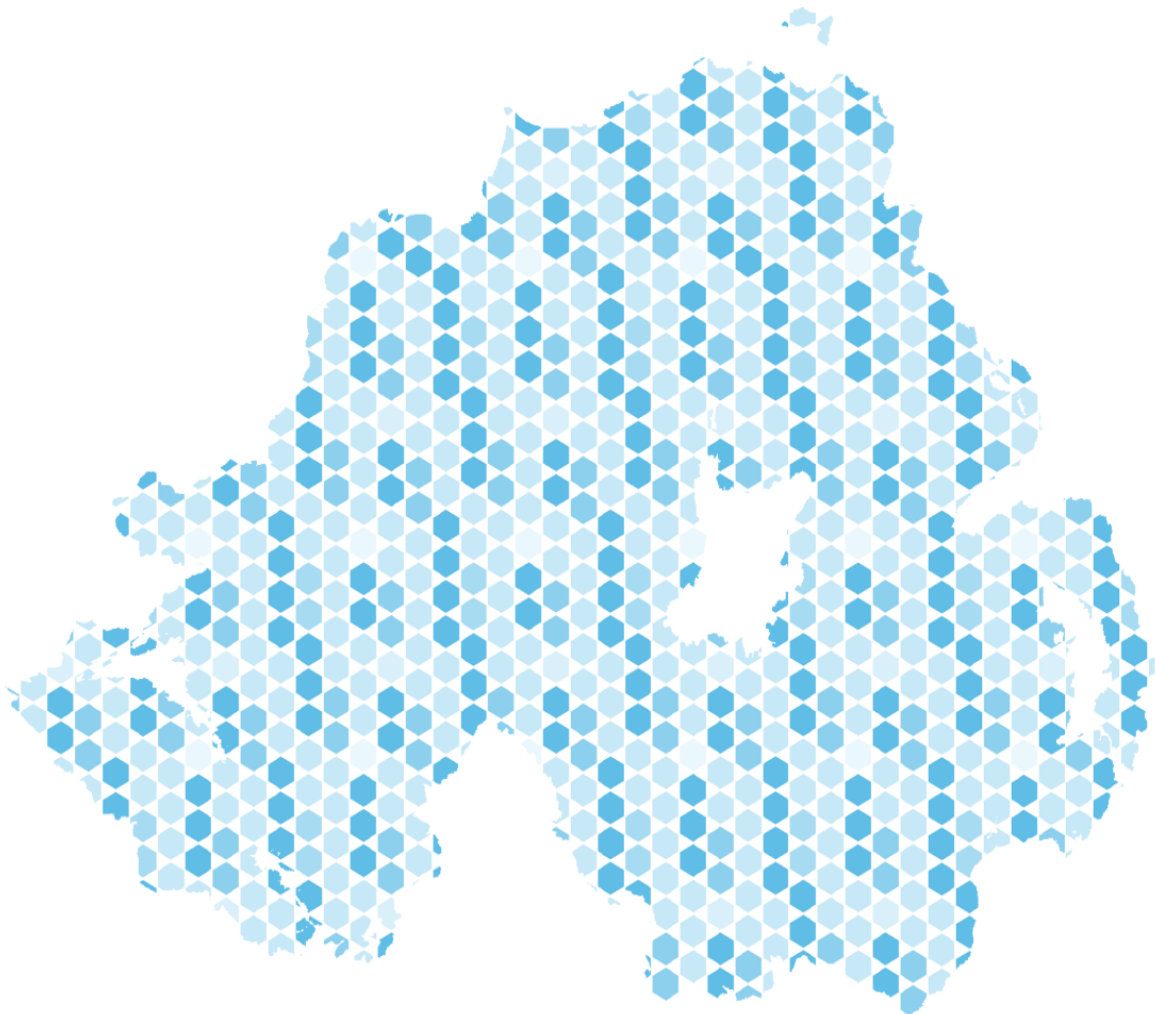


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Coagh Primary School,  
Cookstown

Report of an Inspection  
in September 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

Coagh Primary School is situated in the village of Coagh, near Cookstown in County Tyrone. All of the children attending the school come from the village and the surrounding rural area. The enrolment has increased gradually over the last five years and currently stands at 64. At the time of the inspection, approximately 10% of the children in the school were entitled to free school meals. The school has identified almost 10% 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.**

- In English and mathematics, almost all of the children attain very good **standards** in line with their ability. The children have confidence in talking and listening and participate well in class discussions. They show independence in their reading and are able to undertake increasingly challenging material. The children use with competence their mathematical knowledge and understanding in meaningful, real-life contexts and across other areas of the curriculum. The children attain good standards in information and communication technology through participation in external accreditation.
- The children identified with **special educational needs** make very good progress and reach the standards of which they are capable.

### Provision for Learning

**The provision for learning is very good.**

- The **children** are very confident and articulate well their ideas and opinions. They set personal targets, in collaboration with their teacher, to focus their learning. Across all key stages the children engage fully in the lessons and work well independently, in pairs and in groups.

- The quality of the **teaching** observed was good or very good, with most of the teaching being very good. In the best practice the teachers make skilful use of open-ended questions to develop further the children's understanding and build effectively on the children's prior learning.
- The provision for **special educational needs** is very good. The children who require additional support with aspects of their learning are identified at an early stage. The individual education plans have specific targets which are appropriate to the individual needs of the child, are reviewed regularly and are used effectively by the teachers and teaching assistant to inform classroom practice.
- The quality of the arrangements for **pastoral care** is outstanding. The staff provides a caring and inclusive learning environment where all members of the school community are valued and respected. Positive working relationships at all levels promote a strong sense of school community. The children are consulted on all aspects of the life and work of the school and their learning experiences are enhanced through their involvement in initiatives such as, Eco Schools, School Council and the production of a school newspaper.
- 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 excellent attention to promoting **healthy eating and physical activity**, for example, through the participation of the parents and children in health education classes, the growing of their own fruit and vegetables, and through the healthy break business scheme managed by the year 6/7 children. The school also provides excellent opportunities for physical activity and energetic play through an extensive extra-curricular programme.

### **Leadership and Management**

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

- The **Principal** provides outstanding **leadership**, inspires confidence and respect among the staff and children, sets a clear direction for the work of the school and leads effectively the school improvement agenda.
- There is a comprehensive **school development plan** (SDP) that is underpinned by rigorous self-evaluation and supported by appropriate action plans; performance data is used effectively to identify priorities for development. The SDP complies fully with the requirements of the School Development Plans Regulations (Northern Ireland) 2010.
- The **co-ordinators** are very effective in their clearly defined roles and they work collaboratively to effect improvement in their respective areas of responsibility.
- 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: Coagh Primary** iii. **Date of Inspection: W/B 17/09/12**  
 ii. **School Reference Number: 501-2649** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	7	9	8	13	13
<b>Enrolments</b>					
Primary	49	51	52	53	64
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): 96.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
 Special Educational Needs Register: 94.1%
- |  | Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit | Irish Medium<br>Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers): 5 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 14.5 NI PTR: 20.2
- iii. Average Class Size: 16
- iv. Class Size (Range): 13 to 18
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |   |
|---|---|
| i. Clerical support:  | 5 |
| ii. Foundation Stage Classroom Assistant Support:           | 5 |
| iii. Additional hours of other classroom assistant support: | 0 |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 9.37%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 9.37%
- 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):
- |                |      |                    |      |              |     |
|----------------|------|--------------------|------|--------------|-----|
| <b>English</b> | 100% | <b>Mathematics</b> | 100% | <b>Irish</b> | N/A |
|----------------|------|--------------------|------|--------------|-----|

**THE VIEWS OF THE PARENTS, TEACHERS, 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.

Of the 42 questionnaires issued to the parents, 26 (62%) were returned to the Inspection Services Branch and there were 12 additional written comments. The parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the dedicated and approachable Principal and staff who are committed to the welfare of each individual child in the school. The parents also expressed great satisfaction with the extent of additional experiences the children receive and the skills they develop through the extra-curricular programme available in the school. A number of parents also met with the inspectors and expressed praise and appreciation for the professional manner in which the school had supported both the pastoral and educational needs of their children.

All of the teachers and support staff responded very positively to the staff questionnaires.

The year 6 children also met with the inspectors. They talked positively and enthusiastically about their experiences at school and feel very much a valued part of the school community whose opinions are sought and acted upon on many aspects of the life and work of the school. The children feel safe at school and are aware of what to do if they have worries about their safety and well-being.

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