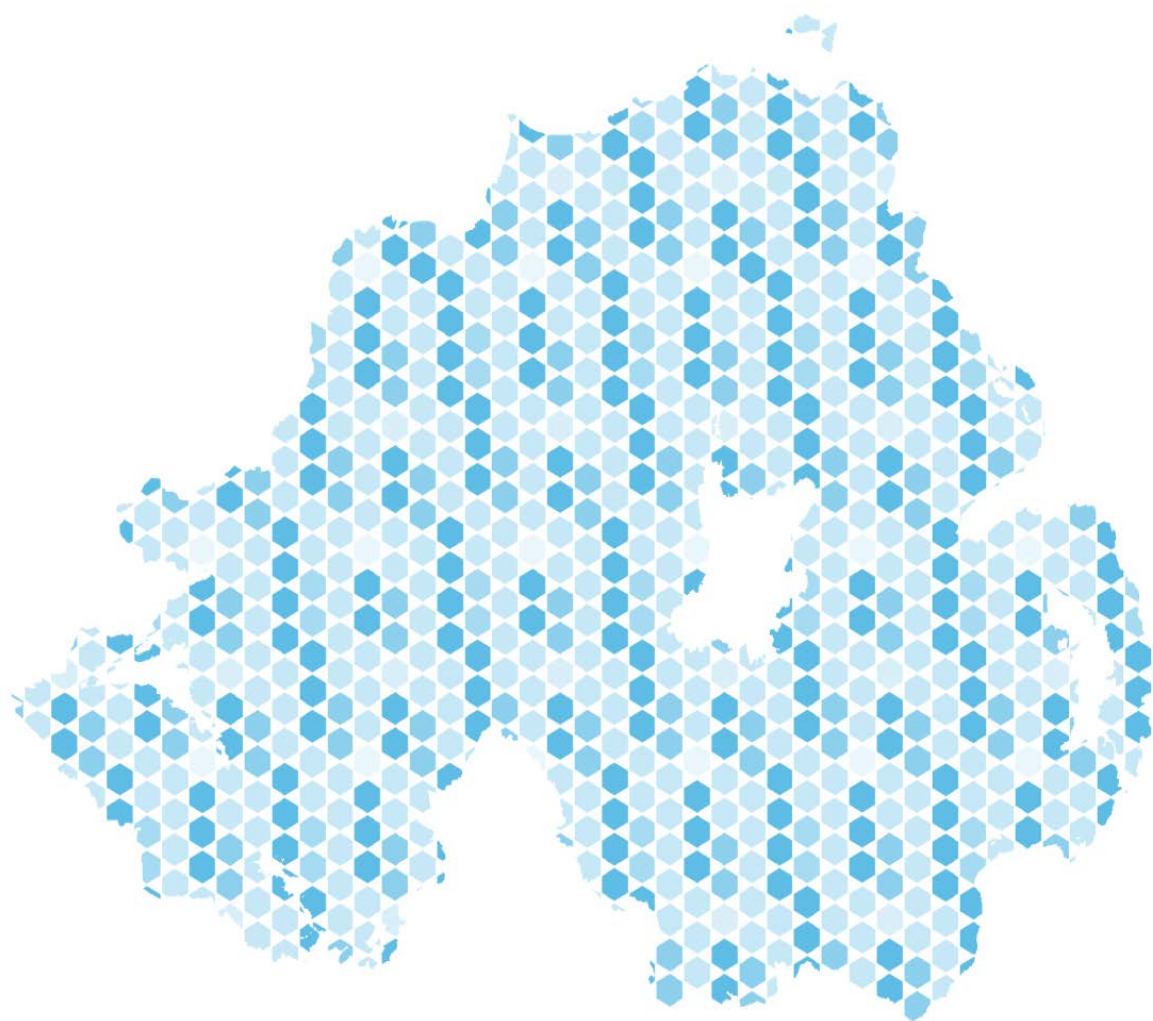


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Clonalig Primary School,  
Newry

Report of an Inspection  
in November 2012

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

Clonalig Primary School, County Armagh, is situated on the main Dundalk to Castleblayney Road, near to the village of Culloville. Most of the children who attend the school live in the small village of Culloville or in the surrounding rural area. The school's enrolment increased steadily over the past five years and currently stands at 155. At the time of the inspection, approximately 39% of the children in the school were entitled to free school meals. The school has identified 20% 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.**

- An analysis of the key stage (KS) 2 assessment data over the past four years shows that in mathematics, the school's performance is consistently well above the Northern Ireland (NI) average. The school's performance in English over the same period, has fluctuated, most recently being slightly below the NI average.
- The children express themselves with clarity and increasing fluency, participating well in group work and class discussion. The school has identified the development of reading skills as a priority; in class, children were observed to be reading in line with their abilities. In the samples of children's work provided there were examples of writing of a high quality.
- Most of the children demonstrate flexible thinking when completing calculations and can explain their strategies with clarity and confidence. They are able to apply their mathematical knowledge and understanding in meaningful contexts.
- The achievements and standards in **information and communication technology** are very good. The children in year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation scheme and most recently all pupils attained Level 4.

- Most of the children who have been identified with **special educational needs** (SEN) make good progress in their learning in line with their ability; and a small number make sufficient progress to be removed from the SEN register.

### **Provision for learning**

**The provision for learning is good.**

- Almost all of the **children** are well motivated, enthusiastic, and engage actively in their own learning. As they progress through the school they develop a wide range of personal and social skills and are well prepared for the next stage of their education.
- During the inspection, the quality of the **teaching** observed ranged from satisfactory to very good with most being good or very good. In the very good practice, the lessons were well structured with a purposeful pace and clearly built on previous learning. Effective questions promoted the children's oracy and thinking skills. In the less effective practice, lessons were too teacher led. The teachers need to match the planning more clearly to the wide ability levels within the class.
- The provision for SEN is good. The school appropriately identifies at an early stage, through professional judgement and the analysis of data, children who require support with their learning. The school provides effective approaches, for example, a speech and language programme in the foundation stage classes, while good use is made of resources, in particular ICT, to develop literacy and numeracy. The recently appointed SENCO has appropriately identified the need to sharpen the focus on learning in the individual education plans.
- The quality of the arrangements for **pastoral care** is outstanding. There is an inclusive, welcoming and supportive ethos in all of the classrooms. This is evident through the excellent behaviour of the children and the quality of the relationships in the classes. The school has created an atmosphere in which the children are valued and supported in their learning and their achievements are well celebrated. The children's personal and leadership skills are developed effectively, and their views are sought and acted upon, through their participation in the school council and the Eco schools initiative.
- 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 relevant Department.
- 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 extensive whole-school physical education and extra-curricular programmes.

## **Leadership and management**

**The quality of leadership and management is very good.**

- The Principal has been in post for four years. He leads by example and with the very good support of the Vice-principal, has developed an effective team spirit amongst staff and promotes a collegiate approach to decision-making within the school. He provides very good strategic leadership and communicates very effectively the shared vision. He has delegated appropriately key curricular responsibilities to the staff and encourages capacity building.
- The whole-school self-evaluation and **school development planning** (SDP) processes are good including the school's identification of a range of relevant priorities. The teachers need to embed further a culture of self-evaluation more sharply focused on the learning. Parents, children, staff and governors are given regular opportunities to contribute to the improvement process. Within the SDP, there is an appropriate focus on the provision for literacy and numeracy.

## **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: Clonalig Primary** iii. **Date of Inspection: W/B 21/11/12**  
 ii. **School Reference Number: 503-1086** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	19	21	21	26	18
<b>Enrolments</b>					
Primary	125	131	131	140	155
Reception	0	0	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 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): 95.5% **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
 Special Educational Needs Register: 96.85%
- |   | Primary &<br>Reception   | Nursery<br>Unit              | Special<br>Unit     | Irish Medium<br>Unit |
|---|--------------------------|------------------------------|---------------------|----------------------|
| D. i. Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours)   | 8                        | 0                            | 0                   | 0                    |
| ii. PTR (Pupil/Teacher Ratio):  | 19.4                     | NI PTR: 20.2                 |                     |                      |
| iii. Average Class Size:  | 22.1                     |                              |                     |                      |
| iv. Class Size (Range):   | 19 to 27                 |                              |                     |                      |
| v. Ancillary Support:<br>Number of Hours <b>Per Week</b> :  |                          |                              |                     |                      |
| i. Clerical support:  | 30                       |                              |                     |                      |
| ii. Foundation Stage Classroom<br>Assistant Support:  | 40                       |                              |                     |                      |
| iii. Additional hours of other<br>classroom assistant support:  | 75                       |                              |                     |                      |
| vi. Percentage of children with statements of special educational needs:  | 20%                      |                              |                     |                      |
| vii. Total percentage of children on the Special Needs Register:  | 3%                       |                              |                     |                      |
| viii. Number of children who are <b>not</b> of statutory school age:  | 5                        |                              |                     |                      |
| ix. Percentage of children entitled to free school meals:   | 38.7%                    |                              |                     |                      |
| x. Percentage of children at the end of Key Stage 2 for 2010/11<br>who attained level 4 and above in English and mathematics,<br>and Irish (in Irish-medium schools): | <b>English</b><br>72.68% | <b>Mathematics</b><br>90.91% | <b>Irish</b><br>N/A |                      |

### HEALTH AND SAFETY ISSUES

- As the school lies outside the village of Culloville, it is not subject to appropriate and very necessary speed restrictions. The road fronting the school is becoming increasingly busy with both heavy and fast traffic. The lack of an appropriate speed restriction, visibly prominent road signs, road markings or speed calming devices to warn motorists of the location of the school, is a serious safety hazard.
- Parking at the front of the school is hazardous and should be monitored; parking facilities for parents, staff and buses around the school are insufficient.
- The lack of suitable storage has resulted in furniture and other equipment being kept in the canteen/hall; this presents a potential fire hazard and a safety risk during sessions of indoor physical education.

### **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.

One hundred and five questionnaires were issued to the parents of the school; 32% were returned to the Inspection Services Branch (ISB) and seventeen contained additional written comments. All of the comments were highly positive and included appreciation of the leadership of the Principal and vice-principal, and the professionalism and approachability of the teaching and support staff; attention was also drawn to the caring, family orientated ethos of the school.

All of the teaching staff responded to the online questionnaires and supplied written comments highlighting the supportive, happy relationships within the school and its caring ethos. Eleven support staff responded positively to the online questionnaire and one supplied an additional comment with reference to further training opportunities.

The inspectors also met with a group of the children from year 6. The children spoke enthusiastically about many aspects of school life including their enjoyment of learning, the kind, supportive teachers and their appreciation of, and participation in the wide range of extra-curricular activities open to them. They are aware of what to do if they have concerns about their safety or well-being.

The small number of concerns that were raised in the questionnaires, in particular with reference to the busy road in front of the school, have been reported to and discussed with the principal.

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