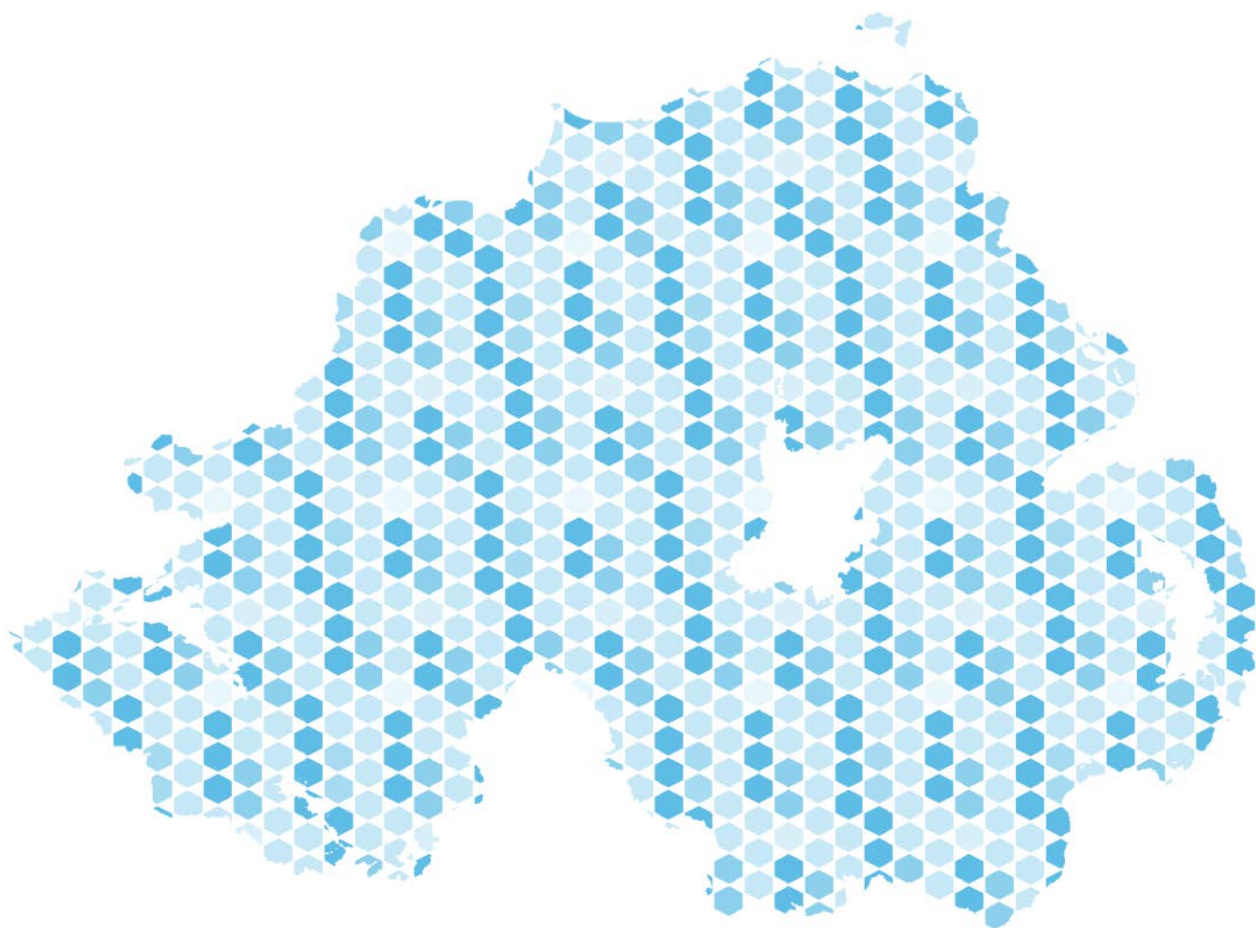


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Anahilt Primary School,  
Hillsborough, County Down

Controlled, co-educational

Report of an Inspection in  
October 2016

## 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: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

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

Twenty-one percent of parents and 69% of staff responded to the confidential questionnaires. Most of the parents were content with their child's experiences at the school and expressed satisfaction about the progress their child is making. A majority of the staff completed the questionnaire and their responses were mostly positive; they valued the positive working relationships in the school and emphasised their commitment to the life and work of the school. The ETI has reported to the principal and representatives of the board of governors the main issues emerging from the questionnaires and the discussions.

## **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 literacy (including how the school is addressing low attainment and underachievement where applicable);
- quality of provision for learning with a particular focus on literacy; and
- quality of leadership and management.

## **3. Context**

Anahilt Primary School is a controlled primary school situated in the village of Anahilt on the Ballynahinch Road, Hillsborough and within a short distance of the main arterial commuting routes to Lisburn and Belfast. Most of the children attending the school come from the surrounding area. The enrolment has increased in this academic year and currently stands at 141. The percentage of children entitled to free school meals has doubled in the last year. The recently appointed principal took up post on 1 September 2016.

<b>Anahilt Primary School</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Enrolment	127	131	123	141
% School attendance	97.2	97	97	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	8.7	9.2	9.8	11.3
No. of children on SEN register	32	31	22	33
% of children on SEN register	25	23.7	18	23
No. of children with statements of educational need	*	*	7	7
No. of newcomer children	*	*	0	0

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

\* fewer than 5

N/A not available

#### **4. Overall findings of the inspection**

<b>Overall effectiveness</b>	<b>Important areas for improvement</b>
<b>Achievements and standards</b>	Good
<b>Provision for learning</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

#### **5. Achievements and standards**

- Across the key stages, the children achieve good standards in literacy, including information and communication technology (ICT). In the foundation stage, the children develop well their phonological awareness and are beginning to read and write with appropriate fluency and accuracy. As the children progress through the school, they develop well their competency and confidence in all areas of literacy and by the end of key stage (KS) 2, the children write across a range of genres; there is, however, variation in the accuracy and presentation of work. The children from year 7 demonstrate a good understanding of books and talk with enthusiasm about the material they are reading and their favourite authors.
- The children are friendly, courteous to visitors and well behaved. When given the opportunity, in most of the lessons observed, the children display a positive disposition to learning, respond well to their teachers and engage enthusiastically with their peers in paired discussions.

#### **6. Provision for learning**

- Overall, the quality of the planning, learning, teaching and assessment for learning has important areas for improvement. Planning does not guide sufficiently the learning and teaching in all classes, in order to meet the individual needs of the children and to ensure there is appropriate progression in all areas of the statutory curriculum. The children who require support with aspects of their learning are identified early and appropriate in-class and withdrawal support is provided. The planning for learning, however, needs to take greater account of their individual education plans and to ensure a sharper focus on supporting the children in achieving their targets.

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

- The quality of the learning and teaching was good in most of the lessons observed. In the one-quarter of lessons which were less effective there was a lack of planning for the learning needs of all the children, limited use of assessment for learning strategies, too much teacher exposition and an emphasis on completing activities, rather than meaningful contextualised learning. The effective lessons built on the children's prior learning, with effective questioning that encouraged and enabled all children to contribute to the learning; and, provided purposeful opportunities for children to collaborate in paired and group work to progress their learning.
- The quality of the provision for literacy, including the use of ICT, is an important area for improvement. The long term planning provides a broad framework for progression in language and literacy; however, this needs to be reviewed and updated to ensure that there are sufficiently progressive opportunities, in line with the statutory curriculum, for the children to develop and apply their talking and listening, reading and writing skills in meaningful contexts across all areas of learning.
- The quality of the pastoral care provision is good. This is characterised by a welcoming, inclusive ethos throughout the school and supportive relationships where all children and staff are valued and respected. The school council is providing good opportunities for children to develop leadership roles.

## **7. Leadership and management**

- The quality of the leadership and management of the school is an important area for improvement. The school has come to the end of a three -year school development planning (SDP) cycle and, with the appointment of the new principal, interim action plans are in place to address appropriate key priorities. Targets identified within the action plans, however, are too generic; clearer, well-defined and measurable targets are required. The leadership has identified appropriately the need to develop further the role of the co-ordinators in monitoring and evaluating the children's learning experiences and the standards they attain.
- The school has well established links with the parents and the wider community. The active parent-teacher association is highly supportive of the life and work of the school, organising and hosting a number of events throughout the year which enrich the children's learning experiences and benefit the wider community.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. While the governors are very supportive of the school and are committed to continued improvement, in order to carry out more effectively their statutory duties they need to be better informed about:
  - (i) the standards the children attain; and,
  - (ii) the quality and consistency of the children's learning experiences.

Appropriately, processes have been established recently by the governors for consulting with parents and staff to inform future planning for improvement.

- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the Department of Education. The following area needs to be addressed:
  - an anti-bullying policy and a relationships and sexuality education policy need to be put in place.

In discussions with the inspectors, the children in KS2 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

## **8. Overall effectiveness**

Anahilt Primary School needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are:

- to improve the quality of the planning, learning, teaching and assessment;
- to develop the capacity of the co-ordinators to monitor and evaluate the quality of the provision and the standards that the children attain; and
- strengthen the governance of the school.

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 in 12 to 18 months.

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