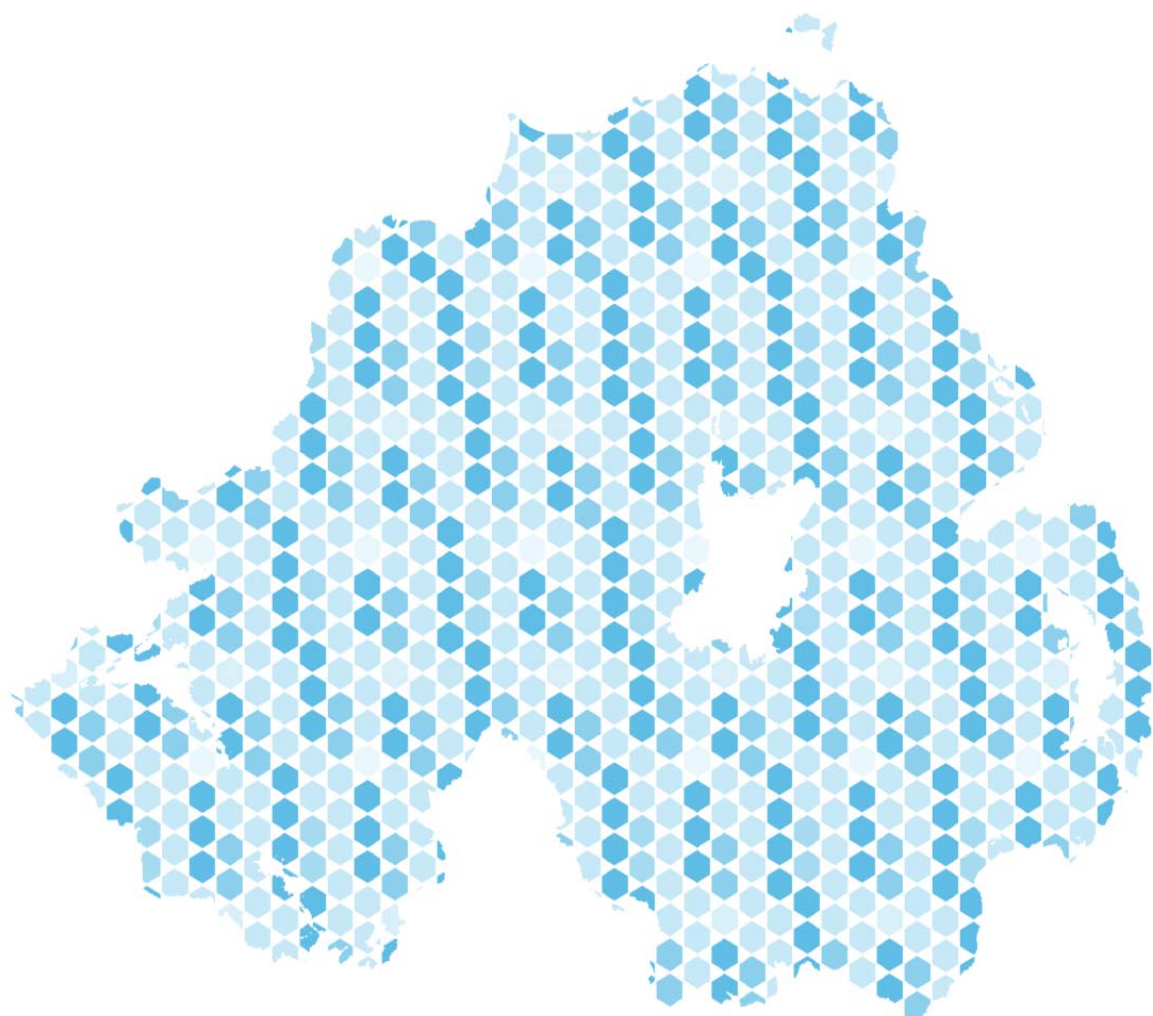


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Templepatrick Primary School  
and Nursery Unit, Ballyclare

Report of an Inspection  
in April 2010

## CONTENTS

| Section |  | Page |
|---------|--|------|
|         | STATISTICAL INFORMATION                |      |
| 1.      | INTRODUCTION                           | 1    |
| 2.      | ACHIEVEMENTS AND STANDARDS             | 2    |
| 3.      | THE QUALITY OF PROVISION FOR LEARNING  | 4    |
| 4.      | LEADERSHIP AND MANAGEMENT              | 5    |
| 5.      | CONCLUSION                             | 6    |
| 6.      | THE NURSERY UNIT                       | 8    |
|         | STATISTICAL INFORMATION (NURSERY UNIT) |      |

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 |

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Templepatrick Primary Ballyclare** iii. **Date of Inspection: W/B 19/04/10**  
 ii. **School Reference Number: 301-6014** iv. **Nature of Inspection: Focused**

B.

| School Year       | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake     | 44      | 58      | 53      | 52      | 60      |
| <b>Enrolments</b> |         |         |         |         |         |
| Primary           | 349     | 365     | 363     | 372     | 389     |
| Reception         | 0       | 0       | 0       | 0       | 0       |
| Nursery Unit      | 52      | 52      | 52      | 52      | 52      |
| 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): 96.6% **NI Avg Att: 94.9%**
- |  | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---------------------|--------------|--------------|-------------------|
|--|---------------------|--------------|--------------|-------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers): 15.6 1 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 24.94 NI PTR: 20.4
- iii. Average Class Size: 27.7
- iv. Class Size (Range): 26 to 31
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- |   |     |
|---|-----|
| i. Clerical support:  | 66  |
| ii. Foundation Stage Classroom Assistant Support:           | 60  |
| iii. Additional hours of other classroom assistant support: | 100 |
- vi. Percentage of children with statements of special educational needs: 1.03%
- vii. Total percentage of children on the Special Needs Register: 11.3%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 3.1%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics:
- |                |                    |
|----------------|--------------------|
| <b>English</b> | <b>Mathematics</b> |
| 92%            | 96%                |

## **1. INTRODUCTION**

### **1.1 SCHOOL CONTEXT**

Templepatrick Primary School is situated in the village of Templepatrick, County Antrim and the children come mainly from within a three mile radius of the school. The enrolment of the school has increased steadily over the last five years and presently stands at 389. Fifty-two children are enrolled in the nursery unit which offers two part-time sessions each day. The original school building was replaced by a new primary school and nursery unit in August 2009. Approximately 3% of the children are currently entitled to free school meals. The school has identified approximately 11% of the children who require additional support with aspects of their learning. During the inspection, substitute teachers were employed in years 6 and 7, and as part of job-sharing arrangements in years 5 and 6.

### **1.2 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. In addition, the inspection evaluated the contribution of information and communication technology (ICT) in promoting and supporting learning. The school's arrangements for pastoral care, including child protection, were also evaluated.

### **1.3 THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents and the staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of children from year 6 and year 7. One hundred and twenty-four questionnaires were issued to the parents; approximately 53% were returned to Inspection Services Branch of which 23 contained additional written comments. Almost all of the responses (95%) indicated a high level of satisfaction with the school. The responses from the parental questionnaires indicate that the parents believe their children are safe, secure and well-settled at the school; they appreciate in particular the efforts made by the staff to promote the children's confidence and self esteem and the progress made by the children. In the nursery unit, approximately 56% of the questionnaires issued to the parents were returned. All of the parents who responded expressed a high level of satisfaction with the work of the nursery.

Fifteen of the teachers completed the online questionnaire and five made additional written comments. Most of those who responded reported that the pastoral and educational needs of the children are met effectively, and that high standards are set for the children's attainment. Twelve members of the support staff completed the questionnaire and they reported that the school is a happy and pleasant place in which to work.

The governors expressed their appreciation of the work of the principal and the school management team, and acknowledged the commitment of the staff to the welfare of the children. They reported that they are consulted on school policies and are kept informed of the standards attained by the children.

The children in year 6 talked very confidently and enthusiastically about their enjoyment of the wide range of extra-curricular activities provided by the school. They indicated that they feel safe and are happy in school. They are aware of what to do if they have any concerns about their safety and well-being and reported that the teaching and support staff are always approachable and caring.

The views of the parents, the teachers, the support staff and the children have been shared with the principal and the governors.

#### **1.4 PASTORAL CARE**

The quality of the arrangements for pastoral care in the school is outstanding. The school has a caring, inclusive and welcoming ethos and there are excellent working relationships at all levels. The children's behaviour is exemplary; they are polite and courteous to visitors and the atmosphere is one of mutual respect and consideration. The new school building is bright and spacious and the learning environment is attractive and well-organised. The hard-working support staff contribute effectively to the children's learning and well-being.

#### **1.5 CHILD PROTECTION**

The school and the nursery unit have very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).

#### **1.6 HEALTHY EATING AND PHYSICAL ACTIVITY**

The school and the nursery unit give very good attention to promoting healthy eating and physical activity. Among the strengths of the programme are the annual healthy eating week and the effective contribution of the Eco School Committee to encouraging healthy lifestyles.

#### **1.7 LINKS WITH THE PARENTS AND THE WIDER COMMUNITY**

The staff have developed effective links with the parents and communication is maintained through a variety of means including a weekly newsletter, curriculum information sessions at the beginning of each school year, parent-teacher meetings and annual progress reports. Parental involvement is encouraged through consultation on school policies and the development of the school website. The school receives very good support from the Parent Teacher Association which raises significant funds each year to enhance many aspects of the work of the school.

The children's learning experiences are enriched through the wide-range of extra-curricular activities and the effective use of visitors and educational visits. Active links have been established with the wider community including, in particular, the local post-primary specialist schools.

### **2. ACHIEVEMENTS AND STANDARDS**

#### **2.1 LEARNING**

The children are confident, competent and very articulate. They show high levels of interest, motivation and engagement in their work. They respond very well to the teachers and support staff, and there is evidence of a systematic acquisition of skills and concepts across the key stages. The children work well together in pairs or groups and are able to discuss their ideas, empathise with the views of others and share their understanding of their work.

An analysis of the key stage (KS) 2 data over the past four years shows that in English and mathematics, the school's performance was well above the Northern Ireland (NI) average and above the average attained by schools with a similar intake and free school meals entitlement.

## 2.2 ENGLISH AND LITERACY

The overall quality of provision for Language and Literacy is very good.

Literacy is promoted effectively across the curriculum. The children are encouraged to develop and use skills in talking, listening, reading and writing in meaningful contexts. Class libraries are well-stocked and attractively displayed and children's writing is celebrated in creative wall displays.

The children's oral language skills are developed effectively throughout the school. In the foundation stage (FS) and KS1, play-based learning, drama and role-play provide opportunities for children to develop their oral skills. The teachers need to ensure that there is a clear understanding of the learning potential within these play activities, that learning outcomes are assessed accurately and further challenge provided where appropriate. As they progress through KS2, the children have good opportunities through whole class, group and paired work, to think for themselves, to speak confidently and to question and challenge.

Throughout the school the children experience a variety of approaches to reading including shared, guided and independent reading and have regular opportunities to read for research, personal interest and pleasure. The school has recently invested in new reading resources including non-fiction texts which children in KS1 reported that they enjoy reading. An after-school 'Reading Club' for year 3 children is well used to promote reading for pleasure. The children's reading skills are developed effectively alongside a structured phonics programme in the FS. Children continue to make good progress in reading in KS1 and demonstrated fluent and expressive reading in year 4. In KS2, the children's reading skills are further enhanced and developed across many areas of the curriculum. Many of the older children talk enthusiastically about their favourite books and authors.

The standard of written work achieved by the children is very good. In the FS, children are encouraged to use their developing phonic skills and some independent writing is emerging. Writing skills are developed in KS1 and KS2 through a variety of forms including poems, letters, stories, persuasive pieces and instructions. A particular strength throughout the school is the use of topics and themes alongside current and world events, to promote writing across the curriculum and within meaningful contexts. Information and communication technology is used effectively to provide the children with valuable opportunities to enhance their reading, writing, research and design skills.

The Literacy Co-ordinator has identified the need to make more effective use of data in order to identify areas for development and inform target setting. She also identified the need to develop a comprehensive scheme for all areas of Literacy to guide planning and ensure continuity and progression. The inspectorate would endorse these developments.

## 2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is very good.

In most classes, the teachers provide a programme which covers a wide range of mathematical content and skills. The children benefit from their use of a variety of commercial and good quality teacher-produced resources. In the best practice, the teachers set challenging success criteria which match well the varying needs of the children within their class, many of whom are very able. In a minority of lessons, the work does not cater sufficiently for the varying abilities of the children, and more challenging learning outcomes

and associated success criteria need to be set. Information and communication technology is used well in most of the classes, with teachers making good use of computer programmes, programmable devices and a range of websites to support learning and teaching in mathematics.

In the majority of lessons observed in the FS and KS1, there was a very good balance between written, practical and oral work, and the children are developing a very good understanding of number and number operations, measures and shape and space. The majority of the teachers used a wide range of strategies and resources to support the development of the children's skills in mental computation and an understanding of the number system. In the majority of lessons observed, appropriate whole-class teaching was followed by well-managed group work to consolidate the children's understanding of mathematics. This very good practice needs to be disseminated to all the classes in the FS and KS1.

In all of the KS2 lessons observed, the children reinforced their mathematical learning effectively through imaginative well-planned lessons, and a good balance of practical work and written exercises. They benefit greatly from their use of a variety of written and other mathematical resources to develop their investigative skills and flexible ways of thinking and solving problems. The lessons observed frequently included well-designed consolidation tasks where the children worked in groups to meet very clear and realistically challenging success criteria matched well to the learning intentions for the lesson. The children respond with enthusiasm to these approaches, and frequently reach very good or outstanding standards in all aspects of their mathematics work. A noteworthy feature of most of the KS2 lessons observed, was the excellent management of oral discussion by the teachers where the children had frequent opportunities to talk to, and learn from, each other during group work. During these sessions, there was an effective exchange of complex mathematical ideas between the children, accompanied by an appropriate use of and a good development of mathematical language. The school, with an appropriate input from the mathematics co-ordinator, needs to adjust its development plan to maintain a focus on numeracy and to take account of the inspection findings in relation to planning and evaluation.

By the end of year 7, the standards achieved in mathematics are very good.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

#### **3.1 PLANNING**

The teachers are hard-working and prepare well for lessons. The short-term planning identifies appropriately a range of teaching strategies which in the majority of classes are sufficiently differentiated to match the needs and abilities of all the children. In the best practice, the key learning intentions, relevant prior learning, teaching strategies and differentiation by outcome and task are identified. Connected learning is being developed through the use of topic webs and some teachers are effectively involving the children in the planning by integrating their ideas and interests in the topic work. The teachers' evaluations need to be focused more on assessing the quality of the children's learning and need to be used more effectively to inform future practice.

The school has appropriately identified the need for more rigorous monitoring, evaluation and review of long-term and medium-term planning to ensure sufficient challenge, coherence and progression and to reflect recent changes in classroom practice.



### **3.2 TEACHING**

The quality of the teaching ranges from satisfactory to outstanding. The majority of the lessons (54%) observed were very good or outstanding. In the best practice, learning intentions were clear and success criteria were agreed with the children. Teachers' expectations were high and a variety of teaching strategies was used to take account of the differing learning styles of the children. Effective, skilful questioning helped to extend the children's learning and the lessons were well paced with sufficient challenge for the more able. The senior management team (SMT) is aware of the need to identify and disseminate this best practice to support the minority of teachers whose lessons lacked pace and challenge.

### **3.3 ASSESSMENT**

Assessment data is available from key stage outcomes and standardised test scores in English and mathematics. Co-ordinators are beginning to use classroom observations to assess the children's level of achievement across the curriculum. The school has identified the need for more effective use of the analysis of performance data at key stage and class level to inform planning for learning and teaching, and to help identify potential under achievement. The inspection team endorses this as a key priority to promote improvement. There is a variation in the quality of the marking of the children's work. In the best practice, the teachers mark and annotate the children's work, indicating appropriately what has been achieved and how, if necessary, the work could be improved. This good practice should be disseminated throughout the school.

### **3.4 SPECIAL EDUCATIONAL NEEDS**

The quality of the provision in special educational needs (SEN) is very good. Classroom observation and analysis of diagnostic and standardised test results are used effectively for identifying children in need of additional support. The children have individual education plans (IEPs) which are reviewed regularly with parents and include an input from the children about their progress and future targets. Appropriate links are kept with a range of support services, such as, the Multi-Agency Support Team, the Literacy Teaching Support Service, the Occupational Therapists and with parents. Support is through in-class differentiated teaching supplemented by withdrawal support. The withdrawal support is well-planned, closely linked to the targets set in the IEPs and to the work in class. The children respond well to this support, are gaining in confidence and all are making good progress. The Special Educational Needs Co-ordinator maps the children's progress in a range of standardised tests and uses the data to inform future practice.

## **4. LEADERSHIP AND MANAGEMENT**

### **4.1 LEADERSHIP AND MANAGEMENT**

The principal has been in post for seven years and has guided the school effectively through a period of substantial change, both in terms of new staffing and management structures and curriculum revision. In his work with the staff, he has helped to establish a culture of open communication and professional dialogue and has successfully supported the staff, children and parents through the new build process. The recently-appointed vice-principal provides very effective strategic support, helping to establish a focus on learning and teaching and instigating systems for self-evaluation. Those teachers with particular key stage and curricular responsibilities provide valuable support for the staff. The SMT is aware

that the roles and responsibilities of key post holders need to be developed to ensure cohesion and progression within whole school planning for English and mathematics, and a more rigorous approach to monitoring and evaluating the provision for learning and the expected outcomes for the children.

#### 4.2 PLANNING FOR IMPROVEMENT

The teaching staff have contributed to the current school development plan (SDP) which contains an overview of the school's priorities for the three year period and associated action plans and which meets the requirements of the School Development Plans Regulations (Northern Ireland) 2005. In adjusting the SDP for the next three-year planning period, the SMT recognises the need to ensure that annual action plans are more clearly informed by the analysis of available performance data and more sharply focused on key stage and class targets.

#### 4.3 STAFF DEVELOPMENT

The staff development programme is linked to the SDP priorities and the staff have accessed recent training on the Northern Ireland Curriculum. There is evidence that many aspects of this training are being implemented and are impacting on classroom practice.

#### 4.4 RESOURCES, FINANCES AND GOVERNANCE

The Board of Governors is supportive of the Principal and staff and takes an active role in the work and life of the school. The principal and governors manage the budget effectively and have achieved a reduction in the school's deficit over recent years. The school is very well resourced.

#### 4.5 ACCOMMODATION

The quality of the accommodation and the standard of caretaking in the school is very good.

### 5. CONCLUSION

#### 5.1 The strengths of the school include:

- the very good standards achieved by the children in English and mathematics;
- the exemplary behaviour of the children and their interest, motivation and engagement in their learning;
- the outstanding provision for the pastoral care of the children;
- the very good to outstanding quality of the teaching in the majority of the lessons observed;
- the very good provision made for those children with identified special educational needs and the progress made by the children; and
- the very good leadership of the Principal, and the very effective strategic direction and support provided by the vice-principal.

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.

## 6. THE NURSERY UNIT

6.1 The nursery unit is situated within the grounds of Templepatrick Primary School. The children come from the surrounding rural area. The unit offers 52 part-time places; 6 of the children attending the nursery unit are in their penultimate pre-school year. Since the last inspection, the nursery unit has been relocated into purpose built accommodation. The teacher-in-charge has worked in the unit for 6 years.

6.2 The main strengths within the nursery unit's educational and pastoral provision are as follows:

- the planned programme offers satisfactory opportunities for learning in all areas of the curriculum. Many of the children are confident and articulate; they are at ease with the staff and can turn to them confidently for support. The children often browse in the book area, and show a good interest in books and stories;
- the nursery unit has a welcoming atmosphere and the staff treat the children with care and respect. The playroom is bright, attractive and colourful. Appropriate use is made of the space available to create distinct areas for play. During the inspection, there were many examples when the staff provided the children with sustained support during play particularly in the creative area, and during water play and shop play. The outdoor area has been imaginatively designed to provide a range of interesting learning opportunities; the staff have plans to develop the outdoor play areas to provide the children with further opportunities to explore the natural environment and arouse their curiosity;
- the thoughtful organisation of the daily timetable allows the sessions to flow smoothly and it provides a balance of free play and activities organised by the staff. The necessary routines are managed unobtrusively and are used effectively to promote the children's social and conversational skills;
- the staff provide good support for those children with special educational needs whilst encouraging as much integration and independence as possible. Individual educational plans help to ensure that the needs of the children are met and that they are fully integrated into all aspects of the nursery programme. There is effective liaison with the parents and other professionals; and
- the teacher-in-charge displays commitment to the children and the work of the nursery unit. She is well supported by the nursery assistants; they work together effectively as a team in the best interests of the children. Through her reflective approach she has identified appropriately areas for further development within the nursery unit's provision. The nursery unit has a development plan, and associated action plans, to take this work forward.

The inspection identified areas for improvement. The following is the most important area that needs attention.

- The staff should develop further the methods for planning the programme and for assessing the children's progress, in order to meet the children's differing needs and interests, and to guide the staff more effectively in their interactions with the children.

In most of the areas inspected the quality of education provided in this nursery unit is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching which need to be addressed if the needs of all the children are to be met more effectively. The Education and Training Inspectorate will monitor and report on the unit's progress in addressing the areas for improvement.

## STATISTICAL INFORMATION ON THE NURSERY UNIT IN TEMPLEPATRICK PRIMARY SCHOOL

### 1. Details of Children

| <b>Number of children:</b>                  | <b>Class 1</b> | <b>Class 2</b> |
|---|----------------|----------------|
| Attending full-time                         | 0              | 0              |
| Attending part-time                         | 26             | 26             |
| Under 3 years of age*                       | 0              | 6              |
| With statement of special educational needs | 0              | 1              |
| At CoP stages 3 or 4**                      | 0              | 0              |
| At CoP stages 1 or 2**                      | 0              | 0              |
| With English as an additional language      | 0              | 0              |

\* On 1 July.

\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

|   |       |
|---|-------|
| Percentage qualifying under DE admission criteria 1 or 2. | 0%    |
| Average attendance for the previous year.                 | 93.2% |

### 2. Duration of Sessions

| <b>Full-time</b> | <b>Part-time: am</b> | <b>Part-time: pm</b> |
|------------------|----------------------|----------------------|
| -                | 2½ hours             | 2½ hours             |

### 3. Details of Staff

| <b>Number of:</b>            | <b>Full-Time</b> | <b>Part-Time</b> |
|------------------------------|------------------|------------------|
| Teachers                     | 1                | 0                |
| Nursery Assistants           | 1                | 3                |
| Qualified Nursery Assistants | 0                | 0                |

| <b>Number of: ***</b> |   |
|-----------------------|---|
| Students              | 1 |
| Trainees              | 0 |

\*\*\* Total placements since September of current year

### 4. Parental Questionnaires

|                            |       |
|----------------------------|-------|
| Number issued              | 52    |
| Percentage returned        | 55.8% |
| Number of written comments | 8     |

© CROWN COPYRIGHT 2010

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

