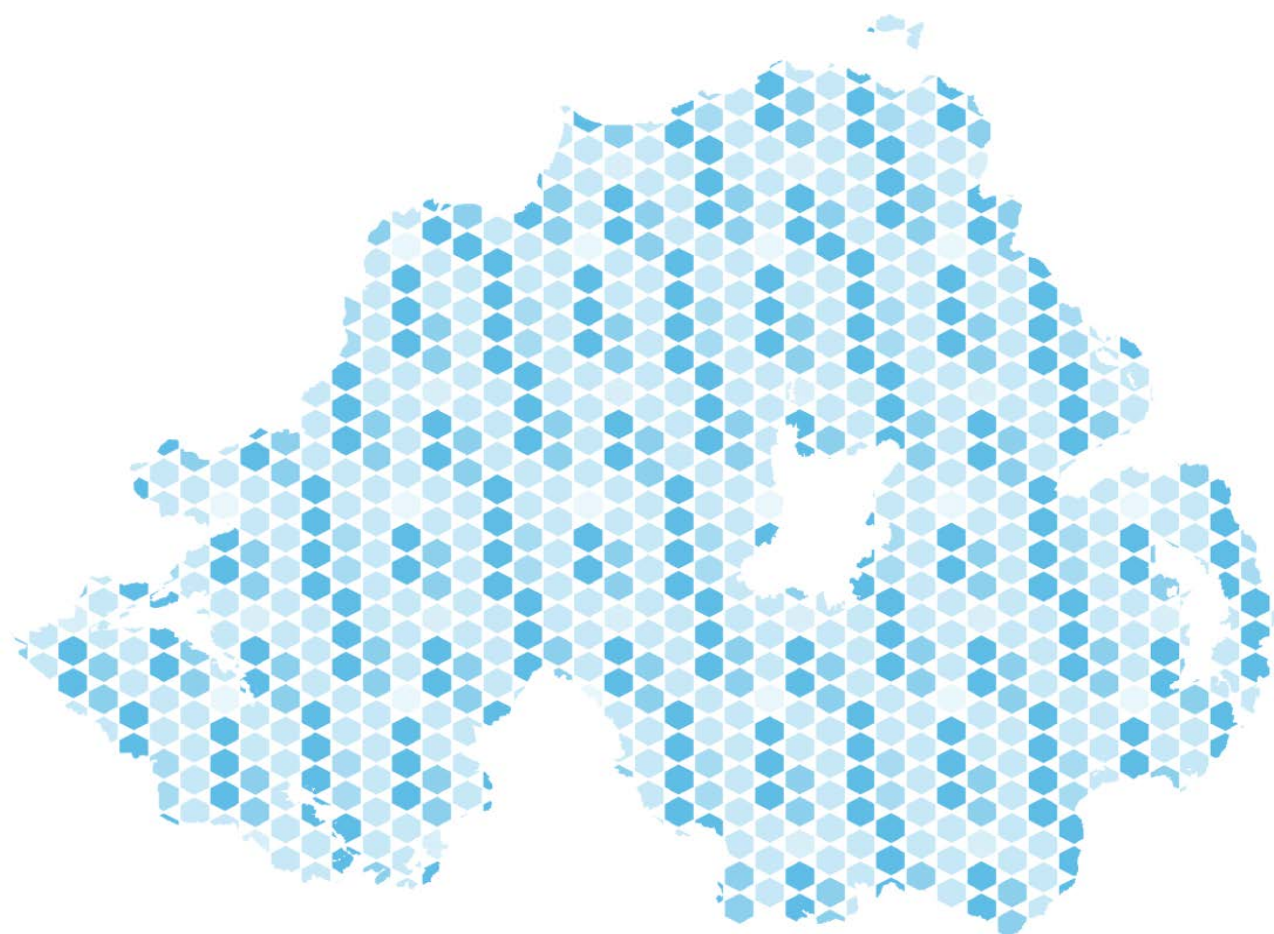


PRIMARY INSPECTION



Education and Training
Inspectorate

St Tierney's Primary School,
Roslea, County Fermanagh

Report of an Inspection in
November 2015

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision for learning	3
7. Leadership and management	4
8. Overall effectiveness	4
Appendix	

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 two representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Seventeen percent of parents and sixty-four percent of staff (teaching and non-teaching) responded to the questionnaires. The responses to the parental questionnaire indicated a variety of levels of satisfaction with the life and work of the school. In particular, the parents highlighted their confidence in the safeguarding procedures and appreciation of the staff's care, dignity and attention to the well-being of their children. A very small number of the teaching staff responded to the questionnaire and the majority of the staff returns were completed by the support staff; their satisfaction with aspects of the life and work of the school were varied. The ETI has reported to the principal and two representatives of the board of governors the main issues emerging from the questionnaires and the discussions.

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

St Tierney's Primary School is a maintained co-educational primary school situated on the outskirts of the village of Roslea. Most of the children attending the school come from the local and surrounding rural area. The school enrolls a small number of children in Reception provision; none were present during the inspection. While the enrolment has been increasing over the recent years, the proportion of children requiring additional support with aspects of their learning has remained relatively stable. The percentage of children entitled to free school meals has fluctuated slightly in the same period. There has been a series of absences at the senior leadership and management level, and the employment of number of temporary staff, over the last year.

The school demonstrates a commitment to purposeful shared education in the interests of all the children across the community. There is a range of educational activities organised each year for the children. The staff have benefited from continual professional development through a shared education project.

St Tierney's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	95	96	98	108
% School attendance	94	95	95	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	15	25	29	23
No. of children on SEN register	15	14	20	23
% of children on SEN register	18	18	17	21
No. of children with statements of educational need	*	*	6	5
No. of newcomer children	8	6	0	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Address urgently the significant areas for improvement
Achievements and standards	Good
Provision for learning	Important areas for improvement
Leadership and management	Requires significant improvement

5. Achievements and standards

- The children show enthusiasm and motivation to learn. Across the key stages, the children display good levels of independence; they collaborate well in group and paired work and take responsibility for the care of the learning environment. When given the opportunity, in a majority of lessons observed, the children can think critically and justify their responses.
- The school's performance data shows that most children, including those who require additional support with aspects of their learning, make progress in English; and almost all children, including those who require additional support with aspects of their learning, make progress in mathematics in line with their ability.
- Most of the children are keen to express their views about their learning and to engage with the teachers and classroom assistants in asking questions to clarify their thinking. The children in year 7 read with very good expression, fluency and understanding; the boys report that they would prefer to have a broader range of interesting books to read in the school library. The quality of the children's writing is variable and the more able children in most of the classes need to write for a wider range of audiences and purposes.

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

6. Provision for learning

- The quality of the planning and the effectiveness of the assessment methods are variable. In the best practice, in a majority of lessons, the planning supports effective learning and teaching. In a significant minority of classes, the staff need to take greater account of the evaluation of the learning from the planned activities and to include the children in the assessment of their own learning. In the most effective lessons, the teachers connected the learning across the curriculum, there was appropriate pace and challenge and the children were engaged in meaningful learning. In a significant minority of the lessons, there was a lack of differentiation in the activities and the low-level tasks had limited opportunities to involve the children in taking responsibility for their own learning. In the foundation stage, the provision for play-based learning was underdeveloped.
- Talking and listening and reading are integrated suitably into most areas of the curriculum. There are effective methods for the teaching of reading and spelling; however, these need to be developed further through the more effective sharing of best practice and resources. The children benefit from good opportunities to perform for audiences, with drama and verse speaking encouraged through the shared education events and competitions within and beyond the local community. The literacy co-ordinator has identified appropriately the need for the staff to improve the whole-school planning for literacy and to provide a framework of progression, with a specific emphasis on extending the children's experiences of a range of writing forms.
- The provision for children with additional educational needs is good. The special educational needs co-ordinator has identified appropriately the need to review inconsistencies in the effectiveness of the individual education plans. In the best practice, the individual education plans inform effectively the teachers' planning and they include the individual children's strengths and learning needs. The classroom assistants develop well the children's learning and are involved appropriately with the classroom management of the learning activities. The school needs to identify and share the best practice and continue to develop the capacity of all staff.
- The pastoral care in the school is of a good quality. During the inspection, the children were very well behaved, polite and respectful to one another and to the adults and visitors to the school. A whole-school reward system encourages the children to work diligently and they benefit from the few opportunities to take on positions of responsibility through, for example, caring for the younger children in the playground. The staff have identified appropriately the need to develop further the children's decision-making skills and include the voice of the child in the life and work of the school.
- The staff give good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. There is a range of sporting programmes within the curriculum; the children participate in the annual 'Healthy Munch Box' challenge and the school has been awarded the 'Smart Snacks' certificate.

7. Leadership and management

- The senior leadership team and staff lack a systematic approach to the process of self-evaluation. A lack of continuity and purpose in the curricular development of the school by the senior leadership team, ineffective teamwork by the staff and the lack of continued sharing of best practice to promote improvement impede the strategic direction and development of the school. Where classroom practice is effective, it is often not disseminated; and, equally, where it is less effective, it is not identified and addressed appropriately. The senior leadership team and co-ordinators need to form a stable and effective whole-school team, develop their roles and responsibilities to work collaboratively in order to monitor and evaluate urgently the impact of the actions to promote improvement within their areas of responsibility to build their capacity for whole-school improvement.
- There is insufficient rigour to the monitoring and evaluation by the senior leadership team and the co-ordinators regarding the quality and impact of the action plans to promote improvement in the children's learning experiences and outcomes. While the identified priorities in the current 2015-18 draft school development plan have been informed through consultation with stakeholders, the action plans do not contain appropriate time-bound monitoring strategies.
- The senior leadership team need to implement the appropriate plans that are in place to improve further the arrangements for communicating and consulting with staff, and, to involve parents more widely in their children's education, through, for example, the development of a new school web-site.
- The governors provide challenge and support for school improvement. 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. In assisting further the governors in carrying out their challenge function, the staff need to update the governors of their areas of responsibility. In addition, there is a need to review the provision for the Reception children and to provide a play-based pre-school programme based on the 'Curricular Guidance for Pre-school.' The programme needs to plan for and record the progress and development of the small number of Reception children in the composite class with the year one children. There is a need to strengthen curricular links with the local playgroup and the post-primary schools.
- 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.

8. Overall effectiveness

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 areas for improvement are:

- for the teachers to adopt a more rigorous and collaborative approach to self-evaluation, to track the children's progress and inform planning, in order to promote improvement;
- for the senior leadership team and co-ordinators to develop their roles and responsibilities in order to monitor and evaluate urgently the impact of actions to promote improvement within their area of responsibility; and
- for the further development of the planning and assessment in the play-based learning programme with the provision of the associated resources in the Reception group and foundation stage in order to plan for and record the progress and development of these children.

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.

Accommodation

1. The school lacks a separate school office.
2. There is only one adult staff toilet.

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