

PRIMARY INSPECTION



Education and Training
Inspectorate

Hamiltonsbawn Primary
School, Armagh

Report of an Inspection
in October 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

Hamiltonsbawn Primary School is in the village of Hamiltonsbawn, approximately five miles from Armagh. A majority of the children attending the school come from the village itself and the remainder from within a radius of three miles. The enrolment has varied slightly over the last five years and currently stands at 116. At the time of the inspection, approximately 14% of the children in the school were entitled to free school meals. The school has identified 37 children who require 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 including the school's processes for self-evaluation leading to improvement.

OVERALL FINDINGS OF THE INSPECTION

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 children, and 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.

- The children co-operate with their peers and work well in groups and pairs. They are motivated and engage actively in their learning. By year 7, the children are confident and providing good extended answers to the teachers' open-ended questions; they are successful at problem-solving and investigation activities; and they are setting their own targets and reflecting on their own learning. By the end of year 7, the children attain standards in English and mathematics in line with, or above, their ability.
- The children identified with special educational needs make good progress and reach the standards of which they are capable.

Provision for Learning

The provision for learning is very good.

- The quality of the working relationships is very good. The children's behaviour is exemplary; they are interested in their work and respond well to the carefully planned and challenging activities provided by their teachers.

- The teachers are enthusiastic and committed to the education of the children; they prepare well for their lessons and, in particular, manage effectively the use of suitable resources. The teachers are supported ably by the classroom assistants. The quality of the teaching observed ranged from outstanding to satisfactory; in most of the lessons the quality was very good or outstanding. During the inspection, there were examples of the interactive white boards and other devices being used effectively to engage the children and consolidate their learning.
- The provision for special educational needs is very good. The children's needs are identified early and they are provided with effective support for both literacy and numeracy through in-class and withdrawal sessions. A strength of the withdrawal sessions is the effective use of literacy specific software and the use of the Curriculum Advisory and Support Service of the Southern Education and Library Board's "Catch-up in Maths" support programme.
- The quality of the arrangements for pastoral care is outstanding. This is evident through, for example; the nurturing ethos within the school, the system of rewarding positive behaviour, the children's participation in a wide range of extra-curricular activities, and the involvement of the children, particularly in key stage 2, in setting targets for their own learning. There is a high level of communication with parents on aspects of the pastoral and curricular provision.
- The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).
- The school gives outstanding attention to promoting healthy eating and physical activity; for example, there are whole-school initiatives to inform the children about healthy eating and to encourage them to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is very good.

- The Principal is committed to the life and work of the school. She has been a member of staff since the amalgamation of three smaller primary schools in 1986 and has led the school effectively since 1997. During this time, she has successfully ensured the continued development of all aspects of school life, including the embedding of the Northern Ireland Curriculum. She receives very good support from all other members of the staff.
- The whole-school self evaluation and school development planning processes are good. There are inclusive procedures for identifying the targets for development each year and appropriately the teachers use the quality indicators from DE's school improvement policy, Every School a Good School to inform their self-evaluation. It will be important when developing the new school development plan for it to comply fully with the 2010 regulations.

- The areas of Literacy and Numeracy are led effectively by their respective co-ordinators. The Special Educational Needs Co-ordinator and the teacher who supports her, provide very good leadership. Comprehensive records are maintained for the children who require additional support with aspects of their learning; these enable the effective management of the identification, support and review processes.

CONCLUSION

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 children, and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Hamiltonsbawn Primary** iii. **Date of Inspection: W/B 17/10/11**
 ii. **School Reference Number: 501-6179** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	23	16	20	15	13
Enrolments					
Primary	120	124	127	122	116
Reception	0	0	0	0	0
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: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 96%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---------------------|--------------|--------------|-------------------|
|--|---------------------|--------------|--------------|-------------------|
- D. i. Number of Teachers (including the principal and part-time teachers): 6.29 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18.4 NI PTR: 20.2
- iii. Average Class Size: 19.3
- iv. Class Size (Range): 13 to 25
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|------|
| i. Clerical support: | 22.5 |
| ii. Foundation Stage Classroom Assistant Support: | 37.5 |
| iii. Additional hours of other classroom assistant support: | 43 |
- vi. Percentage of children with statements of special educational needs: 4.3%
- vii. Total percentage of children on the Special Needs Register: 36.2%
- viii. Number of children who are **not** of statutory school age:
- ix. Percentage of children entitled to free school meals: 13.8%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | |
|----------------|--------------------|--------------|
| English | Mathematics | Irish |
| 95% | 95% | N/A |

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. Of the 80 questionnaires issued to the parents, 33 (41%) were returned to Inspection Services Branch, including a small number which contained additional written comments. Almost all of the parental questionnaires expressed very high levels of satisfaction with the life and work of the school. In the written comments, the parents praised the caring attitude of the staff and the opportunities provided for their children. The teachers and governors have been informed of the very few aspects of the school's provision about which parents expressed a concern.

The chair of governors met with the inspection team on the second day of the inspection and expressed strong support for the work of the school. He reported that the governors were kept well-informed of the work of the school by the Principal at their regular meetings.

All of the teachers and five members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 and 7 children, including representatives of the school council; they talked enthusiastically about their experiences at school, their enjoyment of the extra curricular activities, the support they receive from all of the staff, and the work of and leadership roles within the school council. The children are aware of what to do if they have worries about their safety and well-being.

HEALTH & SAFETY AND SAFEGUARDING

- The security arrangements at the entrance to the school buildings are inadequate.

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