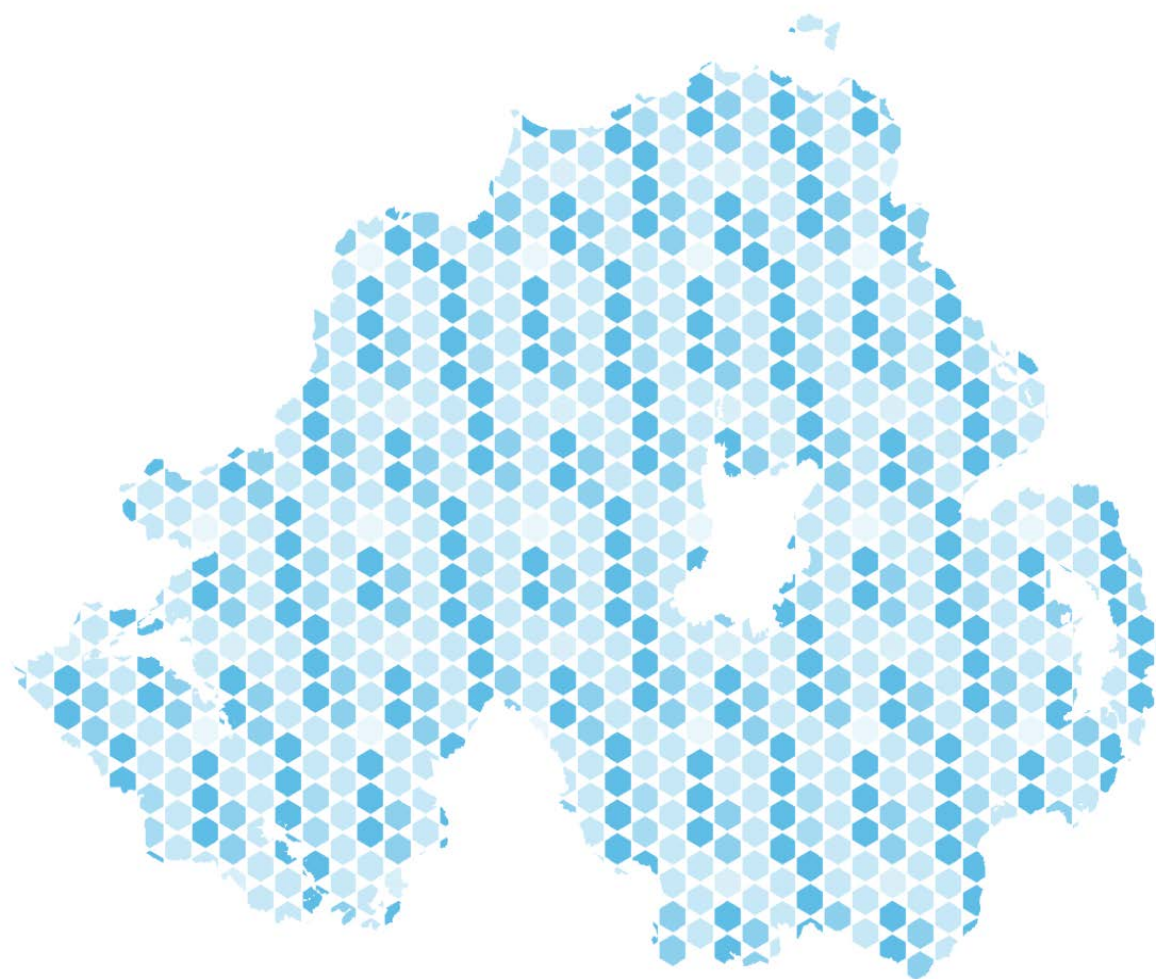


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Glenann Primary School,
Cushendall, Co Antrim

Report of an Inspection in
September 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

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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.eti.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.

Thirty-seven percent of parents and sixty percent of staff (teaching and non-teaching) responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the harmonious environment, the caring and supportive family ethos; the respect and encouragement the staff give the children and the strong links with the community. Most of the staff completed questionnaires and their responses were also very positive; they emphasised how the staff, parents and the local community work together to ensure the holistic development of the children. In discussions with the governors, they expressed their appreciation for the hard work and dedication of the principal and staff and highlighted their work in developing links with other schools and the local community. ETI has reported to the principal and seven representatives of the board of governors the main findings emerging from the questionnaires and the discussions. No significant issues were raised.

2. 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 for literacy in the school; and
- the quality of leadership and management.

3. Context

Glenann Primary School is situated between Cushendall and Cushendun. The enrolment of the school has steadily increased over the past four years to sixty-two; all of the children come from the local village and surrounding rural area. Whilst celebrating its one hundred and fifteenth anniversary, there is a long established family tradition within the school. At the time of the inspection, approximately 23% of the children were entitled to free school meals (FSM) and approximately 6% of the children had been identified by the school as requiring additional support with aspects of their learning.

Glenann Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	44	52	60	62
% Attendance (NI Average)	95.6	94.6	96.4	
FSME Percentage ¹	18.2	13.5	21.7	22.6
% (No) of children on SEN register	15.9 (7)	13.5 (7)	8.3 (5)	6.5 (4)
No. of children with statements of educational needs	0	0	0	0
No. of newcomers	0	0	0	0

Source: data as held by the school.

4. Overall findings of the inspection

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

5. Achievements and standards

- The children are courteous, happy and well-motivated learners; they engage readily with their peers and are respectful towards staff and visitors to the school. They settle quickly to their learning and respond positively to the activities provided by their teachers. When given the opportunity, the children work collaboratively in pairs and in groups.
- The school's performance data shows that a majority of the children, including those who require additional support with aspects of their learning, are achieving in line with their ability in English and mathematics. A significant minority are achieving above expectation.
- By year 7, the children show enthusiasm for reading. They read with fluency and a good level of understanding. As they progress through the key stages, the children write with interest and at a good standard across an appropriate range of forms and for a good range of purposes.
- The children who require additional support with aspects of their learning are progressing well commensurate with their abilities.

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

- The children are able to use a range of information and communication technology (ICT) devices and software to support their literacy and numeracy and in other aspects of their learning. For example, the camera and interactive whiteboard were used effectively in the foundation stage to enhance the play-based learning.

6. Provision

- The teachers provide a range of topics and themes which is clearly focused on connecting the children's learning across the curriculum with meaningful real life contexts. It is appropriate that the staff have begun to recognise the need to reflect both on the quality and the extent of the children's learning; and to use this information to effect further improvement in the provision. In the more effective practice, the teachers take good account of the children's learning responses and include a range of open questions which extends the children's thinking.
- In improving the teaching and learning further, it will be important for the teachers to give a higher priority to developing more fully the children's thinking skills through open-ended and more challenging activities and providing more frequent structured opportunities for the children to reflect on and assess their learning. In addition, it is timely that the teachers have identified the need to review the planning; the inspection findings endorse this important work.
- The children's work is marked regularly and positively. Throughout the school, assessment for learning strategies are at an early stage of development, a more systematic approach is required to ensure that feedback given to the children enables them to improve the quality of their work.
- The children who require additional support with aspects of their learning are guided and supported well by their teachers and classroom assistants. Appropriate arrangements are in place to identify the children who require additional support and realistic targets for achievement are set for these children.
- The teachers have begun suitably the process of improving further key aspects of the literacy planning. The children acquire the basic skills of reading and spelling through a structured phonics programme and as they progress into key stage (KS) 2, they read a widening array of interesting novels. The children have good opportunities to write across wider aspects of their learning. It will be important for the teachers to develop further their shared understanding of how to implement an agreed progression in developing the children's literacy skills which takes better account of the children's stages of development and is more closely focused on meeting their differing learning needs.
- The quality of the provision for pastoral care in the school is very good. This provision is characterised by the welcoming, child-centred ethos and the very good working relationships amongst the staff and children. In addition, the wide range of visitors and educational trips provided enhances the quality of the children's overall learning experiences and contributes significantly to their personal development.

- The school gives good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. For example, the children are encouraged to bring in a healthy break and lunch box and there is a varied range of sporting initiatives within the curriculum.

7. Leadership and management

- The teaching-principal promotes a team spirit within the school and has established a collaborative approach to decision making amongst the staff. He is supported effectively by the staff in co-ordinating the school's provision.
- The school's processes for self-evaluation include regular consultation with staff, parents and governors. The staff have made a useful start to analysing all of the available information, including assessment data, to evaluate aspects of the school's provision and to highlight future areas for improvement. In taking this good work forward, the school needs to provide more detail within the action plans, including further information about how the school will monitor and evaluate their impact.
- There are effective arrangements in place for communicating and consulting with parents to involve them appropriately in their children's education. The school has established very good links with a range of other schools, the local community and with various external support agencies to enhance further the children's learning opportunities. For example, the school has collaborated at key stage (KS) 2 with another school since 2008 on effective cross-community programmes. Being involved in the decision-making process of the programme, this year the children have increased their opportunities to learn from each other through sport.
- The governors carry out their roles conscientiously and supportively, and understand the challenges and opportunities facing the school. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review; namely for the governors to broaden their awareness of developments in learning in the primary phase.
- 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. During the inspection, the inspectors met with a group of year six and seven children. In discussions, the children spoke highly of the support they receive from their teachers and the wide range of musical and sporting activities which they enjoy. A key feature of their learning experience is the interaction with visitors. The children state that they feel safe and cared for in school and are aware of what to do if they have any worries about their safety or well-being.
- 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 the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. These are:

- to develop further the children's thinking skills and personal capabilities; and
- to improve the detail within the action plans, including further information about how the school will monitor and evaluate their impact.

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

Health and safety/Accommodation

1. Safety issues need to be reviewed around the playground and the close proximity to the busy road.
2. There is a need to replace the mobile accommodation which is damp and in poor condition with more appropriate accommodation.

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