

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Bellaghy Primary School,  
Magherafelt, County Londonderry

Controlled, co-educational

Report of an Inspection in  
May 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## INTRODUCTION

### 1. Context

Bellaghy Primary School is a controlled primary school situated in the village of Bellaghy, County Londonderry. Almost all of the children attending the school come from the surrounding rural area. Enrolment has increased slightly in recent years and currently stands at 54 children. The children are taught in three composite classes, within the context of the key stages. In the last four years, the percentage of children requiring additional help with aspects of their learning has increased from 10% to 20%. The school is very proud of its involvement in a long-standing and successful shared education partnership with a local maintained primary school.

Bellaghy Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	49	55	56	54
% School attendance	98.5%	97.5%	97.5%	97.4%
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	20%	11%	18%	20%
No. of children on SEN register	5	7	8	11
% of children on SEN register	10%	13%	14%	20%
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

### 2. Views of parents and staff

Eighty-five percent of parents and all of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were very positive and the written comments, submitted by 56% of the parents, indicated high levels of satisfaction with the educational opportunities and the support provided for their children. The responses to the staff questionnaire spoke of their commitment to the children, who are all well motivated to learn, and the highly effective working relationships within the whole school community. The ETI has communicated to the principal and the acting chair of the board of governors, the main findings arising 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 including how the school is addressing low attainment and underachievement;
- quality of provision; and
- quality of leadership and management.

#### 4. Overall findings of the inspection

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

### KEY FINDINGS

#### 5. Outcomes for learners

- Across all the key stages, the children present and discuss their ideas with increasing confidence and capability. They develop very well the richness and precision of their spoken and written language through well-conceived, creative learning experiences across and beyond the curriculum. From year 2 onwards, the children produce high quality extended writing for a range of purposes and audiences, within meaningful contexts, and presented to a high standard. The effective use of appropriate reading schemes, drama, poetry, a range of news media, and, at key stage (KS) 2, the detailed study of novels, develops very well the children's enjoyment of and competence in reading. By the end of KS2, the children read with fluency and expression, and respond with insight to a range of written media.
- The children from year 1 to year 7 develop very well their competence in using information and communication technology (ICT). It is being used very effectively to extend and deepen their learning in literacy and across the curriculum; for example, the children in KS1 draw on tablets and insert their own narrations to explain their understanding of electricity circuits to others.
- From the foundation stage, the children develop well their thinking skills and personal capabilities. By KS1, most of the children are articulate in expressing their thoughts and ideas, and have a very good level of self-management. The children in KS2 exhibit high levels of independent thinking and the ability to express informed opinion. They embrace enthusiastically the opportunities to participate and lead their own learning; for example, through the junior entrepreneur project or through running a school election campaign.

#### 6. Quality of provision

- The teachers provide the children with a comprehensive curricular experience through well considered and creative planning set in relevant contexts that make the learning memorable. The very good opportunities for children to apply their learning through meaningful tasks and projects provide them with scope to develop creativity, problem solving skills, leadership, resilience and teamwork. The children have many occasions to perform and present in school and at public events that value the unique contribution of every child. The curriculum is further enhanced by appropriate educational trips and extra-curricular activities that include photography, sport, music, cookery and sign language, to which governors and parents contribute regularly their expertise.

- The whole school planning for literacy is coherent, detailed and highly effective in supporting the children's progression in written and spoken communication across all areas of the curriculum. The children requiring support with particular aspects of their learning benefit from appropriate in-class support and tailored intervention programmes that are monitored rigorously to ensure that the children make progress.
- 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 infusion of the arts and creative thinking throughout the life of the school impacts positively on the children's well-being. The school is an uplifting and positive environment where each child's potential is sought and nurtured.

## **7. Leadership and management**

- The school's leadership team is led by a highly effective teaching principal who works in collaboration with a small, committed and very able team of staff. The team seeks continually to develop its own capacity through embracing professional development opportunities to ensure that the children have the opportunities to develop their potential and succeed. The co-ordination of literacy is highly effective and the children's literacy outcomes are rigorously monitored and evaluated. Self-evaluation and school improvement procedures are well embedded at all levels in the school. The school development plan is a comprehensive and practical document with supporting action plans that are appropriate and relevant for continuing to move the school forward.
- Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are highly committed to the school and are developing further their knowledge of learning and teaching and exercising their challenge function.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children report that they feel safe in the school and are aware of what to do if they have any concerns about their safety or welfare. Notably, they are well informed about farm safety and about keeping safe online.
- 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. Overall effectiveness**

Bellaghy 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.

**Health and safety / Accommodation**

The school's toilets are old and in poor condition.

**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 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.

## 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>1</sup>:

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 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.

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.



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