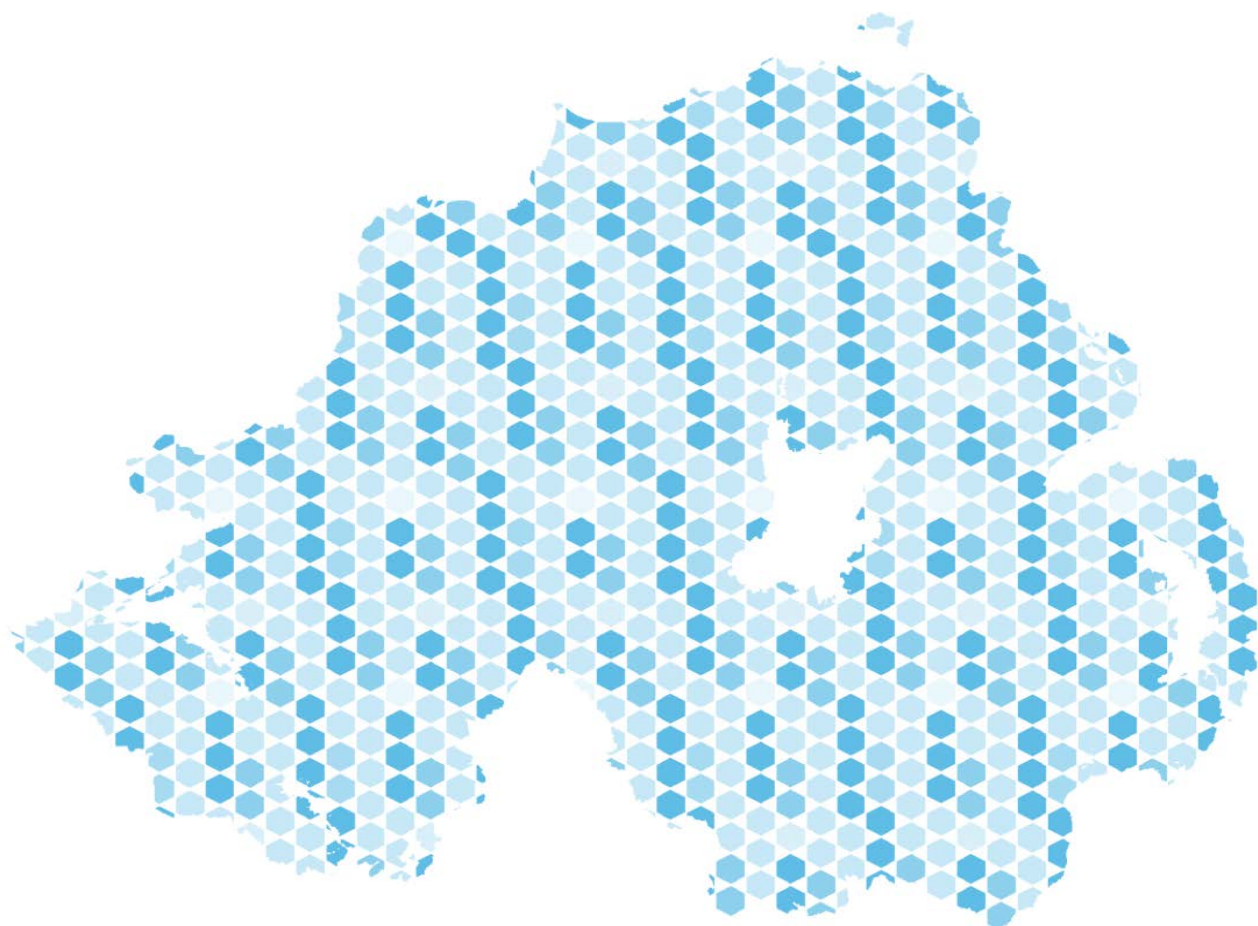


PRIMARY INSPECTION



Education and Training
Inspectorate

Stewartstown Primary School,
Stewartstown, County Tyrone

Controlled, co-educational

Report of an Inspection in
September 2016



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision for learning	3
7. Leadership and management	3
8. Overall effectiveness	4
Appendix	

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

Ninety percent of the parents responded to the confidential questionnaire and ten included additional written comments. Almost all of the responses to the questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. All of the responses to the staff questionnaire reflected the commitment of the staff to the children and the whole-school team approach. The ETI has reported to the principal and a representative of the board of governors the main issues emerging 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 with a particular focus on numeracy; (including how the school is addressing low attainment and underachievement where applicable);
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

Stewartstown Primary School is a controlled primary school situated on the Main Street in the village of Stewartstown, County Tyrone. Almost all of the children come from the surrounding rural area. The children are taught in composite classes consisting of two or more year groups. The enrolment has increased over recent years and is currently 49 children. The school is operating at 50% of its enrolment capacity. The percentage of children entitled to free school meals and the proportion of children requiring additional help with aspects of their learning have fluctuated over the past four years. The principal was appointed to the permanent post in January 2016 and two new part-time teachers were appointed in September 2016.

Stewartstown Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	41	41	44	49
% School attendance	96.6	96.7	97	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	46	37	39	43
No. of children on SEN register	5	5	*	5
% of children on SEN register	12	15	*	11
No. of children with statements of educational need	*	0	0	*
No. of newcomer children	0	0	0	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Very good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- Across all key stages, the standards in mathematics are very good. The children in the foundation stage have a secure understanding of early mathematical language and number, and confidently make comparisons using the appropriate measurement terminology. The children with additional needs make good progress in line with expectation. Almost all of the children can use and explain a range of mental calculation strategies to solve problems and carry out investigations. The children in key stage (KS) 2 show an economic awareness and financial capability which they apply to a variety of real life contexts.
- The children's application of the thinking skills and personal capabilities is very good; in particular, their self-management skills during play-based learning and group work. When working with others, they express their ideas confidently and with courtesy demonstrating very good personal and social skills. They persevere and engage in collaborative and sustained learning and take pride in their work and achievements. Increasingly, by year 7, the children manage and present information purposefully and for a range of audiences. They make effective and skilful use of information and communication technology (ICT) across the curriculum.

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

6. Provision for learning

- Overall, the quality of planning, assessment, learning and teaching is good. The quality of learning and teaching in all of the lessons observed was good or better; in two-thirds it was very good. In the best practice, in a majority of classes, the planning takes account of the children's interests and needs, and connects and builds on prior learning across the curriculum. The teachers make very good use of an appropriate range of resources, including the outdoor learning environment, and manage well the composite classes. The children with additional needs are fully integrated in the classes and supported sensitively by their classroom assistants. However, their individual education plans do not focus sharply enough on the nature of the children's specific individual needs and stages of development. The assessment of the learning is variable across the key stages and there is a need to develop further the use of diagnostic and formative assessment methods to better inform the provision for the children.
- The quality of the provision for numeracy is very good. The whole-school programme is comprehensive, ensures a broad and balanced coverage of all areas of the mathematics curriculum and provides for progression in the children's learning. The teachers promote effectively the children's use of mathematical language and the current focus on the development of the children's mental mathematics strategies is evident in the learning and teaching throughout the school. The well-planned problem-solving and investigative activities extend the children's thinking, develop their curiosity and promote their use of mathematics in real-life, meaningful contexts.
- The quality of the pastoral care provision is very good exemplified in the personal development programmes, and the supportive and caring environment for the children. During the discussions with the children from years 5, 6 and 7, they spoke positively about their involvement, through the school council, in decision-making about matters which affect their learning experiences.

7. Leadership and management

- The leadership and management team is recently established and has begun to identify areas for improvement with a clear focus on improving further the quality of the children's learning experiences and raising standards. This work is underpinned by an appropriate partnership between the staff and governors and commitment to the professional development of the staff in their new co-ordinator roles and responsibilities. Currently, the co-ordinators have limited opportunities to evaluate the children's learning experiences. It is timely, therefore, that the teaching principal and the governors are strengthening the role of the co-ordinator in order to assess, monitor and evaluate more rigorously the quality of the children's learning experiences.
- The school improvement process is appropriately defined in the new 2016-2019 school development plan which provides a suitable framework to focus on appropriate priorities identified for the next three years. Effective consultation with the children, parents, staff and governors, and an in-depth analysis of performance data is informing the targets currently being set in the associated action plans.

- The staff maintain effective links with parents, and provide reports about the children's learning and progress. The active parent-teacher association contributes significantly to many aspects of the life and work of the school. The purposeful links with the local pre-school and the post-primary schools promote smooth transfer arrangements for the children. The staff and governors are proactive in linking with business in the community to enrich the children's learning.
- Based on the evidence available at the time of inspection, the ETI's 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 and a majority are parents or grandparents of the children in the school; they provide effective support and challenge for the staff and maintain a focus on the children's standards and achievements.
- 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.
- 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 years 5, 6 and 7 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

Stewartstown Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. There is an area for improvement that the school has demonstrated the capacity to address.

The area for improvement is:

- to develop further the role of the co-ordinator in order to assess, monitor and evaluate more rigorously the quality of the children's learning experiences.

The ETI will monitor how the school sustains improvement.

Health and Safety / Accommodation

1. The paint is peeling off the internal walls and the outside facia boards.
2. There are uneven surfaces in the outdoor play areas.

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