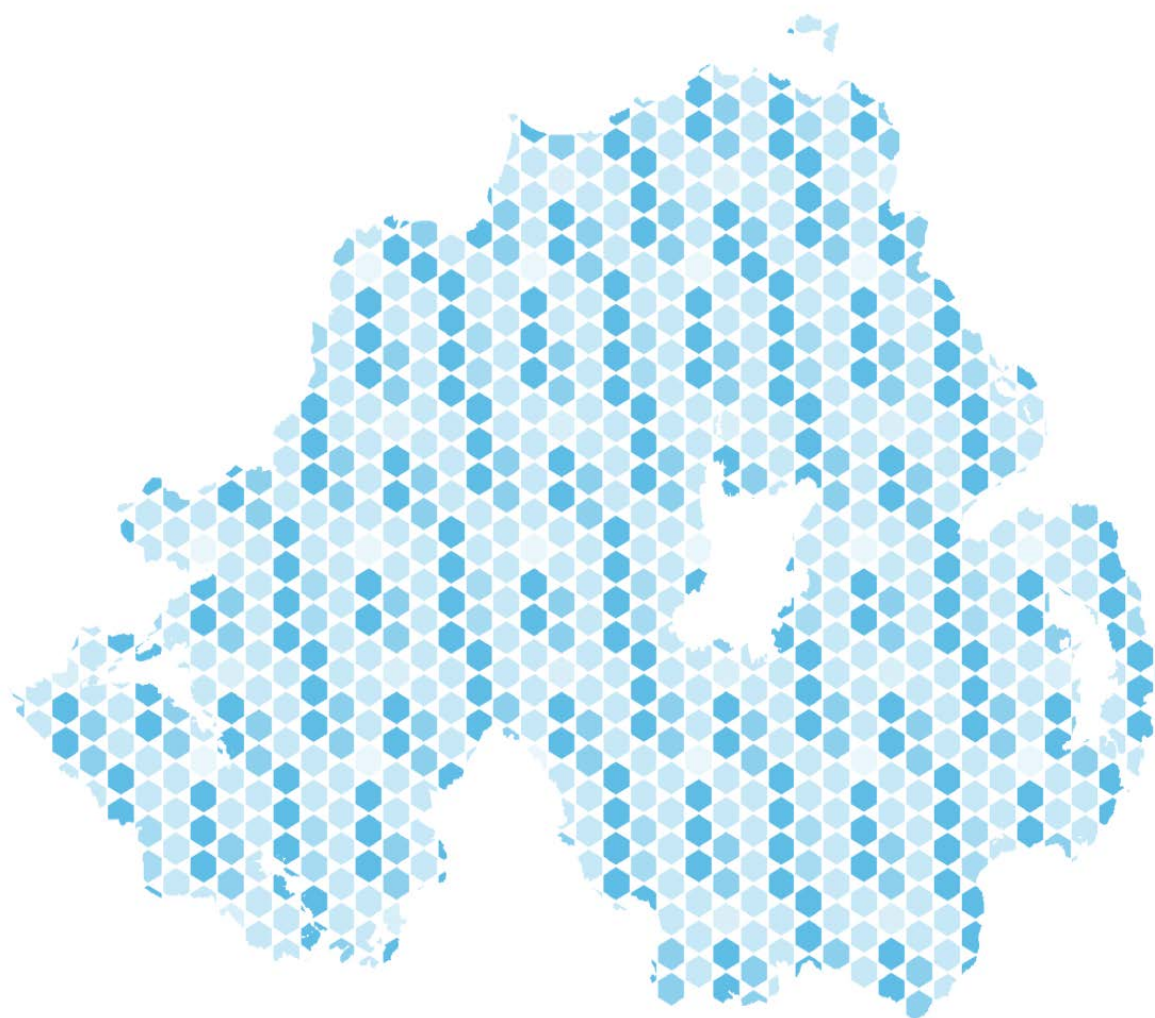


PRIMARY INSPECTION



Education and Training
Inspectorate

Brookeborough Primary School,
Enniskillen

Report of an Inspection
in September 2013



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Maximum number	Number returned	Percentage returned	Number with comments
Teachers	*	*	75	*
Support Staff	5	*	60	*
Parents	48	13	27 [#]	*

* fewer than 5

The ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

2. Context

Brookeborough Primary School is situated in the village of Brookeborough, approximately 11 miles from Enniskillen. The children who attend the school come from the local village or the surrounding rural area. The enrolment has remained steady over the last four years and stands currently at 63; approximately 14% of the children have been identified as requiring additional help with their learning and 29% are entitled to free school meals. A small number of children are of reception age.

Brookeborough Primary School	2009/10	2010/11	2011/12	2012/13
Enrolment	63	60	58	61
% Attendance (NI Average)	95	94	97	95
FSME Percentage ¹	10	12	12	16
No. of children on SEN register	16	13	12	9
No. of children with statements of educational needs	7	4	3	4
No. of newcomers	0	0	0	0

Source: data as held by the school.

* fewer than 5

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

3. Focus of inspection

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 in the school; and
- the quality of leadership and management.

4. Overall finding

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

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

5. Achievements and standards

- The children are well-settled, highly motivated and engage well in class by, for example, setting their own, appropriately challenging learning targets in consultation with their teacher. The children's behaviour is exemplary. The children work well in paired and group work, having very good opportunities to discuss and extend their learning. Through well-planned activities, the children's creativity is developed progressively and the children have respect for the contribution of others.
- An analysis of the end of key stage (KS) 2 performance data, in three of the past four years, shows that in English and mathematics, the school's performance fluctuates from below to in line with the Northern Ireland (NI) average. Compared with schools in the same free school meals (FSM) category, the performance in English and mathematics is below the average.* The school's internal performance data shows that most children, including those who require additional support with aspects of their learning, make good or very good progress in English and mathematics in line with their ability or above expectation.

* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

- By the end of key stage 2, in mathematics, the children have a very good understanding of all aspects of the mathematics curriculum. They use their knowledge in real-life contexts and have very good flexibility in their mathematical thinking. In English, most of the children read with fluency and have a very good understanding of the meaning of the text. They produce writing of a very good standard across all areas of the curriculum.
- Most of the children who require additional support with aspects of their learning make good progress in line with their ability.
- The children in the reception provision engage in purposeful play and sustain good levels of concentration for the time of year. Their thinking skills and capacity for creativity develop appropriately through the good opportunities for learning through play. The children participate well in small groups, especially during the imaginative role-play within the composite class.
- The children participate in the Council for the Curriculum, Examinations and Assessment (CCEA) KS2 information and communication technology accreditation scheme. By year 7, they attain good standards in information and communication technology. The children are confident in using a range of software, such as Windows Moviemaker, and programmable devices to support their learning.

6. Provision for learning

- The quality of the teachers' planning and assessment is very good. The quality of the teaching observed is always good or better, with most of the teaching being very good or outstanding. In the most effective practice: the teacher provides timely, focused guidance to individual children on how their learning could be further developed; and the children give extended responses to the teachers' skilful questioning.
- The quality of the provision for special educational needs is very good. The individual education plans guide effectively the work of the teacher to ensure that the lessons are matched well to each child's ability. The learning support assistants provide very good support which enhances the children's learning experiences and their personal and social development.
- The quality of the literacy provision is very good. The children have very good opportunities to talk and listen, read and write across the curriculum. In the foundation stage and KS1, the children's reading develops systematically through an effective programme of phonological awareness, modelled, shared and guided reading experiences. By KS2, the children apply their very good research skills to curricular topics that enable them to express a range of viewpoints in meaningful contexts.
- The quality of the provision for numeracy is very good. All aspects of the mathematics curriculum are covered with sufficient frequency to support the development of the children's knowledge. An excellent range of effective learning and teaching strategies is used to encourage children to enjoy mathematics. Particular strengths in the provision are: the development of mathematical language; the systematic acquisition of mental mathematics strategies; and, the application of the mathematical knowledge to other areas of learning.

- The quality of the reception provision is good. The development of the children's personal and social skills and their language and communication skills are particular strengths of the provision. The teacher's planning and assessment approaches reflect appropriately the requirements of the pre-school curriculum. The organisation of the morning session provides good opportunities for free play and for activities led by the staff.
- The quality of the arrangements for pastoral care is very good; it is characterised by the inclusive, welcoming ethos. The staff place an appropriate emphasis on building the children's self-esteem through, for example, the children's involvement in decision-making on key aspects of school life that affect them.
- The school gives very good attention to promoting healthy eating and physical activity, for example, through the participation in the Healthy Breaks initiative and a wide range of extra-curricular activities which help the children to develop healthy lifestyles.

7. Leadership and management

- The strategic leadership and management at all levels is very good. The principal provides a clear direction and vision for the work of the school. She inspires confidence and respect among all of the staff and pupils and promotes in them a sense of their own worth and a respect for others. There is a collegial approach to decision-making within the school where the specific nature of the needs of each child is given paramount consideration. The role of the co-ordinators has developed in recent years; they lead and manage their areas of responsibility effectively including the analysis of performance data to identify future priorities.
- The school development plan is of a very good quality. There are rigorous processes in place to seek the views of the children, parents, all staff and governors to inform the identification of the priorities for development. The action plans guide sufficiently the development work of the school. There are effective arrangements in place for the monitoring of the quality of the provision.
- The school has very good, well established links with parents and the wider community. The school collaborates with neighbouring schools from different sectors on curriculum-based projects as part of the 'Shared Education' programme; the children spoke enthusiastically about these experiences.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors are well-informed and play a very active role in the life of the school. They support, and challenge appropriately, the work of the principal to effect school improvement, including the raising of the standards attained by the children.
- On the basis of evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children; these arrangements reflect the guidance issued by the Department of Education.

- In discussions with the children, they indicated that they feel happy in school and that they have someone they can speak to if they have any concerns about their safety and well-being. They spoke positively about their helpful teachers and the wide range of learning opportunities available to them.
- 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.

8. 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.

Health and safety

- The playground to the rear of the school building is not secure; the school governors, staff and the Western Education and Library Board (WELB) need to carry out urgently a risk assessment regarding access arrangements.

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