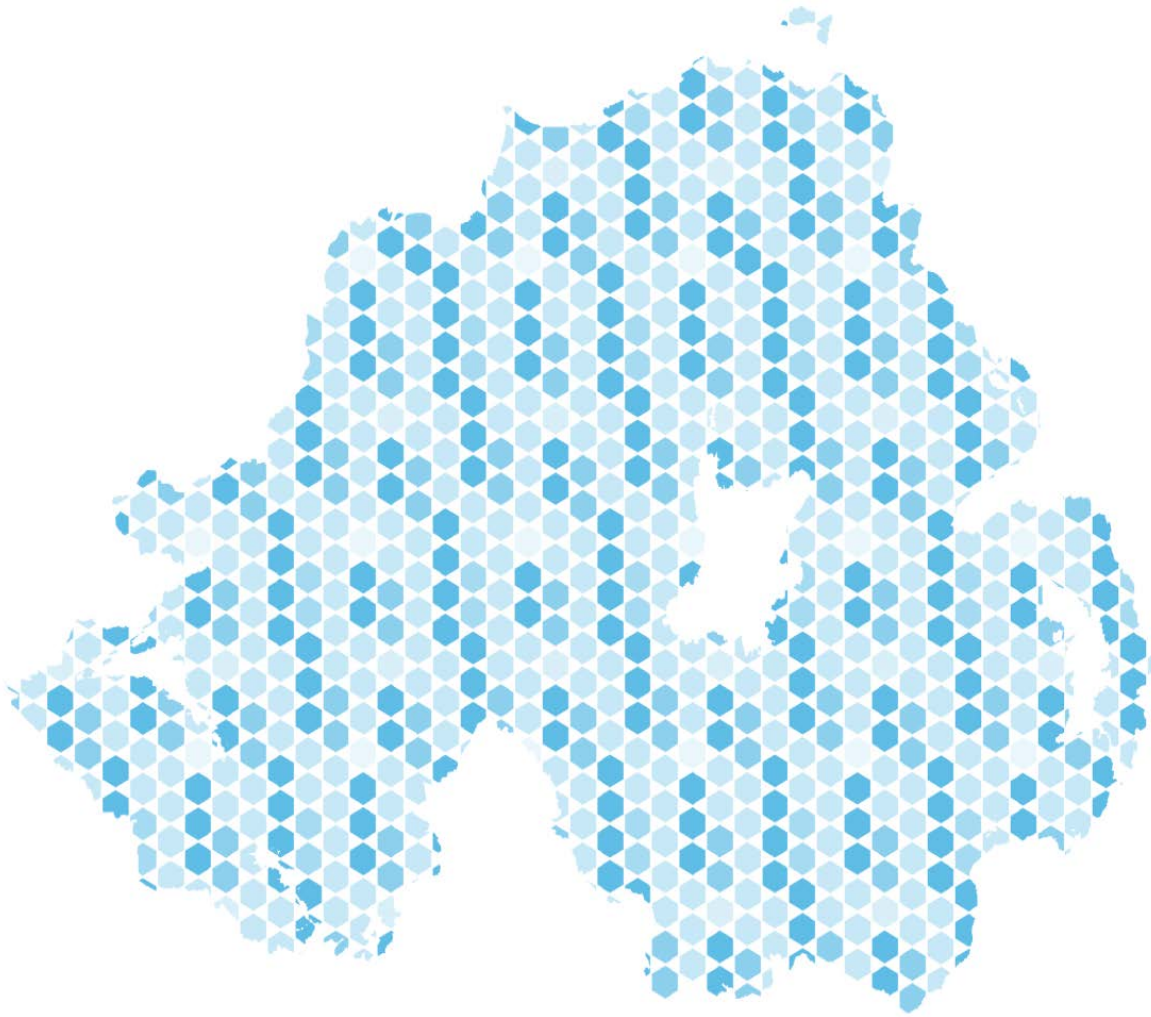


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Éanna, Glengormley

Report of an Inspection in
June 2014

eti

*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

CUSTOMER
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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 (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents	96	50	52%	31
Teaching staff	9	9	100%	5
Support staff	11	5	45%	*

* fewer than 5

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 parental questionnaire may be low.

The responses to the parental questionnaires indicated high levels of support for the life and work of the school. The parents commented on the high quality of education their children receive at Gaelscoil Éanna and the approachability of the principal and all staff. Almost all of the responses from the staff questionnaires indicated high levels of satisfaction with the school. An analysis of the findings and the written comments, along with the small number of issues arising, were discussed with the principal and representatives of the board of governors.

2. Context

Gaelscoil Éanna is situated adjacent to St Enda's Gaelic Athletic Club on the Hightown Road, in Glengormley, County Antrim. The school currently operates on a split site with four classes accommodated in a new building which opened in September 2013; the remaining classes are in mobile accommodation to the rear of the site. Almost all of the children attending the school come from the greater Glengormley area. The enrolment of the school has risen significantly over the past four years and currently stands at 136 children. At the time of the inspection, approximately 30% of the children were entitled to receive free school meals and 21% of the children were identified as requiring additional support with aspects of their learning. More than half of the current teaching staff was newly appointed in September 2013.

Gaelscoil Éanna	2010/11	2011/12	2012/13	2013/14
Enrolment	50	70	104	136
% Attendance	93	95	95	95.4
FSME Percentage ¹	24	26	24	30
% of children on SEN register	24	19	24	21
No. of children with statements of educational needs	*	*	*	*
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	Very Good
Provision	Good
Leadership and Management	Good

Key findings of the inspection

5. Achievements and standards

- Almost all of the children are well motivated and are developing positive attitudes to their learning. They are well behaved and work effectively with their peers, in paired and group activities. The children speak fluently in Irish throughout the key stages and interact confidently, in both Irish and English, with staff and visitors.
- The first cohort of year 7 children will be leaving the school this year; therefore, there is no end of key stage 2 performance data available to date. The school's internal performance data shows that almost all of the children in mathematics and most in English make very good progress, in line with their ability or above expectation. The children who require additional support with aspects of their learning also make very good progress in their learning.

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

- In both Irish and English, the children read with fluency, expression and understanding; they talk enthusiastically about a range of books, authors and characters. They express themselves with confidence orally and in their writing across a good range of genres. In numeracy, the children demonstrate a very good knowledge and understanding of key mathematical concepts across all areas of the mathematics curriculum. They can apply and explain their mental mathematics strategies in meaningful contexts and use appropriate mathematical language with increasing fluency.
- The children use information and communication technology (ICT) confidently and appropriately across the key stages to enhance their learning.

6. Provision

- The quality of the learning and teaching ranged from satisfactory to outstanding; two-thirds of the lessons were good or better. In the best practice, the teachers prepare their lessons thoroughly, building on prior learning and meet effectively the learning needs of all the children. Practical activities are used very well to engage and sustain the children's interest and to develop further their thinking skills and understanding. In the less effective practice, the learning activities lack appropriate challenge and pace and do not sustain sufficiently the children's interest. The teachers have developed a comprehensive and detailed system of planning which is evaluated regularly to improve provision. There is a systematic approach to the assessment of children's progress and, in the best practice, the school uses performance data and teacher observations effectively to inform further the planned learning.
- The quality of the provision for special educational needs is very good. The children who require additional support with aspects of their learning are identified early through, for example, the close links with the naíscoil, and a range of effective intervention strategies are in place. The individual education plans are well focused and guide well the teachers, children and parents.
- There is a thorough programme for the development of the children's biliteracy skills across the key stages. The children are provided with good opportunities to use their language skills in meaningful contexts. There is a comprehensive, whole-school programme for mathematics which includes the consistent use of mental mathematics in daily lessons. In the best practice, the teachers use effective immersion strategies to develop further the children's linguistic competency, in both Irish and English, and to broaden their understanding of different topics across the curriculum.
- The quality of the arrangements for pastoral care is very good. There is a welcoming, inclusive ethos with positive working relationships at all levels. The children are highly valued and their contribution to the life and work of the school is recognised through for example, the school council and eco-committee.
- The school gives very good attention to promoting healthy eating and physical activity through the range of extra-curricular activities available to the children and the promotion of healthy breaks and lunches.

7. Leadership and management

- The principal is highly committed to the life and work of the school and has a clear vision for the continued development and improvement of provision. She has worked effectively, with the recently appointed senior leadership team, to develop a culture of self-evaluation which informs the school development planning process. It will be important for the leadership and management of the school to review and develop further the process of monitoring and evaluation to ensure greater consistency in the quality of learning and teaching across all key stages.
- 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 have a clear and strategic vision for the future development of the school; they are well informed about the school and carry out effectively their support and challenge functions.
- 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 felt secure in school and knew what to do if they had any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by this organisation is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the organisation has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the organisation's progress on the area for improvement.

The area for improvement is to:

- review and develop further the process of monitoring and evaluation to ensure greater consistency in the quality of learning and teaching across all key stages.

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