

*eti*

*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**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **Report of a Focused Inspection**

**Clontifleece Primary School  
Warrenpoint**

**Inspected: January 2009**

## CONTENTS

<b>Section</b>		<b>Page</b>
	STATISTICAL INFORMATION	
1.	INTRODUCTION	1
2.	ACHIEVEMENTS AND STANDARDS	2
3.	THE QUALITY OF PROVISION FOR LEARNING	4
4.	LEADERSHIP AND MANAGEMENT	5
5.	CONCLUSION	5

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Clontifleece Primary Warrenpoint**      iii. **Date of Inspection: W/B 12.01.09**  
 ii. **School Reference Number: 503-1301**      iv. **Nature of Inspection: Focused**

B.

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 1 Intake	5	8	6	4	7
<b>Enrolments</b>					
Primary	61	61	56	50	54
Reception	6	0	1	0	0
Nursery Class/Classes	0	0	0	0	0
Special 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%

<b>Unit</b>	<b>Primary &amp; Nursery Reception</b>	<b>Special Unit</b>
-------------	--	-------------------------

- |   |          |              |      |
|---|----------|--------------|------|
| D. i. Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours) | 4        | 0            | 0    |
| ii. PTR (Pupil/Teacher Ratio):  | 15.8     | NI PTR: 20.0 |      |
| iii. Average Class Size:  | 18       |              |      |
| iv. Class Size (Range):   | 11 to 24 |              |      |
| v. Ancillary Support:<br>Number of Hours <b>Per Week</b> :  |          |              |      |
| i. Clerical support:  |          |              | 11   |
| ii. Official Making A Good<br>Start Support:  |          |              | 10   |
| iii. Additional hours of other<br>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:  |          |              | 4.3% |
| viii. Number of children who are <b>not</b> of statutory school age:  |          |              | 0    |
| ix. Percentage of children entitled to free school meals:   |          |              | 0.5% |

## 1. INTRODUCTION

### 1.1 SCHOOL CONTEXT

Clontifleece Primary School is situated in an attractive rural environment approximately five kilometres north of Warrenpoint, County Down. Since 1839 the school has served a largely agricultural catchment; most of the pupils travel to school by car or bus from within a radius of approximately six kilometres. The enrolment has been steady in recent years and, from the last inspection in 1998, it has increased slightly. Less than 1% of the children are entitled to receive free school meals. Just over 4% of the children have been identified as requiring additional support with aspects of their learning.

### 1.2 FOCUS

The inspection focused on the quality of the work in English/literacy and mathematics/numeracy, including the contribution of information and communication technology (ICT) in promoting and supporting the learning in these two areas. The school's arrangements for pastoral care, including child protection, were also evaluated.

### 1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6. Thirty questionnaires were issued to parents; 12 of these were returned to the Department of Education (DE) and eight contained written comments. Three members of the teaching staff responded positively to the online questionnaire. The responses from the parental and staff questionnaires were very positive about the strong sense of community within the school and the learning opportunities for the children.

The governors spoke very positively about the happy, family atmosphere within the school, the good relationships which exist at all levels, the commitment and professionalism of the Principal and the staff in the interests of the children. They also spoke of the richness of cultural tradition in the school and of the good education it has provided to the local community. Further, many governors and parents spoke of how the younger children in composite classes gain from their older peers. The children in year 6 spoke about their enjoyment of school life, reported that they feel safe, and know whom to turn to in the event of a concern. The Education and Training Inspectorate (Inspectorate) has reported to the Principal and representatives of the governors the main messages emerging from the questionnaires and the discussions.

### 1.4 PASTORAL CARE

A strong family ethos permeates the life of the school. There are very good working relationships between the children and their teachers. The children are well-behaved; they are friendly to visitors and are willing to talk about their work. A great deal of attention is given to creating a bright and attractive learning environment, with examples of children's

art, written and topic work, and evidence of their achievements displayed and celebrated throughout the school. The children and staff benefit from very generous financial support from the parents and the local community which assists greatly with resourcing and educational visits.

The quality of provision for pastoral care is very good. The teachers make good use of praise and encouragement to motivate the children; the non-teaching staff contribute significantly to promoting and maintaining a pleasant working environment for the children. In addition, the children's learning and social development are enhanced through visits to places of educational interest and visitors to the school. The school contributes to selected charities and there are strong and effective links with the wider community.

## 1.5 CHILD PROTECTION

The staff have created a safe and secure learning environment for the children in which they can feel at ease. The school has satisfactory arrangements in place for safeguarding children and reflect the guidance issued by DE.

## 1.6 HEALTHY EATING/PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. The staff encourage the children to adopt healthy lifestyles through the promotion and provision of healthy breaks and links with external agencies.

## 2. ACHIEVEMENTS AND STANDARDS

### 2.1 LEARNING

The children work well in class, demonstrating a high level of interest, motivation and perseverance in their work. All of the children display a good attitude to learning. Throughout the school they work well independently, in pairs and collaboratively when in larger groups. During the inspection, the children talked openly about what they were learning and recalled previous learning experiences that they had enjoyed.

### 2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is good; the majority of children achieve standards in English relative to their age. By the end of key stage (KS) 1 the children display high standards in talking and listening; they can express their thoughts and ideas articulately in whole class discussion or group work and their oral presentation skills are very good. In KS2, the children work well in groups and pairs to share and listen to ideas; ask imaginative, mature and challenging questions and give appropriate and, often, extended responses. The children would benefit, however, from further opportunities to present their own findings from their work.

There is a strong culture of reading in the school; the children have good opportunities to develop their reading ability and the majority of children can read with fluency, accuracy and expression. In both key stages, the children enjoy reading and show an interest in books: for example, the children in foundation stage respond positively to guided reading sessions. In each class, effective use is made of the well stocked class libraries and the children have

access to and can choose from a range of fiction and non-fiction books; there are good opportunities to share and discuss the texts and the use of visiting writers and the local library enhances the children's reading skills. In addition, the creative and imaginative displays promote a language rich learning environment.

By the end of KS1 the children can write independently in their own words and with increasing accuracy. As the children progress through the school, they can write for a broader range of purposes, including letters, reporting, imaginative and descriptive writing and often make good connections with the world around us. There is some imbalance between functional grammatical type work and more creative aspects of literacy, for example, the older children would benefit from a wider range of more open-ended contexts for writing in order to foster their imagination and creativity and to provide greater challenge. Information and communication technology is used effectively to develop the children's language and literacy skills; for example, the younger children use simple word-processing software to support their writing, while the older children research topics on the Internet to integrate appropriate information into their writing.

### 2.3 MATHEMATICS AND NUMERACY

There are strengths in the mathematics provision; these include, well prepared lessons, effective practical work and suitably differentiated activities which match the age and ability of the children. In most classes, ICT is effectively used to promote important aspects of the programme; in the best practice, the children have searched for relevant resources to promote the learning of themselves and others. Short and long-term planning for mathematics ensures appropriate progression in the children's mathematical understanding. A feature of the best practice observed was the strong linkage between numeracy and other curricular areas; these opportunities for connective learning often arose when the mathematics was planned as part of a cross-curricular theme.

During the inspection, the children demonstrated their ability to think mathematically at a level relative to their age. Most children have a positive attitude to mathematics and enjoy lessons; almost all work with enthusiasm on tasks and co-operate well when required. In both key stages, there is a strong focus on number which has benefited the children who generally demonstrate sound skills in basic computation. Throughout the school the children display a good knowledge and understanding of essential mathematical vocabulary and talk has a high profile in all lessons. The older children have acquired a useful breadth of mathematics; they can generally express their ideas with confidence, are good at estimating, know two and three dimensional shapes, understand volume, symmetry and data handling, and appreciate the value of mathematics for everyday life.

There is a need to ensure that the children have increasing opportunities for investigative type work and that the teaching staff agree strategies and activities which promote more fully mental processes and greater flexibility in the children's thinking; for some children, an increased challenge in their work is required.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

#### **3.1 PLANNING**

The schemes of work provide a helpful overview for the teaching and learning. The teachers' daily planning, which draws upon the schemes, is effective and all of the teachers are well-prepared for their lessons. In the best practice, teachers are also reflecting on their practice and annotating their planning so as to improve their teaching and the children's learning. A strong feature of the school is the effective joint planning by the principal release teacher and the classroom assistant with their respective teaching colleagues; both provide good support to the teaching staff and benefit the children.

#### **3.2 TEACHING**

The quality of the teaching in most of the lessons observed was good or better. In the best practice: the lessons were well-planned with a good range of activities and resources; there was skilful questioning and appropriate pace and challenge; and the teachers had sufficiently high expectations. In the KS1, play is effectively used to enrich and extend the children's skills and understanding of literacy and numeracy.

#### **3.3 ASSESSMENT**

The teachers mark the children's work regularly. In the best practice, the teachers supplement their encouraging comments by helpful insights that indicate how the children can improve; this good practice of marking for improvement should be more consistently applied across the school. The teachers' assessment is supplemented appropriately by the use of a range of standardised tests; the school could make even more use of its quantitative data in setting targets to raise the achievements of individual children.

#### **3.4 SPECIAL EDUCATIONAL NEEDS**

The children who require additional support with their learning are identified early through both the teachers' observations and evaluations and the use of a comprehensive range of standardised tests. The procedures relating to the children's educational plans (EPs) are effective: they are drawn up by the special educational needs co-ordinator in consultation with the class teacher; they outline appropriate targets for the children's learning; and, they are reviewed regularly. The children are, in the main, provided with in-class support. There is evidence of the children making progress through this support. Currently, the support is centred mainly on the literacy needs of the children; the staff need to extend, when appropriate, the use of numeracy targets in the EPs in order that in-class numeracy support is more sharply focused. The school should guide the parents in how they may help their children.

## **4. LEADERSHIP AND MANAGEMENT**

### **4.1 LEADERSHIP**

The Principal has been in post for thirteen years. She has developed an effective team-spirit amongst the staff and has led the school effectively. The school runs efficiently and routines are well established. She is ably supported by the teaching staff, all of whom have responsibility for co-ordinating aspects of the work of the school, however, decision-making and planning is generally collegiate.

### **4.2 PLANNING FOR IMPROVEMENT**

The school development plan (SDP) is compliant with DE's regulations; the associated action plans, are clear and outline appropriate parameters to enable their successful implementation. The targets set for numeracy and literacy are realistic and achievable.

Appropriately, the school staff, guided and facilitated by a support officer from the Southern Education and Library Board has worked in a cluster with three small schools to review common issues including school planning and auditing. The current SDP was derived from this self-evaluative process.

## **5. CONCLUSION**

### **5.1 The strengths of the school include:**

- the strong family ethos and effective links with the local community;
- the very good quality of the pastoral care provision;
- the very good working relationships at all levels;
- the quality of the teaching observed;
- the effective leadership of the Principal; and
- the standards achieved by the children in literacy and numeracy.

### **5.2 The areas for improvement include the need to:**

- ensure that the teachers plan work which challenges more fully all of the children and to extend the creativity and thinking of all of the children in both literacy and numeracy.

**5.3** In the areas inspected, the quality of education provided by the school is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the organisation has demonstrated the capacity to address.



The Inspectorate will monitor the school's progress on the areas for 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.

© CROWN COPYRIGHT 2009

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 DE website: [www.deni.gov.uk](http://www.deni.gov.uk) or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.