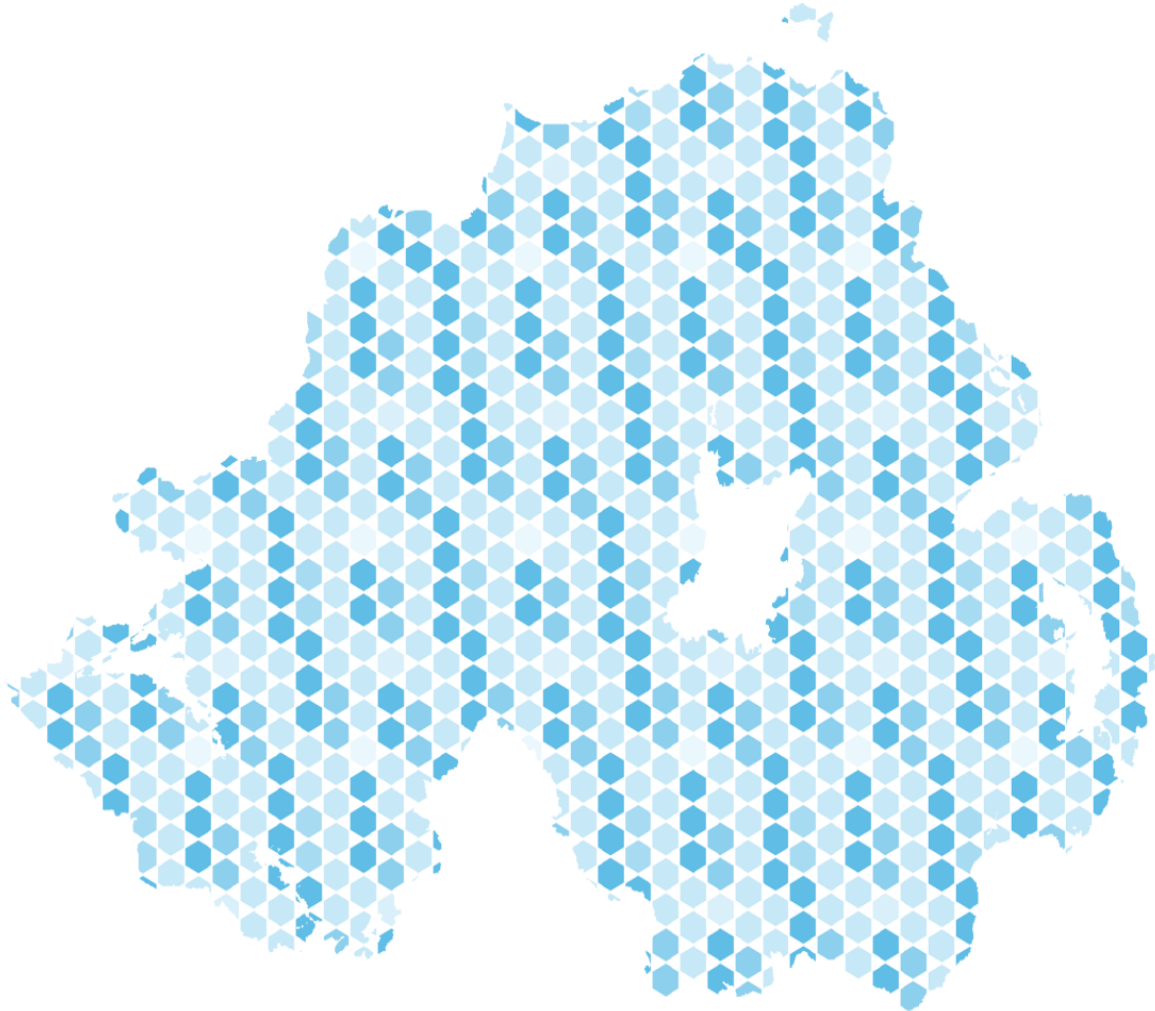


PRIMARY INSPECTION



Education and Training
Inspectorate

Churchtown Primary School,
Cookstown

Report of an inspection
in September 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

Churchtown Primary School is situated in the townland of Churchtown approximately three miles outside Cookstown. The enrolment has remained steady over the past four years and stands currently at 42. Nineteen percent of the children are entitled to free school meals and 14% of the children have been identified by the school as requiring additional support with aspects of their learning. There are two composite classes in the school; one class caters for 19 children and comprises four year groups. The second class of 23 children comprises the three year groups in Key Stage 2.

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

OVERALL FINDING OF THE INSPECTION

In the areas inspected the quality of education provided by this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is satisfactory

- The children are well-behaved and keen to learn; they settle quickly to their work and stay on task; when given the opportunity, they work together purposefully in pairs and groups.
- The children enjoy reading and talked about a range of authors and books they have read; however, they lack confidence and expression when reading aloud.
- The children demonstrate satisfactory knowledge and understanding of important mathematical ideas and concepts but have limited flexibility in their mathematical thinking and in using mental mathematical strategies.
- The children who require additional support with aspects of their learning work well alongside their peers and achieve standards in line with their ability.

Provision for Learning

The quality of the provision for learning is satisfactory.

- The composite nature of the classes places considerable demands on the teachers in terms of planning, classroom organisation and the monitoring and evaluation of the children's learning.
- The teachers are hardworking and know the children well. They take good account of the children's interests and experiences when planning for the learning.
- In two-thirds of the lessons observed, there was a need for improvement. In these lessons the pace was too slow, there was insufficient challenge and the teachers missed opportunities to develop the children's thinking skills and personal capabilities.
- In the remaining one-third of the lessons, the quality of the teaching was good. The lessons were well-structured, there was progression in the children's learning and the activities were matched well to the children's abilities.
- The planning for activity-based learning is linked well to the children's learning in the world around us, but lacks challenge and progression and does not take adequate account of the development of the children's literacy and numeracy skills.
- The support staff make a valuable contribution to the children's learning and well-being.
- The quality of the arrangements for pastoral care is good. There is a strong sense of community in which everyone is valued. The children are caring and respectful to each other; they are proud of their school and engage confidently and politely with visitors.
- 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.
- The school gives good attention to promoting healthy eating and physical activity through a range of strategies to encourage the children to adopt healthy lifestyles.
- The quality of the provision for special educational needs is satisfactory. The planning and in-class support for those children who require additional support with aspects of their learning, are not sufficiently focused on the targets and associated strategies within the children's individual education plans.

Leadership and Management

The quality of leadership and management is satisfactory.

- The Principal is well supported by the staff; they work effectively as a team and are fully committed to the education and care of the children. The very good working relationships at all levels ensure a shared approach to school improvement.

- The school's processes for self-evaluation leading to improvement are at an early stage; a more strategic approach to school development planning is required in order to improve further the learning experiences for, and the standards achieved by, the children.

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 satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

The areas for improvement include the need to:

- match the learning activities more closely to the children's abilities;
- improve the provision for activity-based learning; and
- develop a more strategic approach to school development planning in order to improve the learning experiences for, and the standards achieved by, the children.

The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Churchtown Primary** iii. **Date of Inspection: W/B 19/09/12**
 ii. **School Reference Number: 501-6141** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	6	4	5	4	6
Enrolments					
Primary	47	42	43	41	42
Reception	0	0	0	0	0
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): 95.1% **NI Avg Att: 94.7%**

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

- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|---|------------------------------|---------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 2.4 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 17.5 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 21 | | | |
| iv. Class Size (Range): | 19 to 23 | | | |
| 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: | | 10 | |
| vi. Percentage of children with statements of special educational needs: | | | | 0% |
| vii. Total percentage of children on the Special Needs Register: | | | | 14.29% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 19.04% |
| 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
83.33% | Mathematics
83.33% | Irish
N/A | |

APPENDIX 2

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, (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.

Of the 29 questionnaires issued to the parents, 18 (62%) were returned to Inspection Services Branch and a small number contained additional written comments. Almost all of the responses were very positive; the parents highlighted the caring ethos, the helpful information they receive on their children's progress and the commitment of the staff to meeting the individual needs of the children.

All of the responses from the teachers and the support staff were very positive.

The inspectors also met with the year 6 children who spoke enthusiastically about their experiences at school. The children feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Principal and a representative of the governors the views emerging from the questionnaires and the discussions.

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