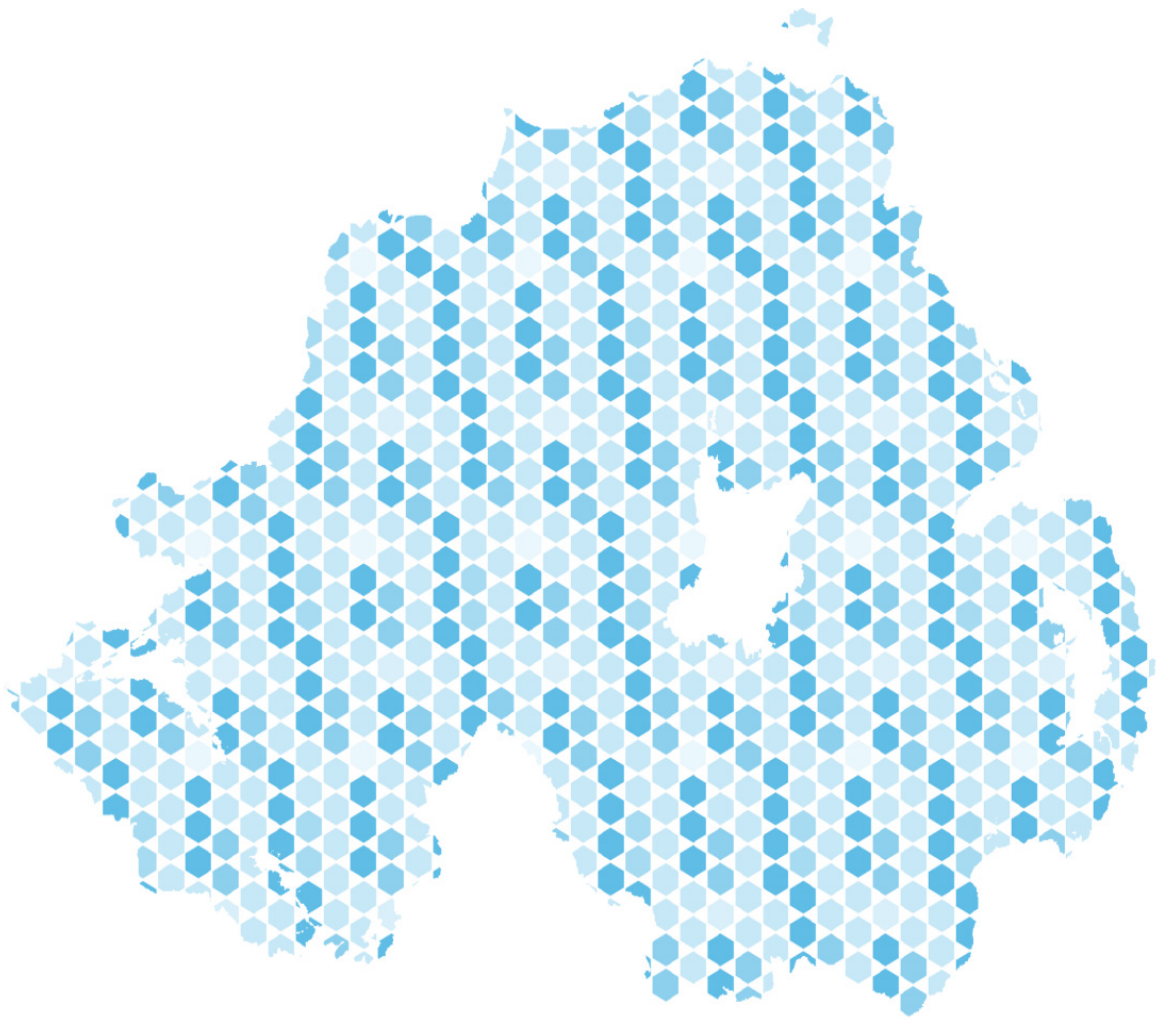


PRIMARY INSPECTION



Education and Training
Inspectorate

Cloughmills Primary School,
Co Antrim

Report of an Inspection
in February 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

Cloughmills Primary School is situated within the village of Cloughmills in County Antrim. All of the children attending the school come from the village and the surrounding rural area. The enrolment dropped last year but has returned to its previous level and currently stands at 42. At the time of the inspection, approximately 40% of the children in the school were entitled to free school meals. The school has identified 26% of children as requiring additional support with aspects of their learning.

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, almost all of the children attain very good **standards** in line with their ability. The children display confidence in talking, listening, reading and writing in a range of genres. They work effectively in pairs and small groups during mathematics lessons and participate fully in practical activities.
- The children who have special educational needs (SEN) make good progress and reach the standards of which they are capable.

Provision for Learning

The provision for learning is very good.

- The **children** are confident and are keen to talk about their learning with adults and their peers. They are highly motivated, contribute well to whole class and group discussions and engage fully in the lessons.
- The quality of the **teaching** observed ranged from good to outstanding. In the best practice the teachers plan well for connected learning across the areas of the curriculum, link the learning to the children's interests and experiences, and make skilful use of open ended questions to develop further the children's understanding.

- The provision for those children who have **SEN** is good. The school focuses appropriately on early identification and intervention through well-established links with the local pre-school and detailed in-class observations throughout the foundation stage (FS). There is very good support for children who have additional needs in aspects of literacy. The school has identified appropriately the need to provide further support for the children who have additional needs in aspects of numeracy.
- The quality of the arrangements for **pastoral care** is very good. There are excellent working relationships at all levels and there is an inclusive ethos where all members of the school community are valued. The children's behaviour is exemplary and the year 6 and 7 children support their peers through an effective 'Buddy' system. The involvement of visitors to support the curriculum enhances the children's learning.
- The school has very good arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**, for example, through the taught curriculum and the growing of their own vegetables.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** is highly effective and has a clear vision for the school and the community. He has fostered an ethos of shared leadership through promoting the professional development of the co-ordinators. He knows well the needs and capabilities of each child.
- There is a developing culture of whole-school **self-evaluation**. The school consults regularly and effectively with the teachers, governors, parents, and children. The School Development Plan meets the requirements of the School Development Plans Regulations (Northern Ireland) 2005 and appropriately identifies areas for future development.
- The **co-ordinators** lead their areas well and work effectively and collaboratively to identify good practice and promote improvement.
- 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: Cloughmills Primary** iii. **Date of Inspection: 08/02/2012**
 ii. **School Reference Number: 301-6260** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	6	15	3	6
Enrolments				
Primary	40	42	33	42
Reception	0	0	0	0
Nursery Unit	0	0	0	0
Special Unit	0	0	0	0
Irish Medium Unit	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): 96.8% **NI Avg Att 94.7%**
- | | 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) | 4 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 14 | NI PTR: 20.4 | | |
| iii. Average Class Size: | 14 | | | |
| iv. Class Size (Range): | 10-21 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 6 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 20 |
| iii. Additional hours of other classroom assistant support: | | | | N/A |
| vi. Percentage of children with statements of special educational needs: | | | | 0 |
| vii. Total percentage of children on the Special Needs Register: | | | | 26% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 40% |
| x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics: | English | Mathematics | | |
| | 100% | 100% | | |

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection.

Of the 35 questionnaires issued to the parents, 14 (40%) were returned to the Department of Education and there were six additional written comments. The parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the dedicated and approachable staff who are committed to the welfare of the children.

The teachers and support staff responded very positively to the staff questionnaires.

The year 6 and 7 children also met with the inspectors; they talked positively and enthusiastically about their experiences at school, including the visitors who enrich the curriculum. The children are aware of what to do if they have worries about their safety and well-being.

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