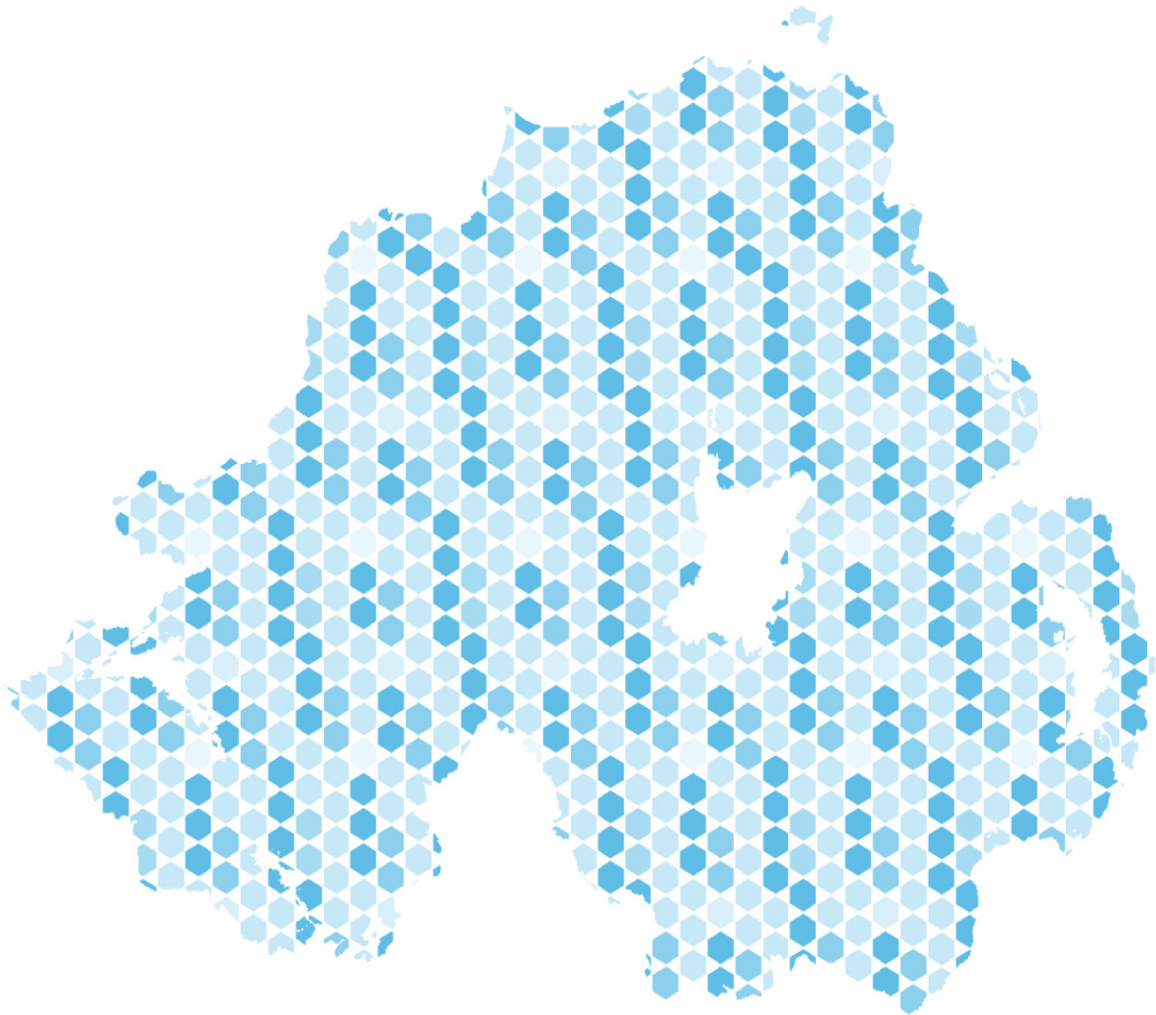


PRIMARY INSPECTION



Education and Training
Inspectorate

Enniskillen Integrated Primary
School & Nursery Unit,
Co Fermanagh

Report of an Inspection
in March 2011



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

SCHOOL CONTEXT

Enniskillen Integrated Primary School and Nursery Unit is situated in the town of Enniskillen in County Fermanagh. The new purpose-built school opened in 2007. The children attending the school come from the town and surrounding rural areas. Currently, there are 218 children enrolled in the primary school and 26 children in the nursery unit. The applications to the school for enrolment exceed the number of available places in both the primary school and the nursery unit. At the time of the inspection, approximately 21% of the children in the school were entitled to free school meals. The school has registered 27% of the children as having special educational needs.

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 including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is very good.

- In **English and mathematics**, most of the children attain very good standards. By the end of key stage 2, the children demonstrate confidence in talking and listening, reading and writing and have a secure understanding of mathematical concepts; they are able to apply their literacy and numeracy skills across the curriculum.
- The children identified with **special educational needs** make very good progress and achieve standards appropriate to their ages and stages of development.

Provision for Learning

The provision for learning is outstanding.

- The **children's behaviour** is exemplary; they are well-motivated and display very positive attitudes to their learning. The staff provides an extensive range of stimulating learning experiences in a safe and secure environment.

- The teaching and support staff are hard-working and fully committed to the integrated education ethos and to the well-being of the children. The **quality of the teaching** observed ranged from good to outstanding; it was very good or better in two-thirds of the lessons. Creative use is made of information and communication technology to support learning and teaching effectively.
- The provision for **special educational needs** is outstanding. The children benefit from early identification in the nursery and effective intervention programmes as they progress through the school. A significant feature of the provision is the strong partnership established with the parents to support the children in surmounting the barriers to their learning.
- The quality of the arrangements for **pastoral care** is outstanding in the nursery and the school. The integrated and inclusive ethos throughout the school community is one of nurture, challenge and care which helps to develop the children's self-esteem and sense of enjoyment in learning.
- The school and nursery have very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating**. There is an appropriate emphasis on, and very good participation in, physical activity for the children throughout the day; after-school coaching is also available for a range of sports.

Leadership and Management

The quality of leadership and management is outstanding.

- The **Principal** provides outstanding leadership; she has led the staff successfully to establish an effective approach to continuous improvement, which involves the children, all staff, parents, governors and the wider community.
- The **Vice-principal and the co-ordinators**, provide very good curricular leadership; they promote collaborative approaches to planning and assessment to develop and maintain standards with high quality learning experiences for all of the children.
- The whole-school **self-evaluation and school development planning** processes are very good. There is a strong culture of collecting qualitative and quantitative data to help inform and effect further improvements in the standards attained by the children in literacy and numeracy.

CONCLUSION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

No follow-up inspection is required.

ENNISKILLEN INTEGRATED NURSERY UNIT

Key Findings of the Inspection

- The children enjoy their activities and almost all of the children are able to play independently and collaboratively for sustained periods of time.
- There are many examples of very good to outstanding staff interaction and involvement which support the development of the children's language and learning.
- The broad and balanced programme provides very good to outstanding opportunities to learn in all areas of the pre-school curriculum. The standard of the children's mathematical understanding is a key strength of the nursery.
- Very good quality provision is made for those children with additional learning needs and they make good progress. There are prompt referrals to support agencies for those children identified with additional learning needs.
- The programme for play is well-planned and informed effectively by the very good use made of on-going assessment records.
- The leadership and management of the nursery are excellent and the staff work very effectively as a team.

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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Enniskillen Integrated Primary** iii. **Date of Inspection: W/B 23/03/11**
 ii. **School Reference Number: 206-6549** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	30	29	29	32	31
Enrolments					
Primary	209	213	214	217	218
Reception	0	0	0	0	0
Nursery Unit	26	26	26	27	26
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): 94.1% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|---|---------------------|---------------------|--------------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 10 | 1 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 24.5 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 31 | | | |
| iv. Class Size (Range): | 30 to 32 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 35 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 115 | |
| | iii. Additional hours of other classroom assistant support: | | 205 | |
| vi. Percentage of children with statements of special educational needs: | 4.1% | | | |
| vii. Total percentage of children on the Special Needs Register: | 27% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 21% | | | |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English | Mathematics | | |
| | 90.6% | 87.5% | | |

STATISTICAL INFORMATION ON ENNISKILLEN INTEGRATED PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	26	0
Under 3 years of age*	0	0
With statement of SEN**	0	0
At CoP stages 3 or 4***	7	0
At CoP stages 1 or 2***	1	0
With English as an additional language	0	0

* On 1 July.

** Special Educational Needs.

*** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	7.7%
Average attendance for the previous year.	88.1%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
-	3 hours	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	0
Nursery Assistants	1	0
Qualified Nursery Assistants	0	0

Number of: ****	
Students	1
Trainees	0

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	27
Percentage returned	44%
Number of written comments	7

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection, and for a group of children from year 6 to meet the inspectors.

One hundred and nine questionnaires were issued to the parents of the children in **the primary school**: 51 were returned to Inspection Services branch (ISB) and one was handed to the inspection team; 27 contained additional written comments. Almost all of the responses from the questionnaire were highly affirmative. The parents indicated that their children enjoy a good range of educational experiences and achieve well; they also commented on the very supportive Principal and staff.

In **the nursery**, 27 questionnaires were issued to the parents of the children; 12 were returned to ISB and seven contained additional written comments. Almost all the comments indicate that the parents value the nursery provision highly; they appreciate the caring staff and the progress made by the children in the nursery.

The chair of the **governors** met with the inspection team and emphasised the importance of the Integrated Education ethos to the life and work of the school. He expressed confidence in the leadership of the Principal and praised the commitment of the staff and the parents to ensuring that the provision in the nursery and the primary school was of the highest standard. The Education and Training Inspectorate has reported to the Principal and representatives of the governors, the very few areas of concern identified in the questionnaires.

Nine of the **teachers** and 13 of the **support staff** completed confidential questionnaires and were wholly positive of the school. Seven of the teachers and ten of the support staff included written comments indicating high levels of affirmation for the effective leadership of the Principal and the positive working environment in the school and the nursery.

The inspectors met a **group of year 6 children**; they talked enthusiastically about their enjoyment of their learning experiences and about the support and care provided by the teachers and the support staff. The children are aware of what to do if they have worries about their safety and well-being.

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