

# Education and Training Inspectorate PRIMARY INSPECTION



## Augher Central Primary School, Augher, County Tyrone

Controlled, co-educational DE Ref No: 501-2635

Report of an Inspection in January 2020



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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EXCELLENCE



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## INTRODUCTION

### 1. Context

Augher Central Primary School is a controlled primary school situated in the village of Augher. The children attending the school come from the Clogher Valley area and the enrolment has fallen slightly in the past three years. The school participates in a shared education partnership with two local schools which benefits the children, staff and community through the provision of a wider breadth of learning experiences for the children and professional development opportunities for the staff.

Augher Central Primary School	2016-17	2017-18	2018 -19	2019-20
Enrolment	85	81	76	75
% School attendance	97.1	96.3	96.5	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage <sup>1</sup>	15.3	12.3	11.8	16
No. of children on SEN register	16	19	12	14
% of children on SEN register	18.8	23.5	15.8	18.7
No. of children with statements of educational need	7	7	5	5
No. of newcomer children	0	0	*	*

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

\* fewer than 5

N/A not available

### 2. Children's, parents' and staff questionnaire responses

Approximately 25% of the parents, 60% of the teaching staff, 56% of the support staff and 73% of the year 7 children responded to the confidential, online questionnaire; all of the responses were highly positive.

The responses to the parental questionnaire and the written comments indicated high levels of satisfaction with the life and work of the school and confidence in all staff to care for and inspire the children to learn and develop their talents. The responses to the staff questionnaire endorsed the dedication of the staff to the children, the effective working relationships within the school and the support of the parents and community. The responses to the year 7 online questionnaire indicated the children's enjoyment of the shared education programme of visits and learning activities in school. The ETI has communicated to the principal and the chair of the board of governors the main findings from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum; and
- quality of leadership and management.

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

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

### KEY FINDINGS

#### 5. Outcomes for learners

- The children achieve very good outcomes in literacy. The foundation stage children have very good listening and attention skills and, as they progress through the key stages, the children contribute effectively to discussions, express points of view clearly and respond with appropriate challenge to the opinions of others. They have very positive dispositions to reading. The year 7 children, who met with inspectors, read aloud with confidence and fluency and for a wide range of purposes, including for information and for enjoyment. The children write competently and with accuracy in a variety of contexts and forms and for different audiences and purposes. They have a secure understanding of a range of techniques used by writers, explain clearly the intended effect and are developing well as critical readers.
- The children, including those who have been identified with additional and special needs and those requiring support with aspects of their learning, make very good progress and achieve in line with their ability.
- The children are well-motivated to learn, engage with enthusiasm in their lessons and take responsibility when learning in the outdoors. They concentrate well and complete their activities independently and as team members in groups through play and active learning approaches. The children are considerate and are developing the values of respect, care and co-operation with others. The older children take on leadership roles, such as, 'playground buddies,' reading to the younger children, and as members of the school- and eco- committees. They are currently working towards achievement of a fourth Eco-School Green Flag.

#### 6. Quality of provision

- The planning and assessment processes for literacy are of a high quality; they show consistency, creativity, breadth and progression and integrate the three modes of reading, writing and talking and listening across all aspects of the curriculum. A key strength of the provision is the focus on a whole-school reading culture and the language resources provided for the children. The children are fully aware of how well they are learning and involved in the setting of personal targets through the use self- and peer-assessment which is well-supported by the teachers' effective marking for improvement. The parents are included in the children's learning journey and encouraged to support their children through the range of home-to-school communications and programmes about how to help their children to learn at home.

- The teachers use adeptly information and communication technology (ICT) to enhance the children's learning experiences and to improve the quality of their written work. All of the teaching observed was effective in connecting the learning opportunities for literacy across the curriculum; two-thirds of the lessons were outstanding. These lessons were characterised by: the teachers' modelling of language; and, the use of effective questioning to scaffold and extend the children's oral responses and develop further their thinking skills.
- The school is proactive in identifying the children's individual needs and provides a range of early intervention strategies which utilises the expertise of the teachers and classroom assistants. The individual education plans for the children with special and additional needs guide the day-to-day support. There is close liaison with the parents and support agencies which enables the children to make very good progress in accessing the breadth of literacy experiences across the wider curriculum and in the outcomes they attain.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The children are well-cared for by all the staff and they are confident to express their views and contribute their ideas to the children's version of the school development plan.

## **7. Leadership and management**

- Leadership at all levels is exemplified by a clear vision for child-centred education and high expectations for the children to aspire to reach their full potential. The staff work collegially as a team and are very good role models for the parents and children in the promotion of the meaningful value of education. Parents are encouraged to contribute to health and well-being programmes, and share their talents in the development of the stimulating school learning environment. There are productive links with the pre-schools and post-primary schools which support the children on transfer to the new schools.
- The current school development plan and associated action plans are informed through consultation with the parents and the views of the children. The appropriate priorities for improvement are identified through a reflective, whole-school, self-evaluative culture which includes a robust analysis of classroom learning and teaching, the use of information from an extensive range of quantitative data and the teachers' professional judgements. The staff have availed of a wide range of professional development including: regular opportunities by the co-ordinators to observe and evaluate learning and teaching throughout the classes; and, collaboration as a team to share and disseminate good practice. In addition, the impact of the shared education partnership is evident in the revised literacy policy and planning for the breadth and quality of the children's writing, including their contribution to a published poetry anthology.
- The governors are committed to the development of the school in the community and engage in strategic action planning for continuous whole-school improvement. They manage carefully the school resources and monitor the children's progress and outcomes for learning through the review of the school development plan and class-based visits. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.

- 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.

#### **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

#### **9. Overall effectiveness**

Augher Central Primary 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.

**Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

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

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

<sup>2</sup> And the overall provision in a unit, as applicable.

## 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 in 12 to 18 months.
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 in 18 to 24 months.

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