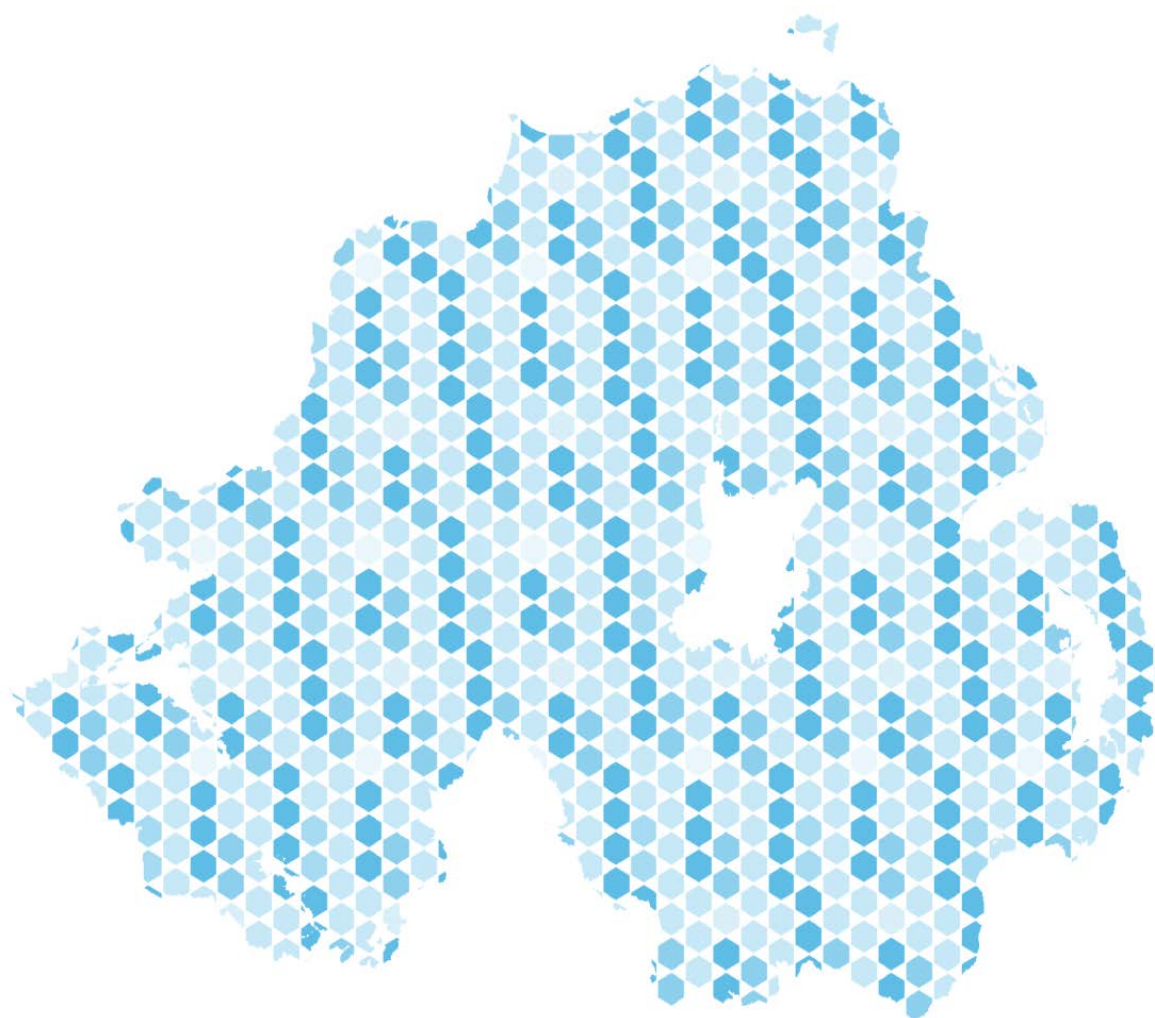


PRIMARY INSPECTION



Education and Training
Inspectorate

Toreagh Primary School,
Larne

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

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall findings	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	4

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	Number issued	Number returned	Percentage returned	Number with comments
Parental	64 families	28	44%	14
Teachers	5	5	100%	*
Support staff	*	*	100%	*

* 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.

The parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular the parents acknowledged the caring staff, the supportive learning environment, the schools commitment to meeting the needs of all the children and the progress made by the children.

The teaching and support staff emphasised the teamwork in the school, with classroom assistants and ancillary staff working for the benefit of the children and their families.

The children spoke of their pride in their school, their enjoyment of learning, the many opportunities they have to contribute to decision-making within the school and the wide range of extra-curricular activities open to them. They also spoke of how they are aware of what to do if they are worried about anything.

The governors expressed their confidence in the principal and her staff in providing the best quality of education for all of the children and their families.

2. Context

Toreagh Primary School is situated in the village of Raloo in County Antrim. All of the children attending the school come from the village and within a radius of four miles.

Toreagh Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	93	98	105	100
% Attendance (NI Average)	96.9%	97.3%	97.3%	
FSME Percentage ¹	0	0	0.95%	5%
% of children on SEN register	9.67%	12.2%	9.5%	12%
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.

* 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 under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall findings

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

Key findings of the inspection

5. Achievements and standards

- The children are proud of their school and their standards of behaviour are exemplary. They are well-motivated and display positive attitudes to their learning. They work well independently and collaboratively; the paired and small group work is a particular strength of the school. An analysis of the end of Key Stage (KS) 2 performance data over three years² shows that in English, the school's performance was above the NI average in 2 of the years while the school's performance in mathematics is consistently above the NI average. Compared with schools in the same FSM category, the performance in English is

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

² Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of key stage 2 performance data is based on the outcomes up to but not including the 2012/13 school year.

below the average, in 2 out of the 3 years and in mathematics it has been in line with the average. The school's internal performance data shows that almost all children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics and achieve in line with their ability, or above expectation.

- In literacy almost all of the children attain very good standards in talking and listening, reading and writing. The children produce good quality writing and the quality of presentation is consistently very good throughout the school. A particular strength of the literacy provision is the children's ability to articulate their thoughts and feelings listen attentively to one another and re-organise their thinking and ideas in response to the contribution from their peers.
- The children are enthusiastic and enjoy their work in numeracy. The children use their mathematical knowledge in real-life contexts and with developing understanding. By the end of KS2, the children apply their mathematical knowledge to challenging, investigative activities and use mathematical language appropriately. During challenging class activities, they make decisions, explain aspects of their work clearly and articulate how they solve problems.
- The children who display difficulties with aspects of their learning make very good progress and reach standards in line with their ability. The school, through its analysis of its own assessment data, is able to demonstrate the very good progress being made by the children.

6. Provision for learning

- The quality of the planning, teaching and assessment is very good. The school has recently adopted a very effective approach to planning which is meeting very well the needs of all of the children and informs future teaching and learning opportunities. The teachers mark the children's work carefully and provide clear guidance about how to improve the work further.
- The quality of teaching observed ranged from good to outstanding; most of the lessons observed were very good. The teachers use a range of active and practical learning and teaching strategies to engage the children, to challenge their thinking and to extend their learning. They provide positive, regular feedback to the children giving clear guidance on improving their learning. In this work they are very effectively supported by the classroom assistants.
- The quality of the provision for children who display difficulties with aspects of their learning is very good. Effective arrangements are in place to identify children and provide them with the necessary support.
- The quality of the arrangements for pastoral care is outstanding. This is evident in the excellent working relationships at all levels, the whole school celebration of the children's learning and their achievements, the developments to enrich the quality of the learning experiences outdoors, and the very strong family and community ethos developed in the school. The children are highly respectful and confident and there is a commitment to enabling the children to have a say in matters that affect them. The support staff make an excellent contribution to the life and work of the school. There are very effective parental and community links to support the children's well-being, safety and learning.

- The school gives very good attention to promoting healthy eating and physical activity through, for example, the emphasis placed on promoting healthy breaks and lunches and the range of physical activities on offer.

7. Leadership and management

- The quality of the strategic leadership provided by the teaching principal, is very good. She has high expectations of the staff and the children, promotes a strong sense of collegiality and encourages the on-going professional development of the staff. The co-ordinators, many of whom carry a number of responsibilities, provide very effective leadership in their respective areas.
- There is a well-embedded and effective culture of self-evaluation in place throughout the school. The school development plan reflects the priorities identified through the self-evaluation process. The teachers make very good use of a wide range of qualitative and quantitative data, to develop appropriate action plans, inform the classroom practice and enhance the outcomes for the children.
- The school places great value on involving the parents and the wider community in supporting the children's learning; this enhances and enriches the children's experiences. The governors are well-informed about the life and work of the school; they work effectively with the Principal to ensure that the school is well managed and carry out effectively their support and challenge functions. 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.
- 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.
- 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.

© CROWN COPYRIGHT 2013

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

