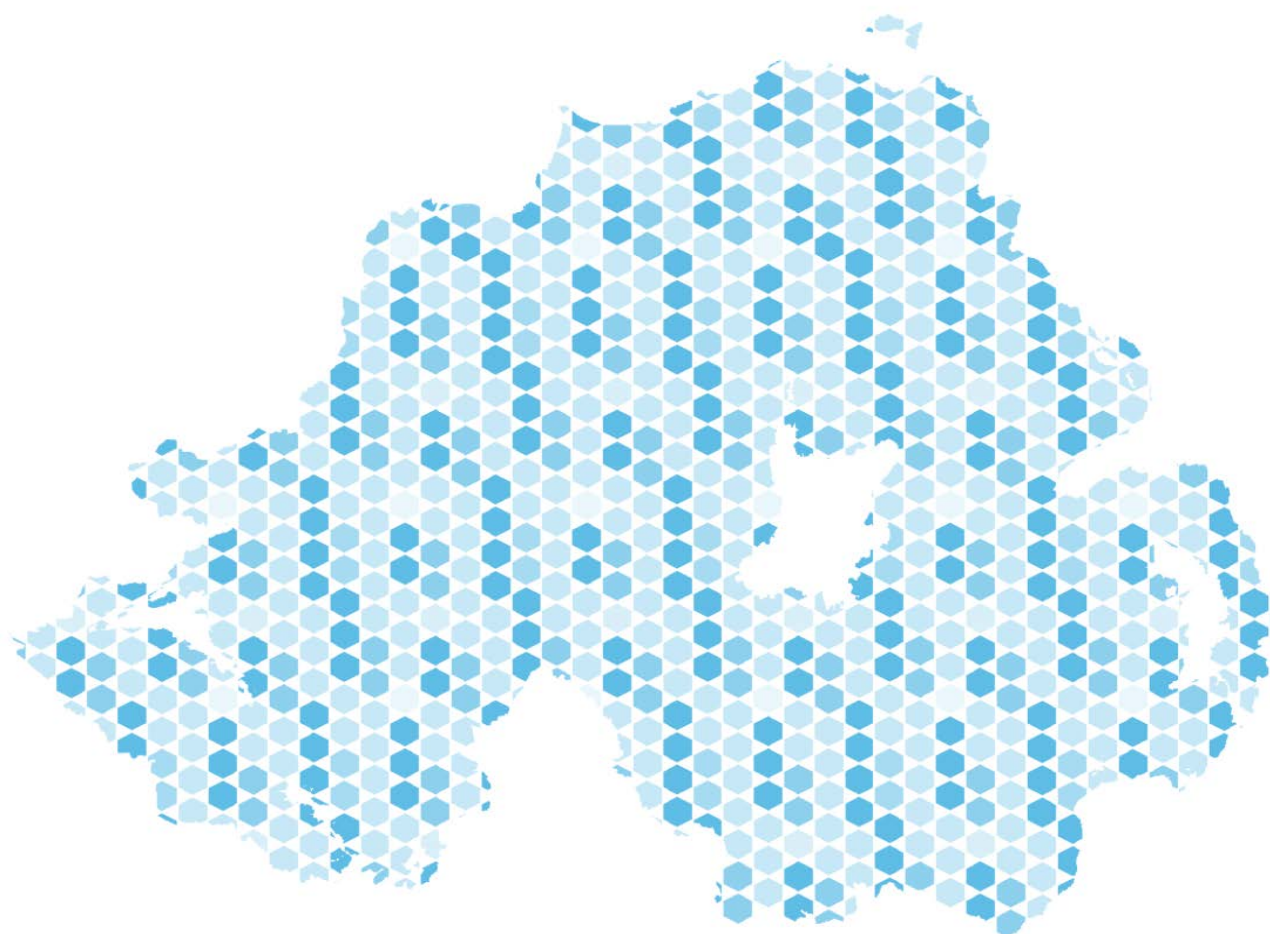


PRIMARY INSPECTION



Education and Training
Inspectorate

The William Pinkerton Memorial
Primary School, Dervock,
County Antrim

Report of an Inspection in
March 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 representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Eleven percent of parents and almost all of the staff responded to the confidential questionnaire. The responses from both parents and staff were wholly positive. In particular, the parents highlighted their children's enjoyment of school and expressed their gratitude to the staff in working to meet the individual learning and pastoral needs of the children in a caring environment. The staff highlighted how much they enjoy working in the school, their strong support for one another, and their commitment to the children and to school improvement. The ETI reported to the principal and representatives of the board of governors the main points emerging from the parental and staff questionnaires and the discussions. No issues were raised.

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

The William Pinkerton Memorial Primary School is a controlled primary school situated in the village of Dervock, approximately 4 miles from Ballymoney. Most of the children attending the school come from the village. The enrolment has increased over the past four years as has the number of children identified as requiring additional support with aspects of their learning. Over the same period, the number of children entitled to free school meals has decreased.

The William Pinkerton Memorial Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	76	81	81	84
% School attendance	95.7	96.4	96	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	53	43	46	40
No. of children on SEN register	12	11	17	19
% of children on SEN register	16	14	21	23
No. of children with statements of educational need	*	*	5	5
No. of newcomer children	*	*	*	*

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

- Throughout the school the children engage enthusiastically with the learning and with each other. They show high levels of interest, take pride in their achievements and are keen to share and discuss their learning. From an early age, their oral responses are well developed and confident, and they listen and respond to the views of others respectfully. They organize and present their work to a high standard and their behaviour is exemplary.
- The school's 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 mathematics in line with their ability or above expectation.
- The children talk readily about their learning in numeracy using the appropriate mathematical language and show an increasing awareness and use of strategies as they progress through the school. They undertake investigations and practical activities with enjoyment and collaborate maturely with others to pose and solve problems. They apply their learning to real-life situations and across other areas of the curriculum and use a wide range of resources to support and enhance their learning. During the inspection, the more able children in year 7 were secure in all areas of the mathematics curriculum and explained confidently their choice of strategies, demonstrating flexibility in their mathematical thinking.

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

- The children work competently with information and communication technology (ICT) to present and enhance their learning across the curriculum.

6. Provision for learning

- All of the lessons observed were effective in progressing the children's learning; the quality of learning and teaching in almost half of the lessons was outstanding. A key feature of the planning and teaching is the careful differentiation which takes account of the children's individual learning needs and styles. The teachers have high expectations for what the children can achieve and provide appropriate support and challenge. The lessons are well structured and resourced, and the learning outcomes are understood by the children.
- The provision for special educational needs is sensitive and effective. The children who require additional support with aspects of their learning benefit from early identification and suitably tailored in-class and withdrawal support. The classroom assistants make an important contribution to the children's learning and pastoral needs. The children who require additional support with aspects of their learning are fully integrated into all aspects of school life and make very good progress in their learning across the curriculum.
- A key strength of the numeracy provision throughout the school is the development of the children's use of mathematical strategies and the planned and incidental opportunities for the children to talk about and explain their thinking and responses. The teachers model effectively key mathematical language and reinforce number facts through well-planned mental mathematics activities. They skilfully and creatively connect the children's learning in numeracy to other areas of the curriculum, most notably, the world around us.
- The quality of pastoral care is outstanding. The holistic development of the children is central to the work of the school and the staff work together to ensure the children's learning and pastoral needs are met in a safe, nurturing environment. The working relationships between the children and adults are mutually respectful, thus creating a strong sense of community. The children's views are valued and acted upon, and their achievements are celebrated throughout the school. The children take on various roles and responsibilities maturely; the older children play an important role in supporting the younger children.

7. Leadership and management

- The highly effective leadership and management of the school are underpinned by professional knowledge, high expectations and a shared understanding of how to bring about improvement. A collegial, child-centred approach to school improvement is evident in the well-embedded culture of reflection and self-evaluation. The staff work together, drawing on individual strengths and expertise, to provide the children with high quality learning experiences and to enrich the curriculum.

- The school development plan² is comprehensive and informed by purposeful consultation and the effective and efficient use of performance data. The targets within the associated action plans are succinct and focus clearly on improving further the provision for, and the standards achieved by, the children. The staff's progress in meeting these targets is carefully monitored and evaluated.
- 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 highly committed to the children and the community; they support and challenge appropriately the principal and staff in bringing about school improvement.
- 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 spoke of their enjoyment of school and reported that they feel safe in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

The William Pinkerton Memorial 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.

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

Health and Safety / Accommodation

1. The limited car parking presents a health and safety concern for access to the school and to the playgroup.

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