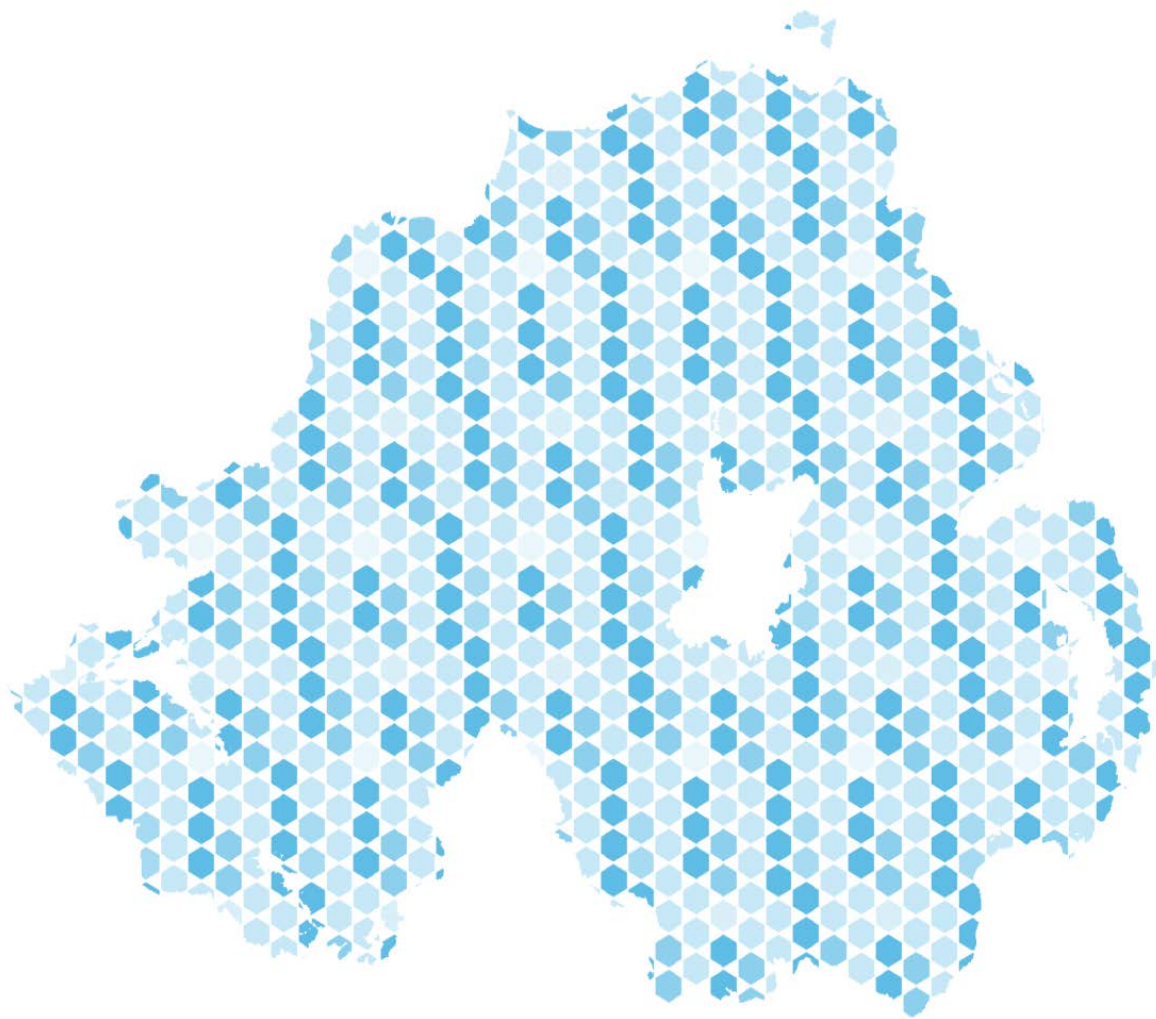


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Newtownbutler Primary School,  
Enniskillen

Report of an Inspection  
in March 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

Newtownbutler Primary school is situated in the town of Newtownbutler in County Fermanagh. The children attending the school come from the town and surrounding rural areas. Currently, there are 59 children enrolled in the reception group and the primary school. At the time of the inspection, approximately 41% of the children in the school were entitled to free school meals. The school has registered 36% of the children as having special educational needs.

This inspection completes the work that began in May 2012. The inspection was incomplete at that stage due to industrial action being taken by the staff not to co-operate with the Education and Training Inspectorate on advice from their teaching union.

## 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 learners 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**, most of the children attain very good standards. The small group of reception age children are able to talk and listen well; they have very good levels of concentration, good fine manipulation skills and are able to express their ideas through the medium of art and imaginative play. The primary school children apply their learning in literacy and numeracy across the curriculum; they are confident in talking and listening, reading and writing, and are flexible in the use of a range of mathematical strategies to solve problems. The school choir has achieved notable success in the wider community.
- The children identified with **special educational needs** make very good progress and achieve standards appropriate to their ages and stages of development. They contribute to all aspects of school life.
- The children use information and communication technology (ICT) competently to support their learning. They complete the Council for the Curriculum, Examinations and Assessment (CCEA) ICT accreditation scheme and all achieve the expected level for primary schools.

## Provision for Learning

The provision for learning is very good.

- Most of the children are attentive in class and engage productively in their learning. The year 5 children are organised across two key stages and would benefit from literacy and numeracy teaching as a class unit to develop further their peer interactions and learning. The extended schools and shared education programmes within the local community enhance the children's learning experiences across a broad curriculum.
- The teaching and support staff are hard-working and plan skilfully around themes and topics enabling the children to connect and develop their learning in literacy and numeracy across the curriculum. The **quality of the teaching** ranged from good to outstanding with most of the lessons very good. The teachers differentiate appropriately the activities based on their sound knowledge of the children and their individual developmental needs. The teachers enable the children to consolidate and reflect on their learning through effective plenary sessions.
- The children identified with **special educational needs (SEN)** benefit from early identification and well-planned intervention to support and progress their learning and develop their social skills. The classroom assistants provide a high level of support to these children and the teachers. The effective links with the parents and the educational support services enhances the outcomes for the children.
- The quality of the arrangements for **pastoral care** is very good. There is an inclusive ethos and the children are involved in suitable decision-making processes as members of the School and ECO Councils. The staff celebrate the children's work regularly through the whole-school merit system and high quality displays of their work in the corridors.
- The school gives good attention to promoting **healthy eating and physical activity** across the curriculum. There is good provision for energetic physical activity; however, the lunchtime routine limits the time for activity in the outdoors after lunch. The children have a well-developed awareness of sustainable living and take responsibility for energy efficiency and environmental projects.

## Leadership and Management

The quality of leadership and management is very good.

- The Principal was absent at the time of the inspection and the early years teacher is acting-principal. She effectively carries out multiple roles as the special needs co-ordinator and curricular leader for significant areas of the school curriculum with energy and commitment. The staff work effectively as a team with a very good shared understanding of planning for the needs of the children and developing the curriculum.
- The whole-school **self-evaluation and school development planning** processes are effective. There is a well-established culture of collecting performance data to help inform and effect further improvements in the standards attained by the children in literacy and numeracy.

- The **governors** support the development of the school. Recently, they have appointed a fourth teacher from a budget surplus. In conjunction with the acting-principal they need to review the composite class organisation in key stage 2 to ensure more effective and efficient use of resources for planning, teaching and learning. It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the size of the school in order to address the current and future needs of the children and the staff.
- 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.

## 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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. School: Newtownbutler Primary iii. Date of Inspection: W/B 20/03/13  
 ii. School Reference Number: 201-1879 iv. Nature of Inspection: Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	10	6	11	7	8
<b>Enrolments</b>					
Primary	46	51	55	54	59
Reception	0	4	0	1	2
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): 96.2% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.3%

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): 4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 14.7 NI PTR: 20.2
- iii. Average Class Size: 19.6
- iv. Class Size (Range): 17 to 21
- v. Ancillary Support:  
 Number of Hours **Per Week**: i. Clerical support: 10  
 ii. Foundation Stage Classroom Assistant Support: 17.5  
 iii. Additional hours of other classroom assistant support: 0
- vi. Percentage of children with statements of special educational needs: 7%
- vii. Total percentage of children on the Special Needs Register: 36%
- viii. Number of children who are **not** of statutory school age: 2
- ix. Percentage of children entitled to free school meals: 41%
- 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): **English** 100% **Mathematics** 100% **Irish** N/A
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups: **Year 1** 8 **Year 2** 7 **Year 3** 0

**THE VIEWS OF THE PARENTS, STAFF, GOVERNORS AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents, the teaching staff and the support staff to complete a confidential questionnaire prior to the inspection. Of the 35 questionnaires issued to parents, 34% were returned to Inspection Services Branch, including six which contained additional written comments. Most of the parents expressed high levels of satisfaction with the school; they highlighted the quality of the support provided by the teachers and their children's progress in school. A summary of the findings and comments were shared with the Principal and governors.

The staff responses indicated high levels of satisfaction with almost all aspects of school life.

A governor met with the inspectors and highlighted the good support of the parent-teacher association in fund-raising and expressed confidence in the work of the staff.

The inspectors also met with a group of year 6 children and the chair of the School Council from year 7; they talked readily about the range of enjoyable learning experiences and extended provision through shared educational visits. The children are aware of what to do if they have worries about their safety and well-being.

**ACCOMMODATION**

- The Principal's office is damp and the roof is leaking.



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