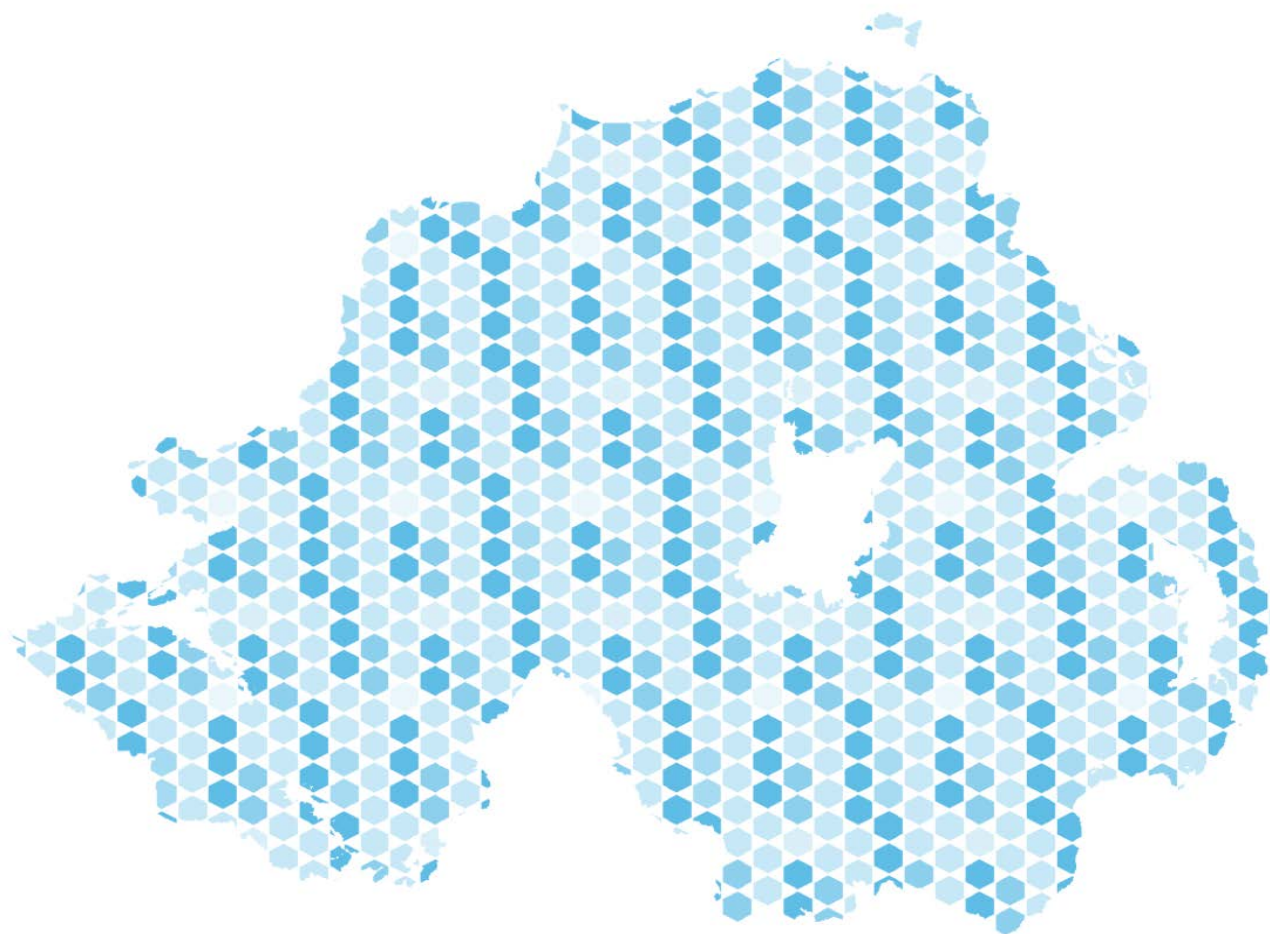


PRIMARY INSPECTION



Education and Training
Inspectorate

Richmond Primary School,
Ballygawley, County Tyrone

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>.

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

Twenty-one percent of parents responded to the online questionnaire. Most of the responses indicated very high levels of satisfaction with the life and work of the school. In particular, the parents commented on the high levels of pastoral care and the range of subjects available for their children. A majority of the staff completed the questionnaire and their responses were fully positive; the staff emphasised the very good quality of the working relationships across the school and the highly effective links with the wider community. The ETI has reported to the principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions.

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 literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy ; and
- quality of leadership and management.

3. Context

Richmond Primary School is a controlled primary school situated in Ballygawley. All of the children attending the school come from the surrounding rural area. The enrolment has risen steadily over the past three years. The percentage of children entitled to free school meals has risen considerably in this period while the proportion requiring additional help with aspects of their learning has fluctuated slightly. The school has good links with the two local maintained primary schools.

Richmond Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	86	91	100	108
% School attendance	96.6	97.1	96.2	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	9	15.4	15	25.9
No. of children on SEN register	11	10	8	13
% of children on SEN register	16	12.1	9	11
No. of children with statements of educational need	5	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children are attentive, very well motivated and enjoy their learning; they are highly articulate and talk with enthusiasm about their work and their achievements. The children's behaviour is exemplary; they demonstrate good levels of independence and are able to work collaboratively with one another. Most of the children use information and communication technology confidently to support their learning.
- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English and achieve in line with their ability or above expectation. In mathematics, almost all of the children achieve in line with their ability or above expectation. The evidence from the work in the children's books and their responses during the lessons observed indicate that progression in the children's learning is good.
- The children enjoy reading and do so with increasing fluency and expression as they progress through the key stages. By year 7 the children can talk articulately about their favourite novels and authors. The children's standard of writing is good; they write in different forms for a variety of purposes and their talking and listening skills are highly developed.

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

6. Provision for learning

- The teachers' long term planning guides appropriately the teaching. There is, however, variation in the short-term planning for meeting the needs of individual children and in the evaluation of the planning. Almost all of the teaching observed was good or very good. In the most effective practice the lessons were well planned and contained a good range of appropriate learning activities. The teachers had high expectations for the children and used questioning well to develop the children's thinking. In the less effective practice there was: insufficient challenge; an over-emphasis on whole-class teaching; and a lack of differentiation for learning. Whilst the teachers' marking is affirmative, the children would benefit from more detail on how to improve their work further and through greater opportunities for peer and self-assessment. The school uses internal performance data well to identify underachievement, low achievement and areas for further improvement within the curriculum to support the children's learning.
- The provision for the children who require additional support with aspects of their learning is guided by an effective policy. Considerable work has been undertaken in this area; the staff have extended their knowledge and expertise and are refining further the processes that are currently in place. The school has created 'provision maps' to track the children's progress and the individual education plans have developed to include more specific targets and strategies. It is important that this work continues so as to ensure that the all targets are specific and measureable. The children benefit well from the provision of withdrawal support, together with effective in-class support provided by classroom assistants and teachers. Consequently, they make good progress in their learning.
- The school's literacy programme facilitates progression in the children's language. A key feature of the literacy provision is the appropriate focus on developing the children's talking and listening skills. There is a systematic approach to the teaching of reading which develops well the children's confidence and enjoyment of literacy. As the literacy provision develops, it will be important to provide the children with opportunities for independent writing in meaningful contexts across the curriculum.
- The quality of pastoral care is very good and is characterised by high quality working relationships at all levels and a welcoming, caring and inclusive ethos. The children's achievements are recognised and celebrated through the highly effective rewards system. As they move through the school, the children take on roles and responsibilities with maturity for example, through the work of the Eco-council and the organisation of the healthy break.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school is effective in bringing about further improvement. The principal and teachers work collaboratively; there is very good communication and a strong sense of collegiality amongst all the staff within the school. The recently appointed coordinators are developing well their capacity to lead curriculum areas, through professional development opportunities and by working in teams. There is now a need to develop further the planning and evaluation processes to inform the teaching and learning to meet the needs of all the children. The school improvement process is supported by an appropriate school development plan². There are effective processes in place for consultation to inform the school development plan and the associated action plans and good use is made of performance data to identify areas for further development.
- The school makes very good use of their links with local community businesses to support the children's learning within real life contexts.
- 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. The governors are well-informed about school life, including through the progress reports given by coordinators. The governors support and challenge appropriately the principal and staff in the interests of the children's learning.
- 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 feel secure in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

Richmond Primary 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, in particular the continued development of the planning and evaluation processes to inform further the teaching and learning and meet the needs of all the children.

² The SDP meets the requirements of the School Development Plans Regulations. (Northern Ireland) 2010.

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