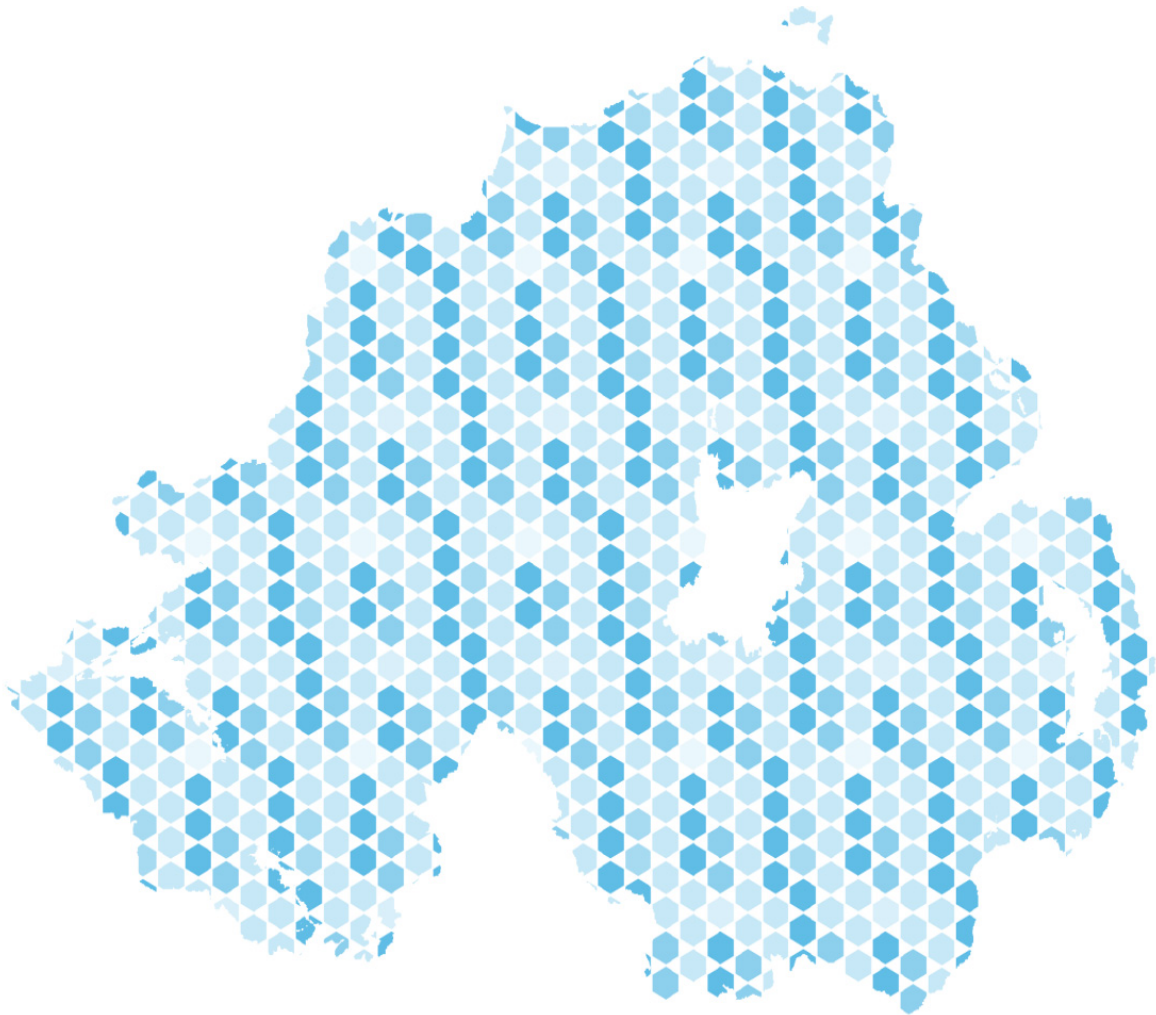


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Loughries Primary School,  
Newtownards

Report of an Inspection  
in March 2012

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**

Loughries Primary School is situated just outside the town of Newtownards in County Down. The children come from the local and surrounding area. Three members of the teaching staff have been appointed since September 2010, including one teacher appointed in January 2012. As result, the co-ordinating roles and responsibilities for significant curricular areas have just recently been allocated. The enrolment has been decreasing over the last five years and currently stands at 64 children. Approximately 6% of the children are entitled to receive free school meals. The school has identified approximately 21% 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 the 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 most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, in learning and teaching and in leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

The Education and Training Inspectorate (Inspectorate) will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

## **KEY FINDINGS OF THE INSPECTION**

### **Achievements and standards**

**The quality of the children's achievements and standards is satisfactory.**

- In English and mathematics, the majority of the children attain **satisfactory standards**.
- The children identified with **special educational needs** (SEN) make satisfactory progress.

### **Provision for learning**

**The quality of the provision for learning is satisfactory.**

The quality of the **teaching** observed ranged from good to satisfactory; with a majority of the lessons being of a good quality. In the best practice, the teachers outlined the learning intentions at the start of the lesson and there were effective, focused plenary sessions at the end. The teachers created an investigative environment, developing the children's thinking

skills and building on their prior knowledge and understanding. The quality of the extension activities were suitably differentiated to match the range of need, including appropriate challenge for the more able children.

The teachers' medium and short-term **planning** is evolving and usefully includes evaluations of past learning. The school has identified appropriately the need to evaluate the quality of the planning to inform future learning.

The targets contained in the children's individual education plans are not specific enough to enable an effective focus on learning and tracking of the children's progress.

The **children** are mannerly and well-behaved and have good levels of independence; they demonstrate confidence in their talking and listening and work well collaboratively, when suitably challenged, in pairs and in small groups.

The quality of the arrangements for **pastoral care** in the school is good. The ethos is welcoming and there are good working relationships at all levels throughout the school. Key features of the pastoral care are the effective 'Buddy System' in place during break and lunch times and the range of available games. The parents are very supportive of the life and work of the school.

The school has satisfactory arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.

The school gives good attention to promoting **healthy eating** and physical activity, for example, through the emphasis placed on healthy breaks and sport. These encourage the children to adopt healthy lifestyles.

### **Leadership and management**

**The quality of the leadership and management is inadequate.**

Currently, there is no strategic development of the curriculum by the **Principal**. The school development plan (SDP), whilst compliant with the regulations of 2005, does not support high quality, whole-school self-evaluation.

The **co-ordinators** for literacy, numeracy, assessment and SEN have recently taken over these responsibilities in January 2012. They have identified appropriately the need for coherence and progression in curriculum planning.

It is essential that the Principal takes a lead in seeking external support to implement a rigorous system to improve standards in literacy and numeracy, and to evaluate the quality of the provision throughout the school.

### **CONCLUSION**

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, in learning and teaching and in leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

**The area for improvement is:**

- to develop the self-evaluation procedures in order to ensure systematic and rigorous monitoring and evaluation of the quality of the provision, to inform better the school development planning processes, and to improve further the quality of the learning and teaching.

The Inspectorate will monitor and report on the school's progress in addressing the area for improvement over a 12-24 month period.

It is important that the employing authority, school governors and the staff plan for and manage issues in relation 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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Loughries Primary** iii. **Date of Inspection: W/B 21/03/12**  
 ii. **School Reference Number: 401-1267** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	10	10	14	4	11
<b>Enrolments</b>					
Primary	72	72	79	71	64
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
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. Average Attendance for the Previous School Year  
 (expressed as a percentage): 96% **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
 Special Educational Needs Register: 94-96%
- |  | Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit | Irish Medium<br>Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16 NI PTR: 20.2
- iii. Average Class Size: 9
- iv. Class Size (Range): 4 to 13
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |    |
|---|----|
| i. Clerical support:  | 16 |
| ii. Foundation Stage Classroom Assistant Support:           | 10 |
| iii. Additional hours of other classroom assistant support: | 4  |
- vi. Percentage of children with statements of special educational needs: 1.56%
- vii. Total percentage of children on the Special Needs Register: 21%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 6.25%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- |                |        |                    |        |              |     |
|----------------|--------|--------------------|--------|--------------|-----|
| <b>English</b> | 84.62% | <b>Mathematics</b> | 84.62% | <b>Irish</b> | N/A |
|----------------|--------|--------------------|--------|--------------|-----|

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

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection. Of the 41 questionnaires issued to the parents, 15 were returned to Inspection Services Branch, including six which contained additional written comments. All of the parents expressed high levels of satisfaction with the work of the school. In the written comments, they expressed their appreciation of the high quality of the education and care their children receive in the school.

The teachers and members of the support staff responded very positively to the confidential online questionnaires. Their written comments acknowledged the strong sense of team-work amongst the staff.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

The inspectors also met with a group of the children from year 6. The children stated that they feel happy and secure in school, and are aware of what to do if they have concerns about their safety and well-being.

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