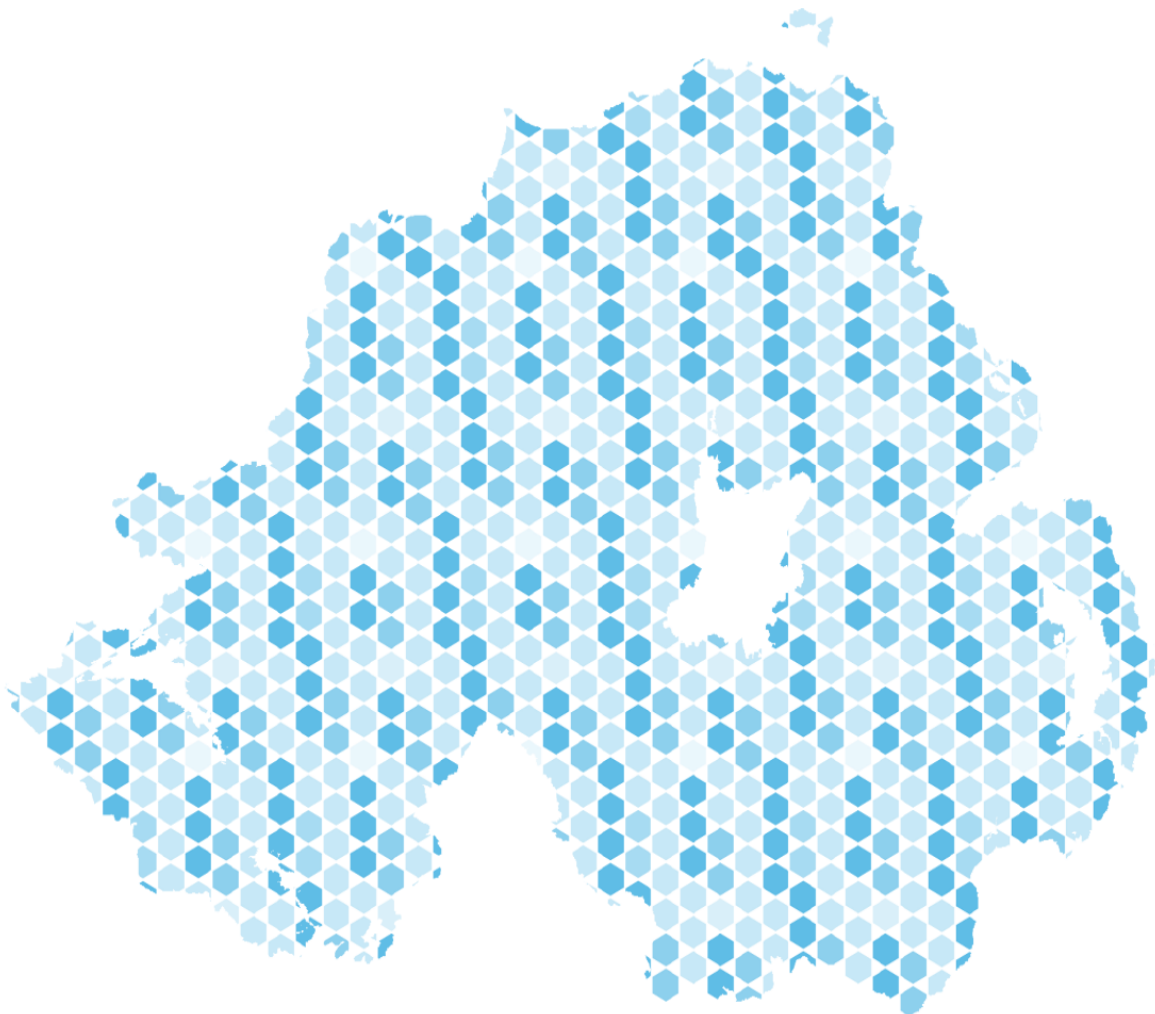


PRIMARY INSPECTION



Education and Training
Inspectorate

Cumber Claudy Primary
School, Londonderry

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

Cumber Claudy Primary School is situated in the village of Claudy in County Londonderry. All of the children attending the school come from the local community and from within a radius of approximately ten miles. The enrolment has increased in recent years and currently stands at 140. At the time of the inspection, approximately 22% of the children in the school were entitled to free school meals. The school has identified 15% children who require 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **good** and the pastoral care is **very 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, most of the children make good progress as they move up through the school and attain **standards** in line with their ability. Most of the children communicate their ideas with confidence and maturity in whole-class, paired and group activities; by the end of Key Stage (KS) 2 their oracy skills are very good. Most of the children are able to apply their numeracy skills within meaningful contexts.
- The schools data indicates that the children's achievements in literacy and numeracy has fluctuated over the past four years and currently the KS2 English and mathematics, level 4, is just above the NI average for schools within the same free school meals band.
- The children identified **with special educational needs** make good progress in line with their ability and reach the standards of which they are capable.

Provision for Learning

The provision for learning is good.

- The **children** are confident, very welcoming and mannerly to visitors and their behaviour is excellent. They are highly respectful of the staff and each other and have a positive disposition to learning. The children when given the opportunity work well collaboratively both in small groups and paired work.
- The members of staff are hard-working and committed to the education and care of the children. The quality of the **teaching** observed ranged from satisfactory to outstanding; a majority of the teaching was good or better. Key features of the most effective practice, included well planned learning activities which were matched suitably to the individual needs and interests of the children and were set in meaningful contexts. The teachers use a range of active and practical learning and teaching strategies to engage the children, to challenge their thinking and to extend their learning. Where the teaching was less effective the activities were not matched sufficiently well to the children's differing educational needs, the pace of the lesson was too slow and the content did not always capture the children's attention and interest.
- The provision for **special educational needs** is **good**. The school is able to demonstrate, through their internal data, that the children attending the Reading Partnership programme make good progress with their reading. The school has appropriately identified the need to extend further the in class support for children.
- The quality of the arrangements for **pastoral care in the school** is very good. This is evident through the very good working relationships at all levels and the caring, supportive and child-centred ethos throughout the school. The school has worked hard to put the family and local community at the centre of school life and the well-planned induction programme helps ensure the year 1 children settle quickly into their new school. In addition, the significant development of the outdoor learning environment has been designed to engage the children in stimulating imaginative play experiences, the cultivation of flowers and vegetables and the development of a wide range of physical skills. The children have increasing opportunities to make suggestions and ideas about the life and work of the school through circle time and involvement in the Eco Kids group.
- 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 lifestyles** through the curriculum, healthy breaks, and the many opportunities provided to participate in an extensive range of sports, physical and extra- curricular activities.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** is committed to the life and work of the school and has worked diligently to foster the spirit of collegiality and collaboration within the school and to promote the school in the neighbouring and wider community. In addition, she has developed important links with the local primary and pre-school providers. She has identified appropriately the strategies she will use to continue to improve the quality of the learning and teaching to raise further the standards attained by the children.
- There have been significant staff changes resulting in the need to develop a new core team of **co-ordinators** to review and development key areas of provision.
- Over the past few years, the staff has begun to develop the process of self-evaluation leading to improvement. As a result of effective consultation with parents, improvements have been made in the quality of the two-way communication between the parents and the school. There is a need to develop further the self evaluation procedures in order to ensure a more systematic and rigorous monitoring and evaluating of the quality of the provision, to inform better the **school development planning** (SDP) processes, and to improve further the quality of the learning and teaching.
- The **governors** report that they are well-informed about all aspects of the life and work of the school; they work very effectively with the Principal to ensure the school is managed well.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good, and the pastoral care is very good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address: there is the need to:

- adopt a more rigorous approach to planning, monitoring and the evaluation of learning and teaching in order to raise further the children's attainments.

The ETI will monitor the school's progress in addressing the area of improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cumber Claudy Primary** iii. **Date of Inspection: 19/09/12**
 ii. **School Reference Number: 201-6372** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	22	15	25	10	28
Enrolments					
Primary	124	118	131	128	140
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): 96.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 95.7%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 7 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20 NI PTR: 20.2
- iii. Average Class Size: 23.33
- iv. Class Size (Range): 15 to 28
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 30
 - ii. Foundation Stage Classroom Assistant Support: 35
 - iii. Additional hours of other classroom assistant support: 55
- vi. Percentage of children with statements of special educational needs: 2.85%
- vii. Total percentage of children on the Special Needs Register: 15%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 22.14%
- x. Percentage of children at the end of Key Stage 2 for 2010/11
 who attained level 4 and above in English and mathematics: **English** 81.25% **Mathematics** 81.25%

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. Of the 94 questionnaires issued to the parents of the children in the primary school, 50 (53%) were returned to Inspection Services branch, including 19 which contained additional written comments. All of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their pleasure with the quality of education and care provided by the staff, the breadth of the curriculum offered to the children, the approachability of the staff and the dedicated leadership provided by the Principal. The few issues raised were discussed with the Principal.

A group of governors met with the inspection team on the first day of the inspection and expressed strong support for the work of the school, highly praised the commitment of the staff and emphasised the importance of the positive school ethos in the community.

Three of the teachers and four members of the learning support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school, the opportunities provided for them to participate in decisions to improve aspects of the provision, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.

HEALTH AND SAFETY

- The Principal has appropriately carried out a risk assessment in relation to the safety of the external doors throughout the school and the access buttons for opening these doors. Currently there is a significant health and safety risk for the children and their parents whilst the school is awaiting for the appropriate work to be carried out, the situation needs to be addressed urgently.

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