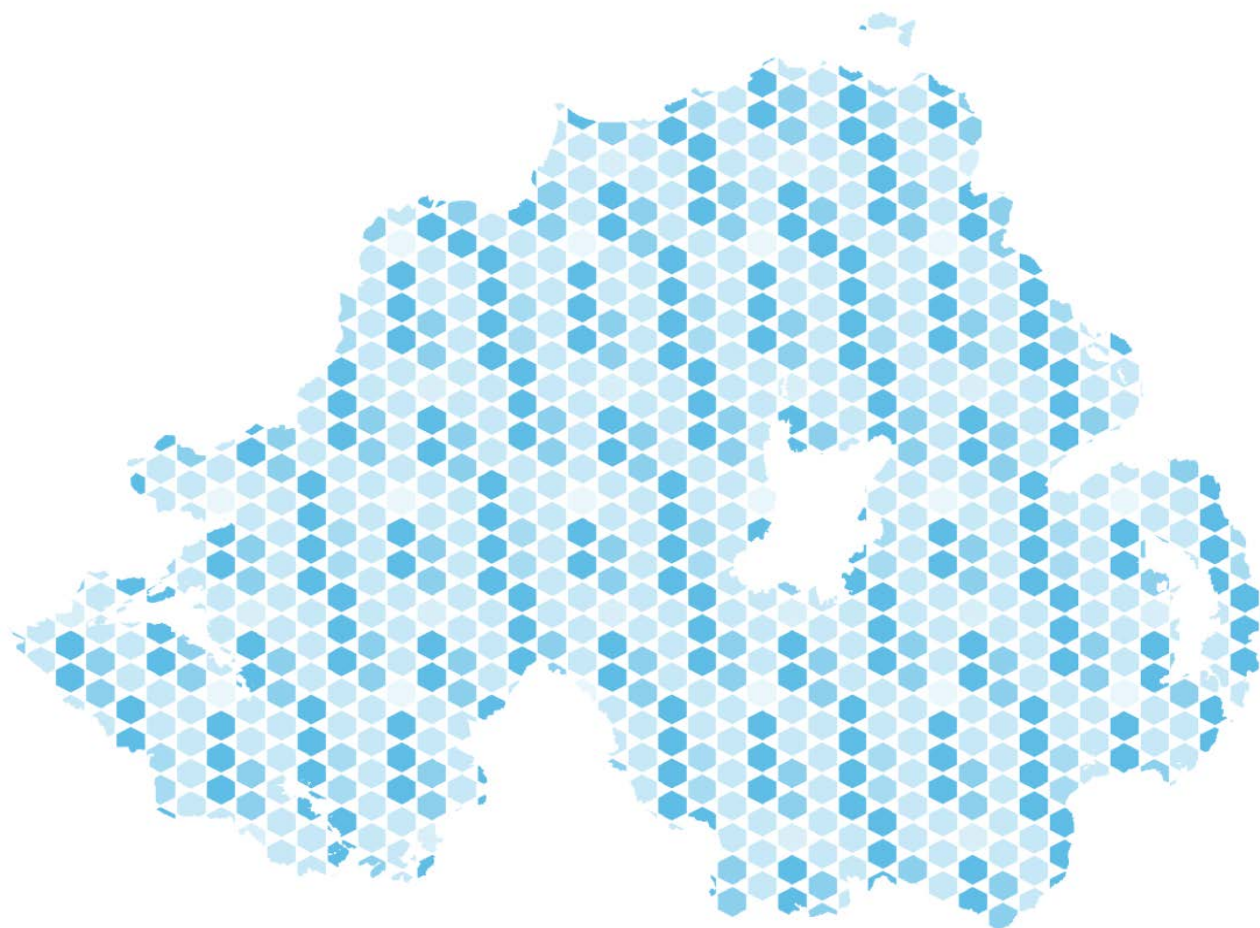


PRIMARY INSPECTION 2015-16



Education and Training
Inspectorate

Broadbridge Primary School,
Eglinton, County Derry

Report of an Inspection in
November 2015

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

Thirty-seven percent of parents responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the effective leadership and management of the school and the dedication, experience and enthusiasm of the staff. The parents highlighted how happy their children are at school and the commitment of the staff to the development of the whole child. Forty-two percent of the teaching and non-teaching staff completed questionnaires and were highly positive about all aspects of the life and work of the school. They emphasised the welcoming, supportive and happy atmosphere in which they work. Members of staff and parents expressed concerns regarding the deficiencies in the accommodation and poor condition of the school buildings. The ETI has reported to the principal and chair of the board of governors the views of the parents and staff and the main issues emerging from the questionnaires and the discussions. The issues regarding the accommodation have been addressed in the appendix of the report.

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 in literacy and numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning in the school; and
- quality of leadership and management.

3. Context

Broadbridge Primary School is a maintained primary school in the village of Eglinton in County Derry. The children attending the school come mainly from the village and surrounding area. The enrolment has risen steadily over the last four years. There are serious deficiencies in the accommodation which have the capacity to impinge negatively upon the children's learning. However, the staff and parents work effectively together to address these difficulties and minimise their impact on the children. The school community benefits from well-embedded links with the local controlled primary school.

Broadbridge Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	394	406	414	417
% School attendance	96.6	97.0	95.6	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	20.4	22.1	21.3	19.18
No. of children on SEN register	75	75	88	82
% of children on SEN register	18.9	18.3	21.3	19.6
No. of children with statements of educational need	7	6	5	5
No. of newcomer children	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children are curious, happy and well-motivated learners; they co-operate readily with their peers, are respectful towards the staff and visitors to the school and their behaviour is exemplary. They settle very quickly to their learning and respond positively to the interesting activities provided by their teachers. Across the school, the children enjoy their learning and almost all contribute confidently to whole-class and group discussions. As they progress through the school, they share and discuss their ideas, argue their point of view and listen respectfully and respond sensitively to the views of others. The children's work is presented to a very high standard and is celebrated in attractive displays around the school.
- The school's performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English and achieve in line with or above expectation. In mathematics, almost all of the children, including those who require additional support, make progress and achieve in line with or above expectation.

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

- From year 1, the children display very good skills in talking and listening. The children are highly articulate and organise and express clearly and coherently their ideas. They write independently and competently for a range of purposes and audiences and their use of vocabulary is excellent. The children's writing is well-crafted, it demonstrates high levels of creativity and the standard of the writing produced at all key stages is outstanding. During the inspection, the year 7 children read with fluency, they have a very good understanding and enjoyment of literature and engaged meaningfully in discussions about their favourite authors and genres.
- The children in the foundation stage benefit from the high quality provision for play in which they explore, investigate and develop their mathematical thinking. As they progress through the school, the children extend their mathematical skills and vocabulary through the varied opportunities to work independently, in pairs and in groups. The children demonstrate confidently a range of strategies and show flexibility in solving problems; they enjoy the challenging tasks set by their teachers. They are secure in their knowledge when explaining the processes they use to solve problems and use appropriate mathematical vocabulary to explain the methods they use to arrive at their conclusions.
- The children use information and communication technology (ICT) with increasing confidence. They complete a range of tasks and engage in investigations which encourage them to follow their interests and develop their thinking skills and personal capabilities.

6. Provision for learning

- Almost all of the lessons observed during the inspection were effective in deepening the children's understanding and progressing their learning. In these lessons, the teachers built successfully upon the children's prior experiences and the activities were matched well to the children's needs, interests and abilities. The teachers used their experience, enthusiasm and skill to give the children time, and support if required, to organise their ideas and develop their responses. Teacher observations and the school's assessment data are used very effectively to inform the detailed analysis of each child's progress and identify any underachievement.
- The quality of the provision for the children with additional learning needs is very good. The school identifies, at an early stage, the children with additional learning needs and implements well-planned strategies in the high quality withdrawal and in-class support. The staff work effectively with the children's parents and, where appropriate, with external professionals to meet the children's individual needs. The classroom assistants support very well the children's learning.

- The provision for literacy is underpinned by a policy which outlines the school's holistic approach to language and literacy. The literacy lessons are very well-planned and develop effectively the children's skills in reading, writing and talking and listening. A love of reading is fostered very successfully through the literacy rich environment and the varied and challenging reading and class novel activities, which are complemented by computerised reading programmes and resources. The children have excellent opportunities to write in a variety of contexts. A particular strength of the school's provision is the meaningful and very effective development of the children's literacy skills across other areas of learning, in particular, through the provision for play in the foundation stage and in the World Around Us across the school.
- Whole school numeracy planning is thorough and ensures continuity and progression in the children's learning. The teachers' individual planning and monthly overviews guide well the delivery of lessons and focus appropriately on the children's acquisition of key numeracy skills across each key stage. The teachers set realistically high expectations for the children; consequently, the planning for mathematics lessons is detailed and outlines a range of appropriate strategies to meet their individual needs. The children's skills in mental mathematics are developed to an outstanding standard through the activities used at the beginning of each numeracy lesson. The children's books are well presented and the very high standards reflect well the range of activity-based learning opportunities across the key stages.
- The quality of the arrangements for pastoral care in the school is outstanding. The school has a very caring, inclusive and supportive ethos, and demonstrates an appropriate child-centred, holistic approach to the educational, personal and social development of the children. The pastoral provision is characterised by the mutually respectful working relationships across the school community and a well-informed, committed and energetic team of staff who work hard to support the individual needs of the children in their care. The nurturing of the children's emotional development is given a high priority, providing a good basis for them to learn in school in an effective and inclusive way. There is also effective engagement with the parents and external agencies to meet the needs of all of the children.
- The school gives very good attention to promoting healthy eating and physical activity, through the effective implementation of a healthy eating policy and a wide range of extra-curricular sporting activities which encourage the children to adopt healthy lifestyles.

7. Leadership and management

- The senior leadership team, supported by the teachers and governors, has led a sustained and positive school improvement agenda over a significant period of time. In this important work, the principal, in particular, promotes a highly effective collegial approach to the work of the school. The senior leadership team is committed fully to meeting the individual needs of all the children and to sustaining the high standards they achieve.

- The priorities for improvement set out in the school development plan and associated action plans are informed by well-focused cycles of self-evaluation. At a whole school level, there is evidence of significant progress towards the agreed goals across a number of important areas.
- The co-ordinators work hard to monitor and evaluate the provision for learning and standards within and across their areas of responsibility; their colleagues support them well in their work. A sharper focus on recording the evidence of progress made against the targets agreed in the action plans will help sustain the very high standards the children achieve and improve further the quality of the provision.
- The staff work in highly effective partnership with the parents regarding their children's learning and values the contribution of the wider community to the life and work of the school. There are very effective links with the local pre-school provision to ensure the best possible transition experience for the youngest children. The school has built and maintained important links with the local post-primary schools which prepare the year 7 children well for the next stage of their learning.
- 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. The governors are very well informed and engaged actively in the life and work of the school. They have a well-developed strategic overview for the future of the school and understanding of the school's place within the local community. In addition, the governors provide an important challenge function which the senior leaders value highly.
- The school has satisfactory arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. The school needs, however, to ensure that all points of access into and within the school are secured. In discussions with the inspectors, the children reported that they knew what to do if they had any concerns about their well-being; and that they feel safe in the school.

8. Overall effectiveness

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.

APPENDIX

Accommodation and Health and Safety

1. The classrooms in the main building and the mobile classrooms have significant issues with access, damp, humidity, security and suitable teaching space; these matters may impact on the staff and children's health and well-being.
2. There is a need to review urgently the arrangements for dropping off and picking up the children at the beginning and end of the school day.

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