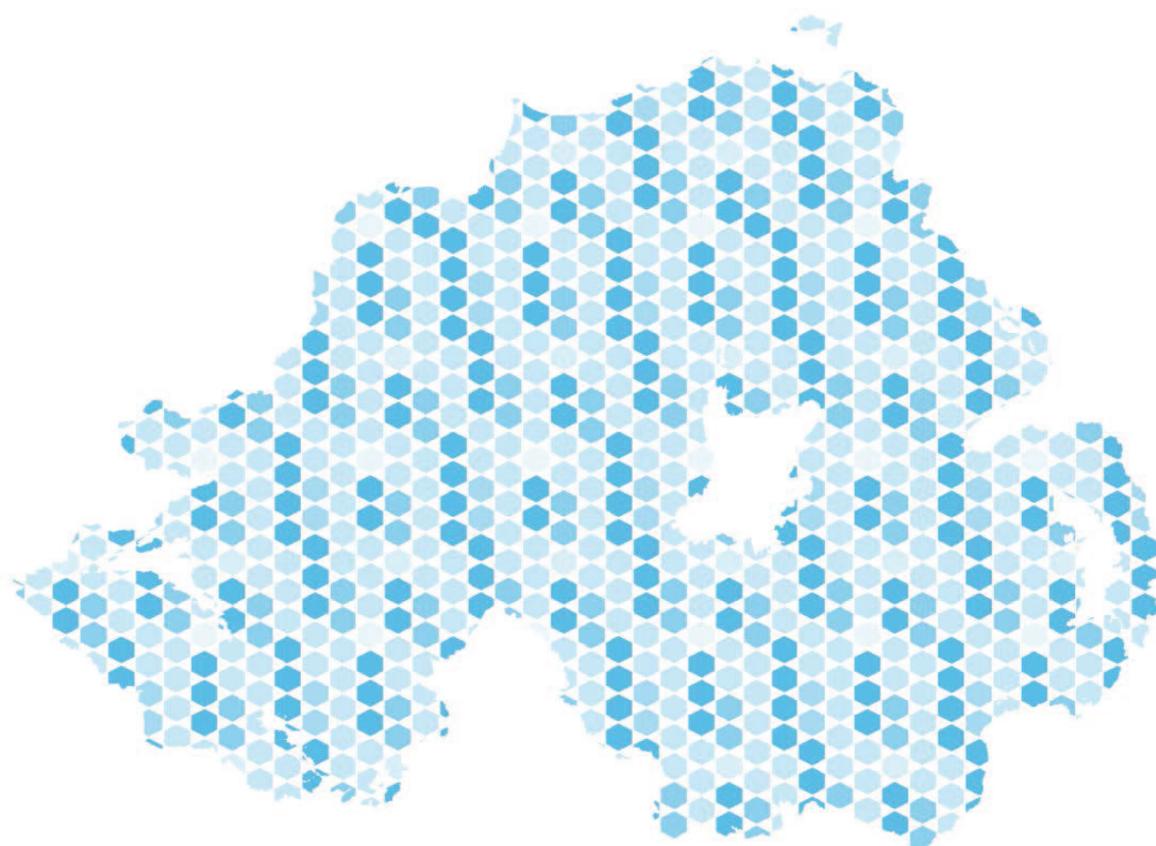


# PRIMARY INSPECTION 2015-16



Education and Training  
Inspectorate

Iveagh Primary School,  
Rathfriland, County Down

Report of an Inspection in  
September 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  
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 organisation 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.eti.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.

Fifteen percent of parents and 92 % of staff responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with all aspects of the life and work of the school. In particular, the parents highlighted their appreciation of all of the staff and the focus on ensuring that each child as an individual reaches his/her full potential. Almost all of the staff completed questionnaires and their responses were entirely positive; they emphasised the quality of the working relationships across the school, the very good partnership with the parents and the focus on providing a safe, happy and enjoyable learning environment. The ETI has reported to the principal and a representative of the board of governors the main messages emerging from the questionnaires and the discussions; no significant 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 in literacy and numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning in the school; and
- quality of leadership and management.

## **3. Context**

Iveagh Primary School is a controlled primary school situated in the town of Rathfriland, County Down. Most of the children attending the school come from the town or the immediate surrounding area. The enrolment has increased steadily over the past four years. The school lives out fully its motto, 'An Adventure in Learning', as evidenced by the questionnaire returns and the inspection findings. The percentage of children entitled to free school meals has remained steady over the past four years, as has the proportion requiring additional help with aspects of their learning. The school has a number of links with other primary schools and is the training provider for the local playgroup. The school is linked with the local post primary school through the key stage (KS) 2/3 Continuing Professional Development project.

Iveagh Primary School	2012/13	2013/14	2014/15	2015/16
Enrolment	233	229	240	250
% School attendance	95.1	95.8	96	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage <sup>1</sup>	31.5	31.4	28	33
No. of children on SEN register	39	52	44	42
% of children on SEN register	20	26	20	20
No. of children with statements of educational need	8	9	7	8
No. of newcomer children	*	*	*	5

**Source:** data as held by the school N/A = not available

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Outstanding
<b>Provision for learning</b>	Very good
<b>Leadership and management</b>	Outstanding

#### 5. Achievements and standards

- The children are motivated and enthusiastic about their learning. They respond positively and with confidence in engaging with the creative and enjoyable learning experiences provided for them. From the foundation stage, the children have very good levels of independence and collaborate well in pairs and small groups. The children's thinking skills are well developed and by the end of KS 2, children of all abilities demonstrate the skills and capabilities they will need to become life-long learners.
- 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 overall quality of the children's achievements and standards in literacy is outstanding. The recent whole-school focus on the correct use of grammar for spoken and written English has impacted positively, resulting in the high quality of both the written and spoken language of the children. Across all the key stages, the children contribute readily and competently to class discussions. From year 2 onwards, the children produce high quality writing for a range of purposes and audiences; consistently presented to a very high standard. By year 7, the most able children read with fluency, expression and understanding and talk confidently about the fiction and non-fiction which they read for pleasure.

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

- The children are very enthusiastic about their learning in mathematics and numeracy and achieve very good standards overall. Across the school, the children have a very good knowledge of number and, by the end of KS 2, the most able children, demonstrate flexibility in their thinking and are secure in their knowledge of key mathematical concepts.
- The children who require additional support with aspects of their learning make very good progress in meeting the targets in their individual education plans, and most reach standards in line with their ability or above expectation.
- The children achieve good standards in information and communication technology (ICT) characterised by their confident use of ICT to develop their learning.

## **6. Provision for learning**

- The consistently high quality of the teaching across the school is well-informed by the teachers' detailed planning, providing a seamless and integrated curricular experience for the children. The teachers evaluate the children's learning in great detail and build effectively upon these evaluations to ensure that they provide learning experiences to best meet the needs of all children; particularly those targeted as potentially underachieving and those with additional learning needs. In the best practice, the teachers employ a range of assessment strategies, including skilfully directed plenary sessions, to provide the children with feedback on their work and encourage them to reflect on their own learning and that of their peers.
- The children with additional learning needs are identified early and their progress on targets in the detailed education plans is closely monitored by the class teachers, withdrawal teacher and the classroom assistants. High quality withdrawal provision supports the children's learning in both literacy and numeracy and very good use is made of ICT as a tool to provide practice in key skills. The school works closely with a broad range of external agencies to meet the needs of the children, providing, for example, a bespoke occupational therapy programme in liaison with a local health trust's occupational therapist. Throughout the school, the classroom assistants provide valuable support and contribute very effectively to the educational provision for the children.
- There are comprehensive whole-school programmes in place for both literacy and numeracy which ensure appropriate progression in learning. Effective use of reading schemes and, at KS2, the detailed study of novels, develop the children's enjoyment of and competence in reading. The school's successful undertaking of enquiry-based projects with a business, community or environmental focus further enhances the children's learning experiences and attainments in both literacy and numeracy. The children are provided with a broad range of opportunities to learn with and from each other, to work with the local community and to develop their oral and written negotiating and presentation skills for purpose and audience within a real context.

- The recent focus on the teaching of key number facts across all classes, to ensure quick and confident recall, has had a significant impact on the children's achievements in this area of mathematics. The school has appropriately identified the need to develop further the use of problem-solving and mathematical investigation to ensure that the children can apply this knowledge with increased accuracy. As a result, the teachers provide very good opportunities for practical and enjoyable cross-curricular approaches to mathematics; for example, the use of making pizzas to develop the children's understanding of fractions, which is linked naturally to a World Around Us focus on food groups and healthy eating. Very good use is made of ICT as a tool to support and present the children's learning in both literacy and numeracy.
- The quality of the arrangements for pastoral care in the school is outstanding. Amongst the many strengths of the provision is the priority given to promoting the children's voice throughout the school in a wide range of initiatives. Notable examples include: the children's newsletter, 'Hilltop Times'; the school elections; and the use of debates and circle time. The teachers have high expectations of the children and the children have high expectations of their teachers. The staff place a strong emphasis on ensuring each child has a positive attitude to school and self. In discussion with the year 6 children, they report that they feel valued and they are proud of their school. Throughout the school, the children are very well behaved and they show care and respect for one another and for the staff.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The leadership and management of the school is of a very high quality. A range of innovative approaches is used effectively to build the capacity of all staff within the school. The senior leadership has led the staff in the use of video recordings of lessons and jointly planned and reviewed lessons, to allow teachers to reflect on and develop the quality of learning and teaching. The consistently high quality of teaching across the school is evidence of the impact of these approaches. All staff engage in professional reading, on the areas of focus in the school development plan, to keep informed of current research and best practice. Senior leadership rigorously monitors and evaluates the quality of the provision with a focus on the achievements of every child. A broad range of data, including standardised testing, attitudinal questionnaires, pastoral and attendance information and the professional judgement of teachers, is used very effectively to monitor and track every child's progress and ensure that the needs of each individual child are met.
- Well-designed curricular activities, relating to the family and the local area, provide very good opportunities for the parents and the wider community to engage with the children in their learning. The use of teaching videos on the school website allows the parents to learn about the teaching approaches used for various aspects of numeracy and literacy across the key stages, and enables them to better support their children at home. The school has established a link with another controlled primary school to share good practice and works alongside the local maintained primary school in joint curricular activities and cultural workshops.

- 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 very well informed and involved in all stages of the school development planning process; the self-evaluation sub-committee reflects on the quality of governance and self-evaluation within the school. The annual 'Question and Answer' session with parents, senior management and governors ensures that all views are heard and contribute to the key focus of the school development plan.
- 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 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.