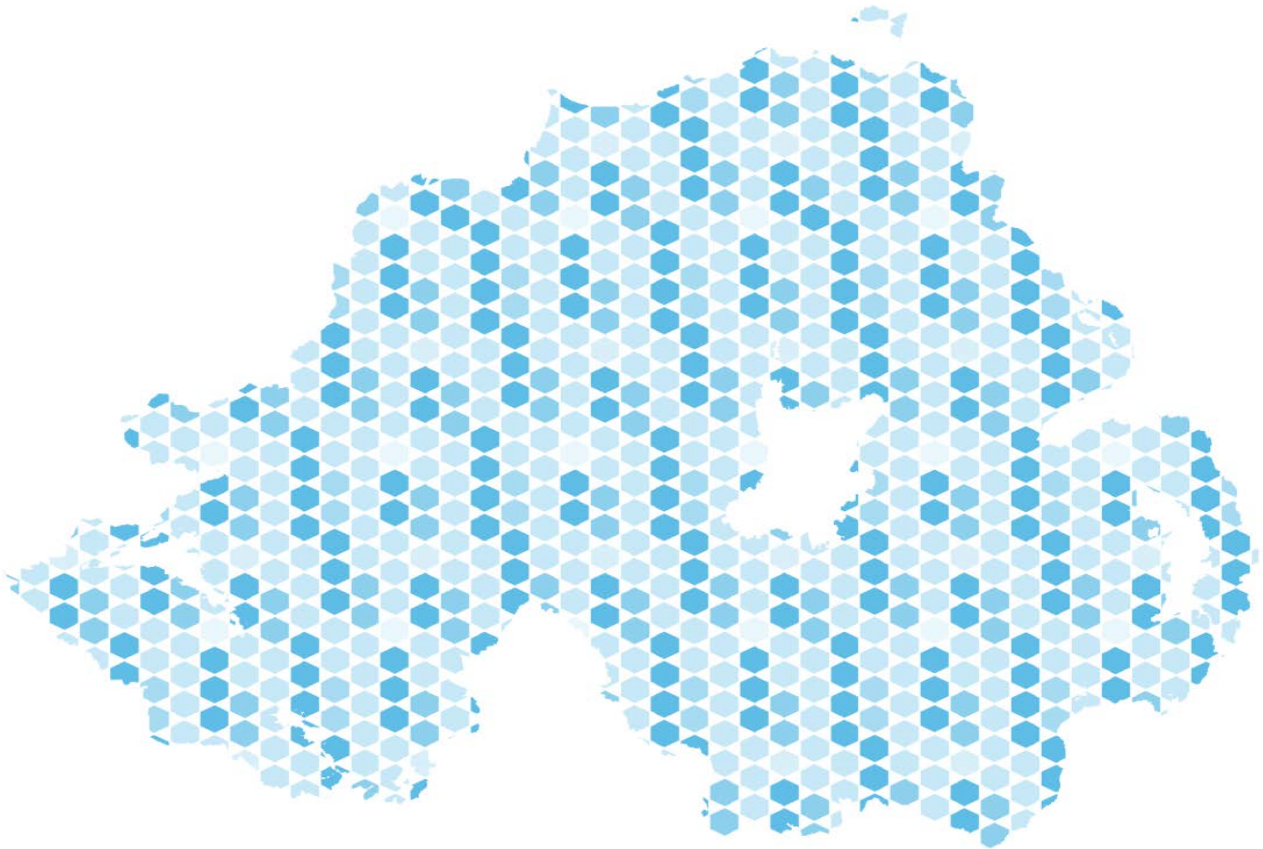


PRIMARY INSPECTION



Education and Training
Inspectorate

St Anne's Primary School,
Donaghadee, County Down

Maintained, co-educational

Report of an Inspection in
September 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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1. Context

St Anne's Primary School is a maintained primary school situated off the Millisle Road in Donaghadee. While most of the children attending the school come from the locality, a small number travel from a wider catchment area. There are a small number of children in the reception group. Over one-third of the children are entitled to free school meals and around one-quarter require additional help with aspects of their learning. The school continues to build on the well-established links of over 30 years with a local controlled primary school through their participation in the Shared Education partnership. The school also has links with two maintained primary schools and a maintained post primary school as part of the wider Bangor Parish Family of Schools.

St Anne' Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	49	43	45	51
% School attendance	94	96.3	N/A	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	36.7	46.5	46.7	41.2
No. of children on SEN register	15	10	14	13
% of children on SEN register	30.6	23.3	31.1	25.4
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	7	6	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

Thirty-two percent of parents and 70% of the staff responded to the online, confidential questionnaires. The responses to the parental questionnaire, including the written comments, were very positive about all aspects of leadership, provision and outcomes for the children; in particular, the parents highlighted the individual support provided to help children learn and the caring and approachable staff team. A small number of parents were unclear about the receipt of information and how to raise a concern. The responses to the staff questionnaire endorsed the effective teamwork and working relationships within the school, and the personalised learning and teaching provided for the children within their smaller school context. The responses to the year 7 online questionnaire indicated the children's confidence in their teachers, their enjoyment of the educational visits and learning experienced as part of the Shared Education partnership and their very positive view of the benefits of a small and friendly school environment. The ETI has communicated to the principal and the chair 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 literacy;

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

- quality of provision with a particular focus on literacy including across the curriculum and the reception provision; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good
Reception provision	Good

5. Outcomes for learners

- The children progress very well in their talking and listening, reading and writing as they move through the key stages, commensurate with their abilities and stage of development. Their written work is well-organised and presented neatly; they enhance the presentation of their ideas through the creative use of information and communication technology (ICT), drama and music. They write in a variety of forms showing a progressively skilful understanding of purpose and audience. The children transfer their literacy skills and organisational skills to a wide range of practical, open-ended activities across the curriculum.
- In discussion with a group of children from year 7, they spoke enthusiastically about their favourite books and authors and expressed their enjoyment of reading. They read aloud confidently and provided clear explanations of a range of strategies they use to work out the meaning of unfamiliar words. The children explained how they use their literacy skills to present information to a larger audience during assemblies and in school productions.
- The children work independently and collaborate maturely in groups and pairs; they enjoy sharing their ideas with others and, from a young age, listen and respond respectfully to the views of others. The children carry out roles and responsibilities, such as, 'playground buddies' and as members of the School- and Eco-councils, with pride and have very positive attitudes towards their learning.
- The small number of reception children are well settled and motivated in their learning through play both indoors and outdoors. They explore confidently the wide range of activities available and talk enthusiastically about their experiences to the staff and the other children.

6. Quality of provision

- The broad and balanced curriculum is enriched by the wide range of additional opportunities experienced through the Shared Education partnership and extra-curricular activities. These include, for example, detailed written recounts of visits to places of interest, joint poetry sessions and the 'Knit n' Natter' Intergenerational project. Literacy is developed effectively in a holistic and creative manner across all areas of the curriculum.

- The staff understand well the children's varying needs and use this information effectively alongside a range of assessment data to track systematically their progress and tailor their planning effectively to support individual needs.
- All of the lessons were good or better; with two-thirds being very good. Key features of this practice include: the very effective classroom management of differentiated learning within composite classes; the skilful adult interaction and effective questioning used to promote language and learning; the connections in the children's learning across the curriculum; and, the well embedded integration of ICT to support learning and teaching.
- Effective guidance and support for those children who require additional support with aspects of their learning is well-planned and implemented to bring about high quality individual learning experiences. The children's literacy skills and their social and emotional development improve as a result of this support.
- The learning experiences for the reception children are planned in line with the Curricular Guidance for Pre-school Education² and their progress is tracked effectively. The wide range of play-based activities, available both indoors and outdoors, are enhanced by the skilful interactions of both the teaching and support staff. There are limitations to the freely chosen learning opportunities and the social interactions for the reception children when the length of their day is extended and the foundation stage children require more sustained periods of adult-focused learning and teaching. 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. In discussion with the inspectors, a group of year 6 children talked enthusiastically about their caring and friendly teachers, their support for one another and their role in helping to create an inclusive and welcoming ethos for everyone.

7. Leadership and management

- The leadership and management promote a shared vision for high standards, excellent pastoral care and individualised support for every child within a caring and inclusive school environment. In addition, the very effective links and partnerships with other schools and the local community provide the leaders, staff and children of this smaller school with the benefits of being part of a larger community of learners.
- The co-ordinators work collegially to provide consistent, whole-school and cross-curricular approaches to the improvement process. There are clear and agreed systems in place for monitoring and evaluating learning and teaching and regular sharing of practice among staff.
- The school development planning process is informed by regular consultation with staff, children and parents and the analysis of a range of relevant data and teacher knowledge to identify relevant key priorities for future action. There is evidence of ongoing improvement in the quality of the learning experiences for the children and the teachers' ongoing professional development through their engagement in the Shared Education partnership and through the professional exchange within the wider Bangor Parish Family of Schools.

² http://ccea.org.uk/sites/default/files/docs/curriculum/pre_school/preschool_guidance_2018_v2.pdf

- 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 well informed and understand their role in the school improvement process. They support and challenge, as appropriate, the principal and staff and make a meaningful contribution to the life and work of the school.
- It will be important that the employing authority, school governors and the staff continue to 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. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. A group of children from year 6 report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

9. Overall effectiveness

St Anne's Primary School has a high level of capacity for sustained self-improvement in the interest of all learners. The ETI will monitor how the school sustains improvement.

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 observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, 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 management³:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

³ And the overall provision in a unit, as applicable.

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.

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