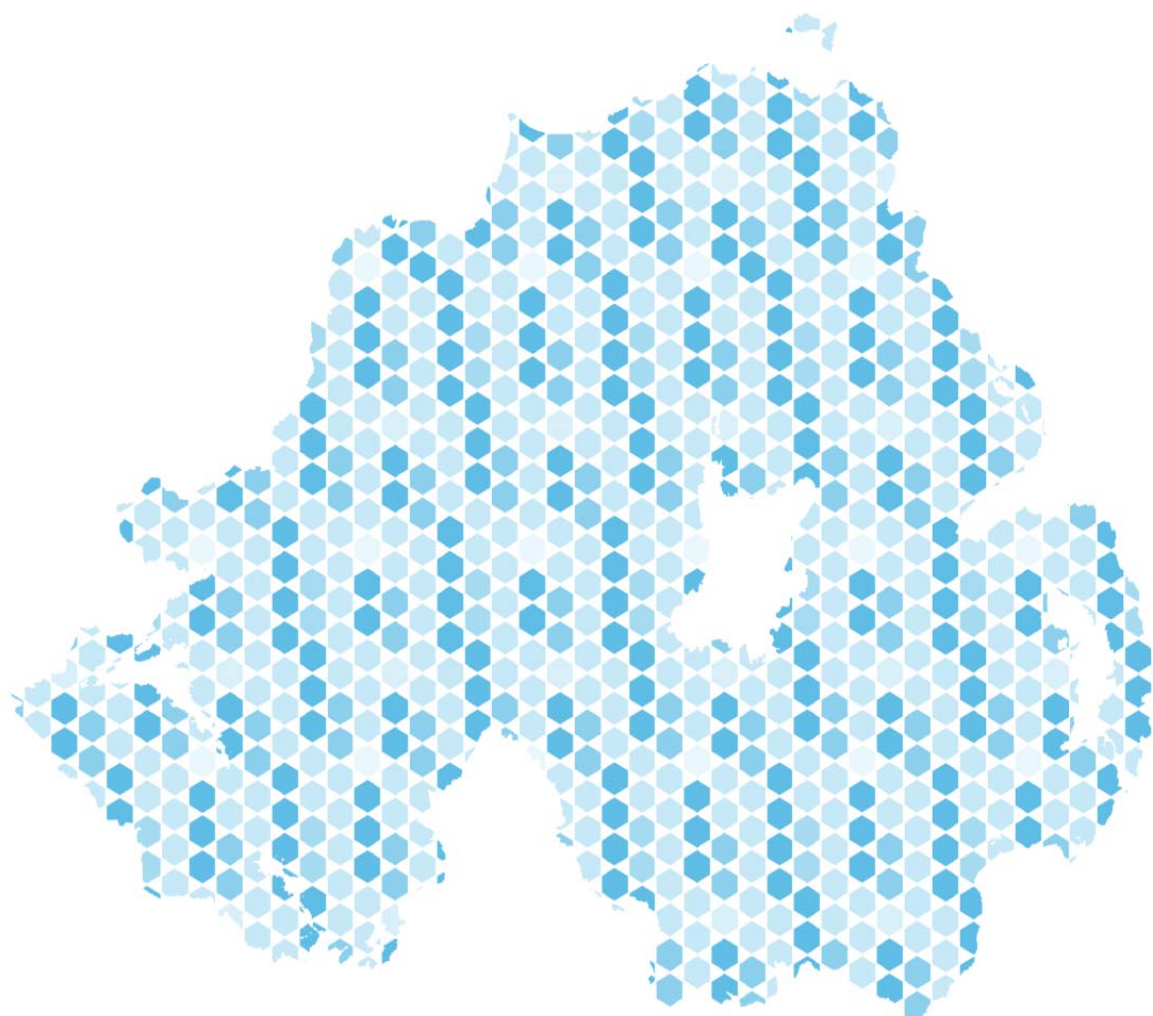


PRIMARY INSPECTION



Education and Training
Inspectorate

Clea Primary School, Keady

Report of an Inspection
in March 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, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Clea Primary Keady** iii. **Date of Inspection: W/B 22/03/10**
 ii. **School Reference Number: 503-1108** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	7	7	11	7	8
Enrolments					
Primary	67	68	72	69	69
Reception	3	4	4	4	2
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection.
 For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage):

96.4%

NI Avg Att: 94.9%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 4 0 0 0
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 18.25 NI PTR: 20.4

- iii. Average Class Size: 19

- iv. Class Size (Range): 18 to 21

- v. Ancillary Support:

Number of Hours Per Week:	i. Clerical support:	15
	ii. Foundation Stage Classroom Assistant Support:	30
	iii. Additional hours of other classroom assistant support:	50

- vi. Percentage of children with statements of special educational needs: 5%

- vii. Total percentage of children on the Special Needs Register: 23%

- viii. Number of children who are **not** of statutory school age: 9

- ix. Percentage of children entitled to free school meals: 32%

- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: **English 87%** **Mathematics 87%**

CLEA PRIMARY SCHOOL, KEADY, CO ARMAGH (503-1108)

SCHOOL CONTEXT

Clea Primary School is situated in a rural location approximately three miles from Keady in County Armagh. The enrolment has remained steady over recent years and currently stands at 73 including seven children below compulsory school age. At the time of the inspection, approximately 30% 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 school's arrangements for pastoral care and child protection were also evaluated.

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included an opportunity for the parents, the teaching staff and the support staff to complete confidential questionnaires prior to the inspection. Of the 47 questionnaires issued to the parents, 43% were returned to Inspection Services Branch and 24 contained additional written comments. Prior to the inspection, three letters were received by the Education and Training Inspectorate (Inspectorate); one expressed strong support for the work of the school and two raised concerns about aspects of the provision in the school; the contents of the letters were shared with the Principal and the Chair of the Board of Governors. Almost all of the responses to the parental questionnaires were highly affirmative of the work of the school; in particular the parents value highly the child-centred ethos, the leadership of the Principal, the very caring, hard-working and supportive staff, and the children's enjoyment of school. In addition, five parents met with the inspection team during the inspection to express very strong support for the quality of the education provided for their children.

Five members of the teaching staff responded to the online questionnaire and three included written comments about the life and work of the school. The responses were positive about aspects of school life highlighting in particular the leadership, support and encouragement provided by the Principal.

Seven members of the support staff responded to the online questionnaire and four included a written comment. Almost all of the responses were extremely positive and complimented highly the strong sense of family which permeates the school and the care given to each child in the school.

In discussions held with the children from years 6 and 7 they reported that they are aware of what to do if they have concerns about their safety or well-being. The children talked enthusiastically about their learning experiences and the many aspects of school life that they enjoyed; including the value placed on their views about their school, the caring and helpful teachers and the range of extra-curricular activities available.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good.

The strengths of the provision include:

- the inclusive ethos throughout the school community;
- the children's positive attitudes to learning in the lessons observed;
- the high level of care and commitment shown to the children by the staff; and
- the very good behaviour of the children.

CHILD PROTECTION

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

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. The Healthy Snack Shop and wide range of sporting opportunities encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the very good arrangements for pastoral care and child protection;
- the overall quality of teaching which, in all lessons observed, was satisfactory and in the majority of instances was good or very good;
- the very good use of assessment data to monitor whole school performance and to set targets for improvement in individual children's attainment;
- the very good leadership and management provided by the Principal, her strong commitment to the development and improvement of all areas of school life;
- the value added to the children's learning experiences through the provision of a wide range of curricular and extra-curricular activities; and
- the developing culture of self-evaluation which is helping the staff to target improvement in the children's learning.

The areas for improvement include:

- the need for the teachers to develop their' short term planning in literacy and numeracy;

- the need for all of the teachers to work together to address more effectively the needs of the children with special educational needs; and
- the need to raise further the standards achieved by the children in literacy and numeracy.

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards and the provision for learning which need to be addressed if the needs of all the learners are to be met more effectively. The Inspectorate will monitor and report on the organisation's progress in addressing 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 including the present provision for children below compulsory school age, in order to address the current and future needs of the children and the staff.

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