

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Ampertaine Primary School,  
Upperlands, County Londonderry

Controlled, co-educational

Report of an Inspection in  
November 2016



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

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%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievements and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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## **1. Inspection method and evidence base**

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Primary | Education and Training Inspectorate](#).

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Thirty-three percent of the parents responded to the confidential questionnaire and included additional written comments. Almost all of the responses to the questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. All of the responses to the staff questionnaire reflected the commitment of the staff to the children and the whole-school team approach. The ETI has reported to the principal and representatives of the board of governors the main findings from the questionnaires and the discussions with the children.

## **2. Focus of inspection**

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; (including how the school is addressing low attainment and underachievement where applicable);
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

## **3. Context**

Ampertaine Primary School is a controlled, co-educational primary school situated in the village of Upperlands, County Londonderry. Almost all of the children come from the surrounding rural area. The children are taught in composite classes consisting of two year groups. The enrolment has remained steady over recent years and is currently 126 children. The school is approaching its full enrolment capacity. The percentage of children entitled to free school meals has decreased over the past four years and the proportion of children requiring additional help with aspects of their learning has increased in the past two years.

Ampertaine Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	125	119	126	126
% School attendance	96.9	96.7	97.4	98.2
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	25.6	21	20.6	20.6
No. of children on SEN register	25	23	26	31
% of children on SEN register	20	19	20	24.6
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
<b>Achievements and standards</b>	Very good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Good

#### 5. Achievements and standards

- Across all key stages, the standards in mathematics are very good. The children in the foundation stage demonstrate a secure understanding of early number, and almost all use confidently mathematical language and terminology in their work and play. The children with additional needs make progress in line with expectation. Almost all of the children show enjoyment in their learning. The children in key stage (KS) 2 use and explain a range of mental calculation strategies to solve problems and have a clear understanding of the use of mathematics across the curriculum. They have an understanding of economic awareness and financial capability related to their personal experiences which the children apply to a variety of real life contexts.
- Throughout the school, they make effective use of information and communication technology (ICT) across the curriculum. By year 7, the children manage and present information purposefully and for a range of audiences.
- The children's self-management skills during play-based learning and group work are developing well; however, on occasions; opportunities are missed to develop further the children's own creativity and independence in their learning. When working with others, they express confidently their ideas and show a willingness to help each other demonstrating very good personal and social skills. They engage in sustained learning and take pride in their work and achievements.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

## **6. Provision for learning**

- Overall, the quality of planning, assessment, learning and teaching is good. The teachers manage well the composite classes; however, there is a need for a more consistent approach when planning to meet the needs of all the children. The majority of the learning and teaching observed was good. In the best practice, in a majority of classes, there are well established routines to encourage the children to become independent learners.
- The planning for mathematics often takes account of the children's needs and builds on prior learning across the curriculum. In the less effective practice, in a minority of lessons, there is evidence of a lack of progression, insufficient challenge and differentiation.
- The whole-school programme is comprehensive; it outlines a broad and balanced programme in all areas of the mathematics curriculum. In the best practice, the teachers develop effectively the children's use of mathematical language and their mental mathematics strategies. The good practice that has been identified now needs to be disseminated throughout the school.
- Currently, there is no additional support for mathematics, however, the children with additional needs are identified at an early stage and are fully integrated in the classes. To meet the wide range of abilities in the classes, the children would benefit from additional adult support to assist them with their learning. The targets and strategies in the individual education plans do not link closely enough to the specific needs that have been identified for the children.
- The staff use a wide variety of assessment tools to record the standards achieved by the children; however, there is a lack of in-depth tracking of progression and the identification of emerging trends in learning and attainment.
- The quality of the pastoral care provision is very good exemplified in the personal development programmes, and the supportive and caring environment for the children. During the discussions with the children from KS2, they spoke positively about their teachers and the experiences they have in school.

## **7. Leadership and Management**

- The leadership and management are committed to the well-being of the children and the staff and to the on-going improvement of the provision within the school. While the school's development plan is compliant with the Department of Education's regulations, the school needs to adjust the school development plan in light of inspections findings. The staff make limited use of the school's performance data to identify clearly the low and under achievement across the school and to inform more effectively the learning and teaching across the school.
- The school maintains effective links with the parents, a range of external agencies, and the local community to provide a range of educational and pastoral experiences for the children. The parents are actively encouraged and supported by the school to become involved in their children's education and are kept informed about the life and work of the school through a range of workshops and a texting service.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There is an aspect of governance to review, namely, to ensure more rigour in the processes of monitoring and evaluating the children's achievements and standards across the school.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, 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. In discussions with the inspectors, children in KS2 reported that they are happy and secure in school and know what to do and who to speak to, if they have any concerns about their well-being.

## **8. Overall effectiveness**

Ampertaine Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. There is an area for improvement that the school has demonstrated the capacity to address.

The area for improvement is:

- to make more effective use of the school's performance data to identify more clearly the low and under achievement and to inform better the learning and teaching.

The ETI will monitor how the school sustains improvement.

**Health and Safety / Accommodation**

1. There is an urgent need to secure the site at the back of the school grounds.
2. The car parking zones within the school grounds are not defined clearly to ensure children's safety.



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