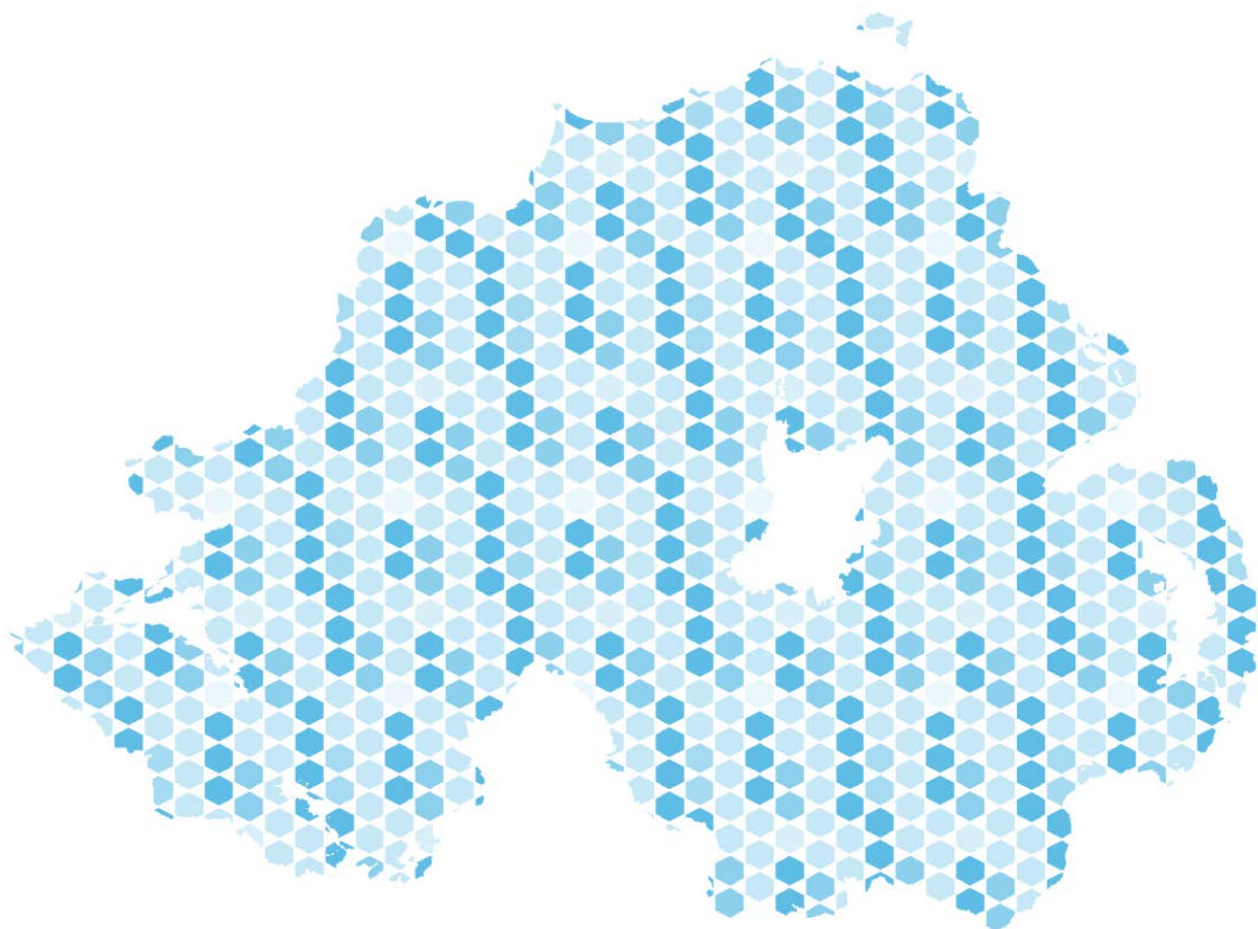


PRIMARY INSPECTION



Education and Training
Inspectorate

Maghaberry Primary School,
Moirá, County Armagh

Report of an Inspection in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
Department for Communities



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 confidential questionnaires.

Fifty-one percent of parents in the school and nursery unit and all of the staff responded to the confidential questionnaire. The responses to the parental confidential questionnaire indicated that almost all of the parents who responded are highly satisfied with all aspects of the life and work of the school. In particular, the parents highlighted the extremely welcoming and approachable staff and principal and their dedication to providing quality learning experiences for every child. The staff responses to the questionnaire were almost all positive; in the written comments, they praised the very good working relationships among the staff and their dedication to the development of every child as an individual. The ETI has reported to the principal and a representative of the board of governors the main messages emerging from the parental and staff 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 in literacy and numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning in the school and the nursery unit; and
- quality of leadership and management.

3. Context

Maghaberry School is a controlled primary school situated in the village of Maghaberry. All of the children attending the school come from the local area. The school enrolment has increased steadily over the past four years and the school is operating at full capacity. The school has a nursery unit with two part-time sessions. The percentage of children entitled to free school meals has remained steady, as has the proportion requiring additional help with aspects of their learning. At the time of the inspection, four of the eleven teaching staff were employed in a temporary capacity; the principal was fulfilling the role of literacy co-ordinator and a temporary teacher was acting as the special educational needs co-ordinator.

Maghaberry Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	192	197	198	215
% School attendance	96.2	95.9	96.0	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	8	10	9	9
No. of children on SEN register	69	61	53	50
% of children on SEN register	14	16	16	16
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good
Nursery Unit	Very good

5. Achievements and standards

- The children engage enthusiastically in their learning and, when given the opportunity in a majority of lessons, work well collaboratively in pairs and small groups. The children in the nursery and foundation stage are developing well their social skills, independence and self-management of the daily routines. Across the school, the children's thinking and problem-solving skills need to be developed.
- The school's performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make progress in English and mathematics in line with their ability or above expectation.
- The children's standards in literacy are good. They are highly articulate and contribute confidently to class discussions. Throughout the school, the children read for enjoyment; the most able children in year 7 read fluently, show a confident understanding of the writer's meaning, and discuss with maturity and confidence their reading preferences. The children write to a good standard. Across the key stages, the children have a good understanding of phonics; and, from the foundation stage, they are motivated to express their own ideas and are developing effectively their early reading and writing skills.

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

- The overall standards achieved by the children in mathematics are good; the children enjoy learning mathematics and the majority present their work to a high standard. They can apply their learning to a variety of real life contexts; however, there are inconsistencies, across the key stages, in the children's ability to use and explain a range of mathematical processes. By year 7, the most able children have a very good knowledge and understanding of most areas of the mathematics curriculum and can carry out mental mathematics calculations with accuracy and speed.
- The children who require additional support with aspects of their learning are making good progress in meeting the targets outlined in their individual education plans. The small number of children in the nursery unit who require adult support to manage their emotions or make independent choices are well supported and are making good progress.
- The children in the nursery unit have very good attention and listening skills and engage well in story, song and rhyme sessions and share in conversations with the staff and one another. They are keen to explore and experiment with a wide range of natural materials and care for and observe plants and flowers in the outdoors. The children display good observational skills and are creative in their representational drawing and mark making. They are developing an appropriate awareness of early mathematical concepts and language.
- The children achieve very good standards in information and communication technology (ICT). They make very good progress in their ICT skills and are confident and competent in using them to research and present information, and to support and extend their learning in literacy, numeracy and the World Around Us.

6. Provision for learning

- Most of the lessons observed were good and almost one-fifth were very good. In the very good practice, the lessons are well paced, appropriately challenging and the learning is set in meaningful contexts which reflect the children's interests. The teachers use effective questioning to encourage the children to explain their thinking and develop further their understanding. Where teaching needs to improve further, in a minority of the lessons, the level of challenge in the activities does not match the full range of the children's capabilities. The teachers need to evaluate incisively the extent of the children's learning in order to plan more effectively for their needs. Furthermore, all teachers need to develop more fully the children's thinking skills through creative, open-ended activities and provide more frequent, structured opportunities for the children to reflect on and assess their own learning. Across the key stages, ICT is used effectively to develop and extend the children's learning in both numeracy and literacy. The planned programme for play-based learning in the foundation stage includes cross-curricular activities to consolidate effectively a range of both literacy and numeracy skills.
- The children who require additional support with their learning are supported effectively through good quality withdrawal sessions and their progress is tracked appropriately by the acting special educational needs co-ordinator. The class teachers need to track these children's progress more rigorously and ensure that they are implementing the strategies outlined in the individual

education plans and providing work at appropriate levels. The classroom assistants provide a good quality of learning support for the children. Within the nursery unit, there are effective strategies, which include the use of visual cues, to support the children with additional needs and the staff are observant of the children's behaviours and responsive to their individual needs.

- The phonics programme develops well the children's ability to spell words phonetically; however, the children would benefit from a broader literacy experience and encouragement to use books and other resources to access the correct spelling of key vocabulary from an early stage. In the best practice, in the majority of classes, the children are given good opportunities to write independently in purposeful contexts across all areas of learning. Many of the year 7 children have enjoyed the opportunity to write imaginative and humorous stories for the younger children and they have a good understanding of the language and writing style required for this audience. Across key stage (KS) 1 and 2, the children need to be given additional, planned opportunities to produce extended pieces of writing across a wider range of writing types. The school has updated recently the range of reading resources in the school and the children spoke positively about the new books. The teachers need to review the planning and timetabling of reading lessons to provide a consistent progression in the development of reading opportunities for enjoyment, purpose and meaning.
- The long-term planning for numeracy outlines clearly a progression in knowledge and skills across each year group and provides an appropriate framework for the teachers to create medium- and short-term plans. The teachers need to develop further problem-solving tasks, which extend the children's thinking and enable them to make connections between their mathematical learning and everyday life.
- The planned programme in the nursery unit provides very good opportunities for learning in all areas of the pre-school curriculum. The development of the outdoor area has enhanced the children's learning opportunities for energetic and adventurous play and, for exploration and imaginative play. The high quality staff interaction enables the children to sustain concentrated learning. The staff need to refine further the assessment methods in order to record more efficiently the children's progress and development.
- The very good pastoral care arrangements for the children in both the school and nursery unit are a significant strength of the school's provision and of the children's educational and social experiences. The children's behaviour is exemplary and there are mutually respectful working relationships at all levels. A caring, supportive ethos underpins the inclusive environment for learning. The children in year 6 spoke very positively about the friendly ethos, their enjoyment of learning, and the support of their teachers. The promotion and rewarding of positive behaviour develops well the children's self-esteem and responsible attitudes to their learning. The children are given good opportunities to take on roles of responsibility as the year 7 'playground buddies' and within the combined school- and Eco- council. The children's views are being sought for input into the next cycle of the school improvement plans.
- The school and nursery unit give very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school have a clear focus on promoting the highest standards in learning and teaching. The school development planning² processes are of a good quality and are informed by the views of the school community and by the effective use of data. An appropriate range of monitoring and evaluation strategies has been put in place through the recent focus on establishing both an understanding of and culture for self-evaluation. The large number of staffing changes, in recent years, has affected the impact and pace of development. The leadership and management at all levels need to ensure that the processes for monitoring and evaluation are implemented more rigorously to improve further the quality of the learning and teaching and the standards achieved by the children.
- The links that the school has developed with parents and organisations in the local community are well established and are used effectively to enrich the children's learning experiences. The parents are kept well informed about the life and work of the school through the school website, newsletters and the active parent and teachers' association. The school has participated in joint staff development with other schools and has identified the need to build their links and partnerships with local schools to develop further the children's learning and wider achievements.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review, namely to:
 - develop further the role of the governors in monitoring and evaluating the quality of the provision and the achievements and standards of the children.
- On the basis of the evidence available at the time of the inspection, the school and nursery unit have 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.

8. Overall effectiveness

Maghaberry 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; in particular, the need for the leadership and management at all levels to monitor and evaluate more rigorously the quality of the children's learning experiences, in order to raise further the standards attained by all of the children.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

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