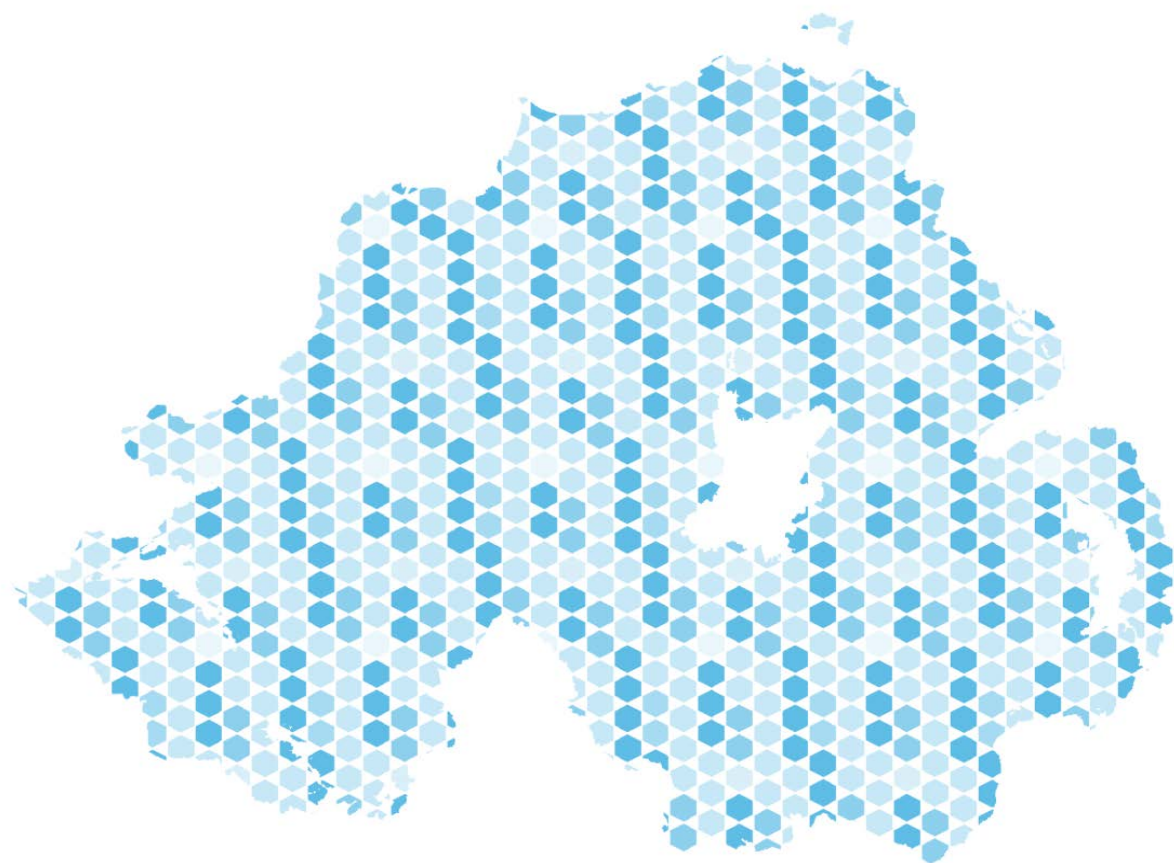


# PRIMARY INSPECTION 2015-16



Education and Training  
Inspectorate

Erganagh Primary School,  
Castleberg, County Tyrone

Report of an Inspection in  
October 2015

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*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

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

Fifty-one percent of parents and 85.7% of staff 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 their appreciation of the teachers' and support staff's work, the broad range of enjoyable learning activities and the warm and caring ethos. Almost all of the staff completed questionnaires and their responses were also very positive; they emphasised the welcoming school community and the positive teamwork amongst the staff. The ETI has reported to the principal and representatives of the board of governors the main points emerging from the questionnaires and the discussions. No significant issues were raised.

## **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 numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy, and
- quality of leadership and management.

## **3. Context**

Erganagh Primary School is a controlled primary school situated on the outskirts of Castledearg, County Tyrone. All of the children attending the school come from within a radius of four miles. The enrolment has increased this year. The percentage of children entitled to free school meals has risen in the past four years whilst the proportion requiring additional help with aspects of their learning has remained at approximately one third of the children attending the school.

The school is part of the Derg Valley cluster and Mournederg Partnership of schools and engages in shared educational experiences and in promoting cross-community links.

Erganagh Primary School	2012/13	2013/14	2014/15	2015/16
Enrolment	44	41	38	47
% School attendance	96.4	96.3	96.1	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage <sup>1</sup>	30	41	34	43
No. of children on SEN register	14	14	13	14
% of children on SEN register	34	34	34	34
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

**Source:** data as held by the school N/A = not available

\* fewer than 5

#### 4. Overall findings of the inspection

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

#### 5. Achievements and standards

- The children are confidently and positively disposed to learning, demonstrate good motivation and work ably in the classroom. They ask and answer questions with enthusiasm; from year 4 they are able to reflect on their learning, and record their own strengths and the aspects they wish to improve. By year 7, the children are exceptionally competent in the use of information and communication technology, making films, animations and presentations for use in school and for parents. The children behave well and demonstrate good personal and social skills in class and in the playground.
- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in literacy and mathematics in line with their ability or above expectation.
- The children display confidence and contribute well during class discussions and through the planned numeracy-based activities. They engage well in their learning during the practical activities and use mathematical vocabulary correctly. In discussions with year 7 children, they demonstrate a good understanding of their numeracy work across each of the areas of mathematics. The recent focus on mental mathematics is beginning to have a positive impact on the children's ability to understand and explain a range of strategies to solve mathematics challenges; it will be important to embed this work further.

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

- The children who require additional support with aspects of their learning are making good progress, and meet the targets outlined in their individual education plans; the majority attain good outcomes in their work.

## **6. Provision for learning**

- The teachers' planning is of good quality and they gather a wide range of assessment data for each child, however they need to use this information more effectively in planning for the children's learning. In one third of the lessons observed there was thorough planning, good pace and progression with effective differentiation and resources for the wide range of individual needs within the class. A small number of the children change year groups and classes for mathematics lessons which demonstrably enable further challenge and progression in their learning.
- The teachers encourage the children to reflect on and assess their learning, and mark their books with helpful guidance on how to improve further. The classroom assistants support the children's learning well through effective small group work and individualised guidance. Overall, the teachers need to give a higher priority to developing more fully the children's independent learning skills through open-ended and more challenging activities to engage them more fully in their learning.
- The teachers support the children who are experiencing difficulties with their learning through appropriately differentiated activities and resources. The staff have worked diligently to develop assessment and support procedures and a range of useful classroom resources and interventions. The individual education plans are succinct and helpful and there are regular meetings for teachers to involve parents and keep them informed of the progress and outcomes for their children.
- The teachers provide the children experiencing difficulties with their behaviour or sensory processing with well-structured programmes which are used consistently to help them to settle quickly to learning; however there is a need for the staff to provide further individualised, targeted support for the children experiencing difficulties with aspects of literacy and numeracy.
- The children have good opportunities to use a suitable range of practical equipment to develop further their understanding of key mathematical concepts. The whole school guidance for numeracy appropriately provides a broad and balanced coverage of the key mathematical skills, however it will be important for the school to develop systems to monitor and evaluate the quality of the learning and teaching of mathematics across the key stages robustly. There is undue variation in the teachers' planning for mathematics, the planning needs to explicitly take into account the range of abilities, specific needs and outcomes of each child.
- Pastoral care in the school is very good; the school environment is welcoming and friendly with whole-school celebration of the children's achievements. The children benefit from the positive working relationships at all levels, the strong family and community ethos, and from the consistent implementation of effective strategies to support positive behaviour. They contribute to decision-making within the school through the school council, for example, in the formulation of classroom and playground rules. The children talked about their enjoyment of school and after-school activities, and particularly about their enthusiasm for World Around Us topics.

- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The principal and teachers work collaboratively and effectively to lead competently in their various areas of responsibility. There is very good communication, ongoing professional discussion and a strong sense of collegiality amongst all the staff within the school.
- The appropriately detailed and evaluative school development plan was completed after widespread consultation. The associated action plans require a sharper focus on learning and should target more clearly the raising of the children's attainments through better identification and development of the most effective learning and teaching. The co-ordinators need to develop a more thorough system to evaluate lessons, plan for progression, and thereby improve further the quality of the children's learning.
- Based on the evidence available at the time of inspection, there can be confidence in the aspects of governance evaluated. The governors are actively involved in the life of the school.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The following areas need to be addressed: the board of governors, principal and staff need to ensure the completion of risk assessments for all educational outings, and the governors need to ensure that safeguarding training for all staff is completed and updated regularly. In discussions with the inspectors, the children in year 6 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.
- 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**

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.

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