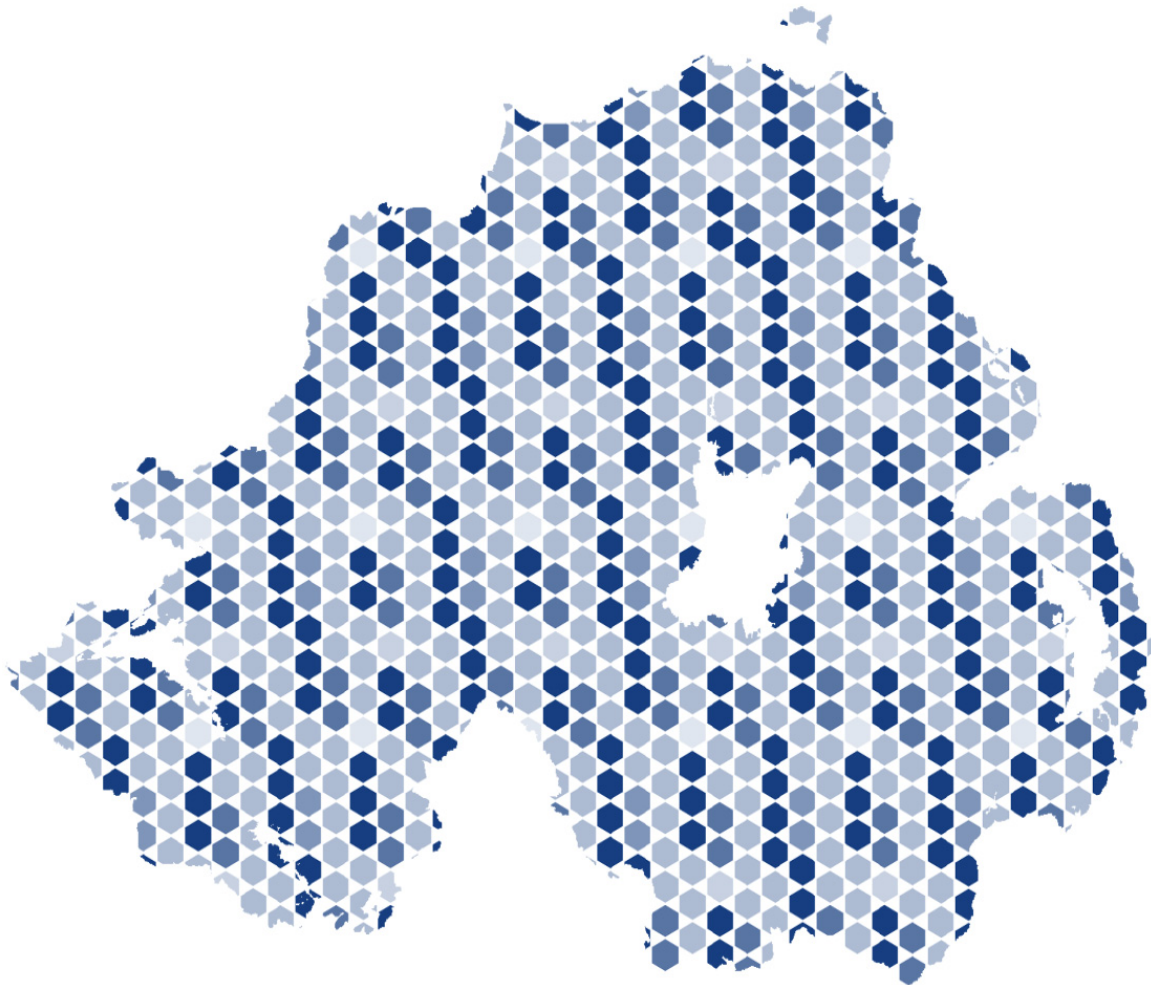


PRIMARY INSPECTION



Education and Training
Inspectorate

Clough Primary School and
Nursery Unit, Ballymena

Report of an Inspection
in November 2010

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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Clough Primary School is situated in the village of Clough, north of Ballymena. The school has a single class nursery unit. Most of the children who attend the school and nursery come from the village and surrounding rural area. The enrolment has risen steadily over the past five years and currently stands at 152; in addition, 16 children attend the nursery. At the time of the inspection, approximately 7% of the children in the school were entitled to free school meals. The school has identified 14% of the children as requiring additional support with aspects of their learning.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by the school is very good.

A summary of the key findings of the inspection of the provision in the nursery is included in Appendix 1.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is very good.

- The **children** co-operate well with their peers and are able to work independently and collaboratively in groups and pairs. The children are enthusiastic, engage actively in their learning, display high levels of motivation, and present their work to a very high standard. They demonstrate very good progression in their learning and in the acquisition and development of thinking skills.
- Overall, the children achieve very good **standards** in English and mathematics. Furthermore, an analysis of the key stage 2 assessment data over the past four years shows that in English and mathematics the school's performance has been consistently above the average for Northern Ireland and, compared with similar schools in the same free school meals category, has risen from below to above average.
- The children identified with **special educational needs** make very good progress and reach the standards of which they are capable.
- The children in the **nursery** demonstrate very high levels of engagement, and a positive attitude and disposition for learning. The thoughtful transition arrangements into year 1 ensure that the staff are well placed to build on the nursery experiences with the children.

Provision for Learning

The quality of the provision for learning is very good.

- The **teachers** are committed to the education and care of the children, and are well supported by the classroom assistants. The teachers' individual planning is very good. As identified appropriately by the school, the co-ordinators need to review longer-term planning.
- The quality of the **teaching** observed during the inspection ranged from outstanding to good; a majority was very good or better. In the best practice: the teachers' expectations of what the children could achieve were appropriately high; the learning intentions and success criteria were negotiated skilfully with the children; and there was a very good structure to the lesson with an interesting range of learning and teaching strategies used to engage the children actively and promote enjoyment in learning.
- The provision for **special educational needs** is very good. The strengths include the early identification and intervention programmes and the effective individual education plans; the very good links with the nursery, external agencies and outreach support; the highly effective in-class and withdrawal support and liaison with parents to meet the children's needs.
- The staff in the **nursery** display high levels of skill in developing the children's language and learning.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the caring and friendly ethos within the school, the excellent behaviour of the children; and the use of educational visits and visitors to enhance the children's learning and social development.
- The school has very good, comprehensive arrangements in place for **safeguarding children**. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**, for example there is a comprehensive Healthy Eating Policy and focus on healthy snacks, which encourage the children to adopt healthy lifestyles.

Leadership and Management

The overall quality of leadership and management is good.

- The Principal provides effective **leadership** and sets a clear direction for the work of the school. He is dedicated and fully committed to the staff and children and fosters a strong sense of collegiality within the school.
- There is a comprehensive **school development plan** (SDP) that complies with the requirements of the School Development Plans Regulations (Northern Ireland) 2005. There are appropriate action plans to support the SDP, and performance data is used effectively to identify priorities for development. Overall, there is a developing culture of **self-evaluation** across the school to bring about improvement.

- The school has appointed recently, and identified the need to develop the monitoring and evaluating roles of the **co-ordinators** in key areas of the curriculum. The Inspection findings confirm that this is an important priority for development.
- **Within the nursery**, the quality of the leadership and management is outstanding. There is a strong commitment for the continued development of the nursery unit as a part of the whole-school development planning process.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

CLOUGH PRIMARY SCHOOL NURSERY UNIT

Key Findings of the Inspection

- The children display very high levels of engagement in activities, and have a positive attitude and disposition for learning. There are thoughtful transition arrangements in place ensure that the staff are well placed to build on the children's nursery experiences when they progress to year 1.
- The learning environment is richly resourced, stimulating and attractive.
- The working relationships at all levels are outstanding.
- The staff are supportive and caring, and demonstrate high levels of skill in developing language and learning as they work with the children.
- The programme is well-planned, broad and balanced, and the children are progressing well in all areas of the pre-school curriculum.
- The leadership and management within the nursery is outstanding; there is a strong team approach.

In the areas inspected, the quality of education provided by this nursery is outstanding. The nursery has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Clough Primary Ballymena** iii. **Date of Inspection: 24/11/2010**
 ii. **School Reference Number: 301-0834** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	18	20	26	19	24
Enrolments					
Primary	124	136	139	144	152
Reception	0	0	0	0	0
Nursery Unit	16	16	16	17	16
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Attendance for the Previous School Year (expressed as a percentage): 96% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|---------------------|-----------------------|---------------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours) | 7 | 1 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 22 | | NI PTR: 20.7 | |
| iii. Average Class Size: | 22 | | | |
| iv. Class Size (Range): | 19 to 26 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | 15 | |
| ii. Foundation Stage Classroom Assistant Support: | | | 40 | |
| iii. Additional hours of other classroom assistant support: | | | 45 | |
| vi. Percentage of children with statements of special educational needs: | | | 2% | |
| vii. Total percentage of children on the Special Needs Register: | | | 14% | |
| viii. Number of children who are not of statutory school age: | | | 0 | |
| ix. Percentage of children entitled to free school meals: | | | 7% | |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above: | | English
93% | Mathematics
93% | |

STATISTICAL INFORMATION ON CLOUGH PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	16	0
Under 3 years of age*	0	0
With statement of special educational needs	0	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	0	0
With English as an additional language	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	0%
Average attendance for the previous year.	96%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
-	2½ hours	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	0	1
Nursery Assistants	0	2
Qualified Nursery Assistants	0	0

Number of: ***	
Students	0
Trainees	2

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	16
Percentage returned	37.5%
Number of written comments	5

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection, and for a group of children from year 6 to meet with the inspectors.

One hundred and sixty-one questionnaires were issued to the parents of the children in the primary school; 50 were returned to Inspection Services Branch and 27 contained additional written comments. Most of the responses from the questionnaires returned were highly affirmative. The parents indicated that their children enjoy school, highlighted the friendly and approachable staff, and commented positively on the overall quality of education provided by the school.

Nine of the teachers and five support staff completed confidential questionnaires with one teacher providing an additional written comment. Almost all of these responses were wholly positive indicating very strong support for the work and life of the school. All of the staff enjoy working at the school, feel valued by the management and consider the leadership of the Principal to be effective.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, any areas of concern emerging from the questionnaires.

A parent and a small number of the governors met with the inspection team on the first day of the inspection. The governors expressed their strong support for the work of the school, especially the caring ethos, the hard work and commitment of the staff and the leadership of the Principal.

The inspectors also met with a group of the year 6 children; they talked enthusiastically about their enjoyment of their learning experiences, and the support and encouragement they receive from all staff. The children are aware of what to do if they have worries about their safety and well-being.

In the nursery, 16 questionnaires were issued to the parents of the children; six were returned to ISB and five contained additional written comments. The responses indicate that the parents regard the nursery highly; they appreciate the very good communication between home and the nursery, the welcoming and nurturing learning environment, and the friendly and helpful staff.

HEALTH AND SAFETY

- There is a lack of car parking facilities at the school.

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