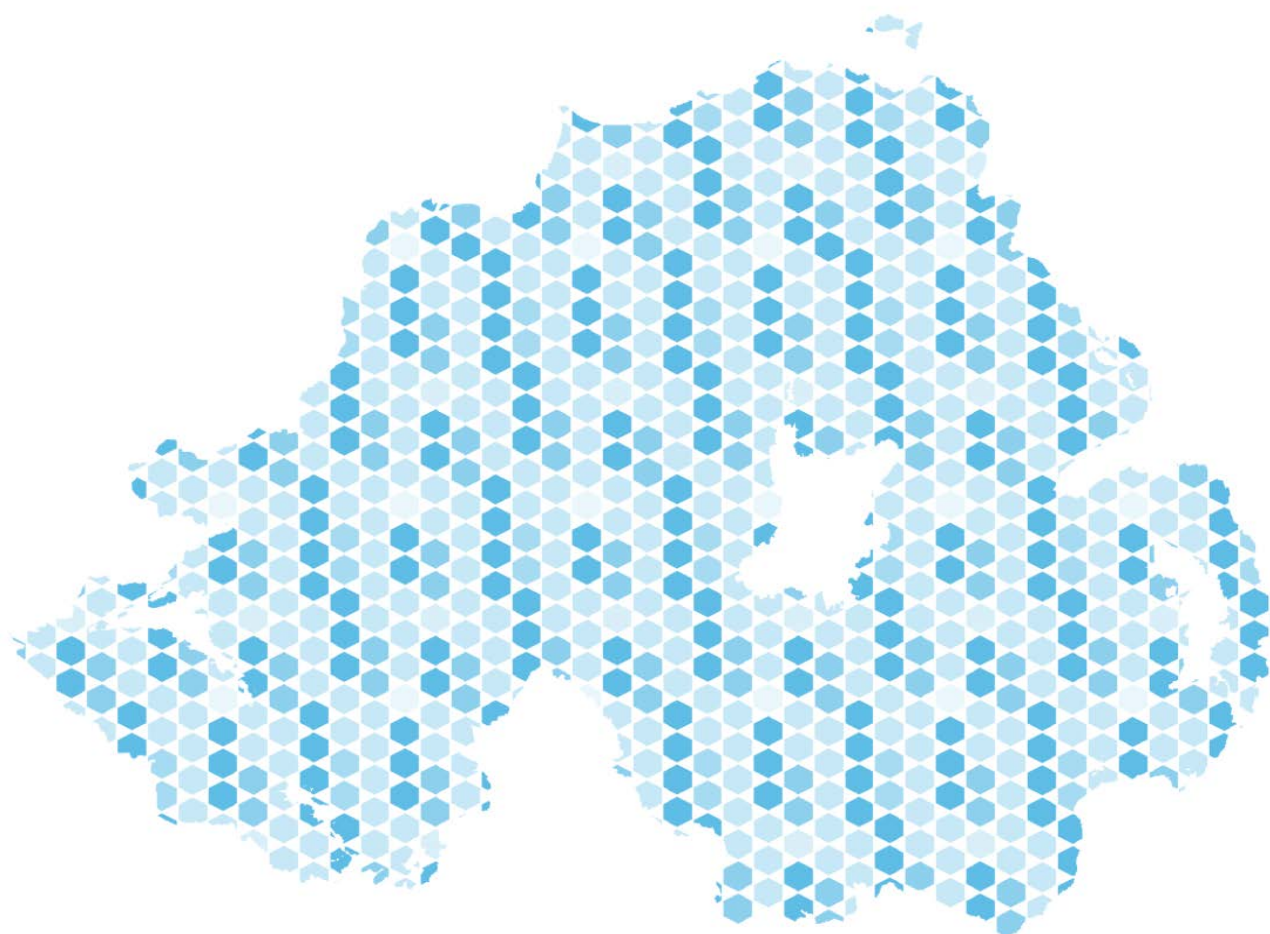


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Garryduff Primary School,  
Ballymoney, County Antrim

Report of an Inspection in  
January 2016

*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.

Twenty-two percent of parents and 63% of staff responded to the confidential questionnaire. The responses to the parental questionnaire indicated high levels of satisfaction with the life and work of the school. In particular, they highlighted their appreciation of the welcoming atmosphere and the approachability of the staff and principal. Most of the staff completed the questionnaire and their responses were positive, emphasising the quality of the working relationships and the sustained parental support for the school. The ETI has communicated to the principal and a representative of the board of governors the main messages emerging from the confidential questionnaires.

## **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**

Garryduff Primary School is situated in the town land of Garryduff, Ballymoney. Most of the children attending the school come from the surrounding rural area, with a few travelling from the town of Ballymoney. Over the past three years, the number of applications has exceeded the places available in the school.

| <b>Garryduff Primary School</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> |
|---------------------------------|----------------|----------------|----------------|----------------|
| Enrolment                       | 69             | 76             | 77             | 72             |
| % School attendance             | 94.9           | 96.3           | 96.6           | N/A            |
| % NI Primary school average     | 94.2           | 95.2           | N/A            | N/A            |
| FSME Percentage <sup>1</sup>    | 13             | 13             | 12             | 10             |
| No. of children on SEN register | 14             | 14             | 16             | 11             |
| % of children on SEN register   | 9              | 13             | 10             | 15             |

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### **4. Overall findings of the inspection**

| <b>Overall effectiveness</b>      | <b>Capacity to identify and bring about improvement</b> |
|-----------------------------------|---------------------------------------------------------|
| <b>Achievements and standards</b> | Good                                                    |
| <b>Provision for learning</b>     | Good                                                    |
| <b>Leadership and management</b>  | Good                                                    |

#### **5. Achievements and standards**

- The children are well motivated and engaged in their learning: they settle quickly, remain focused and work well independently and in groups. They respond well to the positive learning environment in all of the classrooms. The children use effectively information and communication technology (ICT) to enhance curiosity in learning and to reinforce key concepts, particularly in mathematics.
- The school's internal performance data indicates that a majority of the children make progress in English and mathematics in line with their ability or above expectation.
- Across the key stages, the children have very good listening skills; they use increasingly a mature range of vocabulary during their effective participation in discussion groups, showing respect for other children's points of view. The school plays provide the children with purposeful experiences to express themselves through performance. The children attain very good standards in reading; they read fluently and have a thorough understanding of text. They use well a wide range of writing forms and produce good quality pieces of extended and creative writing, including poetry, based on educational visits and school events.
- The children who require additional support with their learning demonstrate positive behaviour and dispositions for learning. They show increasing self-confidence and very good personal and social skills and make good progress towards the targets outlined in their individual education plans.

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

## 6. Provision for learning

- All of the lessons observed were effective in developing the children's knowledge and understanding of the areas of learning. A significant minority of the lessons were highly effective in which the children were inspired to learn through experiences which were engaging and contextualised, and the teachers made very good use of questioning to deepen the children's thinking. The teachers' evaluations of learning identified actions for the future learning of individual children and informed future planning. It is important that these aspects of practice are developed consistently throughout all year-groups and by providing the more able children with greater challenge in their follow-on learning activities. The staff have identified appropriately the need to provide further opportunities for the children to work collaboratively and to reflect on and evaluate their progress in learning.
- Throughout the school, the classroom provision for learning is enriched by a range of additional educational visits and events, including a collaborative residential visit with other local primary schools, which broaden and enhance the children's learning experiences and develop their personal and social skills.
- The quality of the provision for the children, who require additional support with their learning, is very good. The children's needs are identified promptly and appropriate intervention strategies are put in place to support learning. The individual education plans are well-conceived, informed by the analysis of internal performance data and drafted and reviewed in consultation with the parents. The teachers and classroom assistants provide sensitive targeted support and ensure that the children are well integrated into all the learning activities.
- The children's enjoyment of, and competence in, reading develops effectively through the very good use of a wide range of texts that includes, at key stage (KS) 2, the detailed analysis of novels. The school's termly magazine for parents celebrates the children's learning and provides a good opportunity for the children to write for publication. The action plan for literacy identifies appropriately writing as an area for improvement based on the professional review of the children's work and the analysis of the school's internal performance data. The children require further and consistent opportunities, however, to develop their independent writing skills across other areas of learning, particularly with regard to the World Around Us, and, to improve the accuracy of their spelling in independent writing as they progress through the key stages.
- The pastoral care is a significant strength of the school. There is welcoming, secure learning environment and a strong sense of community: the staff know and understand well the children's needs and abilities. The behaviour of the children is exemplary; they engage in a thoughtful and considerate manner with each other and with adults. Through the school council, Eco-committee and playground 'buddy system', the children are provided with purposeful opportunities to undertake leadership roles and to contribute to the further improvement of their school.

- The school gives very good attention to promoting healthy eating and physical activity, through its varied physical education curriculum, a broad range of extra-curricular and competitive sporting activities and an effectively implemented health eating policy, which encourage the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The leadership of the school demonstrates a clear, strategic vision for school improvement. The school development plan<sup>2</sup> (SDP) is devised in consultation with all members of the school community and is informed by effective use of internal performance data. The priorities identified and the associated action plans have supported appropriately the well-paced management of change, including staff development, and have led to innovation and improved provision within the school.
- The school has close links with its parent body. The children's progress is celebrated and the parents are assisted in supporting learning through a range of information events, the issue of detailed reports three times a year regarding the children's progress and the publication of a weekly newsletter and termly magazine. The Parent/Teachers' Association supports actively the school, in particular, through fund-raising, and has made recently a significant contribution to the construction of an outdoor play area for the children.
- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are committed highly to the life and work of the school. They influence the strategic planning for the school and support effectively the principal and the staff in the implementation of the SDP to improve continuously the quality of the provision for the children.
- 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 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**

Garryduff Primary 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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<sup>2</sup> The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

The staff need to:

- develop further the children's assessment for learning skills in literacy; and
- provide all children with more challenging follow-on learning activities in literacy.



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