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*The Education and Training Inspectorate -
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CUSTOMER SERVICE EXCELLENCE

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



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Focused Inspection

**Broadbridge Primary School
Eglinton**

Inspected: May 2008

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BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A.
- | | |
|---|--|
| i. School: Broadbridge Primary
Eglinton | iii. Date of Inspection: W/B 19.05.08 |
| ii. School Reference Number: 203-2278 | iv. Nature of Inspection: FI/Ma/ICT/SEN |

B.

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 1 Intake	47	56	49	49	57
Enrolments					
Primary	309	337	340	350	371
Reception	0	0	0	0	0
Nursery Class/Classes	0	0	0	0	0
Special 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%

Primary & Reception	Nursery Unit	Special Unit
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- | | | | | |
|----|--|--|--------------|---|
| D. | i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 15 | 0 | 0 |
| | ii. PTR (Pupil/Teacher Ratio): | 24.73 | NI PTR: 20.8 | |
| | iii. Average Class Size: | 27 | | |
| | iv. Class Size (Range): | 24 to 30 | | |
| | v. Ancillary Support:
Number of Hours Per Week: | i. Clerical support: | 28 | |
| | | ii. Official Making A Good
Start Support: | 30 | |
| | | iii. Additional hours of other
classroom assistant support: | 108 | |
| | vi. Percentage of children with statements of special educational needs: | 0.01% | | |
| | vii. Total percentage of children on the Special Needs Register: | 15.4% | | |
| | viii. Number of children who are not of statutory school age: | 0 | | |
| | ix. Percentage of children entitled to free school meals: | 9.2% | | |

1. INTRODUCTION

1.1 Broadbridge Primary School is situated in the village of Eglinton, County Londonderry. Most of the children come from the village and the immediate surrounding area with a small number coming from a distance of up to six miles. The enrolment has increased steadily over the last five years to its current level of 371. At the time of the inspection approximately 9% of the children were entitled to free school meals; 15% of the children receive additional support with aspects of their learning.

1.2 The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and teachers to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of the children from year 6. Of the 135 parents issued with questionnaires, 47 were returned to the Department of Education (DE) of which 25 contained additional written comments. The responses from the parental questionnaires were overwhelmingly positive highlighting, in particular, the approachable and caring staff, the happiness of the children in school, the variety of experiences open to the children and the leadership of the Principal. A small number of the parents raised concerns about particular aspects, the single recurring theme being the desire for a new school build. Thirteen teachers completed the on-line questionnaire and provided additional written comments; their responses were highly affirmative of the work of the school. The governors commented favourably on the standards attained by the children and the level of care provided for them, the strong links between the school and the parents, and the key role played by the school in the local community. The children in year 6 spoke very positively about their enjoyment of school, reported that they feel safe, and know whom to turn to in the event of a concern. The Education and Training Inspectorate (Inspectorate) has reported to the Principal and representatives of the governors the main messages emerging from the questionnaires and the discussions.

1.3 The inspection focused on the quality of the work in mathematics, including the use of information and communication technology (ICT) in supporting numeracy, and the effectiveness of the school's special educational needs (SEN) provision. The inspection also evaluated the school's procedures in relation to pastoral care, including child protection.

2. THE QUALITY OF THE CHILDREN'S WORK

2.1 A caring, inclusive ethos permeates the life of the school. The children are courteous and respectful, their behaviour is exemplary. The staff work hard to create an attractive, educationally stimulating learning environment; displays of the children's work are of a high standard and the children's many successes are celebrated appropriately.

2.2 The school gives very good attention to promoting health and well-being, including opportunities for healthy eating and physical activity. There are effective policies and programmes in place, for example the smart snacks initiative, communication with the parents and encouragement of healthy lunchboxes and walking or cycling to school, which encourage the children to adopt healthy lifestyles.

2.3 The quality of the arrangements for pastoral care and child protection in the school is very good. The school has procedures in place which implement fully the guidance outlined in the relevant DE circulars. The governors, staff, parents and children are fully aware of the school's procedures and have had the opportunity to contribute to a range of effective policies

which guide the work of the school. Among the strengths are the very caring and supportive ethos and the quality of working relationships across the school and with the parents.

2.4 The school maintains very good links with the parents; there is effective and regular communication and good working relationships exist between home and school. There is a strong sense of community, and good support for the work of the school from the Parents and Friends Association (PFA). The school values greatly the support of the PFA in raising considerable funds to purchase additional resources and equipment in order to further extend the provision and experiences of the children. The parents are kept well-informed of school life through a regular newsletter. On two occasions in the year, the parents are invited to discuss their children's progress formally with the teachers and are able to do so informally at other times should they wish. The annual written report is comprehensive and gives the parents valuable information on their children's progress and recommendations for improvement.

2.5 The children's personal and social development is enhanced through their participation in a wide variety of extra-curricular activities including music and sport. The school production is a regular feature on the calendar which is supported by the school and the wider community. All the children participate in some form and gain significant self-esteem from the experience. Many of the children sing in the school choir. The sporting culture is a strength of the school with the children having opportunities to participate and enjoy success in a number of team games.

2.6 The teachers undertake their short-term planning conscientiously. They work co-operatively having the advantage of another colleague in each year group with which to plan and review. In the best practice, the planning indicates the intended learning outcomes for the children and links these with appropriate activities. There is a need to develop further the level of consistency in the planning and evaluating to ensure key aspects such as the spread of abilities within classes is adequately undertaken.

2.7 The teachers are hard-working and committed to the education of the children. Most of the teaching observed during the inspection was good or better and in a small number of cases was excellent. The classroom assistants make a valuable contribution to learning and teaching. In the most effective teaching, the learning outcomes are shared with the children, there is good provision of practical activities, the differing needs of the children are met well and good opportunities for oral work are taken which promote the children's understanding. Where the teaching is less effective, it does not provide sufficient challenge for the children or is over teacher-directed giving the children little opportunity to think for themselves or to take some responsibility for their own learning.

2.8 The teachers mark the children's work regularly often annotating it with encouraging comments. In a few instances, there is evidence of assessment which indicates to the children the steps they can take to improve their work. There is scope to develop this process more consistently throughout the school. The children's attainment in numeracy and literacy is assessed regularly through the use of standardised tests. This useful exercise needs to be extended further to include the recording of individual progress through the seven years.

2.9 There are many strengths in the mathematics provision within the school. Under the direction of the mathematics co-ordinator, the school's programme for mathematics provides the children with a wide range of experiences across the key stages. The teachers have

benefited from staff development focused on the acquisition of new skills and teaching approaches. Appropriate long-term planning is provided through a scheme of work which is levelled and cross-referenced with the line of development for numeracy. The staff work collaboratively on medium-term planning through the development of monthly planners and in the best practice the teachers record their evaluation of the children's learning and use this to inform future planning.

2.10 In the foundation stage, the children gain a good understanding of number and basic number operations, simple measurement, shape and space as well as opportunities to present their work in pictorial and graphical form. Much of this work is linked well to the children's everyday experiences; in one session observed, for example, the children used blocks to build a graph to represent their choice of favourite flowers in the class. The children were able to explain what the graph depicted and were able to give examples of the use of graphs in other contexts. Play sessions provide imaginative opportunities for the development of the children's numeracy skills, and counting sticks, number fans and other practical resources are used effectively to develop their understanding of number.

2.11 The younger children achieve good standards in the key stage (KS) 1 assessments and there is progression from informal personal language to more technical mathematical language. There is a wide range of mathematical resources available and good use is made of these resources to promote the children's interest in their work. In one session observed, maths bingo was used effectively to promote the children's talking and listening skills. In another session, the children worked in groups to make predictions through discussion and reasoning about the capacity of a range of items. They then tested the accuracy of their predictions through practical work.

2.12 As the children progress through KS2, they are able to explain their mathematical thinking with confidence. There are good examples of paired and group activities, and skilful open-ended questioning by the teachers to provide challenge for the children's learning. Good opportunities are planned to place mathematics in real life situations such as investigations into percentage increases of food prices and their impact on household budgets, and the use of conversion graphs to chart changing currency rates. By the end of KS2, most of the children achieve good standards in mathematics.

2.13 The school makes good use of ICT to support learning and teaching in mathematics. Effective use is made of the computer suite to enhance the children's independence in their learning and there are interactive whiteboards in most of the classrooms. In the best practice observed, the children were engaged actively in their learning through mathematical games and, in one particular session, an interactive website which provided whole class opportunities for the children to measure and weigh parcels to be posted was used to develop their skills of metric measurement. At the end of KS2, the children complete the Council for Curriculum, Examinations and Assessment (CCEA) ICT accreditation, a part of which provided opportunities for them to demonstrate their competence in data-handling through conducting a traffic survey in the local community, linked to the school's focus as a developing 'Eco school'.

2.14 The school development plan (SDP) gives priority to the development of numeracy and there is a suitably detailed action plan which is focused appropriately on the promotion of mental mathematics. The action plan contains specific targets with measurable success criteria and during the inspection, there were good examples of mental mathematics observed

which the children benefited from. There is a need, however, to disseminate existing good practice where the children are actively involved in their mathematics, in order to ensure a greater consistency in the children's learning experiences across the school.

2.15 The school has identified approximately 15% of the children as requiring additional support with aspects of their learning. The special educational needs co-ordinator (SENCO) displays a good knowledge of the individual children and their needs. The teachers create education plans for the children in their class giving clearly measurable targets to address their needs and these are shared with the parents. Evaluations are carried out each term and demonstrate progress in the areas identified. The children benefit from in class and withdrawal sessions to support their learning.

3. LEADERSHIP AND MANAGEMENT

3.1 The Principal has been in post for 25 years. He knows the children, the staff and the parents well. He ensures that good links are maintained and developed with the local community. In his time as Principal he has overseen the implementation of numerous whole-school, pastoral and curricular developments and ensured that in each of these the interests of the children are paramount. His commitment to the children is further evidenced in the numerous opportunities he has organised for them outside of normal school time. In this work he has been assisted ably by the Vice-principal.

3.2 The school's processes for identifying areas in need of curricular development are sound. In most cases the processes are inclusive and on occasions are extended to include contributions from the governors and parents. The SDP meets the requirements of The Education (School Development Plans) Regulations (Northern Ireland) 2005. The school's process for self-evaluation should be developed further to ensure that the work of the school, particularly those elements which relate directly to the quality of teaching and standards of the children's learning, are more systematically monitored and evaluated.

3.3 Seven of the 14 classes are taught in temporary mobile rooms and the children are exposed to the elements when travelling to and from the main building during inclement weather. The fabric of the main building itself is aging with all the associated problems. The staff room is inadequate. There are recurrent problems with hot water and the school's sewage system. Despite these deficiencies the standard of cleaning and caretaking is excellent and the staff make very good use of all the space available to provide for, and to celebrate, the achievements of the children.

3.4 The school has fostered a very positive culture of staff development with a clear focus on the staff's individual needs while addressing the priorities of the SDP. The staff have benefited from a variety of centre and school-based training courses in recent years and there is evidence that this is influencing their work in the classrooms and enriching the experiences of the children.

4. CONCLUSION

4.1 The strengths of the school include:

- the caring, happy and inclusive environment provided for the children;

- the exemplary behaviour of the children;
- the sound links with the parents and the local community;
- the standards attained by the children in mathematics;
- the quality of the teaching observed, most of which was good or better, and on occasions excellent; and
- the dedicated and effective leadership of the Principal.

4.2 The key area for improvement is the need to:

- develop a more strategic and systematic approach to monitoring and evaluating in order to improve, in some instances, the range and quality of the children's learning experiences.

4.3 In the areas inspected, the school has important strengths in most of its educational and pastoral provision. The inspection has identified minor areas for improvement which the school has the capacity to address.

The school's progress on the areas for improvement will be monitored by the District Inspector.

HEALTH AND SAFETY

- The school does not have a secure access system.

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