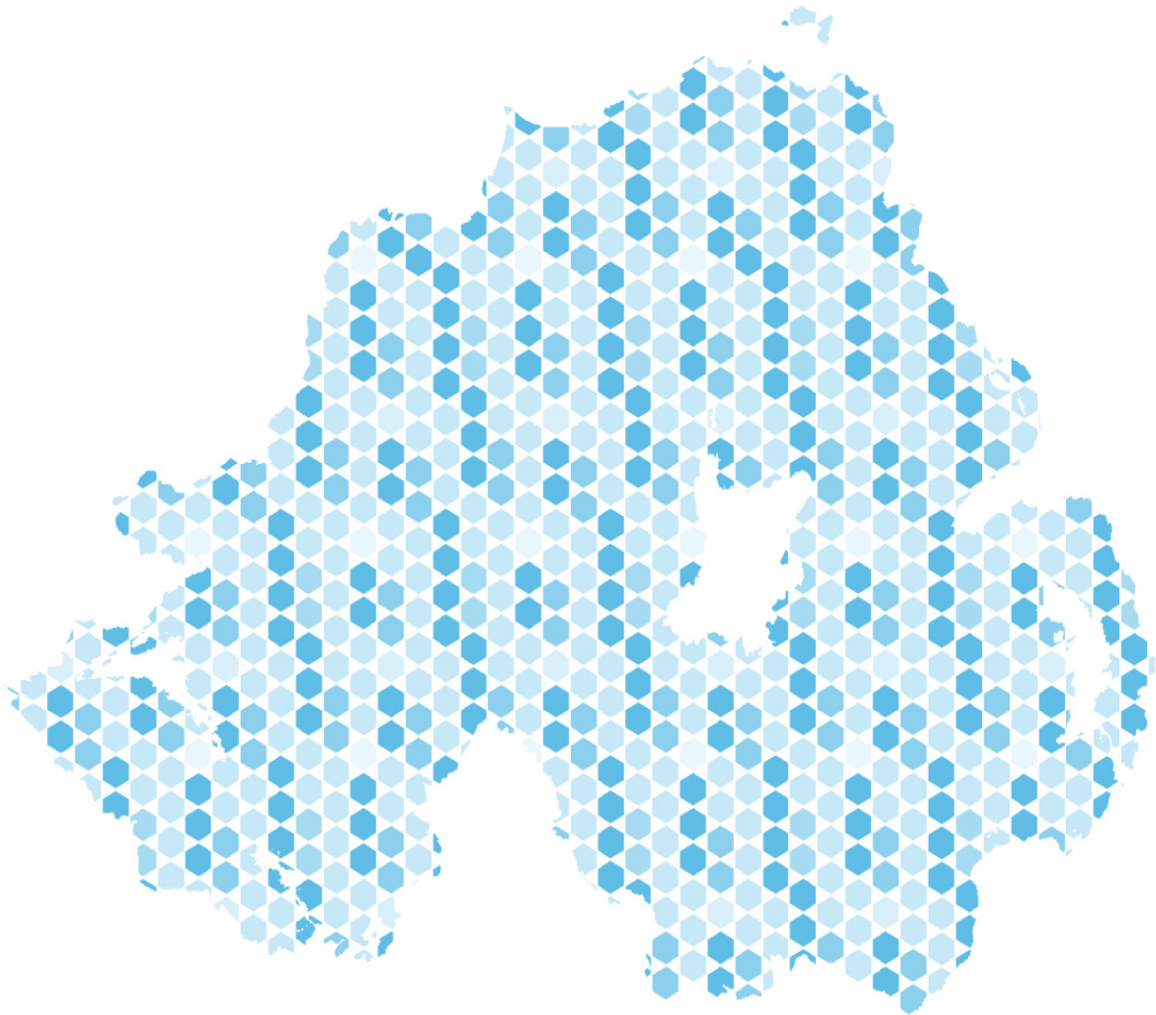


PRIMARY INSPECTION



Education and Training
Inspectorate

The Cope Primary School,
Loughgall

Report of an Inspection
in February 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

The Cope Primary School is situated in the village of Loughgall, County Armagh. Almost all of the children attending the school come from the surrounding rural area. The enrolment has declined over the past five years and currently stands at 114, including four children who are not of statutory school age. At the time of the inspection, 5% of the children in the school were entitled to free school meals. The school has identified 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 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**; the quality of pastoral care is outstanding. The school has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- The children attain very good **standards** in English and mathematics. By the end of key stage (KS) 2 they make good progress in applying their literacy and numeracy skills across the curriculum.
- The children identified with **special educational needs** reach very good standards by the end of year 7.

Provision for Learning

The provision for learning is very good.

- The teachers are very dedicated and work hard to provide for the children's educational needs, social development and emotional well-being.
- The classroom assistants, other staff and parents support effectively the children's learning.
- The historical context of the school and links with the local community are used effectively to engage and motivate the children in their learning.

- The **quality of teaching observed** ranged from good to very good; in two-thirds of the lessons observed it was very good. Where the teaching is very good, creative use of stimulating resources actively involves the children in their learning and skilful questioning encourages them to organise their thinking and extend their answers.
- The provision for **special educational needs** is very good. The children who require additional support with aspects of their learning are identified early and an extensive range of intervention programmes target effectively their individual needs. Almost all of the children overcome barriers to learning, including difficulties experienced in literacy and numeracy, enabling them to achieve very good standards.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through: the strong family ethos in which all members of the school community are valued; the opportunities provided for the children to develop confidence including whole school participation in drama productions; the exemplary behaviour of the children; and the ongoing opportunities provided for them to contribute to important aspects of community life, in particular in maintaining contact with older residents of the village.
- 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**.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** carries out a substantial KS1 teaching commitment in addition to her leadership responsibilities. She has an excellent knowledge of the children's personal, social and academic needs. Her caring and dedicated approach inspires respect and confidence amongst the staff and the local community and sets a clear direction for the work of the school and the standards the children achieve. In her work she is supported well by the Vice-principal.
- A review of the **school development plan** (SDP) began in August 2011. Appropriate action plans support the SDP, and a wide range of data is used to identify priorities for development.
- The **governors** carry out their associated challenge function very well and support the Principal and teachers in the implementation of the SDP. They have a sound working knowledge of the provision and have helped identify areas for further development.
- **The co-ordinators** hold a number of responsibilities in addition to their teaching commitments. They need to develop their roles to lead all of the staff in embedding further the culture of self-evaluation leading to improvement.

- 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 addition, there is a need to review the policy of enrolling children who are not of statutory school age to ensure their access to a broad and balanced pre-school programme.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. School: The Cope Primary School iii. Date of Inspection: 06/02/2012
 ii. School Reference Number: 501-6079 iv. Nature of Inspection: Short

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	22	15	17	20	24
Enrolments					
Primary	133	123	124	124	110
Reception	7	5	2	5	4
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%

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) 8 0 0 0
- ii. PTR (Pupil/Teacher Ratio): 19 NI PTR: 20.7
- iii. Average Class Size: 19
- iv. Class Size (Range): 13 to 26
- v. Ancillary Support:
Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 20 |
| ii. Foundation Stage Classroom Assistant Support: | 35 |
| iii. Additional hours of other classroom assistant support: | 10 |
- vi. Percentage of children with statements of special educational needs: 2%
- vii. Total percentage of children on the Special Needs Register: 22%
- viii. Number of children who are **not** of statutory school age: 4
- ix. Percentage of children entitled to free school meals: 5%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above: English 95% Mathematics 95%

APPENDIX 2

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. Of the 72 questionnaires issued to the parents, 42 (58%) were returned to the Inspection Services Branch, including 22 which contained additional written comments. Almost all of the parental questionnaires and written comments expressed very high levels of satisfaction with the life and work of the school, particularly with the additional help the children receive with their learning, the strong links with the community and the range of events which encourage parental involvement.

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

All of the staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the children from years 6 and 7; they talked enthusiastically about their experiences at school, the extra-curricular activities, and the sense of family they enjoyed as pupils at this school. The children are aware of what to do if they have worries about their safety and well-being.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

