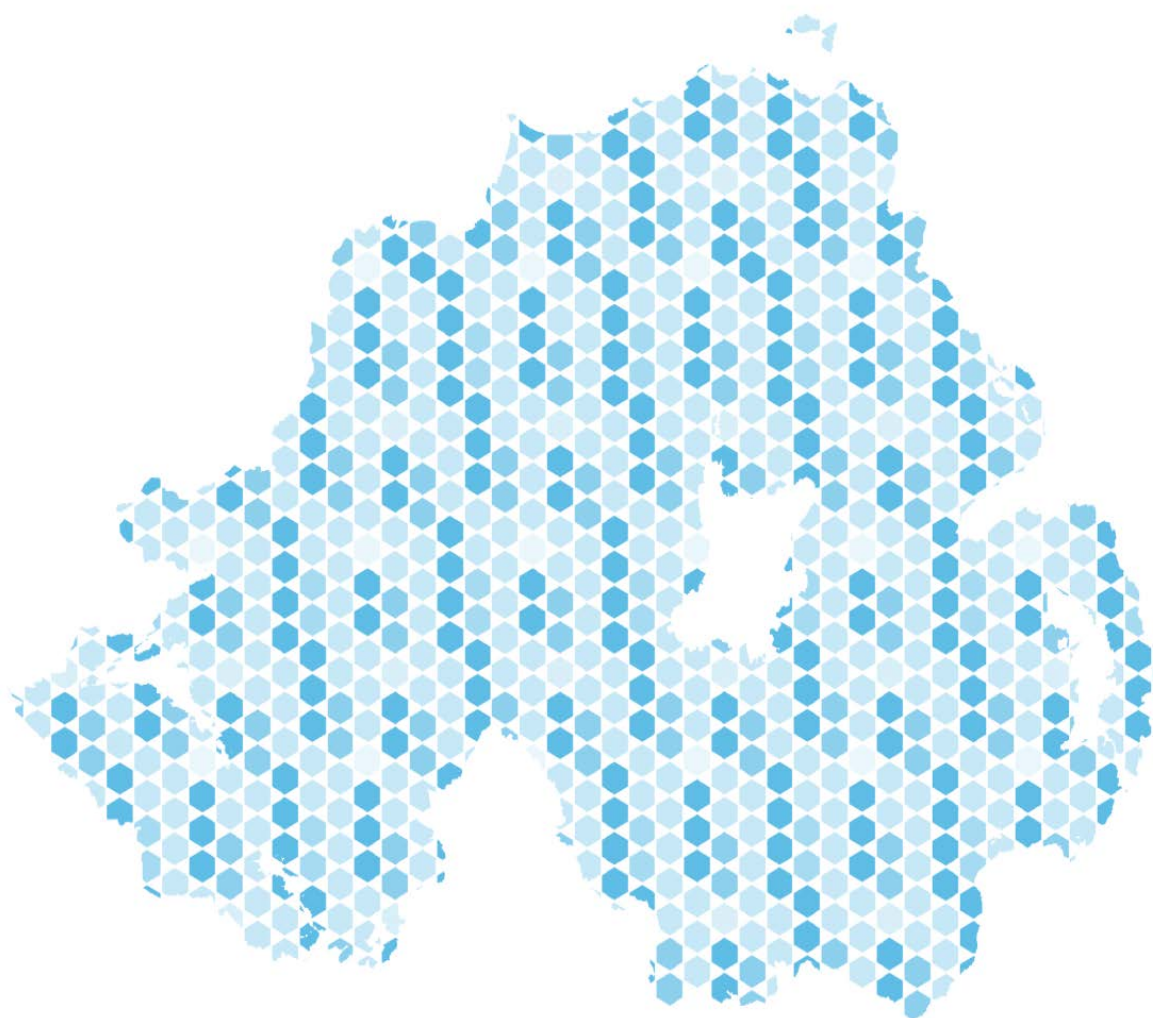


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Fairview Primary School,  
Ballyclare

Report of an Inspection  
in March 2013



Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



## CONTENTS

<b>Section</b>		<b>Page</b>
1.	School Context	1
2.	Focus of inspection and overall finding	1
3.	Achievements and standards	1
4.	Provision for learning	2
5.	Leadership and management	3
6.	Summary of questionnaire responses	4
	Appendix – Health and safety/Accommodation	

## Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

## Quantitative terms

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

## 1. School context

Fairview Primary School is situated on Hillmount Avenue, Ballyclare, County Antrim. The enrolment has remained relatively stable over the past five years, being 513 in 2008 and currently 525 children. At the time of the inspection, 11.8% of the children were entitled to free school meals and 12% were identified as requiring help with aspects of their learning.

## 2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement, where applicable;
- the quality of provision for learning; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

### OVERALL FINDING 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.

#### Summary of key findings

Achievements and standards	Very Good
Quality of provision	Very Good
Leadership and management	Very Good

### KEY FINDINGS OF THE INSPECTION

## 3. Achievements and standards

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

- The children are highly motivated and have a very positive attitude to their learning. They work collaboratively in groups, each child taking his or her role within the group with willingness and confidence. They take account of the opinions and views of others and complete tasks co-operatively.
- An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English, the school's performance is above the Northern Ireland average in two out of the four years and, in mathematics, it is above the average in three of the four years. When compared to schools in the same free school meals category, the school's performance in English and mathematics is above the average in two out of the four years.

- The school's internal performance data shows that most of the children make very good progress in English and mathematics in line with their ability or above expectation. Most of the children read with very good fluency and high levels of interest and are able to convey their ideas confidently and competently in class and small group discussions. Throughout the school, the children's ability to express their thinking creatively in a good variety of extended written genres is also well-developed; the most able children produce writing of a very high standard. The children enjoy and are enthusiastic in mathematics lessons; they use appropriate mathematical language with increasing fluency and have a very good understanding of most aspects of the mathematics curriculum. By the end of key stage (KS) 2, the most able children have a very good knowledge of a wide range of mathematical concepts and are highly flexible in their mathematical thinking and computation.
- The children identified as having special educational needs (SEN) are well supported in literacy and numeracy. Most of the children make good progress in their learning in line with their ability.
- By the end of key stage (KS) 2, the children achieve very good standards in information and communication technology (ICT). They use a wide range of information and communication technology (ICT) applications with confidence and make informed decisions about its effective use in English and mathematics.

#### **4. Provision for learning**

**The quality of the provision for learning is very good.**

- The quality of the planning, teaching and assessment for learning is consistently high in most of the teaching. The teachers' planning for English and mathematics is clear, systematic and guides the learning well. Most of the teachers' evaluations of the planning reflect the children's responses and are used well to inform future learning and teaching.
- Most of the teaching observed is good or better; in almost two-thirds, it is very good and outstanding. The teachers set high expectations for the children's learning and they use effective classroom management skills to ensure good quality learning takes place. In the most effective teaching, the teachers' skilful questioning develops the children's thinking skills, facilitates extended responses from the children, and includes appropriate challenge for the more able children. In a small proportion of the teaching, there is a need to take better account of the children's prior learning to avoid repetition of known concepts. In the foundation stage, most of the teachers provide the children with excellent opportunities to develop their problem-solving capabilities, greater independence and connected learning through play. There is a need to disseminate the high quality of play practice across the foundation stage and to develop further creativity through activity-based learning in KS1. The teachers make good use of computer programs, interactive whiteboards, programmable devices and websites to support learning and teaching in literacy and numeracy.

- The teachers provide appropriate levels of support and challenge for most of the children in literacy and numeracy. In literacy, the children have very good opportunities to talk and listen, read and write across the curriculum and, in the best practice, key language skills are taught in ways which are meaningful and of interest to the children. In this teaching, the teachers use very well a blend of interactive approaches, including drama and role-play strategies, both to stimulate the children's interest and to broaden their thinking and vocabulary. The programme for writing improves further the children's ability to write freely and confidently in extended ways.
- The children are given a wide range of experiences in numeracy with an appropriate emphasis placed on developing connected learning through problem-solving and investigative activities set in real life contexts. Good use is made of games and practical activities to develop the children's mathematical thinking and language and to consolidate and extend their knowledge. The teachers mark the children's work carefully and support the children's efforts. In the best practice, clear guidance is given to the children about how to improve their work further; this needs to be undertaken more consistently within and across key stages.
- The quality of the arrangements for pastoral care is very good. There is a supportive and caring ethos with excellent working relationships at all levels and well considered systems in place to encourage and reward the children's positive behaviour. The children are confident, courteous, very well behaved and interact politely with their peers and adults. They have the opportunity to become involved in decisions affecting the life of the school through the newly established school council and the Eco-club.
- The quality of the provision for special educational needs (SEN) is very good. The children benefit from a well-planned, collaborative programme of support which is provided through in-class and withdrawal sessions for literacy and numeracy. Within the Reading Recovery sessions, the children make very good progress with their reading. The children use effectively a good range of ICT resources to support their learning. The school provides very good opportunities for capacity building and continuing professional development for all staff.
- The school gives very good attention to promoting healthy eating and physical activity. The staff encourages the children to adopt healthy lifestyles through the healthy break scheme and there are regular opportunities for the children to engage in a good range of outdoor play and sporting activities.

## **5. Leadership and management**

### **The quality of leadership and management is very good.**

- The Principal has been in post for just over eighteen months and she provides leadership and management of a very high standard. She has engendered an effective collegial approach that places the education and personal development of each child at the centre of school improvement. The culture of self-evaluation leading to improvement is an integral part of the staff's professional practice. The skilled co-ordinators and senior management team have been pro-active and effective in raising the profile of curricular and pastoral developments and in leading the staff in improving the quality of

learning and teaching. They make good use of classroom observations, scrutinise systematically the teaching plans and the children’s work and performance data, to monitor the quality and the extent of the children’s progress in learning and to set priorities for future development.

- The school development plan (SDP) sets out appropriate priorities for the medium and longer term. In formulating the school development plan (SDP), the Principal consults extensively and effectively with the parents and the local community. The accompanying action plans underpin well and supply the necessary detail needed to complement the whole-school priorities.
- The school has developed very good communication and links with the parents; there are regular opportunities for the parents to consult with the teachers, both formally and informally, regarding their children’s progress. The primary school maintains very good links with the local community and external agencies.
- The governors are supportive of the life and work of the school. They implement most effectively the key governance roles to ensure that the school provides a high quality of educational provision. The governors contribute to the overall strategic planning and policy development for the school. They are well-informed about the work of the school. In meeting the governors during the inspection, it was evident they supported whole-heartedly the Principal and the staff in the implementation of the school development plan (SDP).
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department. The school needs to update the safeguarding policies in consultation with the children, parents, governors and other stakeholders.

## 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.

### 6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued to the school	102
Number of Questionnaires Returned	48
Percentage of Returns	47%
Number of Comments	24

Almost all of the responses from the parental questionnaires indicated a high level of satisfaction with the provision in the school. In particular, the parents acknowledged the high level of professional commitment of all staff and the supportive learning environment for the children. The small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed their appreciation of the work of the school, the commitment of all the staff to the children, the high quality of teaching and the leadership provided by the Principal. They expressed concern about the lack of facilities in the temporary classrooms and aspects of site security as identified in their review of the school's accommodation. The issues are listed in the Appendix.

The inspectors also met with a group of the year 6 children. The children reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns. They also spoke positively about school life.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	26
Number of Comments	15

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	5
Number of Comments	3

The teaching and non-teaching staff indicated that they work well as a team; almost all indicate that they are fully involved with the school development planning process and feel that their contributions are valued.



**Health and safety/Accommodation**

- There are no toilet facilities in five of the temporary classrooms.
- The playground to the rear of the building and, in particular, the area around the toilet block and the KS1 temporary classrooms is not secure and a risk assessment should be carried out regarding access arrangements.
- A number of temporary classrooms do not have vision panels in the main doors.
- The turning area at the front of the school can be very congested with traffic and presents a risk to children entering or leaving the school.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Fairview Primary** iii. **Date of Inspection: W/B 04/03/13**  
 ii. **School Reference Number: 301-6414** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	79	69	76	80	80
<b>Enrolments</b>					
Primary	513	511	505	512	524
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): 96.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.75%

<b>Primary &amp; Reception</b>	<b>Nursery Unit</b>	<b>Special Unit</b>	<b>Irish Medium Unit</b>
--------------------------------	---------------------	---------------------	--------------------------

- D. i. Number of Teachers (including the principal and part-time teachers): 23.88 (Full-time equivalent = 25 teaching hours) 0 0 0
- ii. PTR (Pupil/Teacher Ratio): 21.98 NI PTR: 20.2
- iii. Average Class Size: 25
- iv. Class Size (Range): 21 to 28
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 62.5  
 ii. Foundation Stage Classroom Assistant Support: 65  
 iii. Additional hours of other classroom assistant support: 20
- vi. Percentage of children with statements of special educational needs: 0.38%
- vii. Total percentage of children on the Special Needs Register: 12%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 11.8%
- 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** 91.43% **Mathematics** 94.2% **Irish** N/A

© CROWN COPYRIGHT 2013

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

