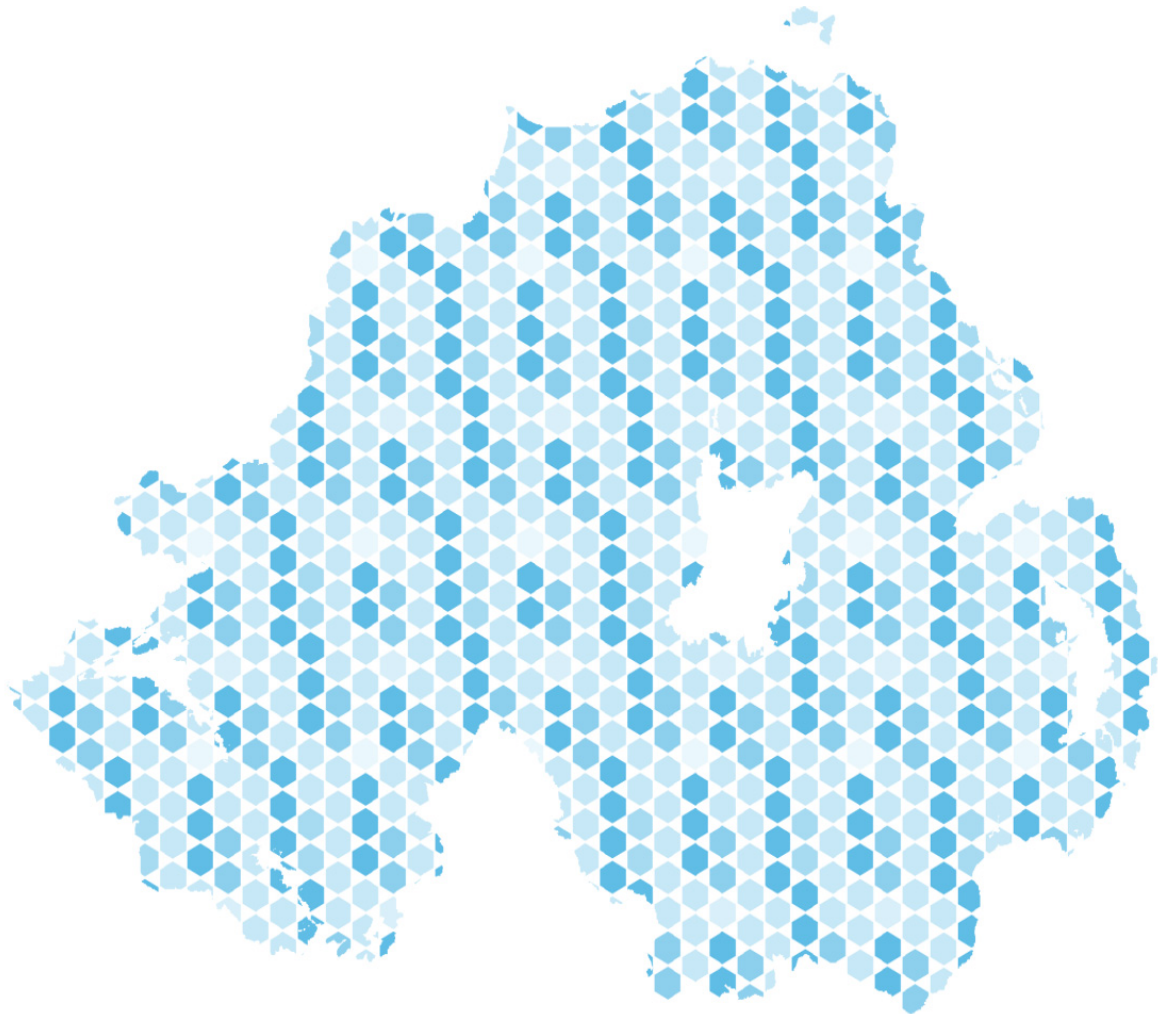


PRIMARY INSPECTION



Education and Training
Inspectorate

Enniskillen Model Primary
School, Co Fermanagh

Report of an Inspection
in October 2010

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*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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

Enniskillen Model Primary School is situated on the edge of Enniskillen in County Fermanagh. The school manages a Speech and Language Unit (SLU) consisting of two classes for 18 children with speech and language difficulties. Almost all of the children attending the primary school (PS) and the SLU come from the town and surrounding rural areas. The enrolment has remained steady in recent years and currently stands at 435 including the 18 children in the SLU and 23 Newcomer children. At the time of the inspection, approximately 12% of the children in the school were entitled to free school meals.

The school has identified approximately 20% of the children who require additional support with aspects of their learning. The SLU provides outreach support for children with speech and language difficulties in schools throughout Fermanagh. The overall aim of the SLU is to improve the children's language and communication skills and enable them to access the curriculum and learn alongside their peers in their mainstream school. The current arrangements provide for four days in the unit and one day in the children's mainstream school. This model has been recently introduced.

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.

No follow-up inspection is required.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics, most of the children attain very good standards in line with their ability. The children demonstrate confidence in talking and listening, reading and writing within meaningful contexts across the curriculum. The standards attained in mental mathematics are outstanding.
- The majority of the children identified with special educational needs who require additional support with aspects of their learning reach the standards of which they are capable and make very good progress in English and mathematics.

- The children in the SLU make good progress in English and mathematics, and importantly demonstrate improved social skills and confidence working individually and in small groups.

Provision for Learning

The provision for learning in the school is very good.

- The children's behaviour is exemplary, they are well-motivated to learn and work well both individually and collaboratively on group activities. During the inspection, many children displayed confidence in learning and the year 4 children performed to a high standard in singing and drama for an audience at the harvest celebration.
- The teachers are very hard-working and committed to the education and care of the children, and are, in most classes, very well supported by the classroom assistants. The quality of the teaching observed ranged from satisfactory to outstanding: it was good or better in most of the lessons observed. The teaching in the SLU is very good; the staff work well together, planning is precise and individualised to each child and learning expectations are high.
- The provision for special educational needs in the school is very good. The children's needs are identified early and a variety of effective programmes of support are in place to address deficits in literacy and numeracy skills. The emotional health and well-being of the children is a priority. There are well-established links with a very good range of support services including those to support families.
- The provision within the SLU is very good. The children in the speech and language classes receive a very good education. They benefit from the comprehensive, collaborative planning and skilled teaching of the teachers, the speech and language therapist and the effective support of the classroom assistants. Lessons are practical, appropriately paced and sharply focused on developing the children's language, understanding and expression and access to the wider curriculum. The recent introduction of the new procedures needs to be carefully monitored by the Western Education and Library Board in conjunction with the school to measure the impact of the model and ensure that the children's needs are met effectively.
- The quality of the arrangements for pastoral care is outstanding. This is evident through the excellent working relationships at all levels and the cognisance taken by the staff of the health and emotional well-being of the children. There is a supportive and inclusive ethos developed in the school especially for the children with special educational needs and the newcomer children. The effective 'Playground Pals' scheme encourages responsibility and respect. The school council gives children a valuable voice about issues which affect them in school.
- The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the child protection guidance issued by the Department of Education.

- The school gives outstanding attention to promoting healthy eating and physical activity, for example, through the health promoting messages in assemblies, the strong focus on healthy living through the Personal Development and Mutual Understanding curricular provision and the wide range of sporting opportunities available to the children which encourage them to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is very good.

- The Principal is an effective leader who places a strong emphasis on child-centred provision, staff development, and links with the parents and local community. In this role, he receives good support from the recently appointed Vice principal.
- The whole-school self-evaluation and school development planning (SDP) processes are very good. Within the SDP, there is a clear agenda for improvement in literacy, numeracy and information and communication technology provision and standards, and the embedding of the revised curriculum through collaborative planning. Associated action plans for improvement and a review process includes all of the teaching staff, governors, parents and the children at appropriate levels.
- The middle management team including the special educational needs co-ordinators provide good to very good leadership for their areas of responsibility. A shared understanding of assessment for learning is being developed through a systematic whole-school collaborative approach to improvement.
- The SLU is well managed and resourced and the provision is continuously considered by the Principal and the unit staff to ensure that the needs of the children are central and the provision remains a valuable aspect of the overall work of the school.

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 learners; and has demonstrated its capacity for sustained self-improvement.

No follow-up inspection is required.

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 109 questionnaires issued to the parents, in the primary school 60 (55%) were returned to the Inspection Services Branch, including 36 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the primary school.

Almost all of the responses to the questionnaire refer to the excellent school and express high regard for the approachable Principal, the hard-working staff and for the school as a place where children learn well and experience a broad and balanced curriculum. A very few concerns were shared with the school management. There were four online parental responses for the SLU including two written comments about the supportive role of the staff and the Principal.

All of the online responses to the staff questionnaire from 18 of the teaching staff including six written comments were wholly positive about all aspects of the school for example, leadership, links with parents and the high standards set for the children's attainment. The written comments, made reference to the Principal as supportive, loyal, fair and encouraging and that the staff enjoyed working in the busy school community.

Almost all of the 15 support staff who responded to the on line questionnaire were very positive, including four written comments, that were highly praising of life and work in the school. There were a few less positive responses about the need for more training and consultation about the SDP.

The inspectors also met with a group of the year 6 and two year 7 children from the school council; they spoke very positively about the many aspects of the life and work of the school that they enjoy. They highlighted in particular: the subjects they enjoy; the supportive and helpful teachers; the range of after-school activities; the arrangements in place to promote healthy eating. They are aware of the school's rules and rewards including those to do with mobile phones and the internet. They reported that they feel happy and secure and know who to go to in the event of a concern about their safety and well-being.

The inspectors also met with year 7 children with special educational needs and they reported that they valued the work of the teaching staff to help them to learn well.

HEALTH AND SAFETY

- There is a need to ensure that the perimeter fence of the school grounds is fully secure at all times.

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