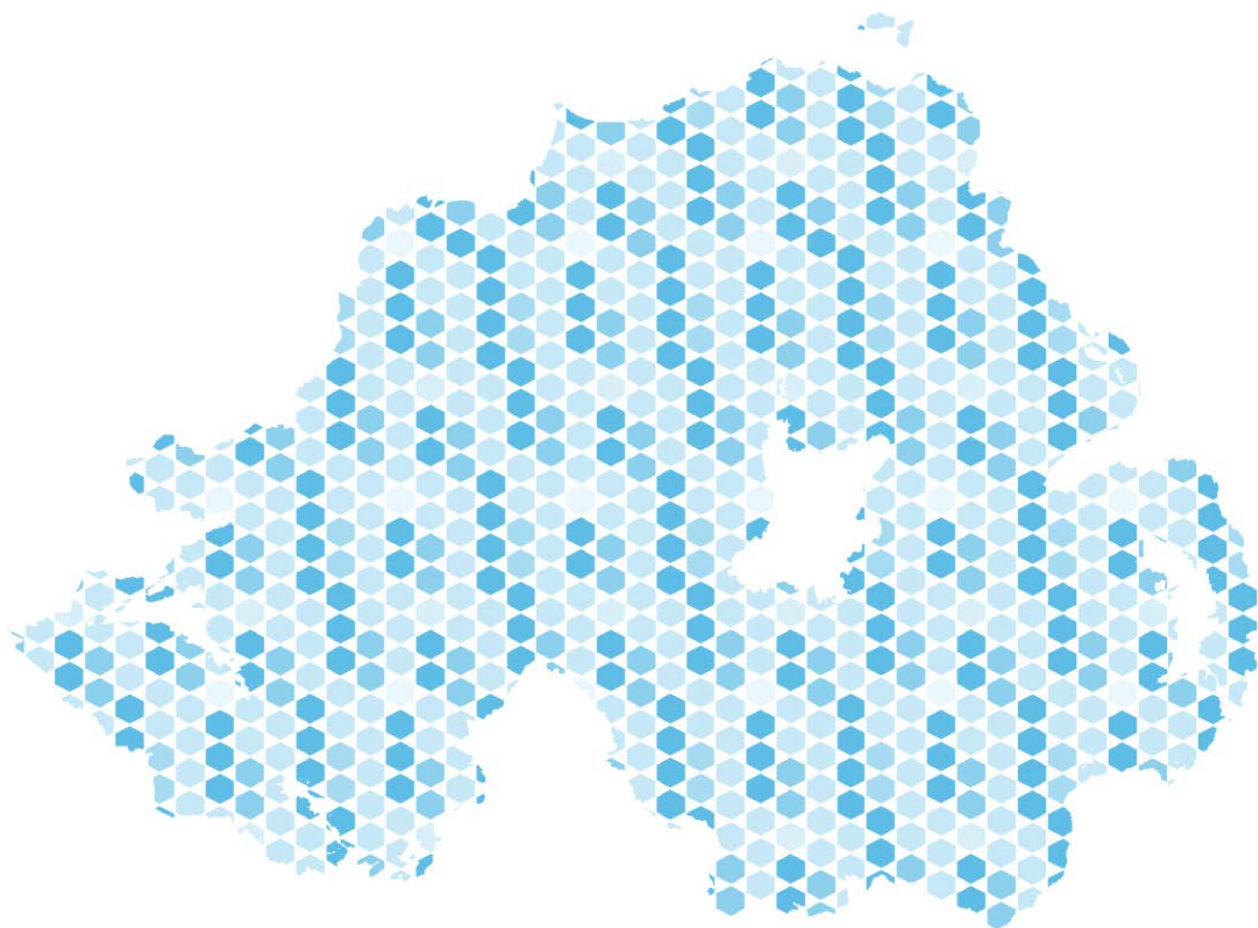


PRIMARY INSPECTION



Education and Training
Inspectorate

Clare Primary School,
Tandragee, County Armagh

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

Forty-three percent of parents responded to the confidential questionnaire; almost all of the parents agreed the school is led and managed effectively at all levels and is well thought of in the community. In the written comments, the parents highlighted the commitment of the staff to the care and welfare of the children. Almost all of the teaching and non-teaching staff completed the questionnaire; these responses were wholly positive about the work of the school and affirmed also the strong community links and the effective leadership of the principal. The ETI has reported to the principal and a representative of the board of governors the main issue around communication with parents 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

Clare Primary School is a controlled primary school situated in the village of Clare, County Armagh. Most of the children attending come from the surrounding rural area. The school is oversubscribed which has led to a period of extension and refurbishment and the enrolment has remained relatively steady over the past four years. The percentage of children entitled to free school meals has increased over the same period while the proportion requiring additional help with aspects of their learning is in decline. At the time of the inspection two teachers were employed in a temporary capacity. The school has recently established links with a neighbouring post-primary school.

Clare Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	146	138	148	146
% School attendance	96.4	96.7	96.6	Not available
% NI Primary school average	95.6	95.4	Not available	Not available
FSME Percentage ¹	8.9	8.7	10.1	11.6
No. of children on SEN register	18	15	18	13
% of children on SEN register	13	10.8	12.8	9.5
No. of children with statements of educational need	*	0	*	*

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- The children's standards in literacy are very good across all of the key stages. From the foundation stage, the children present their work to a high standard and show very good phonological awareness. They talk readily in pairs and groups about their tasks and use tablet devices with increasing confidence to record and present their work to their peers. By the end of key stage (KS) 2, the children write competently in a range of forms and for a variety of audiences and respond enthusiastically to the topic-based opportunities for writing. They read fluently and with inflection and understand clearly how a writer chooses language for meaning.
- The children show very high levels of self-management and are highly motivated in their learning. They are kind and respectful in their interactions with one another and are confident and mature in their discussions with adults. The children's behaviour was exemplary throughout the time of the inspection.

6. Provision for learning

- All of the teaching observed was effective in progressing the children's learning, with just over two-fifths being highly effective. In the most effective lessons the teachers: make skilful use of information and communication technology (ICT) to promote thinking and as a stimulus to writing; have well-planned activities linked to the learning; and, provided the children with opportunities to work collaboratively. Investigative tasks linked to indoor and outdoor play are used effectively to develop the children's ability to make decisions and problem-solve. Assessment for learning is not well enough developed. The teachers need to improve the use of effective questioning to enhance further the quality of the children's oral contributions.

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

- The school has an integrated approach to the teaching of communication skills and planning allows for clear progression of skills in the three key areas. The recent focus on purposeful talk before writing is giving the children good opportunities to extend and enhance the quality of their written work. Reading is well-resourced in the school; and, the systematic approach to the teaching of reading and comprehension skills, particularly in the guided sessions, is contributing well to the children's high levels of attainment. The children's opportunities for extended writing across the curriculum and access to a range of media texts are limited. The well-targeted intervention programmes for children who require additional help with aspects of their learning are enabling this group of children to make very good progress.
- The provision for pastoral care is very effective in promoting the well-being of the children. The environment within the school is caring, welcoming and inclusive. The staff know the children very well; each child is valued and as the children progress through the school, they have access to a range of enrichment and leadership opportunities, which develop well their skills, interests and talents.
- The staff consult well with the children; there is an effective School Council, which plays an important role in school life and has led to improvements, such as, the purchase of playground equipment.

7. Leadership and management

- The senior leadership provides clear vision for the school and has established a professional climate of trust and collegiality. Professional development of the teachers is extending their understanding of the curricular areas of ICT and the World Around Us. The co-ordinators monitor and evaluate the children's standards and the quality of provision yet this process needs to be refined further to ensure it has a positive impact on the children's learning experiences. The school development plan identifies appropriately the key priorities for the school and is based on consultation with parents, children, staff and governors. Action planning is underdeveloped; the targets need to be focused incisively on the children's outcomes.
- The school is a central part of the community and has very good links with parents, including the 'Friends of Clare'. The staff liaise with a good range of external agencies to promote and progress the children's 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 fully informed about all aspects of school life and have shown innovative use of resources to ensure the children attain the highest possible standards.
- 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, 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

Clare 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 improve further the quality of the self-evaluation process in order to ensure consistently high quality learning experiences for the children.

The ETI will monitor how the school sustains improvement.

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