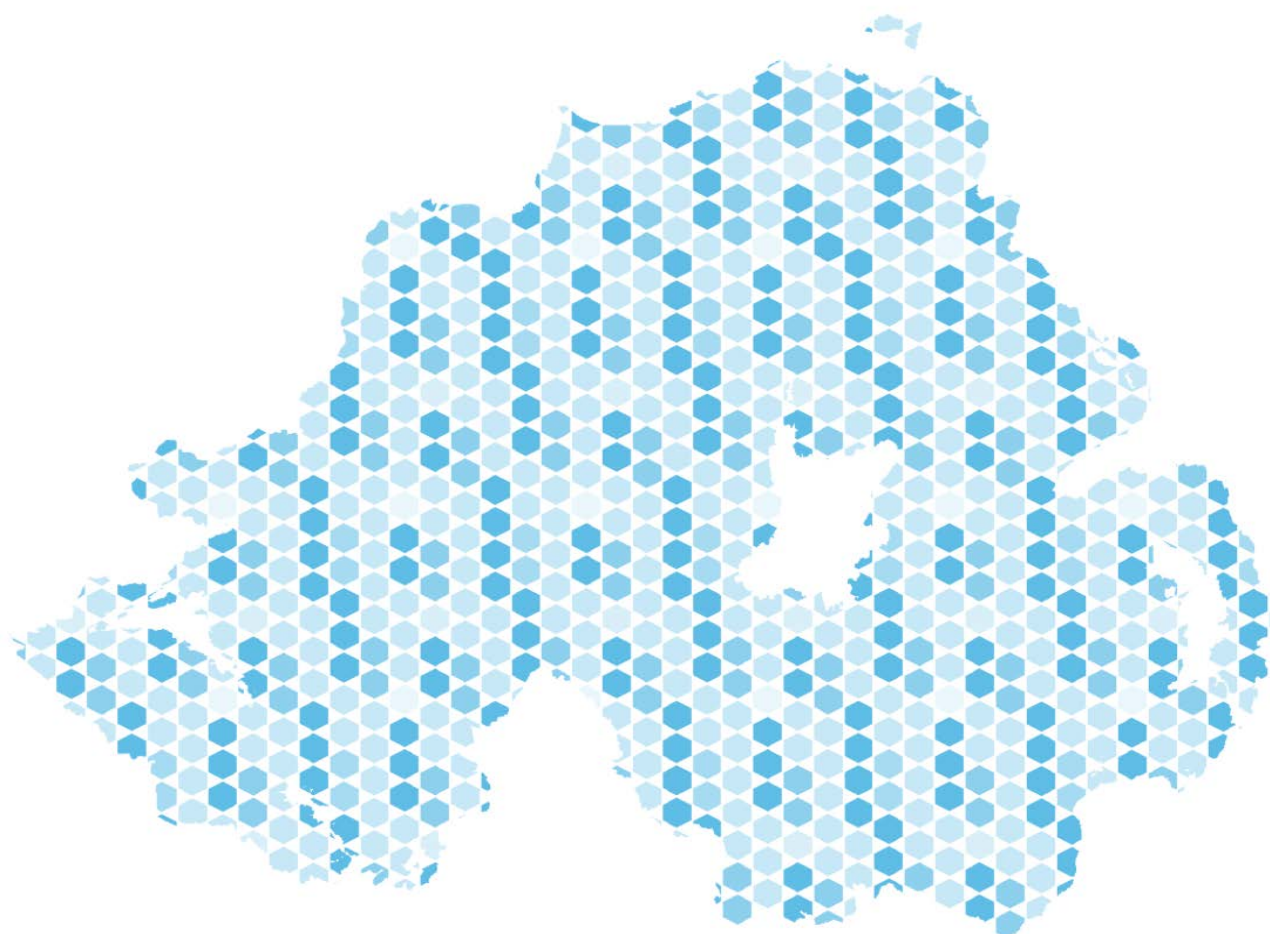


# PRIMARY INSPECTION



Education and Training  
Inspectorate

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

Nineteen percent of the parents responded to the confidential questionnaire. Nearly all of the responses from the parental questionnaire were highly affirmative, indicating strong support for the life and work of the school. In particular, the parents acknowledged the welcoming, approachable staff and the very good communication between parents and the school. Sixty-six percent of the teaching staff and most of the support staff completed the confidential questionnaire and their responses were wholly positive; in particular, the staff highlighted the inclusive ethos of the school, the effective communication and very good team work within the school. The ETI has reported to the principal and the chair of the board of governors, and discussed with them, the main issues arising from the 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 in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

## **3. Context**

Roscavey Primary School is a maintained school situated in a rural environment approximately eight miles south of Omagh, County Tyrone. Almost all of the children who attend the school come from the Beragh Parish and surrounding rural area. The school's enrolment has increased over the last four years and currently stands at 56 children. The number of children entitled to free school meals has decreased over the last four years and those who require additional support with aspects of their learning has fluctuated slightly. The school is a leading member of the rural learning partnership and is developing well its provision for shared education through curricular links with other member schools and through the Department of Education's Signature project for Shared Education.

Roscavey Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	40	43	51	56
% School attendance	95.2	95	97	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage <sup>1</sup>	35	20	23	18
No. of children on SEN register	11	15	14	11
% of children on SEN register	27	34	27	20
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

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

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Very good
<b>Provision for learning</b>	Very good
<b>Leadership and management</b>	Very good

#### 5. Achievements and standards

- The children are very happy, contented and welcoming. They are highly motivated and engage enthusiastically in the learning process. The children articulate well their ideas, take pride in their achievements and present their work to a high standard. Their behaviour, both in and out of class, is exemplary and they engage easily with visitors to the school.
- The school's internal assessment data shows that most of the children make progress in English and mathematics in line with their ability or above expectation.
- The children achieve very good standards in numeracy. By year 7, the children demonstrate a positive attitude to mathematics and have a comprehensive understanding of key mathematical concepts. They are able to apply competently their knowledge when attempting unfamiliar problems and investigations.
- The children who require additional support with aspects of their learning are making progress, most are working in line with their ability or above expectation and reach the standards of which they are capable.
- Throughout the school the children use information and communication technology (ICT) effectively to enhance their learning.

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

## **6. Provision for learning**

- There is a comprehensive and well-integrated approach to assessment, planning, learning and teaching across the school. The teachers' planning is effective and is differentiated appropriately to meet the needs of the children within the composite classes. The teachers use well a wide range of assessment for learning strategies to engage the children in their learning and the insightful evaluations of the children's learning are used effectively to identify the needs of individuals and to inform future planning.
- Nearly all of the lessons observed were effective in promoting learning and over half were highly effective. The teachers build very well on the children's prior knowledge and establish effective connections across the areas of learning relevant to the children's own experiences. The lessons are well paced with very good opportunities provided for active learning through well differentiated paired and group work; and, the plenary sessions are used effectively to consolidate the children's learning. The classroom assistants provide very valuable support to the teachers and the children.
- A strength of the provision is the imaginative conservation area planned by the children and developed by the staff, parents and wider community. The area is used very well to promote enjoyment in learning and nurture within the children a sense of enquiry and creativity in their learning.
- The children who require additional support with aspects of their learning are identified early and are supported effectively to become confident, enthusiastic learners. They are very well equipped to take increasing responsibility for their learning and the improvement they are making in their all round development enables them to progress to the next stage of their learning.
- The whole school programme for mathematics is comprehensive. There is a balanced coverage across the areas of mathematics and clear progression through the school. The teachers make very good use of a range of practical resources to engage the children's mathematical curiosity, develop their thinking skills and extend their mathematical knowledge and understanding.
- The quality of pastoral care in the school is very good. The school's child-centred philosophy is exemplified in the daily practice which fosters and values the children's qualities and strengths. A strong sense of community exists in the school. All of the staff are highly committed to the care and well-being of the children and there are excellent working relationships at all levels. The children in year 6 and 7 talked enthusiastically about their experiences in school. In particular, they highlighted their enjoyment of practical learning activities and the support they receive from all of the staff.

## **7. Leadership and management**

- The leadership and management of the school are highly effective, there is a shared vision for school improvement and clear strategic direction for future developments in the school. All of the staff work very effectively and collaboratively as a team with a clear focus on improving further the children's learning experiences and the standards they attain.

- The school improvement process is linked clearly to a comprehensive school development plan<sup>2</sup> that has involved extensive consultation with the staff, children, parents and governors. The key priorities identified guide very well the development and improvement work of the school.
- There are very effective arrangements in place for communicating and consulting with parents to involve them appropriately in their children's education and the ongoing work of the school. The excellent links with other schools, external agencies and the community enrich the children's learning experiences and broaden the curriculum.
- Based on the evidence presented 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 provide appropriate support and challenge to the senior leaders and have a clear understanding of the work and context of the school.
- 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 year 6 and 7 children reported that they felt safe in school and knew what to do if they had any concerns about their well-being.
- 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**

Roscavey 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.

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

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