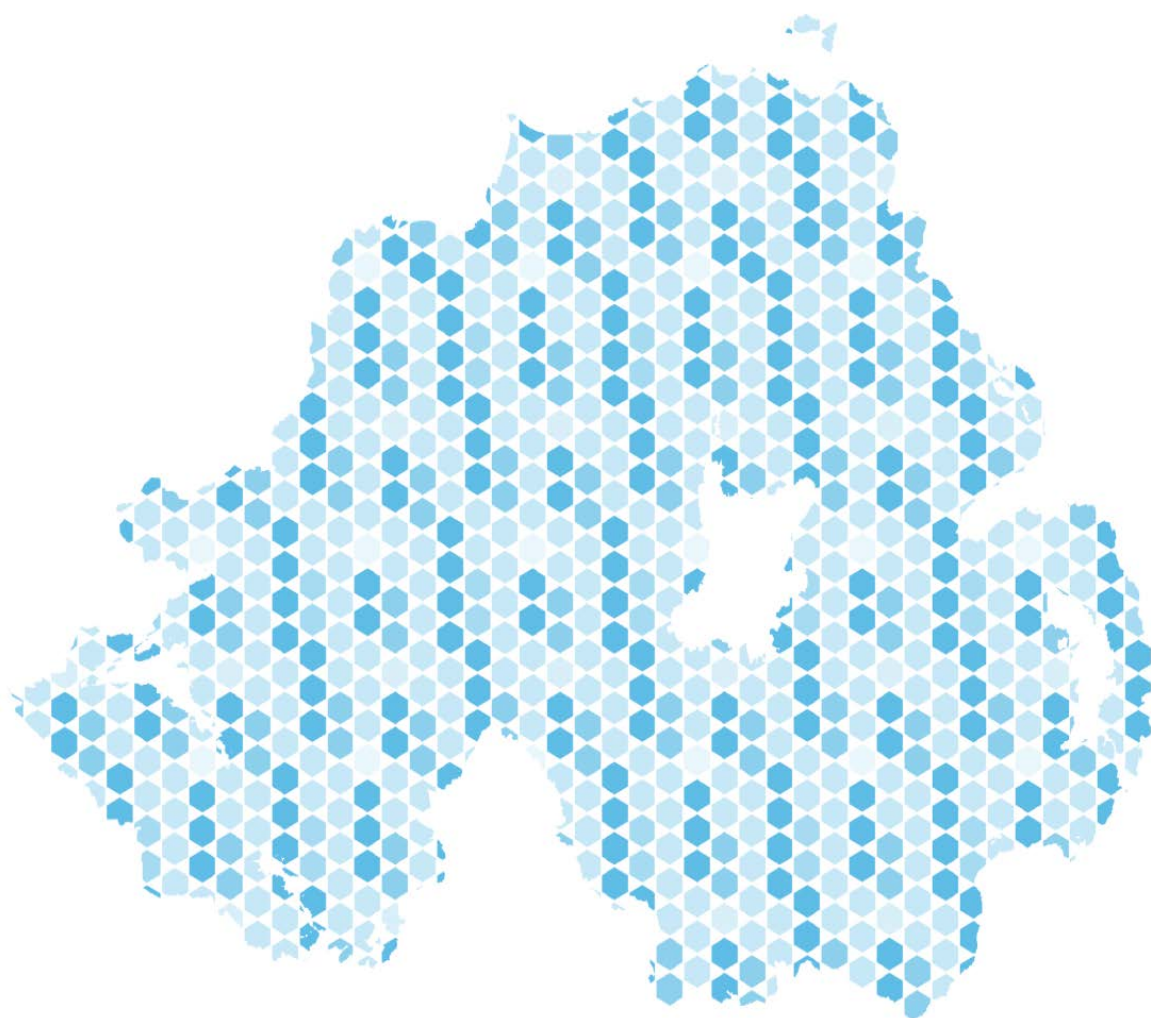


PRIMARY INSPECTION



Education and Training
Inspectorate

Cumran Primary School,
Clough

Report of an Inspection
in June 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

Cumran Primary School is situated in the village of Clough in County Down. The current building was opened in 2005 as an amalgamation of Clough and Downshire schools. The children come from the village and the surrounding rural area. The enrolment has generally been steady over the last five years and currently stands at 200 children, which includes 11 children in the Social Communication Units. At the time of the inspection approximately 18% of the children were entitled to free school meals. The school has identified 25% 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school 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 outstanding.

- In **literacy and numeracy** the children attain excellent standards. Almost all of the children read and write with fluency and expression. They participate well in class debates and their presentational skills are of a high standard. The children are able to apply their mathematical thinking flexibly in meaningful contexts across the curriculum. They are able to work independently, think critically and creatively, and co-operate well with others.
- The children identified as having **special educational needs** in the mainstream classes and the **Social Communication Units** attain very good standards. They make steady progress through the year groups and achieve standards in line with or above expectations.

Provision for Learning

The provision for learning is outstanding.

- All of the **children** are highly motivated to learn and their behaviour is exemplary. They are inquisitive and engage enthusiastically in investigations and problem-solving activities. They assess their own learning maturely and take responsibility for improving the quality of their work.

- Almost all of the **teaching** observed was good or better, with two-thirds of the teaching being very good or outstanding. A significant strength is the planning for a broad and rich range of stimulating learning experiences that capture the imagination of the children. Information and communication technology (ICT) is used effectively to support the children's learning across the curriculum.
- The provision for **special educational needs** is outstanding. In the mainstream, there is a comprehensive programme of early intervention, through in-class and withdrawal sessions, for children who require additional support in literacy and numeracy. In the **Social Communication Units** there is detailed and highly individualised planning to meet the specific needs of the children.
- The quality of the arrangements for **pastoral care** is outstanding. The inclusive, welcoming ethos is characterised by the mutually respectful working relationships at all levels. The children are involved actively in decision-making through the School Council; they are well supported and guided to achieve their full potential.
- The school gives excellent attention to promoting **healthy eating and physical activity** through, for example: the wide range of initiatives to promote healthy lifestyles through the Personal Development and Mutual Understanding programme; the innovative use of the equipment in the play areas at break and lunch-time; and the active engagement of the adults with the children in games and imaginative play.

Leadership and Management

The quality of leadership and management is outstanding.

- The **Principal** has provided inspirational leadership through a shared vision which is focused on the holistic development of the children and their attainment of the highest possible standards. She is strongly supported by the Vice-principal. They have appropriately prioritised continuous professional development, accessing appropriate training from a wide range of educational support agencies and promoting the sharing of innovative practice within the school.
- The whole-school **self-evaluation** and **school development planning** processes are excellent. The senior leadership team and the co-ordinators provide highly effective leadership and have embedded firmly a culture of self-evaluation leading to improvement in which all members of staff, the governors and the school council are actively involved in decisions about school improvement.
- The **special educational needs** team provides highly effective leadership of the provision in the Units and in the mainstream.
- The **governors** are fully informed about curricular and pastoral developments within the school and exercise well both a support and challenge function.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for **safeguarding** children which reflect the guidance issued by the Department of Education.

CONCLUSION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cumran Primary** iii. **Date of Inspection: W/B 03/06/13**
 ii. **School Reference Number: 401-6650** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	25	28	34	41	30
Enrolments					
Primary	190	178	165	186	189
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	13	12	15	14	11
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): 93.9% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 92.4%

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): 10 0 2 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.7 NI PTR: 20.2
- iii. Average Class Size: 23
- iv. Class Size (Range): 13 to 30
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|-------|
| i. Clerical support: | 27.5 |
| ii. Foundation Stage Classroom Assistant Support: | 53.75 |
| iii. Additional hours of other classroom assistant support: | 195 |
- vi. Percentage of children with statements of special educational needs: 10.5%
- vii. Total percentage of children on the Special Needs Register: 25%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 18%
- 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 | Mathematics | Irish |
| 92% | 96% | 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. Of the 146 questionnaires issued to the parents, 58 (40%) were returned to Inspection Services Branch, including 34 which contained additional written comments. Almost 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 appreciation of the child-centred ethos in which their children are making good progress; the strong links and effective communication established between the school and the parents, including practical guidance on supporting their children's learning; the wide range of learning experiences provided for the children; the well-structured provision for those children who require additional support in their learning; and the enthusiastic and supportive staff. The key messages from all of the questionnaires have been shared with the Principal and representatives of the governors.

The inspectors also met with a group of the year 6 children. They spoke very positively about: the opportunities to be actively engaged in their learning; the support provided by the teachers and classroom assistants; the excellent resources for outdoor play; and the role of the School Council. They report that they feel safe and secure in school and are aware of what to do if they have any concerns about their safety or well-being.

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