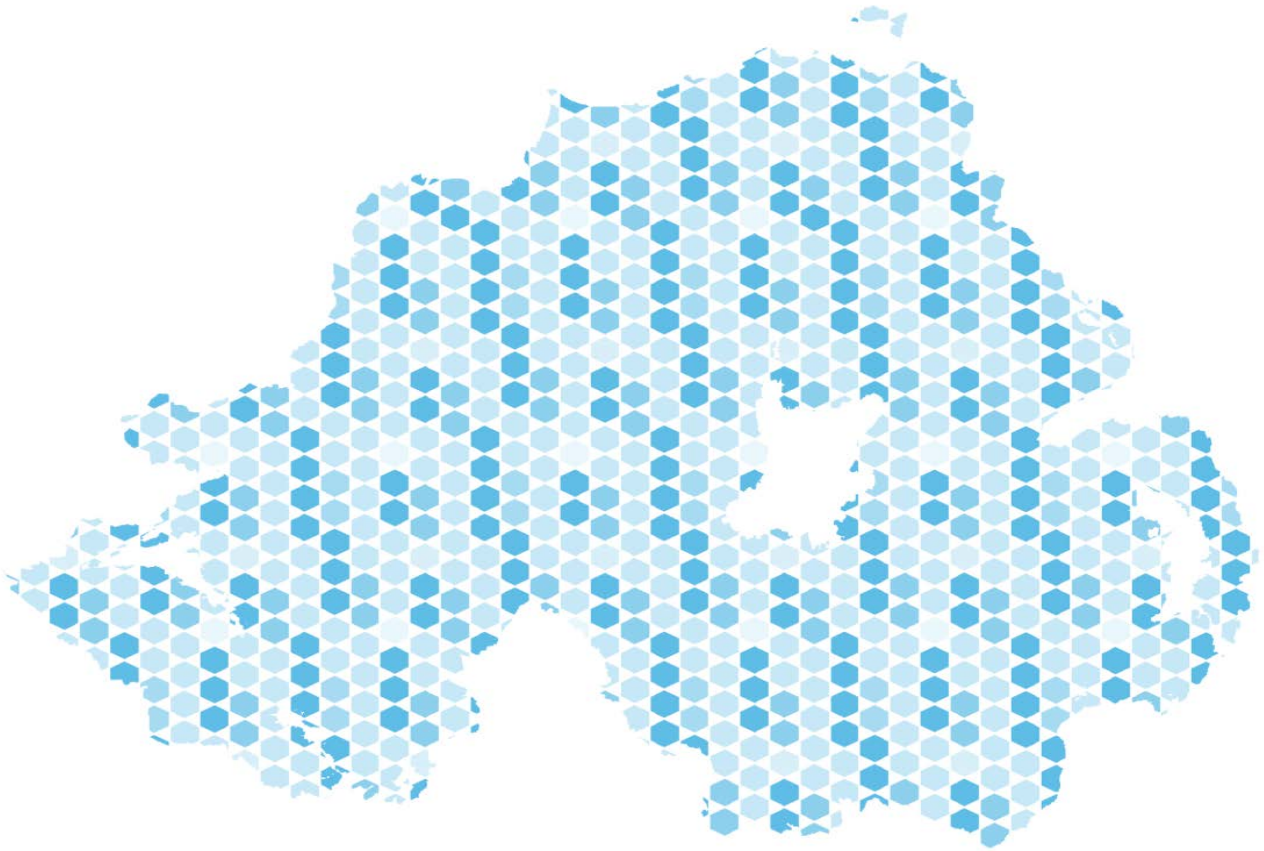


PRIMARY INSPECTION



Education and Training
Inspectorate

Longstone Primary School,
Ahoghill, County Antrim

Controlled, co-educational

Report of an Inspection in
April 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Longstone Primary School is a small, rural controlled primary school situated close to the village of Ahoghill. The children come from the surrounding area and the local villages. There are two composite classes in the school; one class includes 20 children and comprises of three year-groups across foundation stage and key stage (KS) 1. The second class includes 12 children and consists of three year-groups across KS2. Over the past four years, the enrolment has decreased steadily, the percentage of children entitled to free school meals has increased significantly, and the percentage of children on the special needs register has remained steady at around 20%. The school has recently become eligible for Extended Schools Funding for the first time due to the increase in the percentage of children entitled to free school meals which is currently 47%. The school has attained Level 2 of the Respecting Schools Award and is currently working towards becoming an Ulster Scots Flagship School.

Over the past two years, there have been significant changes in staffing; the current teaching principal has been in post since September 2016, the second teacher was recently appointed on a permanent basis from April 2017, and the part-time teacher is working on a temporary basis.

Longstone Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	51	37	34	32
% School attendance	97	97	97	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	29	27	35	47
No. of children on SEN register	9	8	7	6
% of children on SEN register	17.6	21.6	20.5	18.8

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Twenty-five percent of parents, all of the teaching staff and 50% of the support staff submitted responses to the confidential questionnaire. The responses from the parents expressed their strong satisfaction with the educational and pastoral provision provided by the school. In particular, the parents highlighted: their appreciation of the approachable, hard-working and caring teachers and support staff; the nurturing environment within the school; and, that the school is respected well within the community. The responses from the staff were all positive and expressed their high levels of satisfaction with their role in the school, and how all staff work collegially in the best interests of the children. The ETI has reported to the principal and representatives of the board of governors the main issues emerging from the questionnaires.

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

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 including how the school is addressing low attainment and underachievement, where applicable;
- quality of provision; and
- quality of leadership and management.

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

- Overall, the children achieve good outcomes in numeracy. In the foundation stage, the children engage positively with practical mathematical activities and make good progress in developing an understanding of number bonds, shape and space, measures and using associated mathematical language. Across the school, most of the children are progressing well in their understanding of the core mathematical concepts and improving in their use of mental mathematics strategies. By the end of KS2, the most able children are competent in mathematical processes and use mathematical vocabulary well to explain their thinking and the strategies they use to arrive at solutions. The children require more opportunities to practise and consolidate their flexible thinking skills through problem-solving activities related to real life contexts.
- The children make effective use of information and communication technology (ICT) across the curriculum and are confident in a range of ICT skills.

6. Quality of provision

- The children access a broad and balanced curriculum and, enriching extra-curricular opportunities, trips, visitors and music tuition. These activities support well the development of the children's knowledge, personal interests and talents, and their positive attitudes and dispositions to learning.
- The quality of the planning, learning, teaching and assessment for learning is good. The children experience a broad and balanced mathematics programme. Overall, the teachers give a high priority to planned and structured opportunities for the children to reflect on and assess their learning. The long-term planning sets out the coverage of key areas, concepts and topics for each year group. All of the lessons observed were good and were characterised by differentiation through effective questioning, and targeted resources to cater for each year group within the composite classes. The play-based learning lacks sufficient

breadth of provision and progression in the children's acquisition and use of their developing skills across the curriculum. The teachers have identified and are addressing appropriately their planning to include personalised learning targets for the children in order to monitor more precisely the effectiveness of teaching strategies in sustaining and progressing the children's learning.

- 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 children show confidence and empathy in supporting each other in their learning and, as they progress through the school, they work in partnership with their teachers to create an inclusive and rights respecting ethos.

7. Leadership and management

- Overall, the quality of leadership and management is good. The school is in the final year of its development planning cycle; and the recently established leadership and teaching team work collegially to lead key areas of school improvement. The current action plans have benefited from an effective review by staff; the priorities for improvement are clearly identified and well-informed by the recent self-evaluation incorporating the analysis of the school's internal performance data and teacher judgement. It is appropriate that the current improvement plans have identified the need to widen consultation with all members of the school community in preparation for the new development planning cycle.
- Within the limits and constraints of the changing enrolment patterns, it will be important that the teachers: share roles and responsibilities according to their area of expertise and interests; and, work flexibly and creatively to adapt and vary the teaching composites when required to meet the developmental needs of the children.
- The governors are actively involved in the work of the school and their range of expertise is used well to provide a challenge function in relation to finance, curriculum and standards. 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. There are aspects of governance to review, which include the need to:
 - implement a more rigorous time-bound cycle to evaluate whole-school priorities; and
 - record the minutes of governor meetings in a suitable format that facilitates the tracking of decisions made and actions taken.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. However, the staff need to ensure there is adequate consultation for all policies and that accurate records of feedback are collated and documented.

- During the discussions with the children from years 5, 6 and 7, they showed considerable pride in their school and spoke positively about their learning environment, the subjects they enjoy and of the support and respect that they have for one another. The children articulated a good understanding of what they need to do to keep safe when using the internet; and that they feel safe in the school and are aware of 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

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

There is an area for improvement that the school has demonstrated the capacity to address.

The area for improvement is:

- to include personalised learning targets for the children in the planning in order to monitor more precisely the effectiveness of teaching strategies in sustaining and progressing the children's learning.

The ETI will monitor how the school sustains improvement.

Health and safety / Accommodation

1. Carry out a risk assessment of the secure access to the school site.
2. There is one mobile classroom without a secure remote locking system.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education 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 representatives 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 management²:

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.

² And the overall provision in a subject area or unit, as applicable.

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