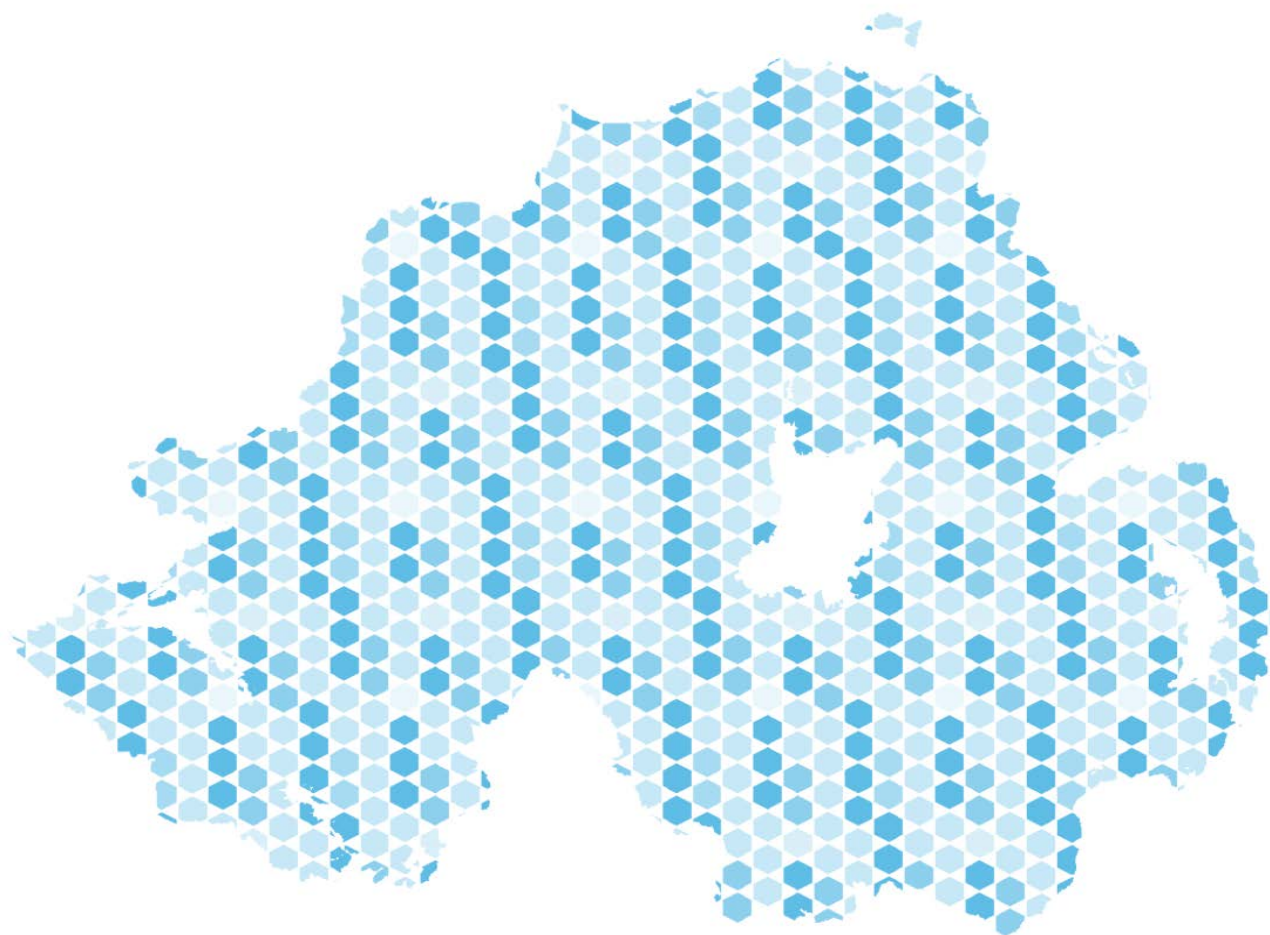


PRIMARY INSPECTION



Education and Training
Inspectorate

Newtownstewart Model Primary
School, County Tyrone

Report of an Inspection in
June 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.eti.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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Thirteen percent of parents and 83% of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaires endorsed the wide variety of the experiences provided for the children. The ETI has communicated to the principal and a representative of the board of governors the small number of issues arising from the written comments.

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

Newtownstewart Model Primary School is a controlled primary school situated in the town of Newtownstewart, County Tyrone. The children who attend the school come predominantly from the town and the surrounding rural areas. The percentage of children entitled to free school meals has fluctuated over the past four years. The proportion of children requiring additional help with aspects of their learning has remained steady.

Newtownstewart Model Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	58	61	63	63
% School attendance	96.9	96.6	95.6	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	38	24	27	41
No. of children on SEN register	17	20	18	19
% of children on SEN register	28	27	27	30
No. of children with statements of educational need	*	*	*	*
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Address an important area for improvement
Achievements and standards	Important areas for improvement
Provision for learning	Important areas for improvement
Leadership and management	Important areas for improvement

5. Achievements and standards

- Overall, the standards in literacy have important areas for improvement. The children write for a range of purposes; however, they are limited in their use of range of forms and the quality of the writing. The presentation of the children's work is variable. The children read with fluency and expression using a range of strategies and by the end of key stage (KS) 2 the reading is of a good standard. The children communicate effectively with their peers and with adults and throughout the school, they talk confidently about their learning.
- The school's internal performance data indicates that most of the children, including those who require additional support with aspects of their learning, make progress in English and mathematics at or above expectation.
- The children are welcoming, friendly and courteous. Their behaviour in lessons and around the school is very good; they are motivated to learn and work well in pairs. The children who require additional support with aspects of their learning are very well integrated and demonstrate good behaviour for learning.

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

6. Provision for learning

- In almost 30 percent of the lessons observed, the teachers' expectations of the children's learning were too low. In contrast, the majority of the lessons observed developed effectively the children's learning. In the best practice, the teachers were clear about the intended learning and provided appropriate support for all the children and used effective questioning to extend the children's thinking.
- The short-term planning does not plan for challenging learning experiences as required by the children based on the review of a range of information. There is, however, whole-school planning in place which provides a detailed overview for the teaching of literacy.
- Currently, there is an over dependence on textbook driven tasks to develop the higher reading skills. The teaching of writing is underdeveloped in KS2; it lacks a systematic approach to the development of the children's writing skills across a range of forms and across the curriculum. There are good opportunities for the children to develop their talking and listening skills through paired work and opportunities to present their learning to the whole class. There is a systematic approach to the teaching of reading across the school; the children read a range of texts and are beginning to use the reading materials to develop wider literacy skills.
- The quality of the provision for children who require additional support with aspects of their learning is good. The children's needs are identified early and are addressed well through a range of effective interventions. The targets in the individual education plans are well focused and guide the work of the staff. The children's progress is monitored carefully and the targets and strategies are amended appropriately to meet the needs of the children. The classroom assistants make a valuable contribution to the children's learning.
- The provision for pastoral care in the school is good. The children's development is supported by the agreed whole-school approach to positive behaviour management, which is agreed by all members of the school community. Their achievements are recognised and celebrated through the school's innovative rewards system. The school has very good links with the wider community and with a range of external agencies, which enrich the curriculum and provide opportunities for the children to participate in various competitions, educational visits and shared education projects.

7. Leadership and management

- The school development plan² (SDP) is devised in consultation with staff, parents, children and governors, and is informed increasingly by the effective analysis of internal performance data and a range of other first-hand evidence. The associated action plans are not focused sufficiently on raising the standards the children achieve. Consequently, the curriculum co-ordinators do not monitor and evaluate rigorously enough the quality and consistency of provision across all areas of the curriculum.

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

- 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. The recently formed board of governors comprises a broad range of relevant expertise and experience. The governors are continuing to develop their challenge function with a particular focus on the quality of the children's work.
- 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

Newtownstewart Model Primary School needs to address an important area for improvement in the interests of all the learners.

The area for improvement is:

- to develop the roles of curriculum co-ordinators and their capacity to monitor and evaluate more rigorously the quality and consistency of the literacy provision across the curriculum.

The ETI will monitor and report on the school's progress in addressing the area for improvement. There will be a formal follow-up inspection in 12 to 18 months.

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