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*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

## **Education and Training Inspectorate**

### **Report of a Short Inspection**

**Anamar Primary School  
Crossmaglen**

**Inspected: November 2009**



## **ANAMAR PRIMARY SCHOOL, CROSSMAGLEN, CO DOWN, BT35 9BH (503-1146)**

### **SCHOOL CONTEXT**

Anamar Primary School is situated on the Kiltybane Road close to Crossmaglen. The enrolment in the school has remained steady over recent years and is currently 39. Almost all of the children come from the local and surrounding rural area. At the time of the inspection, approximately 45% of the children were entitled to free school meals and 23% of the children were identified as requiring additional support with aspects of their learning.

### **FOCUS**

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

### **THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN**

The arrangements for the inspection included an opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire prior to the inspection. Of the 28 questionnaires issued to the parents, 14 (50%) were returned to the Department of Education (DE), including nine which contained additional written comments. Most of the parental questionnaires and written responses indicated very high levels of satisfaction with all aspects of school life, highlighting in particular the hard-working and dedicated staff, the caring and happy atmosphere within the school and the opportunities provided for the children to participate in extra-curricular activities. The very few issues raised have been shared with the Principal.

A representative from the Board of Governors met with the inspection team and expressed his appreciation for the quality of leadership of the Principal and the commitment of the staff. All of the teachers and five members of the support staff responded to the online questionnaires. The responses were wholly positive about all aspects of the life and work of the school.

In discussions, the children from years 6 and 7 talked enthusiastically about many aspects of school life. The children are aware of what to do if they have worries about their safety or well-being.

### **PASTORAL CARE**

The quality of the arrangements for pastoral care in the school is outstanding. Among the strengths are: the excellent behaviour of the children who display a clear sense of loyalty to the school, the contribution made by the staff to promote and maintain a well organised and supportive environment for learning and the community ethos within the school.

### **CHILD PROTECTION**

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the DE.

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, for example, through the growing of vegetables which are used in school meals, the Boost Better Breaks Scheme and the outdoor play activities which encourage the children to adopt healthy lifestyles.

## CONCLUSION

The strengths of the school include:

- the caring, inclusive and supportive ethos based on the very good working relationships at all levels;
- the very good processes established for self-evaluation and school development planning;
- the quality of the teaching observed, all of which was good or very good;
- the very good standards attained by the children in literacy and numeracy including, their above average attainments in the End of Key Stage 2 assessments for English and mathematics;
- the excellent behaviour and positive attitudes towards learning shown by all of the children; and
- the very good leadership of the Principal, supported ably by the teachers in the development of a collegiate approach to learning and teaching and curriculum development.

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.

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.

The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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