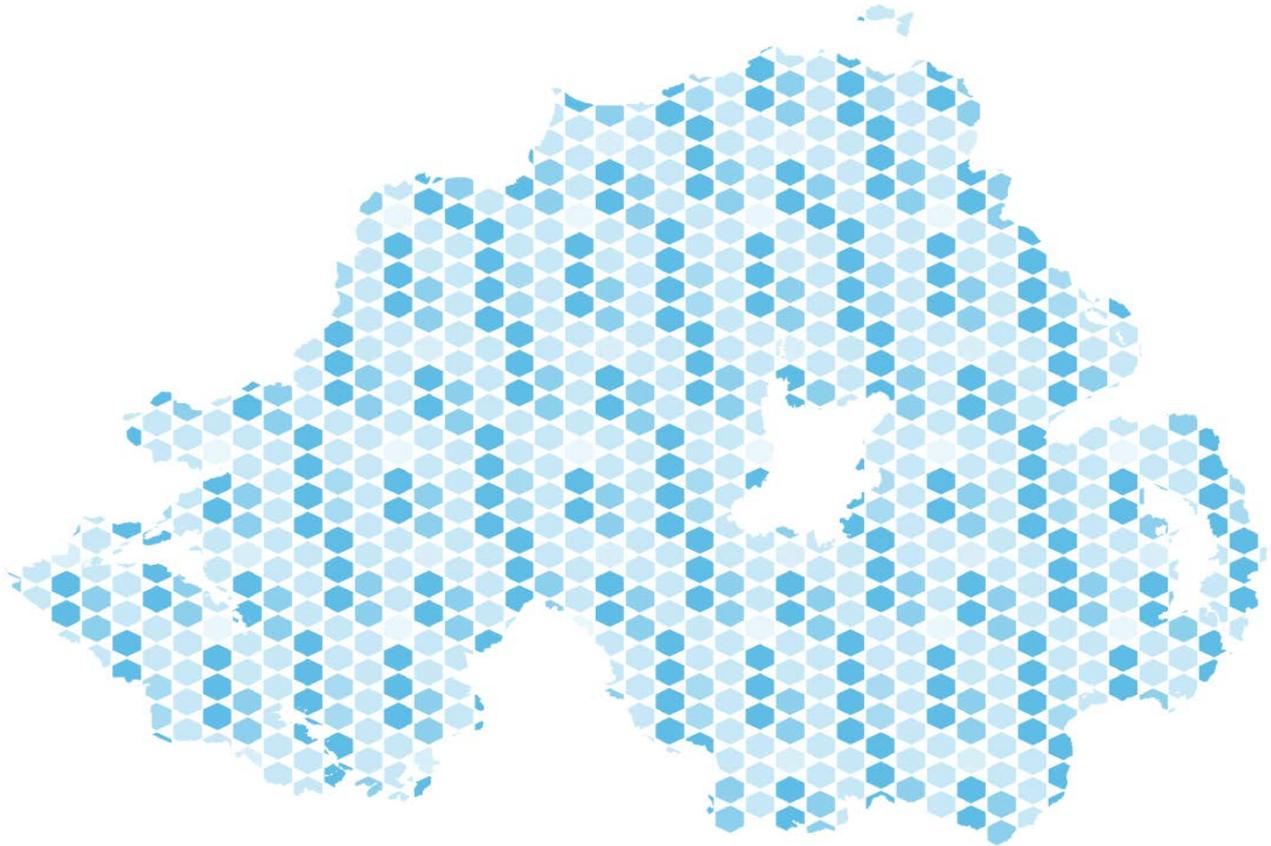


PRIMARY INSPECTION



Education and Training
Inspectorate

Donacloney Primary School and
Nursery Unit, Craigavon,
County Armagh

Controlled, co-educational

Report of an Inspection in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	3
7. Leadership and management	4
8. Overall effectiveness	5
Appendices	
A. Health and safety / accommodation	
B. Inspection methodology and evidence base	
C. Reporting terms used by the Education and Training Inspectorate	

INTRODUCTION

1. Context

Donacloney Primary School and Nursery Unit is a controlled primary school situated in the Village of Donacloney. Almost all of the children attending the school come from the local area. The school building was refurbished recently and a spacious extension including three classrooms added. At the time of the inspection, a significant number of teachers (30%) were in a temporary substitute position.

Donacloney Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment Primary	225	226	225	225
Enrolment Nursery	26	26	26	26
% School attendance	95.84	96.49	96.30	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FS ME Percentage ¹	16.89	18.14	20.89	19.11
No. of children on SEN register	49	44	47	46
% of children on SEN register	21.78	19.47	20.89	20.44
No. of children with statements of educational need	6	6	5	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Thirty percent of parents in the primary school and the nursery unit, and most of the staff members, responded to the confidential questionnaire. Almost all of the staff responses were positive, indicating high levels of satisfaction with aspects of the life and work of the school. The parents in the primary school acknowledged the breadth of the curriculum on offer to the children, and the helpful and regular information they receive about the planned learning activities for their child. The nursery unit parents expressed their appreciation of the professionalism of the staff, the effective communication and the opportunities to become involved in their children's learning. The ETI has reported to the principal and representatives of the board of governors the findings of the confidential questionnaires including the issues raised around aspects of leadership and management and behaviour management in the school.

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 numeracy and literacy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Outcomes for learners	Important areas for improvement
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement
Nursery Unit	Very good

KEY FINDINGS

5. Outcomes for learners

- In numeracy, the outcomes for the children require improvement. Most of the children in the foundation stage are developing well their problem-solving skills and are becoming confident in their use of mathematical language. As the children progress through the school, a significant minority cannot articulate a variety of strategies to explain their mathematical reasoning. At key stage (KS) 1 and KS2, the children's understanding of key mathematical concepts is inconsistent across the classes. The presentation of the children's work is variable and requires improvement.
- In literacy, most of the children, including those who require additional support with aspects of their learning, attain good or better standards in English. The children in year 7 read with fluency, using a range of appropriate strategies to address unfamiliar words. In the foundation stage, the children are developing well their written and presentation skills. The quality of the children's writing skills is very good by the end of KS2; however, across the key stages there are inconsistencies in the standards of the children's work.
- In the nursery unit, as a result of the well-established learning routines, the children have very good levels of independence, decision-making skills and personal capabilities to self-resource and extend their play. Almost all of the children show an interest in early mark making and in books; they display very good attention and listening skills during group story and rhyme sessions. Their understanding of early mathematical concepts is developmentally appropriate; they count orally, match, sort and continue patterns and use well mathematical language associated with capacity. The children's investigative skills develop effectively through their exploration of the range of natural items incorporated into play areas, both indoors and outdoors; and, they enjoy experimenting with colour and creating three-dimensional models through the good range of art materials.
- There is variation in the development of the children's thinking skills and personal capabilities across the key stages, particularly in KS1. While almost all of the children are well behaved, the behaviour of a small number of the children is disruptive and, at times, can have a significant, negative impact on the learning of all the children.

6. Quality of provision

- Overall, the quality of the planning, learning, teaching and assessment has important areas for improvement. There are inconsistencies in the quality of the planning; and in a minority of the classes, the evaluations are not detailed sufficiently to inform future learning and teaching.
- One-third of the lessons observed had important and significant areas for improvement. In these lessons, there was: planning which lacked sufficient detail to meet the varied learning needs of all the children; limited use of assessment for learning strategies; and there was low-level disruptive behaviour in a minority of those lessons. In the more effective lessons: the teachers had high expectations of the children; there was a good pace to the lesson; and, the teachers provided interesting and well-differentiated work to meet the needs of all the children.
- In numeracy in KS1, the children have infrequent opportunities to participate in investigative learning and paired work and, as a result, cannot explain confidently their mathematical reasoning. New resources have been purchased to promote the practical involvement of the children at KS2 and, while this is beginning to develop the children's thinking skills, the work is at an early stage. The links to, and teaching of, numeracy across the areas of learning have not been explored consistently and the children are unable to make connections in their learning. In the foundation stage, there are good opportunities for the children to talk about mathematics through the skilled use of questions by the teachers to maximise the learning potential.
- There is a systematic approach to the teaching of reading, using effectively a range of appropriate methods and resources. The children enjoy a wide range of reading materials and access to the new library. Across the curriculum, in the most effective practice in the majority of the literacy lessons, the children are given appropriate opportunities to develop their writing skills through opportunities to plan and improve their work. In the foundation stage, appropriate resources and strategies are used to enhance the children's talking and listening experiences; there has been a recent focus on drama to develop these skills further.
- The quality of the provision in the nursery unit is very good. The high quality of the adult interaction develops effectively the children's thinking skills and personal capabilities and extends their understanding across all areas of the pre-school curriculum. The effective tracking system of observation, assessment and planning enables the staff to meet the learning needs of all children. Appropriate staff and curricular development targets are set in the nursery unit's action plans and the pertinent review of the impact of these actions leads to continuous improvement in the children's learning.
- Based on the evidence available at the time of the inspection, the school's approaches to the care and welfare of the children do not support consistently their learning. The learning experiences for a significant minority of the children are unduly limited and do not meet fully their needs, resulting in underachievement. In the majority of the classes, however, there is a positive ethos; the children respond well to the teachers' high expectations of their behaviour and attainment. The staff need to:

- plan more effectively to meet the learning needs of all the children and work together to address consistently the management of the children's behaviour.

7. Leadership and management

- Overall, the quality of leadership and management has important areas of improvement. While the governors and leadership are responding to aspects of behaviour management, they have not yet planned sufficiently to address the full range of behavioural concerns. The quality of the senior leadership and management of the school is good; the previous focus on literacy has improved the children's attainment. The current school development plan has identified numeracy as an appropriate priority. The action plans pertaining to numeracy to bring about the required improvement across all key stages have not yet been implemented fully.
- 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 proactive in supporting the staff and children and promoting the school in the community. There are aspects of governance to review, namely to:
 - adopt a more active role in promoting and monitoring the outworking of the strategies to promote positive behaviour across all key stages.
- The majority of co-ordinators are effective and proactive in leading and sustaining improvement in their curricular areas of responsibility. In the most effective practice, the co-ordinators monitor and evaluate rigorously the quality of the provision and provide appropriate feedback to the teachers leading to improved learning outcomes for the children. Appropriate structures have been put in place by the school to disseminate the effective practice in order to achieve greater consistency across the roles of the co-ordinators and, to raise further the standards the children attain and their learning experiences, particularly with regard to numeracy. The current school development plan has been informed by appropriate consultation and is fully compliant. Most of the associated action plans are leading to improvement in the children's learning outcomes, particularly in literacy.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children are unsatisfactory. The strategies to promote positive behaviour are not implemented consistently in a small number of the classrooms and in the play areas. As a consequence, the unacceptable behaviour of a small number of children is having an adverse impact on the learning of their peers. The teachers need to:
 - promote positive behaviour more effectively across the school.
- While the children indicate that they are aware of what to do if they have any concerns about their safety or welfare, they report that they do not always feel safe in the school.

8. Overall effectiveness

Donacloney Primary School needs to address important areas for improvement in the interests of all the children.

The areas for improvement are to:

- identify, implement, monitor and evaluate further actions to improve behaviour management within the school;
- review urgently the arrangements for safeguarding children; and
- address the planning for and teaching of mathematics in order to improve the learning experiences and standards attained by the children.

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.

The ETI will return to the school within six working weeks to monitor progress in addressing the safeguarding issues.

Health and safety

1. More adult supervision is required in the play areas to oversee and implement consistently appropriate behaviour management strategies.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

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

Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

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.

² And the overall provision in a subject area or unit, as applicable.

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