

PRIMARY INSPECTION



Education and Training
Inspectorate

Crawfordsburn Primary School,
Co Down

Report of an Inspection in
January 2014



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 Education and Training Inspectorate's (ETI) 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	Number issued	Number returned	Percentage returned	Number with comments
Parent	169	21	12	15
Teachers	12	8	66	*
Support Staff	15	7	47	*

* fewer than 5

The majority of the parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular, they referred to the friendly, inclusive ethos and the hard work and dedication of the principal and teachers. A small number of concerns raised have been shared with the principal and representatives of the governors.

All of the teachers' responses were highly positive and some commented on the teamwork and camaraderie among the staff; almost all of the support staff responded in a similarly positive manner, with some remarking on the happy working relationships in the school and the support they get from the principal and teachers.

The Education and Training Inspectorate (ETI) is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parent questionnaires may be low.

2. Context

Crawfordsburn Primary School is situated in the village of Crawfordsburn, approximately four miles from Bangor, County Down. The enrolment of the school has remained steady over the past four years and currently stands at 219. There has been a decrease in the number of families moving in and out of the area. Fifteen percent of the children are entitled to free school meals.

Crawfordsburn Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	219	232	212	219
% Attendance (NI Average)	95.7%	95.6%	95.1%	96.2%
FSME Percentage ¹	8.6%	11.6%	12%	15%
% (No) of children on SEN register	21%	19.8%	21%	21%
No. of children with statements of educational needs	*	6	10	11
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

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 underachievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall finding

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

Key findings of the inspection

5. Achievements and standards

- When, in the most effective cases, the teachers' expectations are appropriately high and levels of challenge are matched to the needs of all the children, including the most able, the children demonstrate a positive disposition towards learning and develop good social skills. The children, whose behaviour is exemplary, interact confidently with their peers through paired and group work activities by listening and responding appropriately to the views of others.

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

- An analysis of the end of key stage (KS) 2 performance data shows that in three of the past four years the school's performance in both English and mathematics has been below the Northern Ireland average including when compared with schools in the same free schools meals category (FMS).^{*} This data must also be viewed in light of the transient school population that was a feature of this period. The school's current internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.
- The literacy team has used assessment data to identify the children's comprehension skills as an area for improvement which the teachers address using a wide range of effective questioning techniques. The children are enthusiastic about reading and by the end of KS2 read with fluency, expression and enjoyment. The children's knowledge and understanding of the forms of writing is developed systematically through the key stages and their achievement in writing is celebrated in attractive displays throughout the school. The children have a good understanding of their work across the range of areas in mathematics. In the foundation stage (FS), the children have a sound knowledge of number and shape and competently use a wide variety of mathematics games and activities to consolidate their learning. By year 7, the children have a very good knowledge and understanding of important concepts across all areas of the mathematics curriculum and can handle well complex computation activities.
- The children who require additional support with aspects of their learning make good progress and reach the standards of which they are capable.
- The children achieve good standards in their use of information and communication technology (ICT).

6. Provision

- The quality of the learning and teaching observed ranged from satisfactory to outstanding with over one half of the lessons being very good or better. In the most effective practice, the teachers shared clearly with the children the intended learning, planned effectively for differentiation to ensure that the needs of all the children were being met effectively and used skilful questioning to develop the children's oral and thinking skills. Missed opportunities to make the learning relevant and current, the slow pace of the lessons and lack of meaningful differentiation were characteristics of the less effective lessons observed.
- The teachers mark the children's written work regularly and in the best practice, they indicate how it could be further improved. The staff have identified appropriately, within the school development plan (SDP), their plan to revise the school's marking policy. While the teachers self-evaluate their planning regularly, the long- and medium- term planning lacks progression in the children's learning across all areas of the curriculum. The class timetables should be reviewed to reflect clearly a broad and balanced provision ensuring that all time is used effectively for learning.

^{*} 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.

- The children in the FS have regular opportunities to explore a range of interesting play activities. Currently, there is insufficient planning to guide the staff in their interactions with the children. All aspects of the written planning needs to be developed further to outline variety, challenge and progression in the children's learning across all areas of the curriculum.
- The special educational needs co-ordinator (SENCO), who is also the learning support teacher, is committed to providing for the additional needs of children across the range of ability; she provides well-tailored support for these children. The staff know the children well and the sensitive in-class and withdrawal support is effective in enabling these children to progress in their learning. The classroom assistants contribute significantly to the life and work of the school.
- The pastoral care within the school is of a very high quality; this is evident through the celebration of the children's work and achievements and the provision of a broad range of extra-curricular opportunities to enhance further the children's social development. The children's involvement in the School Council, the playground 'Buddy System' and Eco Council ensure the children make a valuable input into the life and work of the school. Their views and opinions, on a range of issues, are sought and valued and this is further reflected in the school's child-friendly SDP displayed in the corridor.
- The school gives good attention to promoting healthy lifestyles; the children are encouraged to eat healthy lunches and they have regular opportunities to engage in outdoor physical activity.

7. Leadership and management

- The leadership and management have a clear and strategic vision for the life and developmental work of the school based on sound professional knowledge and insight into the school improvement process. This is particularly evident in the successful promotion of the school in the local and wider community. A further strength has been the increasingly adept use of collated performance data to identify low attainment and underachievement and put in place a programme of well-targeted support.
- The SDP is underpinned well by self-evaluation and a comprehensive range of evidence including input from the parents and the children. As a result, there is an appropriate range of action plans which include the need to review the leadership structure within the school to include more distributed leadership including the further development of the monitoring and evaluating roles of the co-ordinators with key areas of responsibilities.
- Based on the evidence provided at the time of the inspection, the parents, staff and the school community can have a high degree of confidence in the aspects of the governance evaluated. The governors are well informed about all aspects of school life and recognise their role in supporting the staff as they develop the provision within the school and they provide appropriate challenge when required. The governors expressed their support for the principal and staff and praised them for their hard work and dedication to the children.

- On the basis of the 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 inspectors, the year 6 children reported that they feel secure in school and know what to do if they have any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the 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:

- review and develop the planning for, and progression in, the play based learning programme.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the area for improvement.

Health and safety/Accommodation

- A risk assessment needs to be carried out with regard to the toileting arrangements for the year 3 class.

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