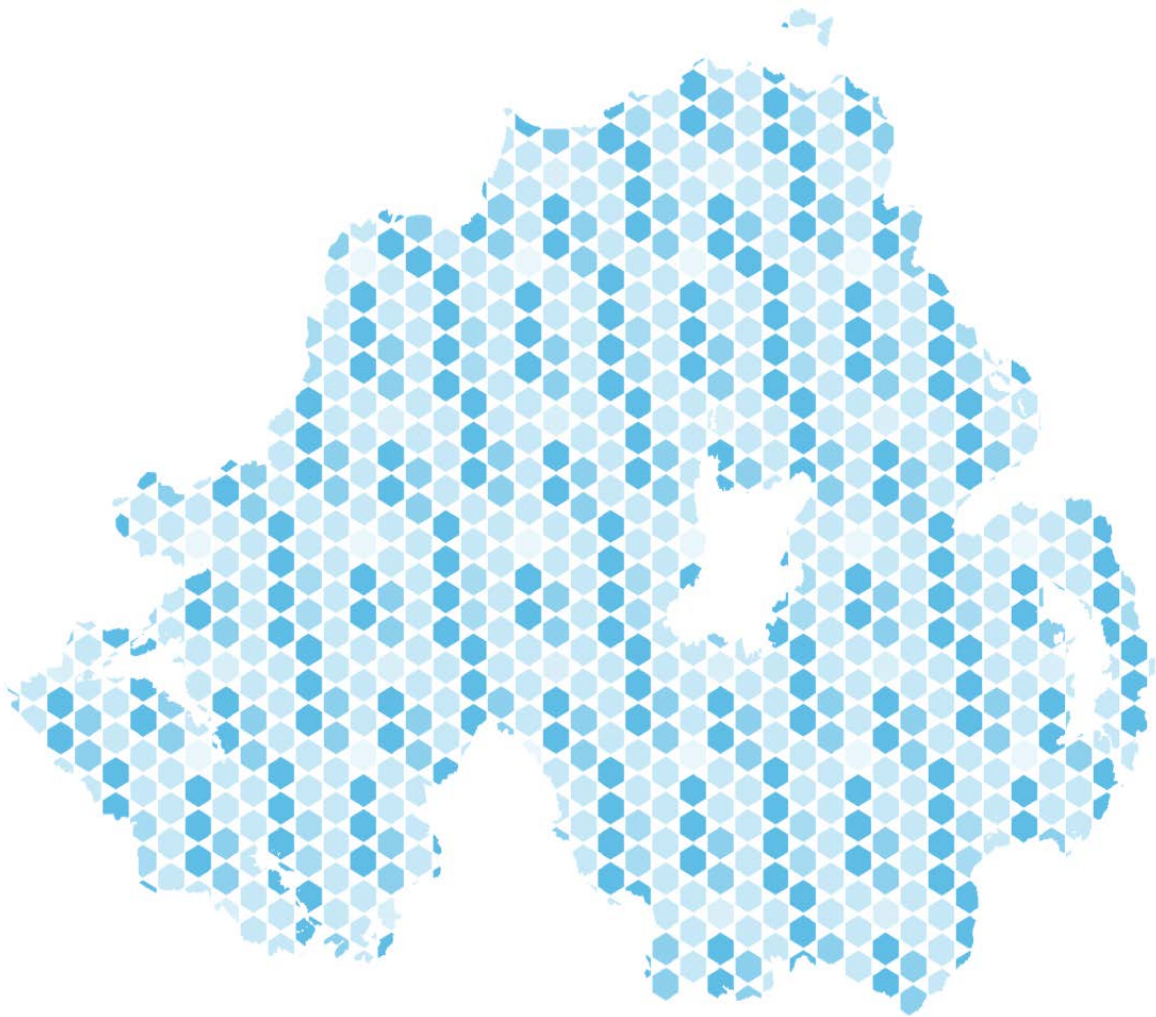


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Ardstraw Jubilee Primary  
School, Co Tyrone

Report of an Inspection  
in April 2013



Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



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:

<b>DESCRIPTOR</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## SCHOOL CONTEXT

Ardstraw Jubilee Primary School is situated in the village of Ardstraw in County Tyrone. The school opened in September 2012 and is an amalgamation of Ardstraw and Drumlegagh primary schools. All of the children attending the school come from the local community and within a radius of approximately 8 miles. The enrolment currently stands at 74. At the time of the inspection, approximately 47% of the children in the school were entitled to free school meals. The school has identified 37% of children who require 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **good**.

The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- In **English and mathematics**, most of the children make good progress and attain **standards** in line with their ability. Almost all of the children communicate their ideas with confidence in whole-class, paired and group activities; by the end of Key Stage (KS) 2 they are confident, articulate and work independently and collaboratively in class. The children's reading skills are good and they enjoy a wide range of authors. Most of the children are able to apply their numeracy skills within meaningful contexts.
- The children identified **with special educational needs** make good progress in line with their ability and reach the standards of which they are capable.

## Provision for Learning

**The provision for learning is good.**

- The **children** are confident and friendly to visitors and are very well behaved. They have a positive disposition to learning and benefit from the good opportunities to work in small groups and pairs. Currently there is inconsistency in the presentation of the children's work and it is important that the children are encouraged to take pride in their work and present it to a high standard.
- Since the amalgamation the staff have worked hard to establish an effective collaborative approach and are committed to the education and care of the children. The quality of the **teaching** observed ranged from good to outstanding and a majority was very good or better. The teachers have made a good start to developing a consistent approach to planning across the school; they match the learning activities to the individual needs and interests of the children set within meaningful contexts. The teachers need to take more account of the use of a range of active and practical learning and teaching strategies to engage further the children, to challenge their thinking and to extend their learning.
- The provision for **special educational needs** is **good**. The school is able to demonstrate, through their assessments, that the children make good progress. The school makes very good use of the classroom assistants to support the children in class and to engage with and extend their learning.
- The quality of the arrangements for **pastoral care in the school** is very good. This is evident through the very good working relationships at all levels and the caring, supportive ethos throughout the school. The school is continuing to develop good links with the neighbouring pre-school centre and local primary and post-primary schools. In addition, the children have increasing opportunities for involvement in the recently established Eco Club.
- The school gives very good attention to **promoting healthy eating and physical activities** through the curriculum, breakfast club, healthy breaks, the provision of fruit and the regular opportunities provided to participate in a range of sports, physical and extra-curricular activities.

## Leadership and Management

**The quality of leadership and management is very good.**

- The teaching **Principal** is committed to the life and work of the school and in the short period of time since her appointment has worked diligently to foster a spirit of collegiality and collaboration within the school. She has identified and is working strategically on appropriate areas for improvement, for example in developing a consistent whole school approach to planning and to tracking the progress of the children through the systematic gathering and analysis of internal data. The principal together with the staff have sensibly completed a one year interim development plan focussed on the issues related to the amalgamation. The processes for **self-evaluation** and **school development planning** are developing well.

- There have been significant staff changes resulting in a new core of team of **co-ordinators** who are reviewing and developing key areas of provision. There is a need to develop further the monitoring and evaluation of their specialist areas.
- The **governors** have worked hard to complete the efficient amalgamation of the school. They support the principal and the staff well and recognise the hard work involved in achieving the smooth amalgamation of the two schools.
- 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 relevant Department.
- 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.

## CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress in addressing the area for improvement.

The area for improvement is:

- to adopt a more rigorous approach to planning, monitoring and the evaluation of learning and teaching in order to raise further the children's attainments.



**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 51 questionnaires issued to the parents of the children in the primary school, 28 (53%) were returned to Inspection Services branch, including 13 which contained additional written comments. Most of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents stated that they were pleased with the amalgamation of the school and the care and the approachability of the staff. The few issues raised were discussed with the Principal.

A representative of the governors met with a member of the inspection team on the first day of the inspection and expressed strong support for the work of the school, highly praised the commitment of the staff and the successful amalgamation of the school.

Four of the teachers and five learning support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school. The children are aware of what to do if they have worries about their safety and well-being.

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