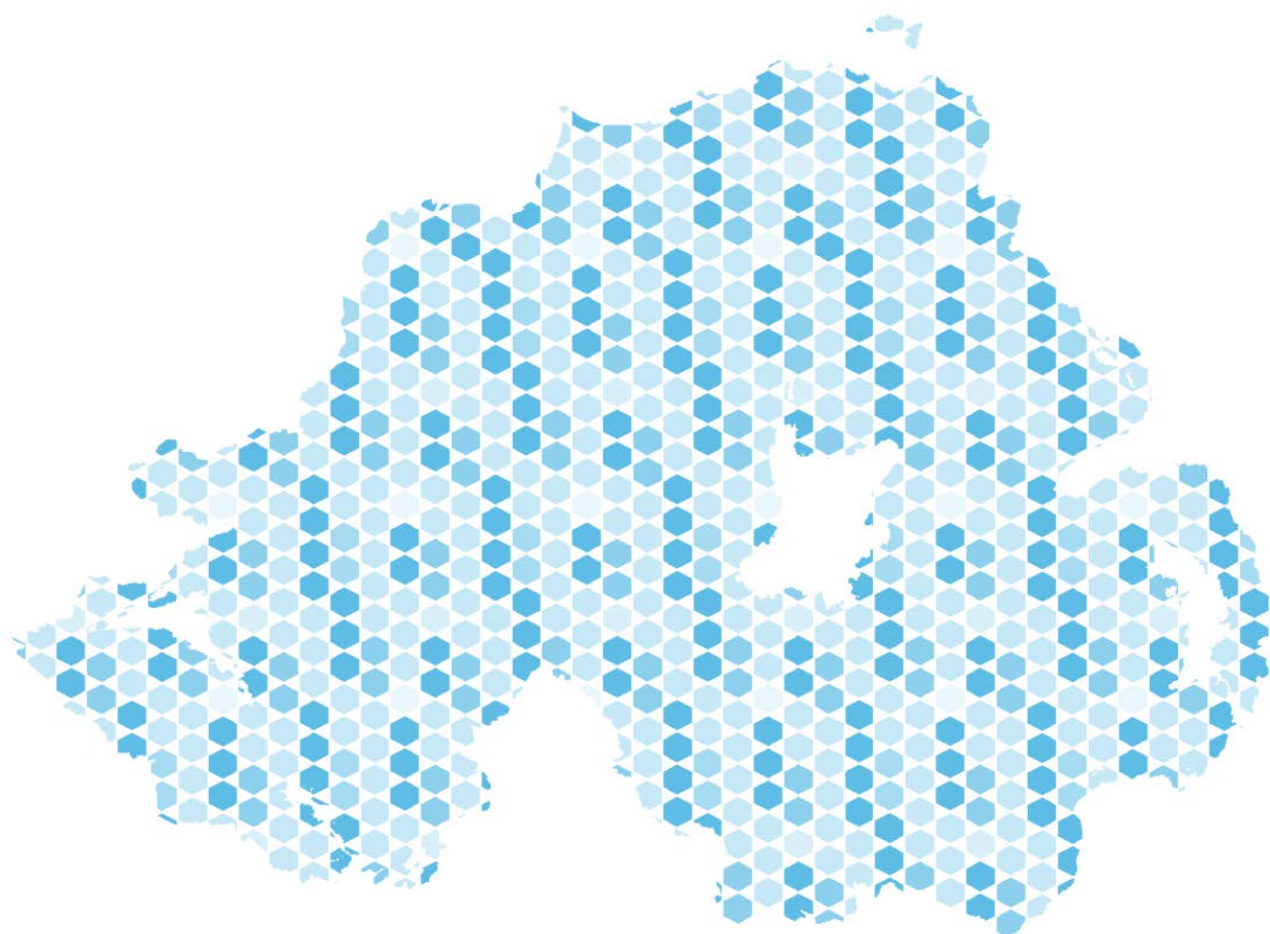


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Florencecourt Primary School  
and Little Bridges Community  
Nursery Unit, Enniskillen,  
County Fermanagh

Report of an Inspection in  
January 2016

*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

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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## **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 ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

2. Inspectors observed learning and teaching, 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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Thirty-four percent of parents in the school and the nursery unit and 80% of the staff responded to the confidential questionnaire. The responses to the parental questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the approachable, friendly staff and principal and their appreciation of the very good support for children with additional learning needs. Most of the staff completed the questionnaire and their responses were very positive; they emphasised the commitment to the pastoral care of both the children and their families and the quality of the working relationships across the school. The ETI has reported to the principal and a representative of the board of governors any issues emerging from the parental and staff questionnaires.

## **2. Focus of inspection**

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy, including the nursery unit; and
- quality of leadership and management.

## **3. Context**

Florencecourt Primary School and Little Bridges Community Nursery Unit is a controlled primary school and nursery unit situated in a rural area approximately eight miles from Enniskillen. The children attending the school come from a wide catchment area and the majority travel to the school by bus. The enrolment in the school has decreased slightly over the past four years and the enrolment in the nursery has increased slightly. The percentage of children entitled to free school meals has remained steady over the past four years and the proportion of the children requiring additional help with aspects of their learning has increased significantly. The school has well-established links with three local maintained primary schools through the Fermanagh Trust Shared Education Project.

<b>Florencecourt Primary School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Enrolment	102	97	97	93
% School attendance	94.4	95.4	94.5	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage <sup>1</sup>	35	31	29	30
No. of children on SEN register	32	37	32	47
% of children on SEN register	31	38	33	51
No. of children with statements of educational need	*	*	*	6

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	<b>Capacity to identify and bring about improvement</b>
<b>Achievements and standards</b>	Good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Very good
<b>Nursery Unit</b>	Good

#### 5. Achievements and standards

- The children are well behaved and they are motivated and enthusiastic learners. They work well in pairs and small groups and are respectful of the adults and of each other. From an early stage, the children develop their independence in accessing resources and willingly assume roles and responsibilities within their class.
- The school's performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English and mathematics in line with their ability or above expectation.
- Across the key stages, the children achieve good standards in numeracy. The recent focus on mental mathematics is beginning to have a positive impact on the children's achievement in number. By year 7, the most able children can apply their mathematical knowledge in meaningful contexts. They have a good understanding of the concepts across all areas of the mathematics curriculum; however, they need to develop further flexibility in their mathematical thinking and reasoning.
- The children who require additional support with aspects of their learning are making good progress in meeting the targets outlined in their individual education plans; most achieve good standards in literacy. The current range of support for literacy is improving the standards achieved by children in literacy; particularly in reading and spelling.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- Almost all of the children in the nursery unit settle quickly and confidently to their self-chosen activities; most show consideration for one another in sharing their play resources and equipment. During the inspection, most of the children engaged purposefully for lengthy periods of sustained play. The children create original representational paintings and junk models of a high quality and a minority are beginning to engage well in early mark making. The staff understand that not all of the children are ready to join in large group situations; appropriately, they match their needs by providing smaller group story sessions.

## **6. Provision for learning**

- In the most effective practice, in most of the lessons observed, the children benefit from well-planned and well-paced lessons. The teachers use skilful questioning to encourage the children to explain their thinking and deepen their understanding. The teachers make good evaluations of the children's learning. There is a need, however, for the teachers to ensure that these evaluations are used better to inform further differentiation in the children's learning, provide more open-ended and challenging activities and provide structured opportunities for the children to reflect on and assess their learning.
- As a result of recent engagement in professional development, the special educational needs co-ordinator and the staff are confident in identifying children with additional needs at an early stage. The school provides an effective range of very good quality literacy support for the children who have been identified as having additional learning needs. The individual education plans are of a good quality with appropriate targets written in child-friendly language and they are reviewed regularly. The staff have identified appropriately the need to provide additional learning support for the children who require support with aspects of their numeracy. The classroom assistants provide valuable support, guidance and challenge to the children in their care. The staff in the nursery unit have good strategies in place to support those children identified as requiring additional support with aspects of their learning. They use appropriately the focused and incidental assessment methods to outline the children's development and progression in all areas of the pre-school curriculum.
- The recent introduction of a commercial mathematics scheme has ensured that there is progression and continuity in the children's mathematical experiences throughout the school. The teachers have identified the need to broaden the planning for mathematics to provide more real and meaningful opportunities for the use of problem-solving and mathematical investigations.
- There are good opportunities for learning in all areas of the pre-school curriculum. A key strength of the provision is the consistently high quality of the staff's interactions with the children. The staff build well on the children's ideas and interests challenging them through skilful questioning to extend their thinking and vocabulary. The staff provide a stimulating indoor and outdoor learning environment for the children and their creative work is presented attractively around the playroom. The written planning outlines the interesting activities available to the children throughout the year. The staff need to include greater detail of the progression in the pre-school programme and to draw out more fully the learning potential inherent in all of the play activities.

- The quality of pastoral care in the school and nursery unit is very good. There is a welcoming, friendly ethos in the school and an atmosphere of respect among all of the school community. The school provides an inclusive environment where a small number of children with a range of physical and educational needs integrate fully with their peers. The school have identified the need to enhance further the role of the school council and clarify their responsibilities in order to give them a more pro-active involvement in school improvement.
- The school and nursery unit give very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The senior leadership and governors provide a clear strategic vision to bring about and sustain improvement. The school budget has been well managed, over the past four years, to ensure that the school has moved from a large deficit to a position of a small surplus. The recent focus on improving literacy provision within the school has impacted positively on the standards achieved by the children. The school development plan<sup>2</sup> is informed by good quality action plans with relevant targets for continued improvement.
- The co-ordinators are enthusiastic and knowledgeable about their areas of responsibility. The co-ordinators and leadership make effective use of the school's internal data to identify priorities and measure progress. The senior leadership has identified the need to develop further the role of the co-ordinator in monitoring and evaluating the quality of the provision and the standards achieved by the children.
- The principal has worked hard to enhance the position of the school within the community. Very good links have been established with a variety of local clubs providing opportunities for older residents to work alongside the children in history and local geography projects, gardening in the school grounds and lessons in basic information and communication technology (ICT) facilitated by the year 7 children. Through the shared education programme, the Claddagh Glen Learning Partnership, the staff have established very good working relationships and benefit from the sharing of expertise in various cluster groups and joint professional development opportunities. The children also benefit through working collaboratively on curricular topics with children in the partner schools.
- Based on the evidence available at the time of inspection, ETI's evaluation is that there can be 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. In discussions with the inspectors, the children in year 6 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

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<sup>2</sup> The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- 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. Overall effectiveness**

Florencecourt Primary School and Little Bridges Community Nursery Unit demonstrate the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school and nursery unit sustain improvement. In particular, the need to:

- develop further the role of the co-ordinator in monitoring and evaluating the quality of the provision and the standards achieved by the children; and
- develop further the nursery unit's planning to include more detail of progression in the pre-school programme.



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