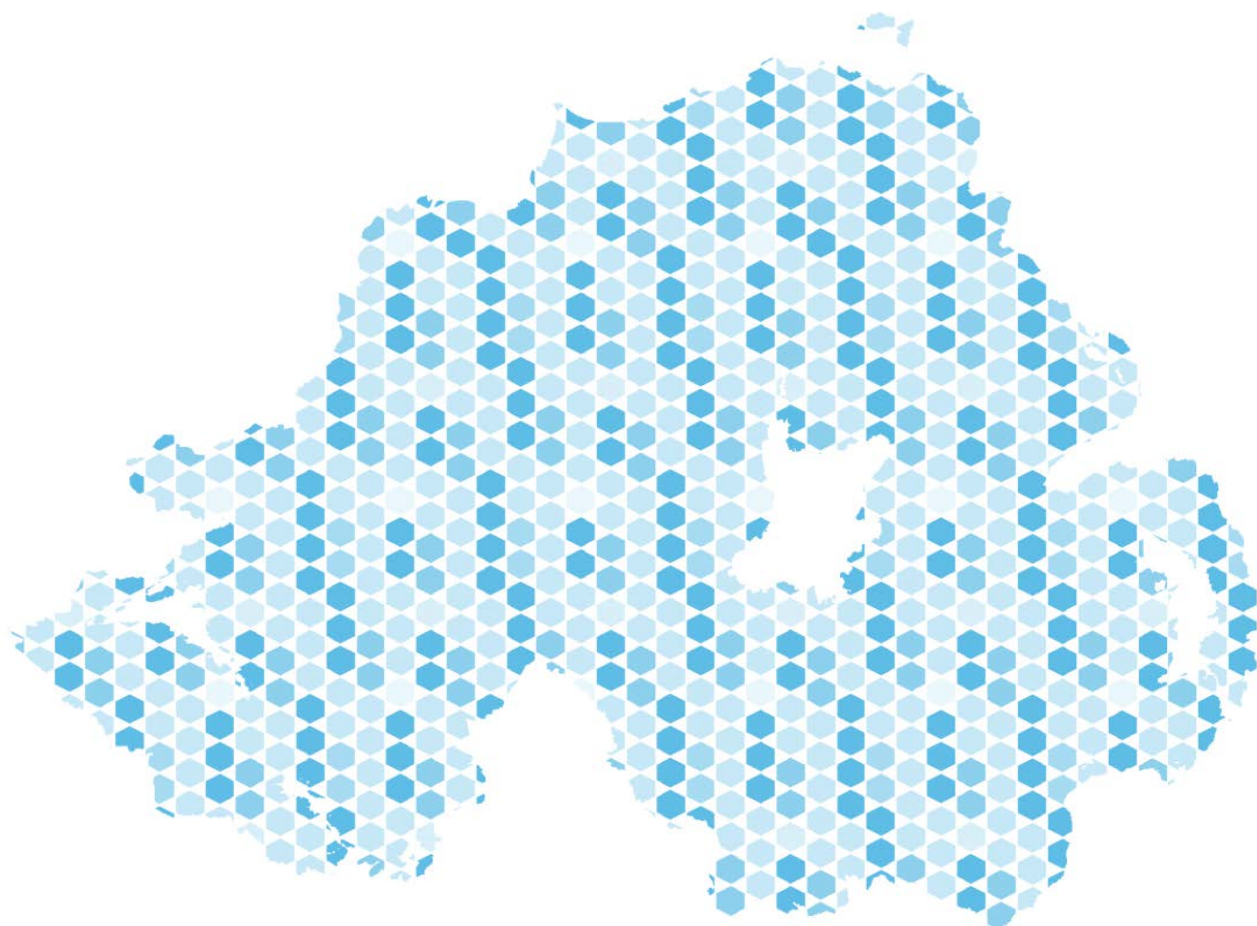


PRIMARY INSPECTION



Education and Training
Inspectorate

Straidhavern Primary School,
Crumlin, County Antrim

Controlled, co-educational

Report of an Inspection in
October 2016

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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 Achievements 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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision for learning	3
7. Leadership and management	3
8. Overall effectiveness	4

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 a confidential questionnaire.

A small number of parents responded to the questionnaire; they indicated they were happy with their child's experiences in school. The majority of staff members completed the questionnaire and the responses were mostly positive. The ETI has reported to the principal and a representative of the board of governors the main findings 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 numeracy (including 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

Straidhavern Primary School is located close to Nutt's Corner, Crumlin in County Antrim. The majority of the children are from the surrounding area. Over the last four years the school has remained undersubscribed. The school has three composite classes with three full-time teachers including the acting-principal who has been in the post for four years.

Straidhavern Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	52	50	41	52
% School attendance	94.84	95	95.91	95.5
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	6	2	5	6
No. of children on SEN register	14	16	16	19
% of children on SEN register	27	32	39	37
No. of children with statements of educational need	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Address urgently the significant areas for improvement
Achievements and standards	Important areas for improvement
Provision for learning	Important areas for improvement
Leadership and management	Requires significant improvement

5. Achievements and standards

- Across all key stages, the standard of mathematics is an important area for improvement. The attainment of the children, as demonstrated by work in books, observations in class and discussions with the children, is not of a good enough standard. Whilst the younger children display some understanding of number and are able to engage in oral counting, all children have limited flexibility in their mathematical thinking. The children require greater opportunities to challenge and extend their understanding and apply concepts in real-life situations. Their use of mathematical language is underdeveloped. The children's use of information and communication technology (ICT) to support and enhance their learning is also limited.
- The children's concentration and level of independent working are underdeveloped. They do not always display a positive attitude to their learning or engage productively in group and paired work. In general, however, the children respond well to the adults in the room and many display good behaviour.

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

6. Provision for learning

- The quality of the planning, learning, teaching and assessment is an important area for improvement. The planning lacks progression and challenge; the teachers' observations and assessments are not informing future actions. The range of learning and teaching observed was variable, with only two-thirds of the lessons being good. In the good practice: learning intentions were clearly communicated; work was appropriately differentiated; and children were encouraged to articulate their thinking. The children who require support with aspects of their learning are identified early and appropriate withdrawal support is provided to address their needs.
- The quality of the provision for numeracy, including the use of ICT, is an important area for improvement. The approach to the delivery of numeracy, and in particular the development of mathematical language, is not consistent enough. The children are not accessing sufficient opportunities to apply their skills across the curriculum and within meaningful contexts.
- The quality of the pastoral care provision is good. There is a welcoming, inclusive ethos and the children show respect for diversity. The breakfast club is attended by many of the children who benefit from the opportunity to develop their personal and social skills. In addition, a range of after-school clubs enriches and extends well the children's learning experiences. The children are developing a sense of social responsibility with their participation in the Eco-club.

7. Leadership and management

- The quality of leadership and management requires significant improvement. The senior leadership team and co-ordinators lack a systematic approach to the process of self-evaluation. There is insufficient monitoring and evaluation of the quality and impact of the action plans to promote improvement in the children's learning experiences and to ensure the work that is undertaken raises standards throughout the school. There is a lack of rigorous analysis of the school's internal data to inform both the planning and the prioritisation of strategic areas for improvement. The school development plan² (SDP), which is in its second year of the three-year cycle, lacks a clear strategic direction and has not been informed by effective evaluation of the previous plan. There is a need to consult more meaningfully with children, parents and governors to support the identification of appropriate priorities in the SDP.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. The governors need to carry out effectively their statutory requirements and ensure that their role in school development planning and self-evaluation is developed. They need to be engaged in regular and robust monitoring of action plans throughout the school year to ensure that the actions identified are carried out and effect improvement in the standards attained by the children.

²The school development plan is not compliant with 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.
- In discussions with the inspectors, the children in year 5, 6 and 7 reported that they are happy in school and know what to do if they have any concerns about their well-being; however, they are unsure how to develop safe online behaviours in and out of school.
- On the basis of the evidence available at the time of the inspection, the school's arrangements for safeguarding children are unsatisfactory and do not reflect adequately the guidance issued by the Department of Education. In particular, the school needs to:
 - put in place an E-safety policy and update the anti-bullying policy in line with current Department of Education guidance; and
 - ensure that all staff, including the designated governor for child protection, have received the necessary child protection training and are aware of all related procedures.

8. Overall effectiveness

Straidhavern Primary School needs to address urgently the significant areas for improvement in the interest of all the learners. It requires external support to do so.

The areas for improvement are to:

- raise standards, particularly in numeracy and ICT;
- improve the quality of leadership and management by developing a more rigorous approach towards monitoring and evaluating the quality of the provision for learning and standards;
- improve consultation with all stakeholders when identifying priorities for improvement;
- strengthen governance by ensuring a clear oversight of the SDP is maintained and parents receive an annual report; and
- improve the unsatisfactory arrangements for safeguarding.

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 in 18 to 24 months.

The ETI will also return to the school within six weeks to monitor and report on progress in addressing the safeguarding issues.

ADDENDUM TO THE REPORT ON THE INSPECTION OF STRAIDHAVERN PRIMARY SCHOOL INSPECTED IN OCTOBER 2016

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate, the district inspector returned to Straidhavern Primary School on 9 December 2016 as a follow-up to the inspection which took place on the 17 October 2016; the purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

On the basis of the evidence available, the revised arrangements now reflect broadly the guidance issued by the Department of Education.

During the interim period, the school had received support from the Child Protection School Support Service of the Education Authority.

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