

PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Tannaghmore Primary School,
Lurgan, Co Armagh

Report of an Inspection in
December 2014

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*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
SERVICE
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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.

Eight per cent of parents and sixty six per cent of staff (teaching and non-teaching) responded to the questionnaires. The responses to the parental questionnaires indicated high levels of satisfaction with most areas of the life and work of the school. In particular, the parents highlighted the friendly and approachable staff who encourage the children to achieve their potential, and the effective leadership of the principal. The staff responses were also very positive; they emphasised the sense of community in the school and the strong leadership of the principal. The ETI has reported to the principal and representatives of the board of governors the main issues emerging from the questionnaires, which included concerns about effective communication with the parents and the provision of after-school activities.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for literacy and numeracy in the school; and
3. the quality of leadership and management.

3. Context

Tannaghmore Primary School is situated in Lurgan, County Armagh; a large number of the children travel to the school by bus. The enrolment has risen slightly over the past four years and currently stands at 631 children. Approximately 27% of the children are entitled to free school meals. The school has identified 17% of the children as requiring additional support with aspects of their learning. At the time of the inspection a new school was being built on the current site which reduced significantly the amount of space available.

Tannaghmore Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	615	620	615	631
% Attendance	95.6	95.7	96.4	97.7
FSME Percentage ¹	23.1	25.8	27.96	27.48
% of children on SEN register	15.3	16.3	17.2	17
No. of children with statements of educational needs	14	13	14	14
No. of newcomers	*	*	8	6

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- The children are motivated and clearly enjoy their learning. In all classes, they settle quickly to their work and are very confident in engaging with the adults; their behaviour is excellent. The children have very good personal and social skills and are very respectful of, and sensitive to, the needs of others in the class. When given the opportunity, the children work well in pairs and small groups, where they can take on different roles and responsibilities.
- The school's internal performance data shows that in English most of the children, and in mathematics the majority of the children, including those who require additional support with aspects of their learning, make very good progress in line with their ability or above expectation. The school has identified a minority of children who are potentially underachieving in numeracy and literacy. These children have been targeted for additional support and the school's internal data and tracking processes show a significant reduction in the number of children who continue to require additional support.
- The children achieve very good standards overall in literacy. Throughout the school, they have very good talking and listening skills; present confidently in school assemblies and share their views in class discussions. By year 7, the children read with fluency, expression and enjoyment and discuss enthusiastically their favourite novels and authors. The children's standard of writing is good; they write in different forms and for a variety of purposes. In the most effective practice, the children plan and redraft their work to improve the quality of their writing. The children achieve good standards overall in numeracy. The most able children, by year 7, are flexible in their thinking and use a wide range of mental strategies. They talk confidently about their learning, demonstrating their knowledge and understanding of important mathematical ideas and concepts using the appropriate mathematical language.

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

- Most of the children receiving additional support sessions for literacy make very good progress in reading fluency, spelling and comprehension. They develop well their self confidence and enjoy their work.
- The children enjoy and make use of information and communication technology (ICT) in a variety of settings, including: researching information for topic work; designing and delivering presentations; word processing and drafting; and basic programming. They also use ICT software programs and programmable devices in literacy and numeracy activities.

6. Provision

- The teachers plan comprehensively across the year group classes. They make good use of the literacy and numeracy frameworks from the Southern Education and Library Board (SELB), which they adapt appropriately to suit the needs of the school. In the best practice, in the majority of classes, the teachers make good evaluations of the children's learning; however, there is a need for all staff to use these evaluations more effectively to inform future plans in their individual classes. The staff have identified appropriately the need to develop the planning and provision for activity based learning in the foundation stage (FS) and key stage (KS) 1. It will be important that this area of the curriculum is developed further to ensure that there is a shared staff awareness of how to plan more effectively challenging activities to promote learning across the curriculum.
- The teaching is always well structured and the use of a range of classroom management strategies in all classes provides a purposeful learning environment. In the most effective practice, the teachers provide a variety of creative resources and use a range of teaching approaches, including appropriate opportunities for the children to work in pairs and small groups. They use skilful questioning to encourage the children to give extended answers and enable them to justify their thinking and develop further their understanding. Good use is made of ICT as a tool for learning. In developing further the teaching, the teachers need to make greater use of real-life contexts; connect better the learning for the children; develop their thinking skills and provide activities which better match the children's ability. The school has identified appropriately the need to ensure that the planning and teaching provides greater challenge for the more able children across the school.
- The teachers all mark the children's work regularly with positive comments and, in the best practice, provide clear indications of how they can improve further the quality of their work and opportunities for the children to evaluate their own work and that of their peers. The school has identified the need to disseminate this best practice across all classes and the inspection findings endorse this as a key component of the current focus on the development of writing across the school.
- The teachers and classroom assistants employ a range of strategies and provide differentiated activities to ensure that those children with additional learning needs are fully included and their needs are met well. The withdrawal provision, for children identified with additional needs in literacy, is of a high quality; their individual programmes and targets are appropriate and reflect well their learning needs. The SELB has transferred the provision for Specific Learning Difficulties from the peripatetic service to the school, in order to build the capacity within the school to meet the needs of the children who qualify for peripatetic support; this provision is in its first term and is developing well.

- A key feature of the literacy provision is the appropriate focus on the development of the children's reading skills. The school's reading programme is systematic and rigorous; the teachers use the well-planned guided reading sessions effectively to develop the children's fluency, understanding and enjoyment of reading. In the best practice, children have meaningful contexts to develop their talking and listening skills. The programme for writing enables the children to write in a variety of styles and for a range of purposes. The school has identified appropriately the need to improve further the teaching of writing to ensure the children have more opportunities to extend their writing and to write in meaningful contexts across the curriculum.
- Across the school, the teachers reinforce mathematical language and encourage the children to explain and discuss their strategies and thinking. In the best practice, the teachers set the learning in meaningful everyday contexts and enable the children to transfer their mathematical knowledge and skills to other areas of the curriculum. The children would benefit from more regular and frequent opportunities to apply their learning to problem-solving, problem-posing and investigative activities.
- The very good pastoral care within the school is characterised by a caring, welcoming and inclusive ethos. The school's child-centred provision offers a variety of opportunities to encourage and support each child to develop their full potential; reflecting its motto 'For children, for learning, for life' written by one of the children as part of the school's highly successful involvement in the Welcoming School Project. The children take on roles and responsibilities through being class helpers, leading assemblies and participating in the active School Council where the children's ideas and opinions are sought and valued. The children's achievements are celebrated at assemblies and many examples of their work are displayed throughout the school. They have a wide range of opportunities, including a rich tradition of music provision within the school, to develop their personal, social and learning skills. The breakfast club and after school club are well attended and the school acknowledges the need to widen the range of extra-curricular activities.
- The school gives very good attention to promoting healthy eating and physical activity, through the promotion of healthy breaks and lunches, a range of extra-curricular sporting activities on offer and through the development of a physical literacy programme.

7. Leadership and management

- The recently appointed principal has effected significant improvements within the school, in particular, bringing about the good, collegiate working amongst the staff. He has a clear, strategic vision and is well-supported by the senior leadership team who provide effective support to the subject co-ordinators. The key co-ordinators have a good professional knowledge and are empowered to lead and manage their area of learning. There are robust procedures in place to monitor and evaluate the quality of the provision.

- The school development planning processes are of a high quality and are informed by an effective use of data and the views of the school community. The school development plan is supported by a detailed three-year overview and good quality action plans. The regular evaluation of the progress being made on key priorities is informed by good quality self-evaluation.
- The school has well-developed links with the local and wider community, including businesses, external agencies, and other schools to benefit the children, the staff and the community. The active Parents' Support Group has contributed valuable additional funds which have helped to enhance the ICT provision. The school's successful involvement in a range of programmes and awards further develops the children's awareness of their rights and responsibilities and provides appropriate opportunities to explore relevant local and global issues to enable them to make informed and responsible choices.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors use well their challenge function to better understand the data and the progress made on the school development plan.
- 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 children reported that they felt very 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 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.

The area for improvement is the need to:

- improve further the quality of the learning and teaching to provide appropriate levels of challenge for all of the children.

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

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