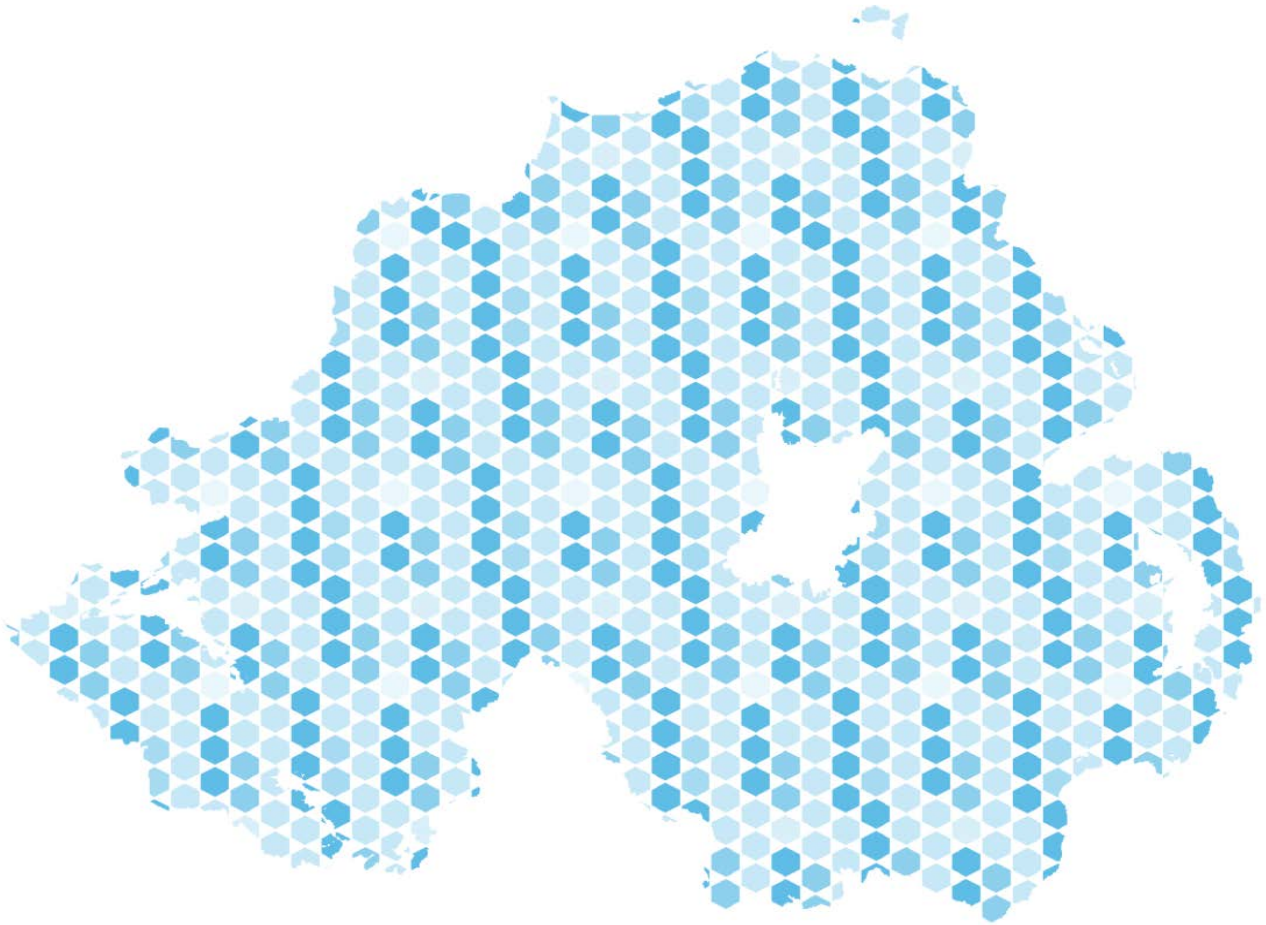


PRIMARY INSPECTION



Education and Training
Inspectorate

Presentation Primary School,
Portadown, County Armagh

Report of an Inspection in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

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>.

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 confidential questionnaires.

Less than one percent of parents completed the questionnaire. As the school has a very high percentage of parents who speak languages other than English, the inspectors met with a representative group and with the assistance of translators were able to gather the views of these parents. The parental responses to the questionnaire and the views expressed within the focus group indicated very high levels of satisfaction with the life and work of the school. In particular, the parents commented on the dedication and hard work of the staff, the extensive extra-curricular provision and the very high quality of care and support provided for the children. Around 77% of staff responded to the questionnaire and these responses were wholly positive; the staff emphasised the collegial nature of the school team, the high quality of leadership at all levels and the opportunities provided for professional development. The ETI has discussed with the principal and a representative of the board of governors the very positive responses and comments reported through the questionnaires and the focus group.

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 in literacy and numeracy; including how the school is addressing low attainment and underachievement where applicable;
- the quality of provision for learning in the school; and
- the quality of leadership and management.

3. Context

Presentation Primary School is a maintained, co-educational primary school situated in Portadown. Almost all of the children attending the school live in the immediate area and around 85% of the children have English as an additional language. Enrolment in the school has increased significantly and stands currently at 268. The school's tangible commitment to celebrating diversity and promoting inclusion and human rights has been recognised through the Welcoming Schools and the Rights Respecting Schools Awards. The school has extensive and long-standing shared education links with Hart Memorial Primary School.

Presentation Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	224	250	257	268
% Attendance	93.3	95	94.5	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
% Attendance for those children on the SEN Register	91.8	93.5	92.9	93.5
Percentage of pupils entitled to Free School Meals	37.5	37	41.2	50
No of children on SEN register	50	36	58	49
% of children on SEN register	22.8	16.4	21.8	13.1
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	159	181	166	227

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and standards

- The children's attitudes, dispositions and wider skills are outstanding. The children are very respectful, polite and courteous to one another and to adults, and their behaviour is exemplary. The children are highly-motivated; they demonstrate resilience and perseverance and confidently take risks for learning. They have a very good understanding of thinking skills and personal capabilities and talk confidently about their learning and the understanding, knowledge and skills they are developing.
- The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make progress in English and most of the children make progress in mathematics and achieve in line with their ability or above expectation.

- In the foundation stage, the children are very well settled and develop very well their communication and self-management skills. Across the key stages, the children communicate orally with increasingly high levels of confidence and through the effectively planned opportunities for talking and listening, demonstrate high levels of understanding and competently share their ideas and opinions. The children develop very good writing skills in the foundation stage and, as they progress through the school, write adeptly and creatively for a range of audiences. By year 7, the children read with fluency, expression and very good comprehension. They can talk knowledgeably about authors and books and have a mature understanding of the purpose and value of reading.
- The children demonstrate very high levels of enjoyment in mathematics; they engage very enthusiastically in problem-solving and investigative mathematical activities. The children are able to apply their learning in mathematics in a range of curriculum areas and activities, including in the foundation stage, where play-based learning is purposeful, well-resourced and enables the children to develop early mathematical understanding and skills. By year 7, the children demonstrate flexibility in their mathematical thinking and are able to apply their learning to other areas of the curriculum.
- The children who require additional support with aspects of their learning make very good progress against the targets in their individual education plans. The children benefit very well from the bespoke and highly effective intervention programmes.
- Across the key stages, the children are confident in their use of information and communication technology; they demonstrate very good levels of knowledge, understanding and skills and apply these well to in a range of contexts.

6. Provision for learning

- All of the teaching and support observed during the inspection was highly effective in promoting learning; all of the lessons were either very good or outstanding. This excellent classroom practice is underpinned by high-quality planning for learning. The teaching and support is very well-informed by the staff's awareness of the needs of individual children and by their thorough evaluation of the children's previous learning. The lessons are characterised by excellent working relationships at all levels, very high levels of engagement and enjoyment in the learning process and a clear focus on the development of the children's communication skills, thinking and personal capabilities. The children's work is marked regularly and affirmatively and the feedback and rewards systems encourage the children to improve further their work. Questioning is used very effectively by the teachers and learning assistants to assess the children's learning and identify next steps.
- The programme for language and literacy is a key strength of the school. Comprehensive whole-school planning enables the coherent development of the children's literacy skills and guides very well the development of talking and listening, reading and writing across all areas of the curriculum. A particular strength of the provision is the focus placed on talking and listening; the children have outstanding opportunities to develop these skills through meaningful and very-well planned individual programmes, paired and group work and whole-class discussions. The teachers use the Common European Framework

of Reference for Languages to plan for, assess and measure the progress of the children with English as an additional language, almost all of whom make steady and often rapid progress. The highly effective play-based learning sessions provide the children with valuable opportunities to use and develop their language and early reading and writing skills. As the children progress through the school, continued encouragement to foster their love of reading through Reading Partnership, Accelerated Reading and Talking Partners complements well the reading schemes. The children have meaningful opportunities to write creatively for a variety of purposes.

- The whole school programme for numeracy is comprehensive and outlines clear progression across the key areas of mathematics. How children develop mathematical understanding is clearly understood by all of the teachers; this is demonstrated through the detailed planning for numeracy across the school and the evaluations of learning, which are comprehensive and rigorous. The teachers set the learning activities in meaningful contexts which reflect the children's interests and experiences. In the foundation stage, the children's mathematical knowledge and understanding is developed very well through imaginative play-based learning and across the key stages, the provision is characterised by enjoyable, well-planned and paced active learning opportunities. The school has a sustained focus on mental mathematics; this results in the children being confident, skilled and flexible in their thinking. Very effective strategies are in place for the children with English as an additional language to develop further their comprehension of mathematical language and expand their capacity for more complex problem-solving.
- The quality of pastoral care in the school is outstanding and the outworking of the school's vision statement, "*nurture the seed and it will grow,*" permeates all aspects of provision throughout the school. The children, staff and parents embrace diversity, and a highly caring, nurturing and inclusive environment enables the children to achieve their best. There are excellent working relationships at all levels and a highly effective team approach to meeting the holistic needs of every child and, in particular, to enabling them to understand and engage in their learning. The children have very good opportunities to take responsibility for aspects of school life and develop leadership skills through, for example, the Buddy Scheme and the Eco and School Councils and benefit from involvement in a wide range of extra-curricular activities such as educational trips and the homework clubs.
- The provision for children who require additional support with aspects of their learning is a significant strength of the school. The children are identified for literacy, numeracy or English language support at an early stage through skilful use of assessment information and teacher observation and are supported through regular, highly effective individual or small group withdrawal sessions where the teaching is individualised to meet the precise needs of each child. The class teachers and learning assistants are highly skilled in a range of strategies, including Talking Partners and Reading Partnership and provide highly effective in-class support for learning and social development. The individual education plans are succinct and well-focused on each child's needs, with clear targets and effective learning and teaching strategies and resources; the staff monitor closely the children's learning and assess their progress regularly. By the time the children reach year 7, all can read fluently.

- The school gives excellent attention to promoting healthy eating and physical activity through healthy breakfasts and breaks and a wide variety of physical activities such as swimming and fitness classes. The school encourages the children to be aware of and to monitor their own personal fitness levels, which encourages the children to take responsibility for developing healthy lifestyles.

7. Leadership and management

- Leaders at all levels are focused clearly on providing a happy, caring and supportive learning environment, where the potential of every child is recognised and developed through the commitment of all to the realisation of the school's shared vision.
- The principal leads by example and models the values and high expectations which are evident throughout the school. She is highly effective in creating a cohesive and dynamic school community which works collaboratively and assiduously to improve the provision and outcomes for the children. The senior leadership team and co-ordinators provide highly effective leadership of their areas of responsibility; they respond very positively to challenge and enthusiastically seek out ways to develop further the provision. A key strength of the school is its commitment to empowering, enabling and supporting all members of the school community to develop their expertise. Capacity building of staff is afforded a very high priority; teachers and learning assistants benefit from access to a very wide range of professional development opportunities and as a result, all staff demonstrate very high levels of professional understanding and skills.
- The school development plan¹ is underpinned by extensive consultation with the children, parents, staff and governors and is very well-informed by the school's rigorous self-evaluation processes and the thorough analysis of performance and other data. The priorities identified for development are highly appropriate and the associated actions plans guide very well the actions to bring about further development in the provision. The staff monitor regularly and evaluate rigorously the progress and impact of the improvement work.
- The school has excellent links with the parents and the wider community. The parents are kept well-informed about their children's progress through frequent meetings with staff and are supported to help their children's learning through information and workshop sessions including literacy, numeracy, English language and e-safety. The children's learning experiences are enhanced through the school's excellent links with a range of partners including local businesses and community groups. The school has a flourishing shared education partnership with Hart Memorial primary school; this has enabled the children to benefit from high quality shared learning and has provided the staff with excellent opportunities to share ideas and expertise.

¹ The school development plan meets the requirements of the School Development Planning Regulations (2010) NI.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are highly committed to, and actively engaged in, the work of the school; they bring a range of skills to their work and are forward-thinking. The governors support very well the staff in developing the school's provision including keeping the children's standards and attendance under regular review.
- 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 feel happy and secure in school, and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

Presentation Primary 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.

Accommodation

1. While the school is using well the available accommodation, the space in the classrooms is limited and insufficient for meeting effectively the learning needs of the children.
2. Car parking is very limited.

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