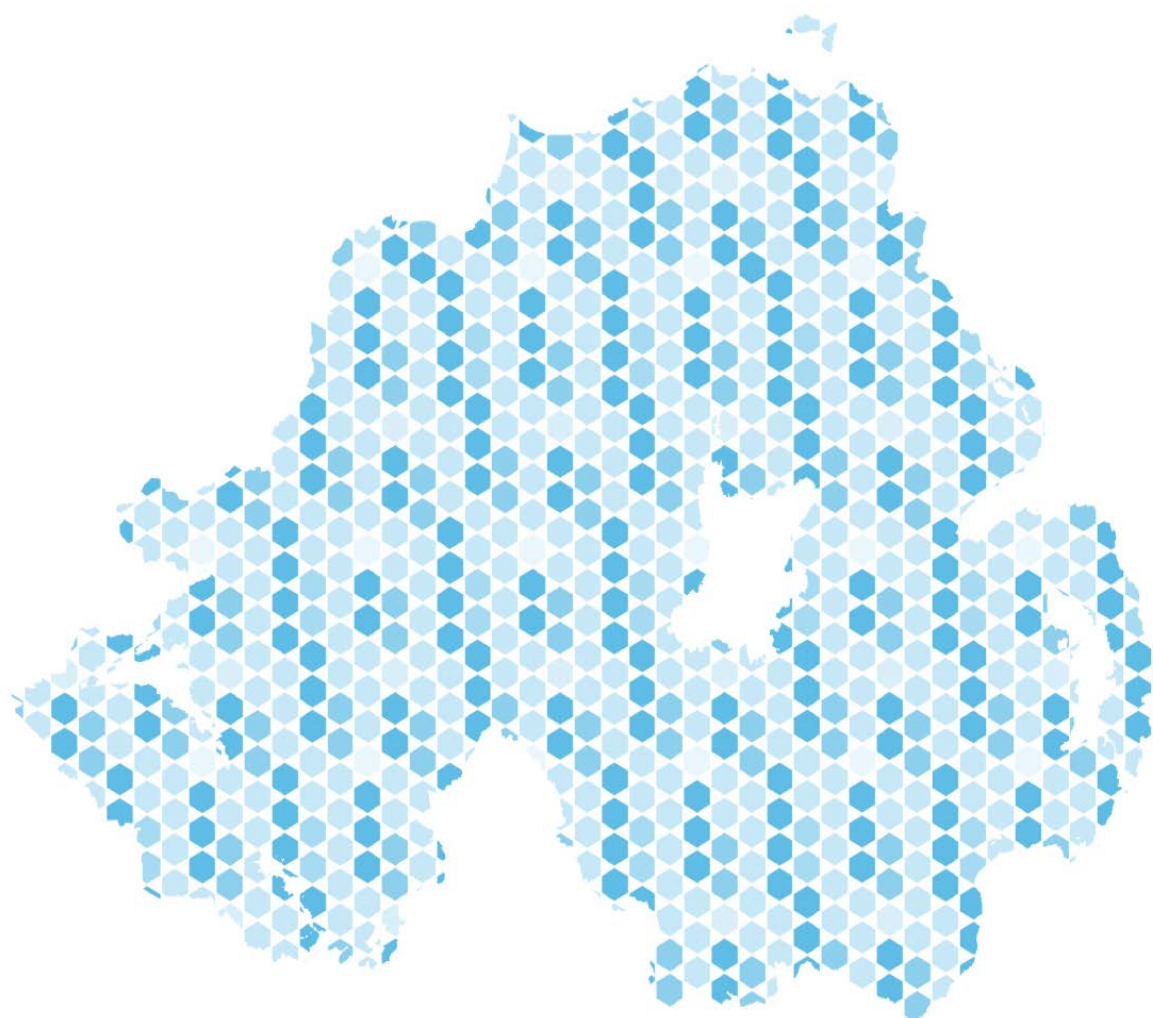


PRIMARY INSPECTION



Education and Training
Inspectorate

Churchill Primary School,
Caledon

Report of an Inspection
in October 2012

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Churchill Primary School is situated in the village of Caledon, County Tyrone. Almost all of the children attending the school come from the village and the surrounding area. The enrolment has fluctuated over the past five years and currently stands at 57. In addition, in the Foundation stage class, there is provision for children who are below the statutory school age (reception) and for whom the school does not receive funding from the Department of Education. All of the teachers teach composite classes consisting of two or more year groups. The school has identified 26% of the children as requiring additional support with aspects of their learning and 16% are entitled to free school meals. At the time of the inspection, the acting principal had been in post for four weeks.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's **achievements and standards** is very good.

- In English and mathematics, most of the children achieve standards in line with or above their ability. The children are confident in talking and listening and contribute well to whole-class, group and paired activities. By the end of key stage 2; they read competently and are able to write for a variety of audiences and purposes. They use mental mathematics strategies confidently, show flexibility in their mathematical thinking and have a good knowledge of shape and space and number, including place value.
- The children who require **additional support** with aspects of their learning make steady progress in reaching the identified targets in their individual education plans; most attain standards in line with their ability.

Provision for Learning

The **provision for learning** is very good.

- **The children** are friendly and courteous and their behaviour is exemplary. In all classes they demonstrate good social and interpersonal skills, high levels of independence and a positive disposition to learning.

- The quality of the **teaching** observed was consistently of a very high standard. Comprehensive planning guides the teachers in their work and outlines variety, challenge and progression in the learning. The teachers interact very well with the children in order to develop their thinking and learning. They set high expectations for the children's achievements and the presentation of their work and provide them with constructive feedback to progress their learning.
- Currently the provision for reception does not reflect adequately the pre-school curricular guidance issued by the Department of Education. The Board of Governors need to review the enrolment arrangements for reception and consider the impact of this provision on the school and the local DE funded pre-school provider.
- The **classroom assistants** make a valuable contribution to the children's learning in class and also through their involvement in the literacy and numeracy support programmes.
- The provision for **special educational needs** is very good. The targets within the individual education plans are well focused and provide effective guidance to the teachers and the parents.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the caring and supportive ethos, the excellent working relationships at all levels and the children's participation in a wide range of extra-curricular provision.
- The school gives a high priority to promoting **healthy eating** and physical activity through both the curriculum and extra-curricular activities.
- 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.

Leadership and Management

The quality of leadership and management is very good.

- The **Acting Principal** leads the school very effectively. She promotes a team ethos in which all members of the school community are encouraged to play an active role in the life and work of the school.
- The **co-ordinators** are committed to their roles, provide support and guidance to the staff and have identified appropriate priorities for development within their respective areas of responsibility.
- The whole school **self-evaluation** and **school development planning (SDP)** processes are good. Appropriate areas for improvement are identified and are based on the effective analysis and use of the school's performance data.

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.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Churchill Primary** iii. **Date of Inspection: W/B 01/10/12**
 ii. **School Reference Number: 501-2538** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	16	6	5	5	6
Enrolments					
Primary	66	66	56	53	56
Reception	2	2	3	2	1
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 97.15% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95.88%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 3.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.77 NI PTR: 20.2
- iii. Average Class Size: 19
- iv. Class Size (Range): 13 to 26
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 10
 ii. Foundation Stage Classroom Assistant Support: 20
 iii. Additional hours of other classroom assistant support: 27.5
- vi. Percentage of children with statements of special educational needs: 1.75%
- vii. Total percentage of children on the Special Needs Register: 26.3%
- viii. Number of children who are **not** of statutory school age: 1
- ix. Percentage of children entitled to free school meals: 15.79%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): **English** 80% **Mathematics** 100% **Irish** N/A
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups: **Year 1** 6 **Year 2** 6 **Year 3** 0

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as a meeting with a group of year 6 children.

Of the 38 questionnaires issued to the parents, 19 (50%) were returned to Inspection Services Branch and 14 contained additional written comments. All of the responses were very positive; the parents highlighted the friendly and welcoming ethos, the very good methods of communication between the school and home, the hard-working and approachable staff and the good range of extra-curricular activities provided by the school.

All of the teachers and almost all of the support staff completed questionnaires and indicated high levels of satisfaction for the work of the school.

The year 6 children spoke enthusiastically about their experiences at school and the support they receive from the staff. They feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Acting Principal the views emerging from the questionnaires and the discussions.

A member of the Board of Governors met with the inspection team and expressed strong support for the work of the staff; he emphasised the pivotal role the school plays in the local community.

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