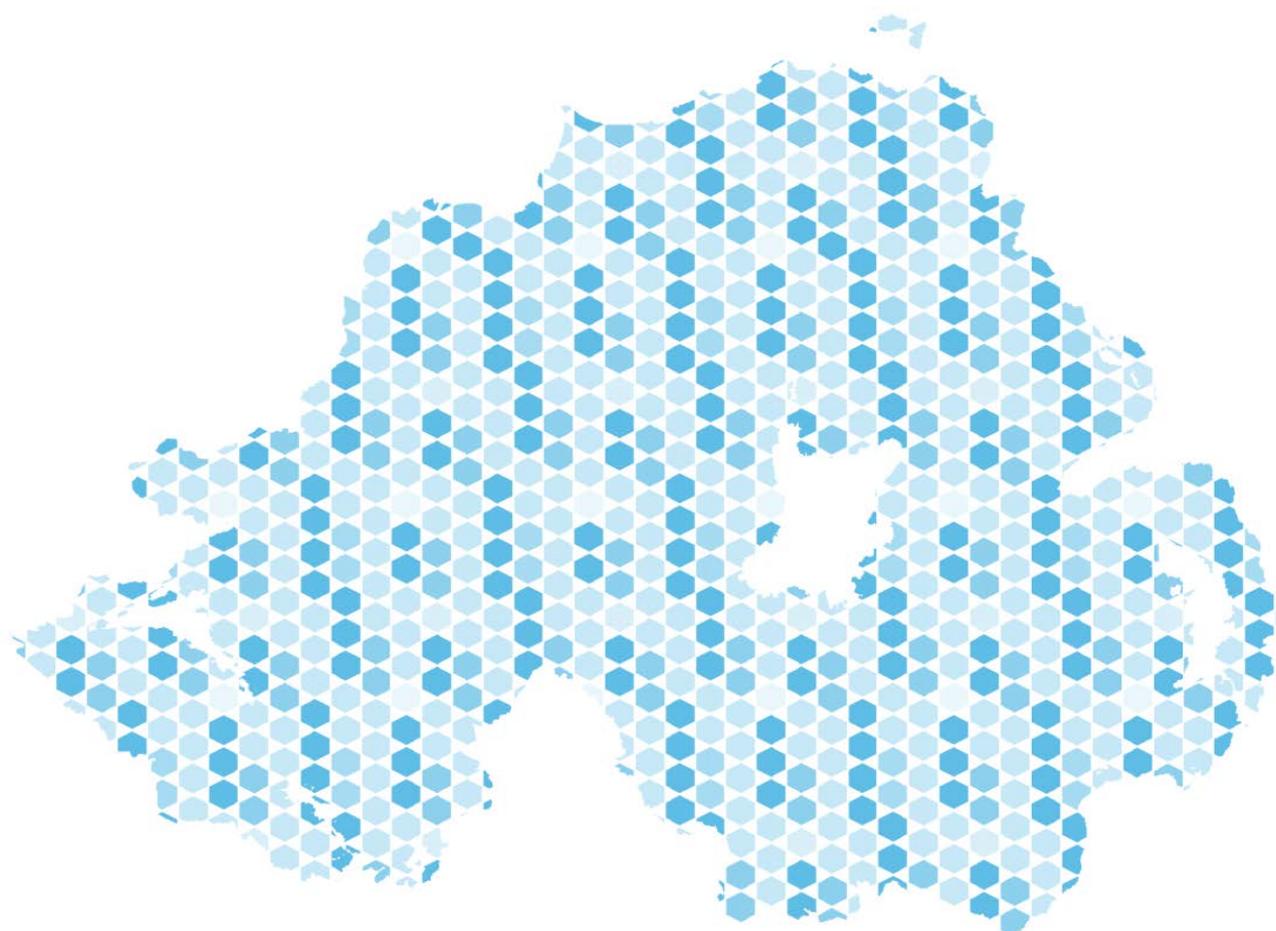


PRIMARY INSPECTION



Education and Training
Inspectorate

Lisnadill Primary School,
Armagh

Report of an Inspection in
February 2016

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 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 representative 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 in the school and almost all of the staff responded to the confidential questionnaire. 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 the approachable, friendly staff and principal and the wide range of learning experiences. Almost all of the staff completed the questionnaire and their responses were very positive; they praised the leadership of the principal and the commitment of the staff to developing each child academically and socially. The ETI has reported to the principal and a representative of the board of governors the main messages from the parental and staff questionnaires; there were no issues 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 with a particular focus on literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy; and
- quality of leadership and management.

3. Context

Lisnadill Primary School is a controlled primary school in a rural area approximately three miles from Armagh City. The children attending the school come from a very wide catchment area and the majority travel to the school by car. The enrolment in the school has increased by ten percent over the past four years. The percentage of children entitled to free school meals has also increased over the same time period, as has the proportion of the children requiring additional help with aspects of their learning. In the last two years there have been significant changes to staffing within the school with the appointment of a new principal and three new teachers.

Lisnadill Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	90	95	99	99
% School attendance	96.3	96.9	96.1	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	17	22	19	26
No. of children on SEN register	5	6	9	10
% of children on SEN register	5.5	6.3	9.1	10.1
No. of children with statements of educational need	0	*	*	*
No. of newcomers	*	*	*	*

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	Good
Provision for learning	Good
Leadership and management	Very good

5. Achievements and standards

- The children are well behaved, motivated and enthusiastic learners. They work well in pairs and in small groups and are respectful of adults and of each other. By the end of key stage 2 the children are able to think creatively and reflect maturely on their learning; identifying both the skills they have acquired and how they can apply them in real life situations.
- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.
- Across the key stages, the children achieve good standards in literacy. The children are very articulate and, from an early stage, they engage confidently with the adults and their peers. By year 7, the most able children read with a high degree of fluency and expression and speak with maturity about their reading preferences. The children write to a good standard in a range of styles and for a variety of purposes. There is a need for the teachers to ensure that the standards of the children's writing, particularly the more able, reflect more fully their ability in literacy.
- The children who require additional support with aspects of their learning are making good progress in meeting the targets outlined in their individual education plans; the majority achieve good standards in literacy.

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

- The children achieve good standards in information and communication technology (ICT) and use their skills in researching and presenting their work and to support and extend their learning in literacy and numeracy.

6. Provision for learning

- All of the teaching observed was good or better. In the very effective practice, in almost two-fifths of the lessons, the teachers use highly skilful questioning and provide the children with thinking time thereby encouraging them to develop their answers and to deepen their understanding. The activities are appropriately differentiated to meet the needs of all of the children and there are very good opportunities throughout the lessons, and in effective plenary sessions, for the children to reflect on their own learning and provide feedback to their peers. The teachers plan for the lessons in discrete year groups and assess well the children's learning however; there is a need for all staff to use the evaluations of the children's learning more effectively to inform future planning. All of the teachers mark the children's work regularly and identify clearly how the children can make improvements to their work. The children do not have sufficient opportunity to respond to this guidance and thereby improve further the standard of their work.
- The children identified as requiring support with aspects of their learning benefit from good quality literacy withdrawal sessions. The individual education plans are informed by effective analysis of data, appropriate involvement of the class teachers and, in consultation with the parents, provide appropriate targets for each child. The classroom assistants provide effective support and guidance to the children in their care. The school has good links with external agencies which provide support and guidance to the staff to inform their practice and assist the children in overcoming the barriers to their learning.
- A key feature of the literacy provision is the development of the children's reading skills. The recently introduced reading programme has ensured an appropriate focus on reading for enjoyment and pleasure. Early evaluations, from the teachers and the parents, indicate that the initiative has impacted positively on the reading habits of a number of the children who were previously reluctant to read.
- The well-planned provision for play-based learning provides the children with very good opportunities to develop further their literacy and numeracy skills. The staff have identified appropriately, the need to revise the long term planning for literacy and provide more opportunities for the children to write across the areas of learning.
- The literacy planning does not provide effective opportunities for the children to develop their skills and apply them to other areas of their learning. In order to raise further the children's attainments in literacy, the teachers need to ensure a more integrated approach in the progression of the children's skills in talking and listening, reading and writing.

- The quality of pastoral care in the school is very good. There is a friendly, welcoming ethos and the school lives out its mission statement by encouraging the children to '*develop respect and concern for others*'. In discussions with the children they speak very positively about their enjoyment of learning and the opportunities to contribute to the decision-making processes in the school through the active school council. The 'Lunchtime Heroes' mentoring system, designed and run by the year 7 children, provides friendship and organised activities for the younger classes and develops well the older children's responsibility, leadership and organisational skills.
- 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 senior leadership has a clear understanding of school improvement and provides well-paced strategic leadership. They have successfully developed a collaborative, team approach to school improvement. The recent focus on improving the provision for numeracy within the school has raised the standards achieved by the children and has significantly reduced the number of children who are underachieving in mathematics.
- The good quality school development plan² is informed by detailed analysis of the school's internal data and was created in consultation with governors, staff, parents and children. A culture of self-evaluation has been established by the current leaders. Through a range of appropriate strategies, the co-ordinators monitor and evaluate the progress of the actions to promote improvement. There is a need for the co-ordinators to extend further the use of these strategies and focus more specifically on evaluating the quality of the children's work to raise further the standards they achieve.
- The senior leadership has worked hard to enhance the reputation of the school within the local community. A successful parent-teacher association has been established, which has made significant financial contributions to improve resources for both the school and the local community and has enhanced the learning environment. Purposeful links have been established with the local business community, and the parents, which extend the learning experiences for the children.
- 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 are well-informed about and involved in the continuous development of the school. The chair of governors has taken an active role in monitoring and evaluation through classroom observations and by attending staff development days. A link governor has been appointed for each of the areas of learning to allow more direct involvement in the monitoring and evaluation process.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- 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.
- 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.

8. Overall effectiveness

Lisnadill Primary 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 and, in particular, the need to develop a more integrated approach to the progression of the children's skills in talking and listening, reading and writing, in order to raise further the children's attainments in literacy.

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