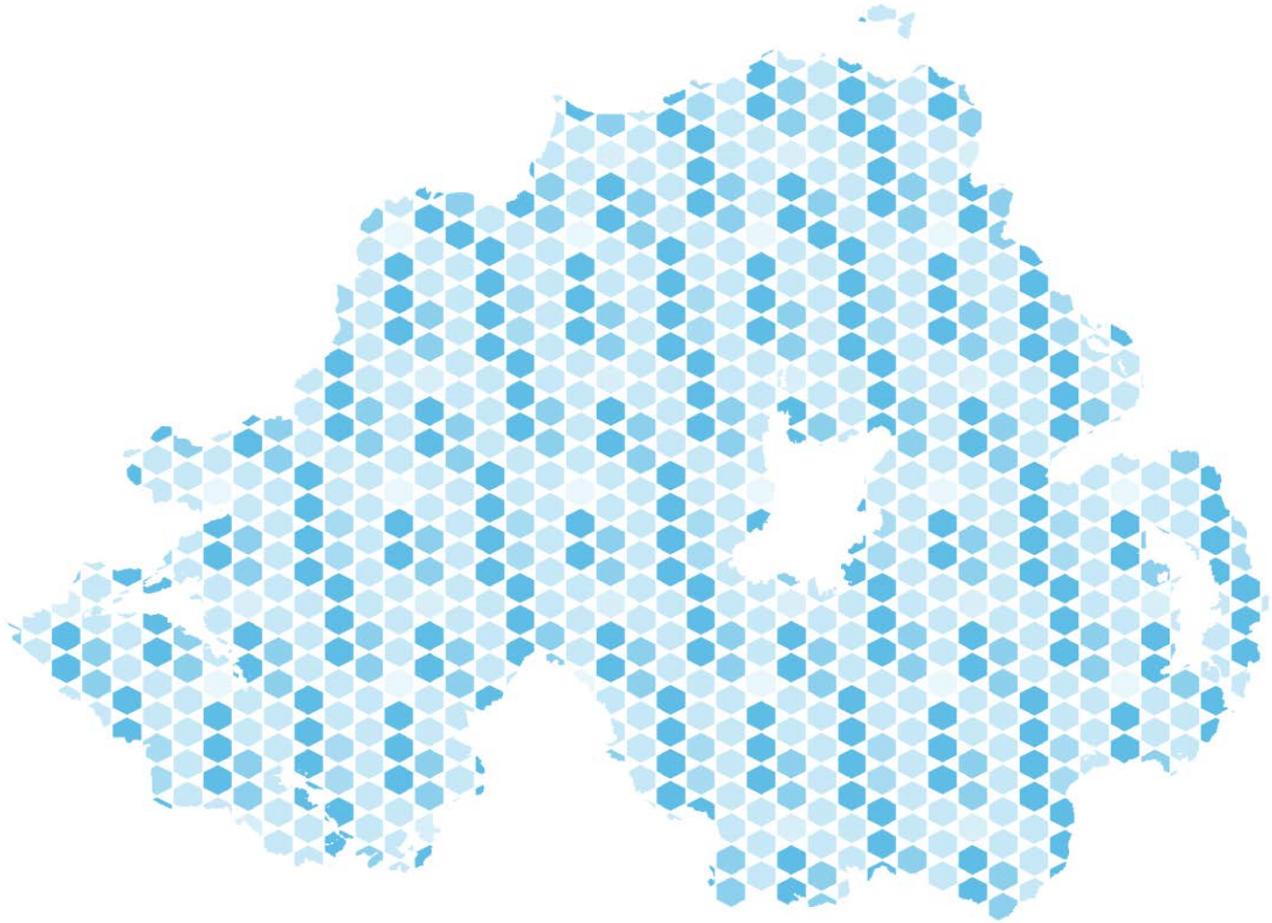


PRIMARY INSPECTION



Education and Training
Inspectorate

Holy Trinity Primary School
and Nursery Unit, Enniskillen,
County Fermanagh

Report of an Inspection in
April 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Twenty-seven percent of parents and 67% of teaching staff responded to the questionnaires. The responses to the parental questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their confidence in the work of the school and the high expectations of the approachable staff for the children's personal development and achievement. They also commented very positively upon the breadth of learning opportunities for the children and the leadership of the new principal. The staff responses were also very positive; they emphasised the quality of the pastoral care, and the dedication of all staff to meeting the needs of the children. The ETI has reported to the principal and representatives of the board of governors the responses from the questionnaires and the discussions.

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, including the nursery unit and learning support centre; and
- quality of leadership and management.

3. Context

Holy Trinity Primary and Nursery School is a maintained primary school situated in the parish of St Michael's, Enniskillen. It is located on two sites at Mill Street, Enniskillen and Derrin Road, Enniskillen. The double nursery unit, a voluntary playgroup, two learning support units from the Learning Support Centre and key stage 2 are located on the Derrin Road site. The Autism unit and one learning support unit from the learning support centre are on the Mill Street site, and foundation stage and key stage 1. Most of the children

attending the school come from the surrounding area and within the county. The enrolment has increased over the last four years. The percentage of children entitled to free school meals has fluctuated slightly and the numbers requiring additional help with aspects of their learning has increased in the same period. There are effective shared education links at pre-school level with two town nurseries. The school lives out its shared vision as “*an inclusive learning community striving to meet the needs of all*” as exemplified by the highly positive comments included in the parental questionnaire returns and the inspection findings. The new principal, who was formerly the vice-principal, was appointed in October, 2015.

Holy Trinity Primary and Nursery School	2012-13	2013-14	2014-15	2015-16
Enrolment	680	682	692	695
Nursery Unit enrolment	52	52	52	53
% School attendance	94.1	94	95.1	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	41.1	45.3	40.74	38.92
No. of children on SEN register	210	219	221	270
% of children on SEN register	30.45	32.7	32.06	38.98
No. of children with statements of educational need	63	64	65	53
No. of newcomer children	66	63	74	113

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	Very good
Provision for learning	Very good
Leadership and management	Very good
Learning Support Centre	Outstanding
Nursery Unit	Very good

5. Achievements and standards

- The children are well settled within a welcoming and nurturing learning environment. They have a clear understanding of routine within the nursery and primary school classes and the learning support units. The children take responsibility for their learning, are motivated to persevere and complete tasks and are resilient in working to overcome barriers to their learning. There is a respectful and empathetic engagement among all the children as they collaborate in groups and pairs.

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

- The school's internal performance data shows that most 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. In addition, the school holds a range of appropriate data which indicates that the children in the learning support centre make excellent progress across the curriculum.
- There is clear progression in the development of the children's literacy and numeracy skills from nursery, into foundation stage and across the key stages. Throughout the school, the children develop well their literacy skills in reading, writing and talking and listening. By year 7 the children are enthusiastic readers who show ability to infer meaning and can discuss their reading preferences; the most able children read with fluency and expression. The standard of the children's written work shows very good progression; they plan, draft and edit their work and write independently in a variety of forms and for a range of purposes and audiences.
- By the end of key stage 2, the more able children in year 7 have a secure understanding of all areas of the mathematics curriculum, are flexible in their thinking and deploy and explain a range of strategies using the appropriate mathematical language. Throughout the school the children enjoy practical activities and use a range of resources confidently to support their learning.
- The children in the nursery unit have very positive attitudes and dispositions for learning. Most of the children concentrate for sustained periods and are developing well their social skills, independence and self management of the daily routines. The children's representational art work is well developed and they use print independently to register and label their work. The girls, in particular, collaborate well and use good communication skills to develop their home role play. The children show a good awareness and interest in the natural environment during outdoor play and related topic work. The small number of children who require adult support to manage their emotions or make independent choices are well supported and are making good progress.
- The children in the learning support centre demonstrate self-awareness, and confidence; they are developing well the personal strategies needed to cope with particular social and learning challenges. The seamless reintegration of the children from the learning support centre into mainstream classes ensures that the children make very good progress for learning in literacy and numeracy. The school has identified appropriately the need to enhance further the learning experiences for the children with information and communication technology (ICT).
- Throughout the school, the children use ICT confidently and competently to support, enhance and present their work. Groups of the children attend the after-school ICT club and have started to learn the basics of coding.

6. Provision for learning

- The teachers' planning is detailed and well-informed by the needs and interests of the children and relevant performance data within the primary school and learning support centre. The schemes of work for literacy and numeracy ensure progression and continuity in the children's learning. Planning and assessment are appropriately kept under review and evaluated to support ongoing improvement in the learning experiences and standards.
- Almost all of the lessons observed were effective in progressing the children's learning; the quality of learning and teaching in a majority of the lessons was very good or better. Key strengths of the teaching include the sensitive differentiation of tasks to meet the diverse range of children's needs; the effective open-ended questioning to extend the children's thinking and responses; and the effective support provided by the classroom assistants. The children's work is marked regularly and affirmatively and, in the most effective practice, the teachers' feedback enables the children to improve their work.
- There is a well-established reading culture within the school which very effectively extends the children's skills, experiences and enjoyment of reading. The progress of the children in reading is further supported by the well-stocked school libraries, online reading initiatives, and a wide variety of appropriate interventions, including 'Reading Partnership' programmes. The children write to convey information, meaning, feelings, imaginings and ideas in a clear and organised way through a wide range of interesting tasks for a variety of purposes and audiences. In improving this effective work further, the school is appropriately focusing on exploiting more fully the opportunities for the development of the children's literacy skills and, in particular their writing, through other areas of the curriculum, including numeracy.
- There is a whole-school focus on numeracy with an appropriate identification of problem-solving as an area of ongoing development. In the most effective practice, the teachers connect skilfully the children's learning in numeracy to other areas of the curriculum. The regular mental mathematics sessions are effective in reinforcing key number facts and mathematical language, and develop the children's understanding and use of a range of strategies. The teachers encourage the children to share and discuss their work through meaningful paired and group work, and set the learning in real-life contexts and competitive games.
- Highly effective systems are in place to identify early those children who may be experiencing difficulties with aspects of their learning. The detailed information on the physical, pastoral, social and emotional needs of each child is collated and used very effectively to guide the classroom practice. The children's individual education plans are guiding well the teachers' planning. The staff deploy a range of effective strategies to support the children in meeting their personalised targets.

- The quality of the provision within the learning support centre is outstanding. The children benefit from a caring and supportive atmosphere where their needs are met through well-planned, highly effective academic and pastoral programmes. There are well-established systems for tracking, recording and reporting the children's progress. The effective communication with the parents and other professionals is enabling the children to have the best possible learning experiences.
- The planned programme in the nursery unit provides good to very good opportunities for learning in all areas of the pre-school curriculum. The development of the outdoor area has enhanced significantly the children's learning opportunities. The staff support the children well in developing their social skills and often engage in sustained conversations to promote their oral language. In the best practice, they encourage the use of books, model mathematical language and extend the children's thinking and problem solving. The staff have identified appropriately the need to develop further the assessment methods, planning and evaluation of the children's learning to ensure greater progression in the planned activities and a closer match to the full range of their needs and interests.
- The quality of pastoral care in the school is outstanding and the outworking of the children's motto, "love to learn to love," is firmly embedded in the pastoral provision and lived throughout the school. There is an inclusive learning environment for all the children in which they are central; the personal development and mutual understanding programme encourages the children to develop their self confidence and self esteem. There are excellent working relationships at all levels and the staff are highly committed to the academic and pastoral needs of all the children. The arrangements for the school and Eco councils provide opportunities for the children to develop personal responsibility and to inform the views of the senior leadership team and the governors. The children's views are valued and acted upon, thus enabling them to make meaningful contributions to the life and work of the school. The children know and accept the standards of behaviour expected of them and are proud of their achievements. The children in year 6 spoke enthusiastically about their experiences in school including their enjoyment of learning, the high level of support they receive from the staff and the range of after school activities on offer.
- The school, nursery unit and learning support centre are highly effective in promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The innovative and strategic senior leadership team has driven forward a wide range of significant actions to develop staff, including the classroom assistants, to engage parents and bring about continuous improvement. The whole-school management restructuring process is building further the capacity for leadership and management at all levels in order to provide more effective distributed leadership. There is appropriate support and training processes to develop further the leadership and management skills of the new co-ordinators and it will be important to monitor their effectiveness to promote continuous improvement at whole-school level. There is close collaboration between the nursery unit and the primary school.

- The school development plan² is well-informed at regular intervals by progress reports and consultation with all stakeholders. The rigorous analysis of a range of data is used effectively to diagnose learning difficulties, identify underachievement and to set clear and challenging targets which take into account the children's learning styles. The associated action plans are well aligned to the school development plan and indicate the breadth of whole-school action being taken. Appropriately, these include ongoing actions and support programmes to develop further: aspects of the literacy and numeracy provision, the provision for the early years and at whole-school level to expand the creative curriculum to enrich the children's learning experiences and raise further the standards.
- Parents are informed regularly of the life of the school through the detailed monthly newsletters and via the school website. The school is proactively harnessing family and community links to further promote the school in the local area. There are many opportunities for families to engage with the school, for example; progress reports, classes that support parents in assisting children in their learning, and family evenings to inform and raise aspirations. The children and families benefit from targeted early intervention support funded through the Shared Education Programme.
- Based on the evidence available at the time of the inspection, the ETI evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors have a broad range of skills in cross-community leadership, business, financial and educational roles. They have a highly effective role in the development planning process, review of the curriculum provision, accommodation matters and budget in order to promote continuous school improvement. While the staff make the best possible use of all the space for learning there are limitations within the accommodation. It will be important to take forward, as a priority, the planning for a new school given that the school amalgamated, fifteen years ago, on a split site.
- 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

Holy Trinity Primary and Nursery School has a high level of capacity for sustained improvement in the interests 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.

Accommodation

1. The split site accommodation requires significant staff management time and organisation to meet the requirements of curriculum development which includes monitoring and evaluation of the whole-school curriculum.
2. The location of the pre-school provision and the foundation stage classes are on two different sites which impedes ease of sharing best practice and transitional arrangements from pre-school to the primary school.
3. The small size of the classrooms particularly in the foundation stage restricts play and practical activities.
4. The lack of storage in many classrooms restricts the children's ability to make choices of resources for learning.
5. The site at Mill Street is accessible mostly by steps and stairs which are very challenging for those with disabilities and small children.
6. Car parking is very limited on both sites.

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