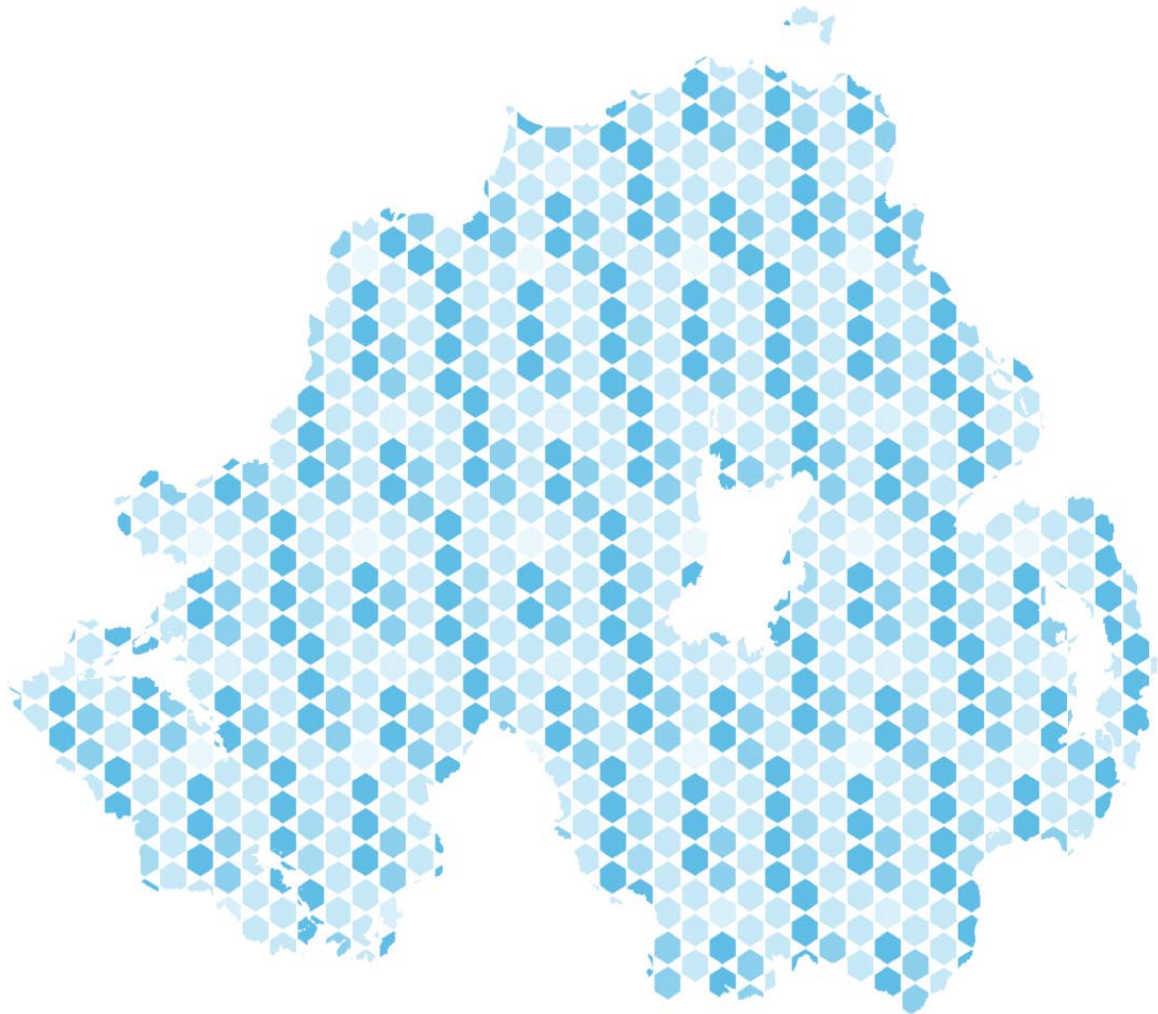


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Clare Primary School,  
Tandragee

Report of an Inspection  
in January 2010

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, the Inspectorate relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory



**CLARE PRIMARY SCHOOL, CLARE, TANDRAGEE, CO ARMAGH, BT62 2HB  
(501-1142)**

## SCHOOL CONTEXT

Clare Primary School is situated in the rural town land of Clare, Tandragee, County Armagh. Almost all of the children come from the surrounding rural area. The enrolment has increased steadily over recent years and currently stands at 121 children, including five under-age children who attend the reception class. The school reports that approximately 5% of the children are entitled to free school meals and 20% of the children require additional support with aspects of their learning. At the time of the inspection, there were two substitute teachers working respectively in years 1 and 3.

## FOCUS

The short 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 inspection also evaluated the school's arrangements for pastoral care and child protection.

## THE VIEWS OF PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents to complete a confidential questionnaire prior to the inspection. Of the 74 questionnaires issued to the parents; 47% were returned to the Department of Education (DE), including 17 which contained additional written comments. Almost all of the returned parental questionnaires and written comments indicated high levels of satisfaction with all aspects of school life; particular reference was made to the high quality of education which the children of all abilities receive, the dedication of the Principal, teachers and support staff and the caring and supportive ethos. The issues raised in a few of the parental responses were discussed with the Principal and the Chairperson of the Board of Governors (governors). Four teachers completed the online questionnaire; they affirmed the high quality of the Principal's leadership and endorsed the very good team-work which progresses the curricular work occurring within the school. The Chairperson of the Board of Governors commented on the significant role the school plays in the rural community.

The inspectors also met with a group of children from year 6; the latter talked confidently about their experiences in school and the support and encouragement they receive from the staff. The children indicated that they are happy and feel secure in school.

## PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good; the Principal and the staff are committed to the children in their care. The teachers have high expectations of the children, encouraging them to be well-behaved, mannerly and to take pride in their work. The children are friendly and courteous; their behaviour is exemplary.

## CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued in the relevant DE circulars. However, the governors who sit on interview appointment panels need to update their child protection training as provided by the Southern Education and Library Board. The staff need to update the policy documents to reflect more fully the school's child protection practices and the DE circulars; the revised policies will need to be ratified by the governors.

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example, through the provision of healthy breaks and a wide range of extra-curricular activities which encourage the children to develop healthy lifestyles.

### **The strengths of the school include:**

- the high quality of the pastoral care provision which fosters the children's positive attitudes to their learning;
- the quality of the teaching observed, all of which was consistently satisfactory and, in a majority of lessons, it was good and very good;
- the good standards achieved by the children in literacy and in mathematics;
- the effective special educational needs provision;
- the good quality and use made of the School Development Plan to promote school improvement; and
- the effective and child-centred leadership of the Principal, who created a collegiate approach to the improvement of teaching, learning and curriculum development, is very good.

### **An main areas for improvement are:**

- the need for the governors to review the enrolment of pre-school (reception) children in the light of the current guidance from DE; and
- the need to develop further the provision for play-based learning in the current reception class and throughout the foundation stage.

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the areas for 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.

## **APPENDIX**

### **HEALTH AND SAFETY**

The need for the employing authority, governors and the school leadership to review the security of the access arrangements to the school buildings.

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