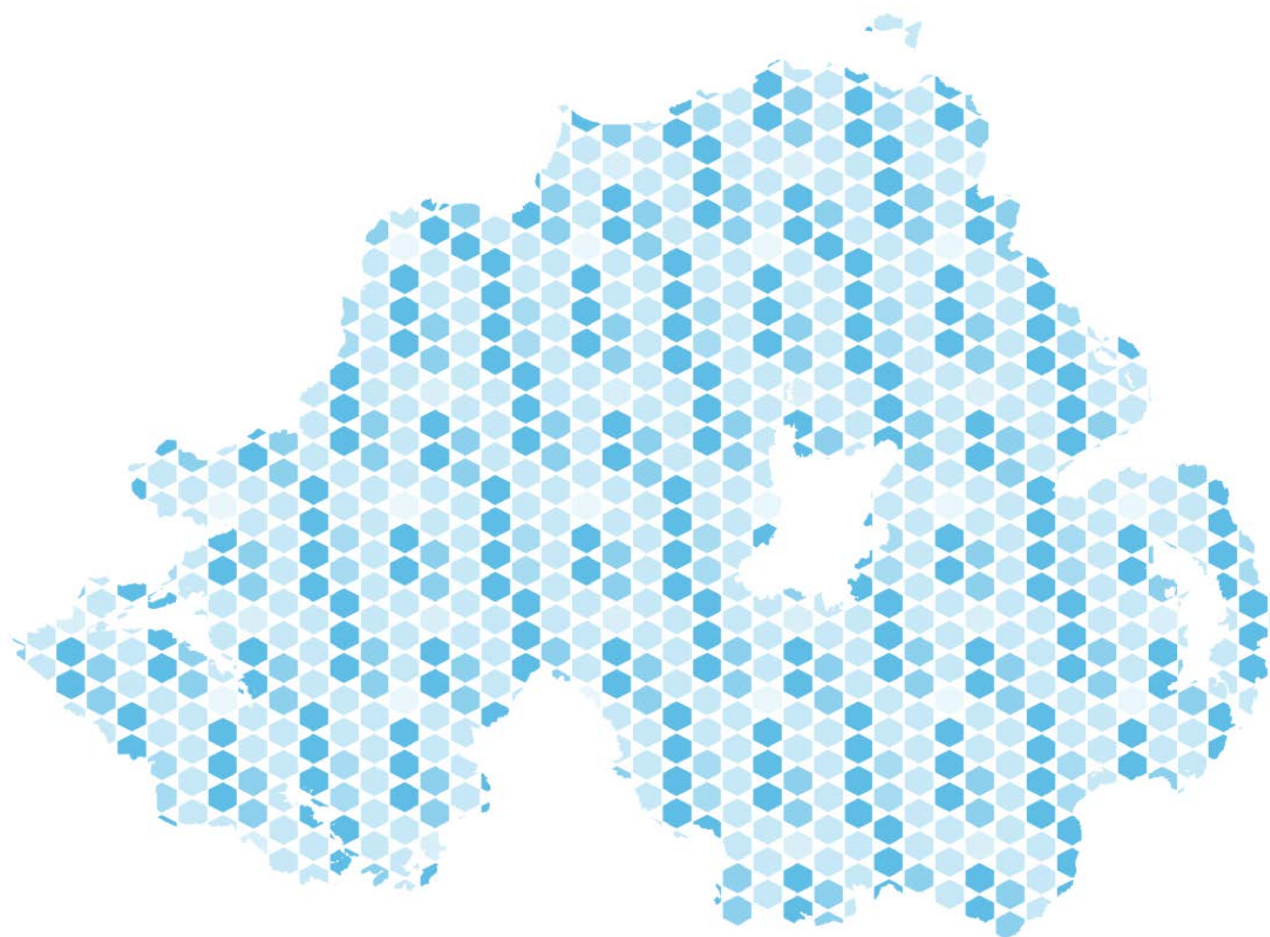


PRIMARY INSPECTION 2015-16



Education and Training
Inspectorate

Tempo Primary School,
Tempo, County Fermanagh

Report of an Inspection in
November 2015

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
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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.

Fourteen percent of parents and 80% of staff responded to the questionnaires. The responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the caring and encouraging staff and the positive influence of the recently appointed principal. Most of the staff completed questionnaires and they responded positively on the school community's commitment to enhancing the children's experiences and the recent pastoral and curricular improvements under the leadership of the principal. The ETI has reported to the principal and the representatives 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 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

Tempo Primary School is a controlled primary school situated in Tempo, eight miles from Enniskillen, in County Fermanagh. Almost all of the children attending the school come from the surrounding rural areas. The enrolment has remained steady over the last five years and the school operates at 78% capacity. The percentage of children entitled to free school meals has fluctuated between 13 and 18 in the past four years while the proportion requiring additional help with aspects of their learning has ranged from 27% to 34%. The school has been involved in a well-established shared education partnership with the local Catholic maintained primary school over the past five years.

Tempo Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	90	93	93	94
% School attendance	96.1	97.3	96.6	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	18	18	13	16
No. of children on SEN register	25	32	31	29
% of children on SEN register	27	34	33	31
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	0	*

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	Requires urgent improvement
Provision for learning	Requires urgent improvement
Leadership and management	Requires significant improvement

5. Achievements and standards

- The children are good listeners, keen to learn and well-behaved. When given the opportunity, in 50% of the lessons observed, they collaborate well in group and paired work and can access appropriate mathematical websites and resources to support and extend their learning. The development of the children's thinking skills and personal capabilities is limited by the over-direction of the teachers and the high levels of support provided by the adults in the classrooms. The teachers need to have a higher expectation of the children's capacity to self-manage and to become more independent in 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 mathematics and English in line with their ability. Over the last three years, a minority of the children have underachieved in English and mathematics.
- The attainment of the children in mathematics, including those who require additional support with aspects of their learning, as demonstrated by the evidence in their books, discussions with year 6 and 7 children and observation of the children in class indicates that the majority of the children are insufficiently challenged and do not reach the standards of which they are capable by year 7.

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

- By year 7, the highest ability children have limited flexibility in their mathematical thinking when attempting challenging and unfamiliar problems. To raise the children's standards in mathematics, the teachers need to provide more opportunities for the children to adapt and apply their mathematical learning in a variety of real life and relevant contexts at a level matched to their ability.
- The children use information and communication technology (ICT) competently to demonstrate and to assess their learning in mathematics lessons.

6. Provision for learning

- The planning, learning, teaching and assessment for mathematics had important areas for improvement in one half of the lessons observed. The teachers' expectations for the children's learning were too low; there was an over-reliance on worksheets and insufficient challenge in the activities, especially for the more able children. In the remaining lessons where the quality of the learning and teaching was good, the children engaged in practical, contextualised activities which consolidated their understanding of key mathematical concepts. Overall, the teachers need to work as a team to: assess the levels the children are working at; set challenging targets at individual and class level; develop the long-term and medium-term planning to ensure progression within and across the three key stages; provide purposeful opportunities for the children to assess their learning; and, give a higher priority to developing the children as independent, risk-taking and reflective learners.
- The provision for the children with additional educational needs was extended recently to include withdrawal and in-class support for mathematics. The staff prepare individual education plans to identify the children's strengths and have set intervention targets for both literacy and numeracy to address areas of low and underachievement and to improve the children's social and emotional behaviour. In addition, there are well-informed care plans in place for the children identified with medical needs. The staff need to develop further a shared understanding of the specific difficulties of the children through the use of diagnostic tests and tracking of their progress. The children and their parents need to have a greater input into the development of the individual education plans.
- The thematic planning for play in the early years needs to be better informed by comprehensive assessments of the children's progress and development. In the best practice, during the inspection, the children were observed developing scientific awareness through play with natural materials, the creation of simple electrical circuits and three-dimensional models.
- The quality of the arrangements for pastoral care is good. The school has a welcoming and caring ethos and the recent focus on positive behaviour management has led to improved learning experiences for the children. The children's achievements and contributions are celebrated through a range of rewards which they understand and value. It is timely, that there are plans to introduce a school council to enable the children to take on responsibilities of leadership and decision-making which impact on their experiences in the school.

7. Leadership and management

- Over the past five years, the school has had four changes of principal which has led to a lack of continuity of leadership and management for whole school improvement. The recently appointed principal has overseen the development and implementation of a range of policies and has been effective in establishing an inclusive ethos where the governors, the parents and the staff are beginning to work together to improve the children's learning experiences and the standards they attain.
- The improvement planning process is at an early stage of development. The school development plan has identified appropriate priorities for improvement; however, the school lacks a systematic approach to the use of data and the associated self-evaluation processes. It is timely that the school has identified the need to develop the role of the co-ordinator and improve the strategic leadership at all levels to include a robust approach to monitoring and evaluating the key areas of responsibility. This will be necessary to effect whole school continuous improvement.
- 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 should review urgently their arrangements to improve: (i) the quality of leadership and management at co-ordinator level and (ii) the quality of the children's learning experiences and the standards they attain in English and mathematics.
- 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.
- 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.

8. Overall effectiveness

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 areas for improvement are to:

- develop the leadership role of the co-ordinators particularly in relation to monitoring and evaluating within their areas of responsibility;
- improve the quality of planning, learning, teaching and assessment for mathematics across the school; and
- raise the standards achieved by the children.

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 18-24 months.

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