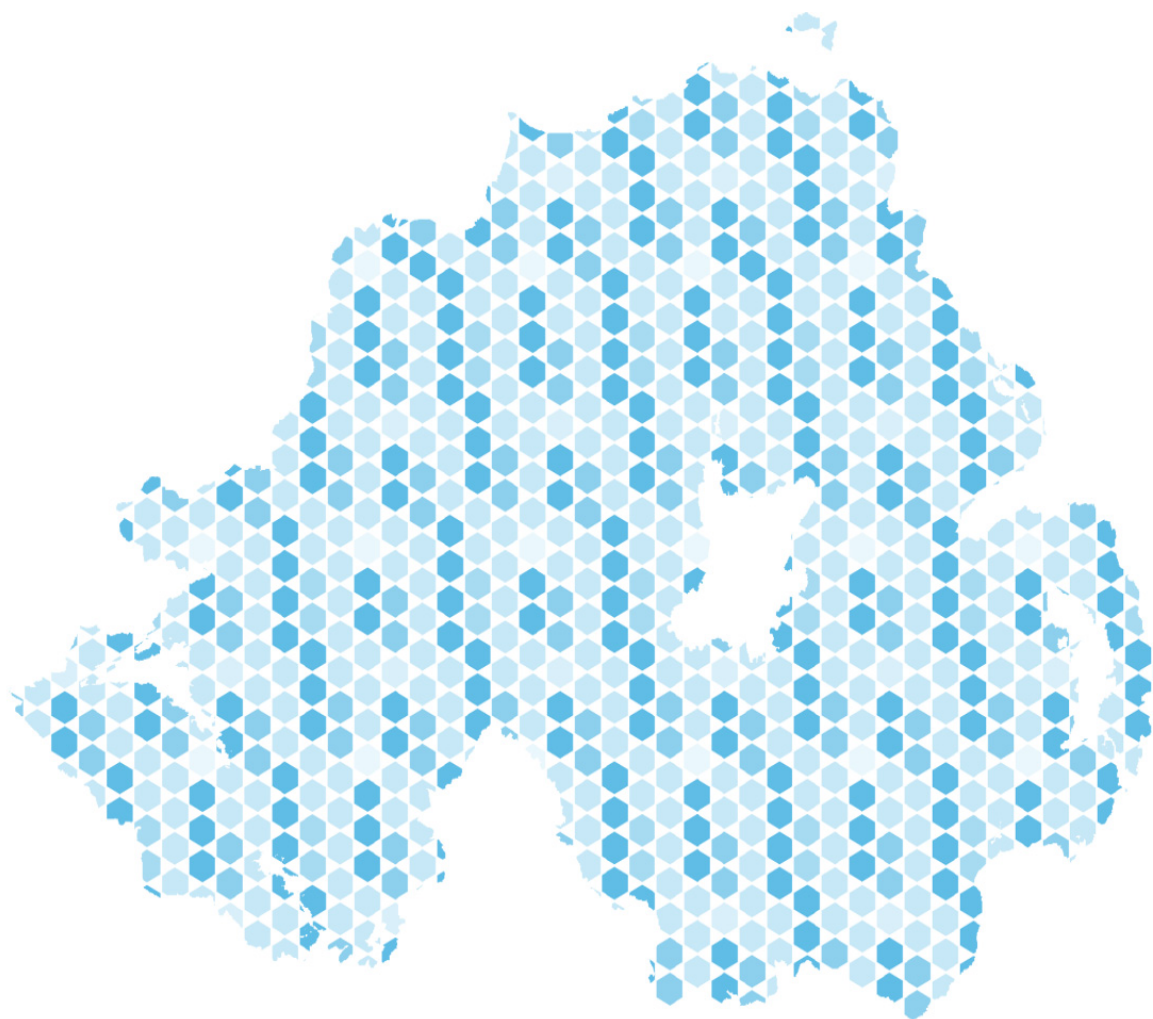


PRIMARY INSPECTION



Education and Training
Inspectorate

Scarva Primary School,
Craigavon

Report of an Inspection
in September 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

Scarva Primary School is situated at the edge of the village of Scarva approximately five miles from Banbridge in Co Down. The children attending the school come from Scarva, Loughbrickland and the surrounding rural area. The enrolment had been falling in recent years but has increased significantly this year and currently stands at 61. At the time of the inspection, 20% of the children were entitled to free school meals and the school has identified eleven 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 good. The school has important strengths in most of its educational provision and very good pastoral provision.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics, most of the children attain good **standards** in line with their ability. By the end of key stage (KS) 2 most of the children can read fluently and with comprehension. In mathematics, most have a sound knowledge of important ideas and concepts although they are less secure in demonstrating flexibility in their mathematical thinking.
- The majority of children identified with **special educational needs** make progress and reach the standards of which they are capable.

Provision for Learning

The provision for learning is satisfactory.

- The **children** are well behaved; most settle readily to their work and show good perseverance with their learning.
- The teachers and support staff are committed to the education and care of the children. The quality of the **teaching** observed ranged from satisfactory to very good: in the majority of lessons it was good or better; in a significant minority of lessons there were areas for improvement.

- The provision for **special educational needs** is good. The children's needs are identified early and a programme of withdrawal support is available which is having a positive impact on their social, emotional and learning needs. The individual education plans have clearly focused targets which guide well the work in the classroom. The special educational needs co-ordinator (SENCO) has identified appropriately, the need to involve the children more closely in the setting of the targets, and also, to track the children's progress more systematically in order to assess the impact of the additional support and intervention.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the very good working relationships at all levels and the supportive and inclusive ethos within the school. The children benefit from the school's strong links with the local community and they have a well-developed sense of environmental responsibility and cultural awareness.
- The school has very good arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** provides effective leadership; she has been in post for 14 years and has led well, the changing curricular and whole-school developments. She is fully committed to the care of all the children and she fosters a strong sense of collegiality amongst the staff. She combines effectively her leadership role and her teaching duties.
- The school has effective **self evaluation** and **school development planning (SDP)** processes. The SDP identifies appropriate areas for improvement including raising further the standards achieved in literacy and numeracy. The teachers have made a good start to the collation and analysis of a range of assessment data in order to identify and address underachievement.
- The **co-ordinators**, including the **SENCO** provide valuable support and guidance for the staff and they have identified suitable priorities for development within their areas of responsibility. The Principal carries a disproportionate number of the key co-ordinating roles; the staff and the governors need to review management arrangements to ensure a more equitable distribution of roles throughout the school.

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.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This is the need to:

- disseminate across the school the best features of the very good teaching observed to ensure the children enjoy consistently good experiences through the seven years.

The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Scarva Primary** iii. **Date of Inspection: W/B 26/09/11**
 ii. **School Reference Number: 501-1664** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	8	5	7	5	15
Enrolments					
Primary	65	51	49	46	60
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): 95.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 95.35%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 3.6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.6 NI PTR: 20.2
- iii. Average Class Size: 20
- iv. Class Size (Range): 15 to 24
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 10 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 35 |
- vi. Percentage of children with statements of special educational needs: 0.03%
- vii. Total percentage of children on the Special Needs Register: 18.33%
- viii. Number of children who are **not** of statutory school age:
- ix. Percentage of children entitled to free school meals: 20%
- 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 |
| 60% | 60% | 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 staff and the support staff to complete a confidential questionnaire prior to the inspection. Of the 43 questionnaires issued to parents, 22 (51%) were returned to Inspection Services Branch, including seven which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the life and work of the school; in particular they commented on the family ethos in the school and the high level of support provided by the staff. A summary of the findings and the written comments were shared with the Principal.

All of the teachers and the support staff responded very positively to the staff questionnaires and indicated very high levels of satisfaction with all aspects of school life.

A representative of the governors met with the inspection team. He expressed his strong support for the work of the school, especially the caring ethos, and the hard work and collaboration of the Principal and the teachers in meeting the individual needs of the children.

The inspectors also met with a group of children from year 6 and year 7. The children talked very positively about the many aspects of school life they enjoy, including the range of after-school activities. They are aware of what to do if they have any worries about their safety and well-being.

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