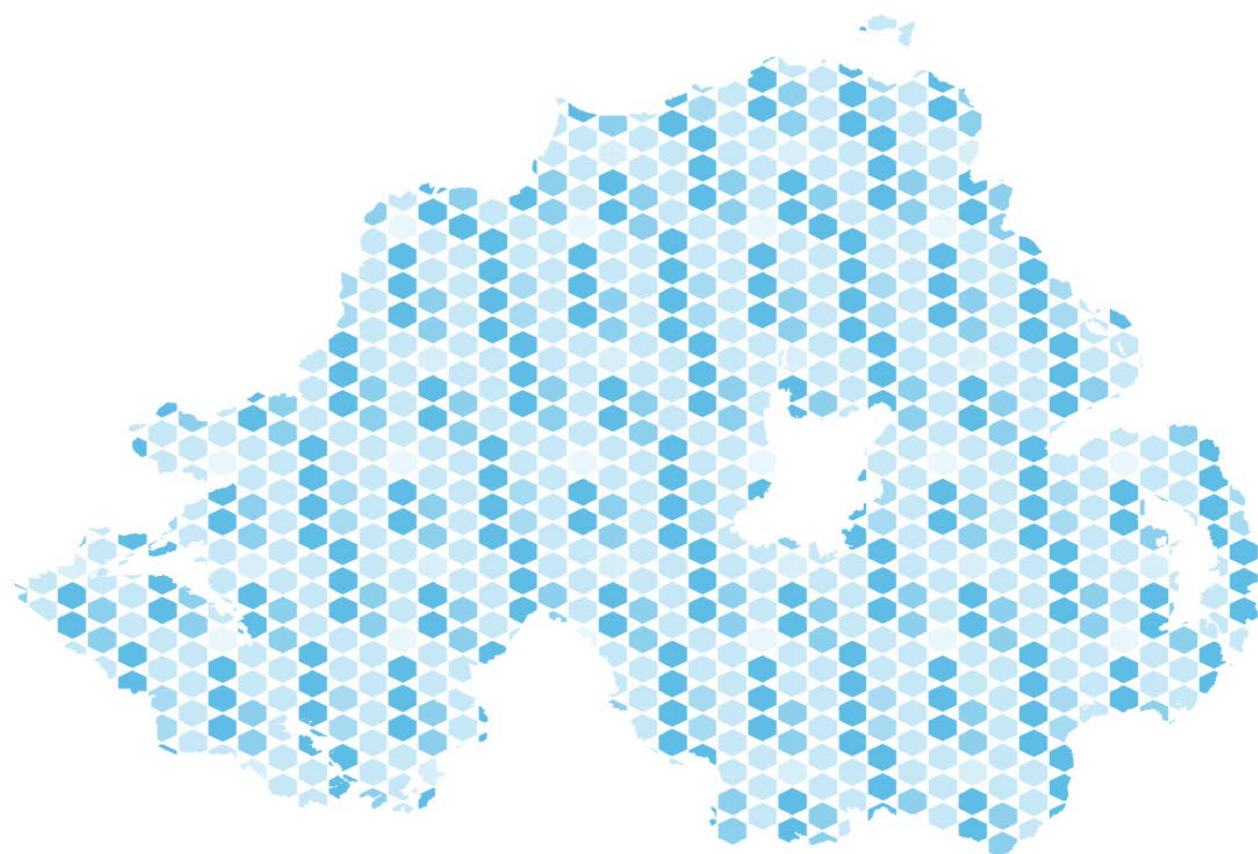


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Grey Abbey Primary School,  
Greyabbey, County Down

Controlled, co-educational primary school

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  
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CUSTOMER  
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## **CONTENTS**

<b>SECTION</b>	<b>PAGE</b>
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	2
7. Leadership and management	3
8. Overall effectiveness	3

### **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

Grey Abbey Primary School is a controlled primary school situated in the village of Greyabbey on the Ards Peninsula. Most of the children attending the school come from the village. The proportion of children requiring additional help with aspects of their learning has increased slightly.

Grey Abbey Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	89	91	90	93
% School attendance	96.3	95.2	95.4	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	19.1	25.3	25.6	24.7
No. of children on SEN register	14	17	18	21
% of children on SEN register	15.7	18.7	20	22.6
No. of children with statements of educational need	*	*	*	*

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Fifty-six percent of parents and most of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were very positive and the written comments indicated high levels of satisfaction with the life and work of the school. The parents commented on the effective leadership, the staff's attention to their children's welfare, individual needs and interests, and on their progress. The responses to the staff questionnaire endorsed the effective teamwork and child-centred approach to school improvement, and the support they receive from the parents and local community. The ETI has communicated to the principal and a representative of the board of governors the main findings, and any individual issues arising, from the questionnaires.

### 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; and
- quality of leadership and management.

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

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of Provision	Good
Leadership and management	Good

### KEY FINDINGS

#### 5. Outcomes for learners

- Across all key stages, the children engage enthusiastically with the learning. During the inspection, the most able children in year 7 demonstrated a secure understanding of all areas of the mathematics curriculum, a mature awareness of using mathematics in everyday situations and flexibility in their thinking and use of a range of strategies. The most able children in year 7 read with fluency and expression and shared their knowledge of a wide range of authors.
- When given the opportunity, in a majority of the lessons observed, the children connect, apply and make progress in their learning in literacy and numeracy across the curriculum and in meaningful contexts, including play-based learning in the foundation stage. The children's progress and depth of learning, particularly in relation to mathematical problem solving, problem posing and investigation are, however, limited by an over reliance on worksheets and closed activities.
- The children engage respectfully with their peers and work effectively in pairs and groups listening attentively and responding to the views of others. They use a range of appropriate resources, including information and communication technology (ICT) to support and enhance their learning.

#### 6. Quality of provision

- The curriculum is broad and balanced and, in the best practice, the teachers place the learning in meaningful contexts taking account of the children's own interests and experiences. The additional learning experiences beyond the classroom, including participation in the school council and Eco-committee, enhance further the children's learning, contribute to developing their personal and social skills and extend their knowledge of their local and wider community.
- A majority of lessons observed promoted and progressed successfully the children's learning. In these lessons, there was effective questioning which developed the children's responses and the learning activities challenged the children to collaborate and find solutions to real-life problems. In the less effective practice, the planning did not take account of the range of abilities within the classes, including those who require additional support with aspects of their learning, and an over emphasis on the completion of activities led to missed opportunities to develop the children's thinking skills and personal capabilities. The withdrawal support for children who require additional support with aspects of their learning is suitably flexible and tailored to individual need.

- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The staff place a high priority on the children's health and well-being and create a secure learning environment. Throughout the school, the working relationships are positive and mutually respectful, and there is a strong sense of community.

## **7. Leadership and management**

- There is a collective approach to school improvement underpinned by a culture of openness and teamwork. The strategic leadership places a high priority on staff welfare and the staff support each other sensitively in taking forward the agreed areas for improvement within the school development plan (SDP). The SDP is informed by wide consultation with all stakeholders and data analysis; however, the action plans and the arrangements for monitoring and evaluating the provision do not focus clearly on learning, teaching and the outcomes for the children.
- 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 well informed about the life and work of the school and the school's role within the local community. As they continue to support the principal and staff in taking forward the priorities identified in the SDP, it will be important that the governors monitor and challenge, where appropriate, the impact of the actions to promote improvement on learning, teaching and the outcomes for the children.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children report that they feel safe in the school and that they are aware what to do if they have any concerns about their safety or welfare.
- 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**

Grey Abbey Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the school has demonstrated the capacity to address.

The areas for improvement are to:

- provide the children with consistently high quality learning and teaching experiences; and
- develop further the arrangements for monitoring and evaluating the provision with a clearer focus on learning and teaching and outcomes for the children.

The ETI will monitor how the school sustains improvement.

**Health and safety / accommodation**

1. The pedestrian and vehicular access to the school on the corner of a busy road presents a safety hazard to the children, staff, parents and visitors to the school. The school has raised this with a number of authorities.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website [www.etini.gov.uk](http://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 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.

## 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

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

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.

<sup>2</sup> And the overall provision in a subject area or unit, as applicable.



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