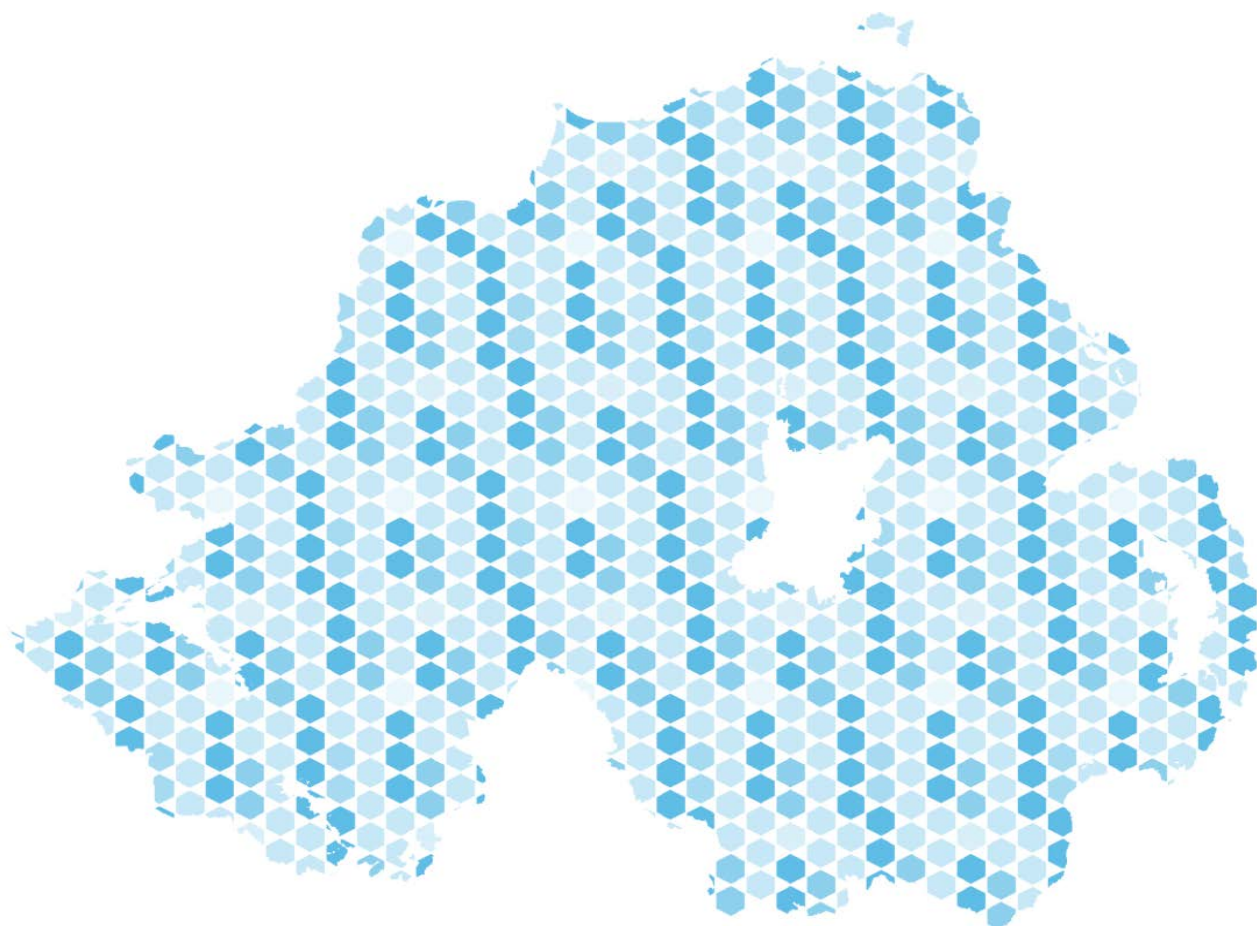


PRIMARY INSPECTION



Education and Training
Inspectorate

Gorran Primary School,
Coleraine, County Londonderry

Controlled, co-educational

Report of an Inspection in
December 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 | Education and Training Inspectorate](#).

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.

Thirty-four percent of the parents responded to the confidential questionnaire and three included additional written comments. Almost all of the responses to the questionnaire were wholly positive and the written comments indicated high levels of satisfaction with the life and work of the school. All of the responses to the staff questionnaire reflected the whole-school team approach and the child-centred ethos within the school. The ETI has reported to the principal and a representative of the board of governors the findings from the questionnaires and the pastoral discussions with the children in key stage (KS) 2.

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

Gorran Primary School is a controlled primary school situated on the outskirts of Garvagh in County Londonderry. Almost all of the children come from the surrounding rural area. The children are taught in composite classes consisting of two-year groups. The enrolment has decreased over recent years and is currently 81 children. The percentage of children entitled to free school meals and the proportion of children requiring additional help with aspects of their learning has fluctuated over the past four years.

Gorran Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	91	89	87	81
% School attendance	96.5	96.5	96.7	97.5
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	19	17	13	19
No. of children on SEN register	19	21	18	20
% of children on SEN register	21	24	21	25
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	0	0

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

- Most of the children achieve very good standards in mathematics. The children with additional needs make good progress in line with expectation. From the foundation stage, the children's early numeracy concepts and mathematical language are well developed; they can sort, match, count, and make effective comparisons in measurement. As they progress in their learning through the key stages, they can apply their mathematical knowledge across the curriculum, make predictions and solve mathematical problems. The work in the children's books shows variety in the mathematical content and experiences, and progression in the learning; the quality of the presentation in the books is variable. By the end of KS 2, the more able children have a very good knowledge of key mathematical concepts and display adequate flexibility in their approach to mental calculations.
- The children use confidently information and communication technology (ICT) to enhance their learning across the curriculum. Individual portfolios of work show very good progression in their skills as they advance through the school.
- The children are courteous and well behaved and engage positively in their learning. Across all classes, the children's application of the thinking skills and personal capabilities is very good; they can work independently, in pairs and groups and contribute well to class discussions expressing their ideas confidently and responding positively to their teachers' questions. They persevere and engage in collaborative and sustained learning.

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

6. Provision for learning

- There is a consistent whole school approach to planning, learning, and assessment throughout the school. The teachers' planning is well differentiated and informed by insightful ongoing evaluation of the children's learning and the teachers' knowledge of their individual needs.
- The children who have difficulty with aspects of their learning benefit from effective intervention strategies including in-class and withdrawal support. They are integrated fully in the classes and supported sensitively by their classroom assistants. The additional provision has a positive impact on the children's learning, self-esteem and the outcomes they achieve. The staff work collaboratively to determine effective teaching strategies for each child which are outlined in comprehensive individual education plans.
- The consistent, high quality of learning and teaching is a key strength of the school's provision. During the inspection, almost all of the lessons observed were very good or better. The lessons included clear differentiation, practical learning, good use of resources, appropriate pace and challenge and effective plenary sessions to consolidate the learning.
- Throughout the school, the children experience a well-balanced and progressive mathematics programme. Planning for numeracy is thorough, ensuring continuity and progression across the school. An appropriate emphasis is placed on different learning styles and the children's ideas are sought and valued. The school has identified appropriately the need to develop further mathematical problem solving and investigative approaches throughout the school.
- The quality of the pastoral care provision is outstanding and is exemplified in the meeting of individual needs within a supportive and caring environment. During the discussions with the children from years 5, 6 and 7, they spoke positively about their school experiences in particular they talked about their enjoyment of mathematics.

7. Leadership and management

- The leadership and management team work closely with the governors to provide effective strategic direction for the work of the school underpinned by a distinct child-centred ethos.
- The self-evaluation process is rigorous and is underpinned by the effective analysis of relevant quantitative and qualitative information. The school development plan is central to the work of the school; however, the associated action plans require further clarity regarding the impact on the children's learning outcomes.

- The staff maintain very effective links with parents and encourage them to play an active role in their child's education. The Parent-Teacher Association contributes significantly to many aspects of the life and work of the school. Valuable links have been established with the local pre-school and the post-primary schools to develop effective transition arrangements for the children. The staff and governors are proactive in linking with business in the community to enrich 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 have a broad range of skills, including business, finance and education; they provide effective support and challenge for the staff and maintain a focus on the children's standards and achievements.
- 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.
- 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 years 5, 6 and 7 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

Gorran Primary School demonstrates 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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