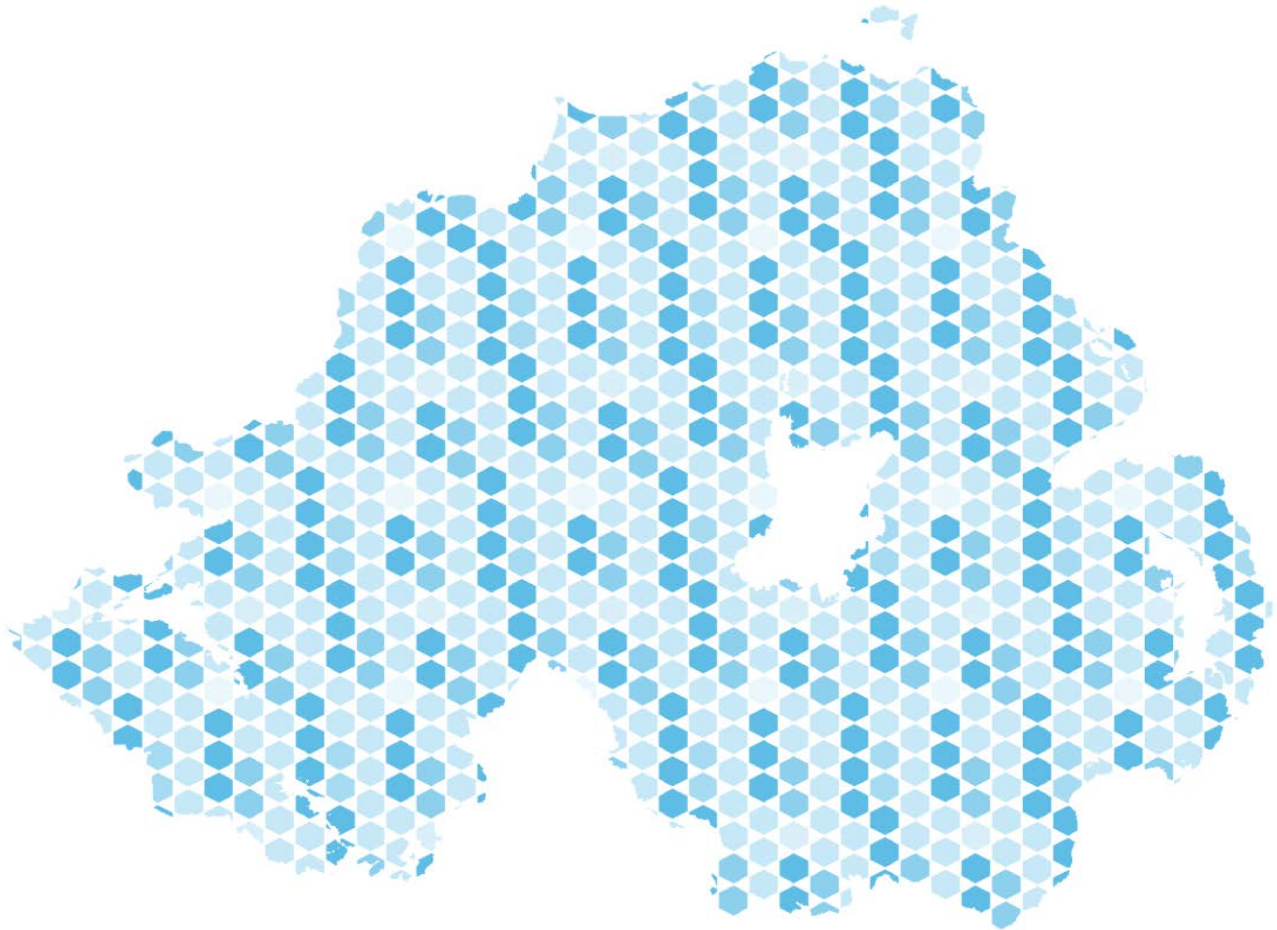


PRIMARY INSPECTION



Education and Training
Inspectorate

McClintock Primary School,
Seskinore, Omagh,
County Tyrone

Inspection completed in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

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 confidential questionnaires.

Sixty-one percent of parents responded to the confidential questionnaire. Their responses indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted: their appreciation of the approachable, hard-working and caring teachers and support staff; the high expectations of the staff for the children's learning; the additional support provided and the range of extra-curricular opportunities afforded to their children. All of the staff completed the confidential questionnaire; their responses were wholly positive. They emphasised: the many opportunities for professional development; the good quality of the working relationships; the supportive, collegial ethos across the school; and, the effectiveness of the leadership and management. The ETI has reported to the principal and a representative of the board of governors the views expressed in the confidential questionnaires and that no significant issues were raised.

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

McClintock Primary School is a controlled primary school situated in the village of Seskinore, approximately six miles south of Omagh. The children attending the school come from the local area and the wider catchment area. The school lives out its motto, created by the children, '*Learning Together For Tomorrow*,' as indicated by the questionnaire returns and the inspection findings. The percentage of children requiring additional help with aspects of their learning has increased significantly since last year. The school is developing well its provision for shared education through curricular and pastoral links with two local primary schools facilitated by the Department of Education's Signature Project for Shared Education.

An inspection of McClintock Primary School, Seskinore, was due to be carried out in May 2015. The inspection¹ was not completed due to the involvement of all the teachers in action-short-of-strike in relation to pay, pensions and terms and conditions of employment and reductions in the education budget. An inspection team revisited the school in May 2016, to complete the inspection.

McClintock Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	79	73	80	82
% School attendance	97.3	98.0	97.4	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ²	16.4	16.4	18.8	17
No. of children on SEN register	21	19	20	31
% of children on SEN register	26.5	26	25	38
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

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

- The children display very positive attitudes and dispositions to learning. They are articulate and friendly; their behaviour is exemplary. The children are highly motivated, engage well in group tasks, present their work to a high standard and are developing well a culture of self-reflection. Across all key stages, the children respond well to the learning activities which develop effectively and progressively their thinking skills, personal capabilities and information and communication technology (ICT) skills.
- The school's performance data shows that in English almost all, and in mathematics, all, of the children including those who require additional support with aspects of their learning make progress and achieve in line with expectation. In English and mathematics, a significant minority achieve above expectation.

¹ The inspection letter for the incomplete inspection can be accessed at:
Inspection letter-Mc Clintock Primary School, Seskinore , Omagh: Education and Training Inspectorate

² The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- The children achieve very good standards in literacy. Across the school, the children speak confidently and have well-developed oracy skills. During the inspection, the children wrote to a very good standard during play in the foundation stage and created a variety of poems in key stage (KS) 1. In the best practice, in KS 2, the children create more extended pieces of personalised writing. By year 7, the most able children read with good fluency, comprehension and expression. They are very enthusiastic about their reading preferences and reported that they enjoy the novel work and discussions through video-conferencing with children in the partner- schools in the shared education programme. The children explore ideas, events and features of text and use a range of strategies to read with confidence.

6. Provision for learning

- The teachers' planning is comprehensive and they exploit well the opportunities to make effective connections across the curriculum, including the use of ICT resources, to develop and extend the children's knowledge and skills. The teachers' evaluations of the planning focus appropriately on the extent to which successful learning has taken place and are used effectively to identify the needs of individuals and to inform future planning. The outdoor play provision in the foundation stage, and the methods for recording the children's progress and development, are not sufficiently developed; however, the school has identified appropriately the need to address these areas.
- All of the lessons observed were good or better; almost all were very good or outstanding. In the most effective practice, the lessons were set within meaningful real-life contexts and resources were used well to support the children's understanding. The teachers made skilful use of effective questioning to extend the children's thinking and consolidate their learning. The classroom assistants provided effective support for the children's learning and social skills. The children's work was marked regularly and supportively and, in the best practice, provided useful guidance on what they can do to improve their work.
- There are well-established processes for the early identification of the learning needs of the children. The teachers' good knowledge of the social, emotional and educational needs of the children informs the effective intervention programme of withdrawal and in-class support for those who require additional help with aspects of their learning. The effective application of the staff training in special educational needs education enables them to deploy a range of strategies which promote well the children's access to, and inclusion in, the learning process. The detailed individual education plans include targets that are realistic and clear, enabling progress to be assessed and celebrated.
- There are well-planned opportunities for the children to develop their talking and listening skills through all areas of the curriculum. The children are provided with meaningful and purposeful contexts for writing related to their local environment and the wider world. They have a broad range of writing experiences and, in the best practice observed within the children's books, the children plan their writing and have appropriate opportunities to edit and redraft for improvement. The teachers foster effectively an enjoyment of reading. The guided reading programme is varied and includes appropriately books to interest boys and reflects the interests of individual children. There is an increasing emphasis on the use of novels in KS 2 which provides appropriate challenge to develop the children's inferential reading skills. The shared education link has enhanced significantly the children's shared reading and writing experiences as it sets their work in meaningful contexts.

- The quality of the pastoral care in the school is outstanding. A respectful and caring ethos permeates the school. The staff have high expectations for the children to achieve and to develop resilience and perseverance to reach their full potential. The children have participated successfully in a wide variety of extra-curricular competitions and activities reflecting their individual academic, cultural, sporting, artistic and dance interests. The school promotes well the 'voice of the children' through the active student- and Eco-councils and they have contributed to various school improvements, such as, the provision of new activities in the playground. The staff encourage the children to explore their feelings and emotions through opportune parts of the literacy lessons and through the personal development and mutual understanding (PDMU) curriculum.
- The school gives 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 are highly effective. They have developed a strong culture of self-evaluation and adopted a collaborative approach to the co-ordination of all areas of learning. Continuing professional development is a key priority within the school; the teaching and support staff engage in numerous development opportunities which are aligned closely to the priorities identified in the school development plan (SDP). All of the staff are committed fully to enhancing provision to ensure the children progress in their learning; there is clear evidence that this work is improving the quality of the children's learning experiences and the standards they attain.
- A comprehensive SDP³ and associated action plans are informed by the needs of the children, detailed analysis of a range of internal performance data and highly effective consultation with the children, parents, staff and governors. The key priorities identified guide very well the improvement work of the school.
- The links that the school has developed with parents, schools and organisations in the local and wider community are well-established and are used effectively to enrich the children's learning experiences. There are effective arrangements in place for consulting with parents, involving them in the work and life of the school and developing further their skills to support the children's learning through, for example, the school website, newsletters, curricular parent evenings and the active parent support group. There are effective working relationships between the staff in the playgroup and in the primary school which form a good basis on which to develop further the curricular links between the pre-school setting and the foundation stage.
- 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 are involved actively in the school development planning process and provide an appropriate support and challenge function in relation to the areas of achievements and standards, finance and provision for learning.

³ The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010 but needs to be published on the school website so as it is accessible to parents and other stakeholders

- 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

McClintock Primary 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.

Accommodation

1. There is limited storage space in the classrooms for resources.
2. The school perimeter fence and the gates to the school do not adequately secure nor control access to the school.

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