



*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**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

**Lisbellaw Primary School and Nursery Unit
Enniskillen**

Inspected: January 2008

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Lisbellaw Primary** iii. **Date of Inspection: W/B 14.01.08**
 ii. **School Reference Number: 201 6218** iv. **Nature of Inspection: Short**

B.

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 1 Intake	33	32	20	30	20
Enrolments					
Primary	227	225	218	212	194
Reception	0	0	0	0	0
Nursery Class/Classes	26	26	26	26	26
Special 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): 95.4%

Primary & Reception	Nursery Unit	Special Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 9 0.7 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.55 NI PTR: 20.8
- iii. Average Class Size: 24.25
- iv. Class Size (Range): 19 to 31
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 30 |
| ii. Official Making A Good Start Support: | 10 |
| iii. Additional hours of other classroom assistant support: | 10 |
- vi. Percentage of children with statements of special educational needs: 3.61%
- vii. Total percentage of children on the special Needs Register: 24.22%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 6.19%

**LISBELLAW PRIMARY SCHOOL, ENNISKILLEN, CO FERMANAGH, BT94 5BE
(201-6218)**

Lisbellaw Primary School is situated in the village, five miles from the county town of Enniskillen. Most of the 194 children, who attend the school, come from the surrounding area. The school has been successful in attaining several awards including: the Best Kept School 2007 in the Western Education and Library Board, the Health Promoting School, Junior Industry Challenge and Eco School awards.

Approximately 6% of the children are entitled to free school meals; 25% of the children have been identified by the school as requiring additional support for their learning in aspects of English and mathematics.

The arrangements for the inspection of pastoral care included the completion of confidential questionnaires by the staff and parents, and meetings with a group of children from year 6 and with the Children's School Council. Prior to the inspection, 140 families were provided with questionnaires on the life and work of the school. Approximately 56% of the parents responded to the questionnaire, with 46 of them providing additional written comments. Almost all of the parents expressed strong support for the work of the school. They commended, particularly, the good quality of education provided, the nurturing ethos and the commitment of the Principal and the staff. The majority of the teaching staff responded through an on-line questionnaire and all the responses indicated a high level of satisfaction with the arrangements for pastoral care in the school. Three members of staff included specific written comments praising the quality of the leadership and supportive learning environment. The inspection findings confirm these views. The small number of matters of concern raised by individual parents has been brought to the attention of the Chairperson of the Board of Governors and the Principal. The children report that they feel safe and secure within the school and that they know whom to turn to if they have any concerns.

The quality of the arrangements for pastoral care and child protection in the school is very good. The school has procedures in place which implement fully the guidance outlined in the relevant Department of Education (DE) Circulars. The governors, staff, parents and children are fully aware of the school's procedures and have had the opportunity to contribute to a range of effective policies which guide the work of the school. Among the strengths are:

- the quality of the working relationships, based on mutual respect and understanding throughout the school;
- the very caring and supportive ethos;
- the high quality of pastoral care provision throughout the school;
- the contribution made by the teaching and support staff to the children's well-being and learning experiences; and
- the strong and effective leadership of the Vice-principal for the direction and oversight of pastoral care in the school.

The school gives excellent attention to promoting health and well-being, including opportunities for healthy eating and physical activity. There are effective policies and programmes in place, for example the smart snacks initiative, healthy eating week, and effective links with catering staff, which encourage the children to adopt healthy lifestyles.

The school has significant strengths, which include:

- the high quality of the pastoral provision which promotes effectively the children's confidence, inclusion, health and well-being;
- the high quality of the teaching, which was always satisfactory and in a majority of the lessons observed, it was evaluated as excellent;
- the whole-school implementation of teaching and learning strategies developed effectively through involvement in a range of educational initiatives, including accreditation as a dyslexic friendly school, which have contributed to the good standards achieved by most of the children, in line with their abilities;
- the efficient use of a range of information for monitoring and evaluation, including performance data for target-setting for school improvement, which is an integral part of the school's self-evaluation and effective school development and planning processes;
- the Principal's vision, child-centred leadership and skilful management, including her commitment to the professional development of the teaching and support staff; and
- the highly committed and hard-working staff whose strong sense of team-work pervades the life and work of the school; and the strong support of the governors and parents for the school and the central role it has within the community that it serves.

In the areas inspected, the quality of education provided in this school is outstanding. The educational and pastoral needs of the learners are being very well met. The parents can have confidence in the school's capacity for sustained self-improvement.

No follow-up inspection is required.

THE NURSERY UNIT

The cross-community nursery is situated in a purpose-built facility in the grounds of Lisbellaw Primary School. The quality of the accommodation is excellent. Most of the children come from the surrounding rural area.

The parents and staff were given opportunities to express their views about the nursery through the inspection questionnaires. The responses have been taken into account as part of the inspection and have been shared with the staff. Almost all of the responses indicated a high level of satisfaction with the provision.

The quality of the arrangements for pastoral care and child protection in the nursery is very good. The nursery has appropriate policies and procedures for child protection that comply with Department of Education Circulars and guidance. The inspection evidence indicates that these policies and procedures are implemented effectively and consistently to safeguard the children.

The nursery's programme for the promotion of health and well-being has important strengths, with attention paid to the development and implementation of healthy eating and physical activity programmes to encourage the children to adopt healthy lifestyles.

The main strengths within the nursery's educational and pastoral provision are as follows.

- The nursery has a welcoming atmosphere and the working relationships at all levels are very good. The staff are committed to the children's welfare.
- The quality of the interaction between the staff and the children is consistently of a good quality that develops effectively the children's oral language and their thinking skills.
- The staff provide sensitive support for the children identified as having additional learning needs. They are developing effective links with the parents and other professionals.
- The children are encouraged to become independent, to make choices for themselves; as a result the play is settled and purposeful.
- The planning outlines a broad and balanced programme for the children and offers good opportunities for learning in all areas of the pre-school curriculum; a significant strength is the development of the children's early scientific skills through play with sand and water.
- There is a strong sense of team-work among the staff. They benefit from the valuable curricular and management links with the local primary school.

The nursery teacher is an effective leader who has developed an appropriate approach to self-evaluation. The staff's use of the Education and Training Inspectorate's document, "Together Towards Improvement", has provided a good starting point for self-evaluation. Appropriate areas have been identified for development, and progress has been made in promoting further the children's personal, social and emotional development, and supporting their individual needs. There is clear evidence that their efforts have enhanced the children's learning experiences.

The quality of education provided in this nursery is very good. The educational and pastoral needs of the learners are being well met. The parents and local community can have confidence in the nursery's capacity for sustained self-improvement.

No follow-up inspection is required.

STATISTICAL INFORMATION ON LISBELLAW COMMUNITY NURSERY SCHOOL

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*	7	0
With statement of SEN**	2	0
At CoP stages 3 or 4***	0	0
At CoP stages 1 or 2***	0	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.	11.5%
Average attendance for the previous year.	90.3%

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
Nursery Assistants		1
Qualified Nursery Assistants		1

Number of: ****	
Students	0
Trainees	0

**** Total placements since September of current year

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

Number issued	26
Percentage returned	61%
Number of written comments	11

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

- More than 90% - almost/nearly all
- 75%-90% - most
- 50%-74% - a majority
- 30%-49% - a significant minority
- 10%-29% - a minority
- Less than 10% - very few/a small number.

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