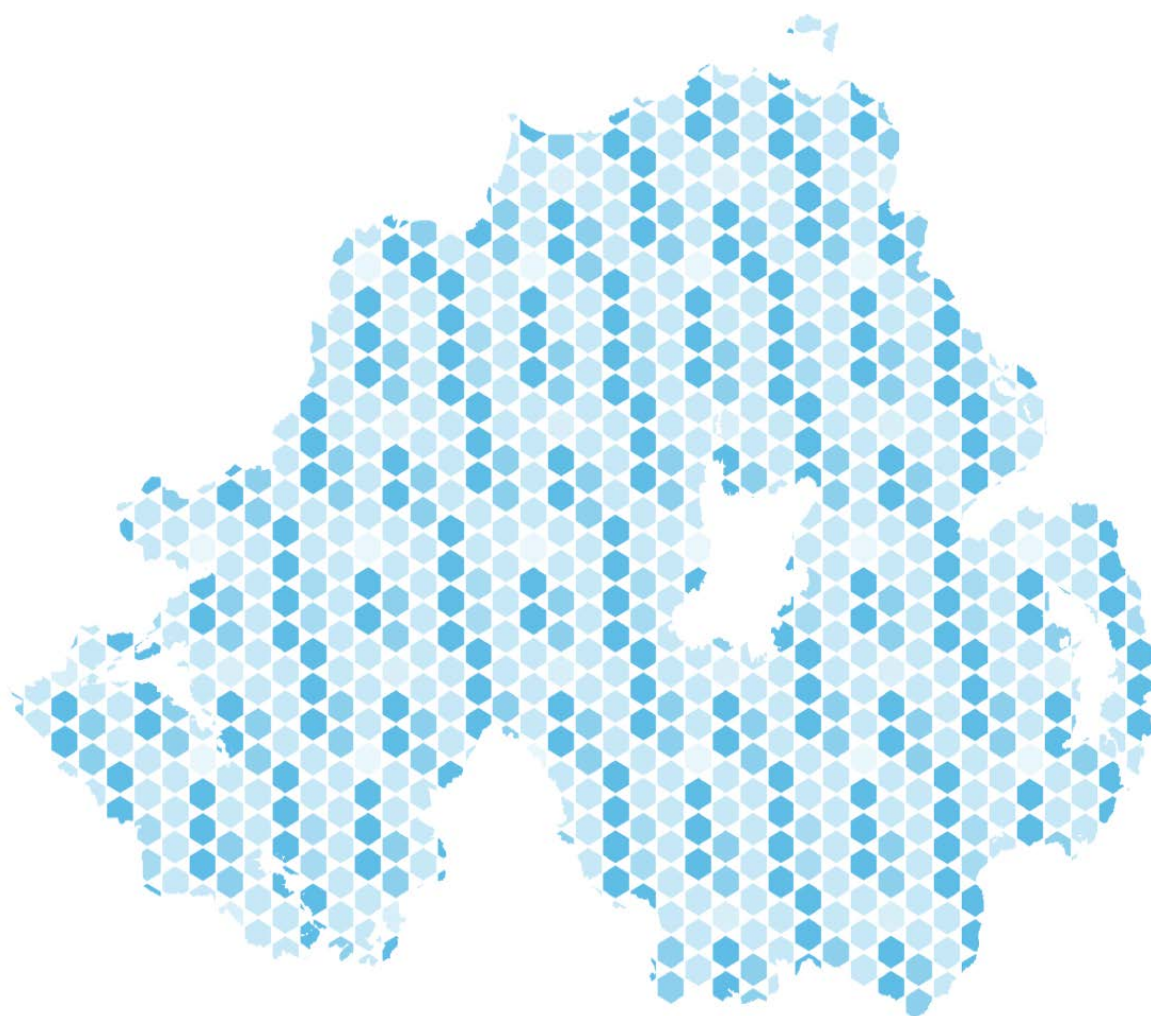


PRIMARY INSPECTION 2015-16



Education and Training
Inspectorate

Fivemiletown Primary School,
County Tyrone

Report of an Inspection in
September 2015

eti

*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 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.

Almost nine percent of parents responded to the questionnaire. Nearly all of the responses, including the written comments, were positive and affirmative of the work of the school. In particular, the parents commended the quality of the learning and teaching, the care and support and the commitment of staff. Similarly the staff, who completed the questionnaires, were affirmative wholly of the work of the school.

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, in particular, 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

Fivemiletown Primary School is a controlled school situated on the Ballagh Road. The children live locally and enrolment is steady with the school operating at around ninety-four percent capacity. The percentage of children entitled to free school meals is rising, while the proportion of children requiring additional help with aspects of their learning remains steady. The school, originally founded as a National school in 1880, now maintains a well established and purposeful link with a neighbouring maintained primary school.

Fivemiletown Primary School	2012/13	2013/14	2014/15	2015/16
Enrolment	191	190	198	187
%School attendance	95.5	96.1	95.7	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
% Attendance for those children on the SEN Register	93.85	94.44	92.15	N/A
Percentage of pupils entitled to Free School Meals	16.75	22.11	22.22	21.93
% of children on SEN register	23.04	23.16	23.74	21.93
No. of children with statements of educational needs	11	7	8	5
No. of newcomers	8	10	15	17

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	Very good
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children are confident, supportive of each other and have positive dispositions to learning. They can apply well their knowledge and skills across the curriculum, and demonstrate very good self-management and inter-personal skills.
- The school's internal assessment data shows that most of the children make progress in English and mathematics, which is in line with their ability, or exceeding expectations. The children present their work neatly and the quality of responses in the books is of a very good standard.
- In the foundation stage, the children develop very well their communication and self-management skills and are well settled. Across the key stages, the children have very good listening skills and express themselves clearly and confidently through meaningful learning experiences. Through purposeful talk, the children develop very good writing skills across the curriculum and for a range of audiences. By year 7, the children read with fluency, expression and understanding and can talk enthusiastically about a range of books, authors and characters.

- The children who require additional support with aspects of their learning are making very good progress, meeting the targets outlined in their individual education plans, and most reach the standards of which they are capable. The school has identified appropriately the need to improve the provision further for the mid-ability range of children, who may be at risk of under-achieving.
- The children's proficient use of information and communication technology (ICT) allows them to improve their learning by managing information and presenting it in a range of appropriate formats.

6. Provision for learning

- There is a consistently high quality of planning, learning, teaching and assessment. The teachers' planning is well informed by the evaluation of the children's previous learning and knowledge and there is appropriate breadth and progression. All of the lessons observed were highly effective, characterised by engaging activities which were matched closely to individual and group needs and were enjoyed by the children. The teachers correct the children's work regularly and the best examples have supportive comments, which also make good suggestions for further improvement.
- The special educational needs provision is well-informed through a range of performance data, specialist diagnostic assessments and good quality qualitative pastoral information provided by the teachers. The children who require additional support with aspects of their learning are identified early and they are provided with attentive and well-tailored in-class and withdrawal support. The classroom assistants make valuable contributions to the children's learning. The programme for the development of the children's reading and writing is thorough, ensuring that all aspects of literacy are taught in a coherent way using an appropriate range of strategies. A particular strength of the provision is the focus on talking and listening, which underpins better quality writing and comprehension within literacy and across other areas of the curriculum. The play-based learning sessions are well planned and provide the children with valuable opportunities to use and develop their language and early writing skills.
- The quality of the arrangements for pastoral care is highly effective. The broad and varied range of learning experiences contributes well to the children's academic, social, and emotional development. The staff are very responsive to the children's welfare and tend well to individual learning needs. The children's behaviour is exemplary and the school operates in an atmosphere which is supportive, mutually-respectful and welcoming.
- The school gives very good attention to promoting healthy eating and physical activity, thereby encouraging the children to adopt and maintain healthy lifestyles.

7. Leadership and management

- Established and effective leadership and management practices enable school improvement work to be strategic, well-informed and measurable in outcome. Strategies for school improvement are well-communicated and understood by the staff, who work collegially and effectively to meet the academic and pastoral needs of the children year-on-year.

- School improvement is guided well by a reflective, consultative and evaluative school development plan (SDP). The SDP permeates the day-to-day work of the school and is structured around the Department of Education's policy document, *Every School a Good School*. Consequently, improvements in the quality of the children's learning experiences and in raising standards remain appropriate priorities.
- Self-evaluation is rigorous and underpinned by sound understanding and analysis of data; the school can therefore measure with a good level of accuracy the impact of its past work and demonstrate a high level of capacity to sustain improvement.
- Appropriate arrangements are in place for consulting and communicating with parents to involve them suitably in their children's education and the school is committed to improving further this area. The children benefit from the school's links with other education providers, some local businesses and external agencies, all of which enhance their learning experiences.
- The governors play an active role in the life and work of the school, providing good support and appropriate challenge, when necessary. They are committed to promoting purposeful community links and in overseeing continuous improvements to the provision. Based on the evidence available at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- 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, a group of year 6 children reported that they feel happy and secure in school knowing who to go to, both in school and on the board of governors, if they have any concerns about their safety or well-being.

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.

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