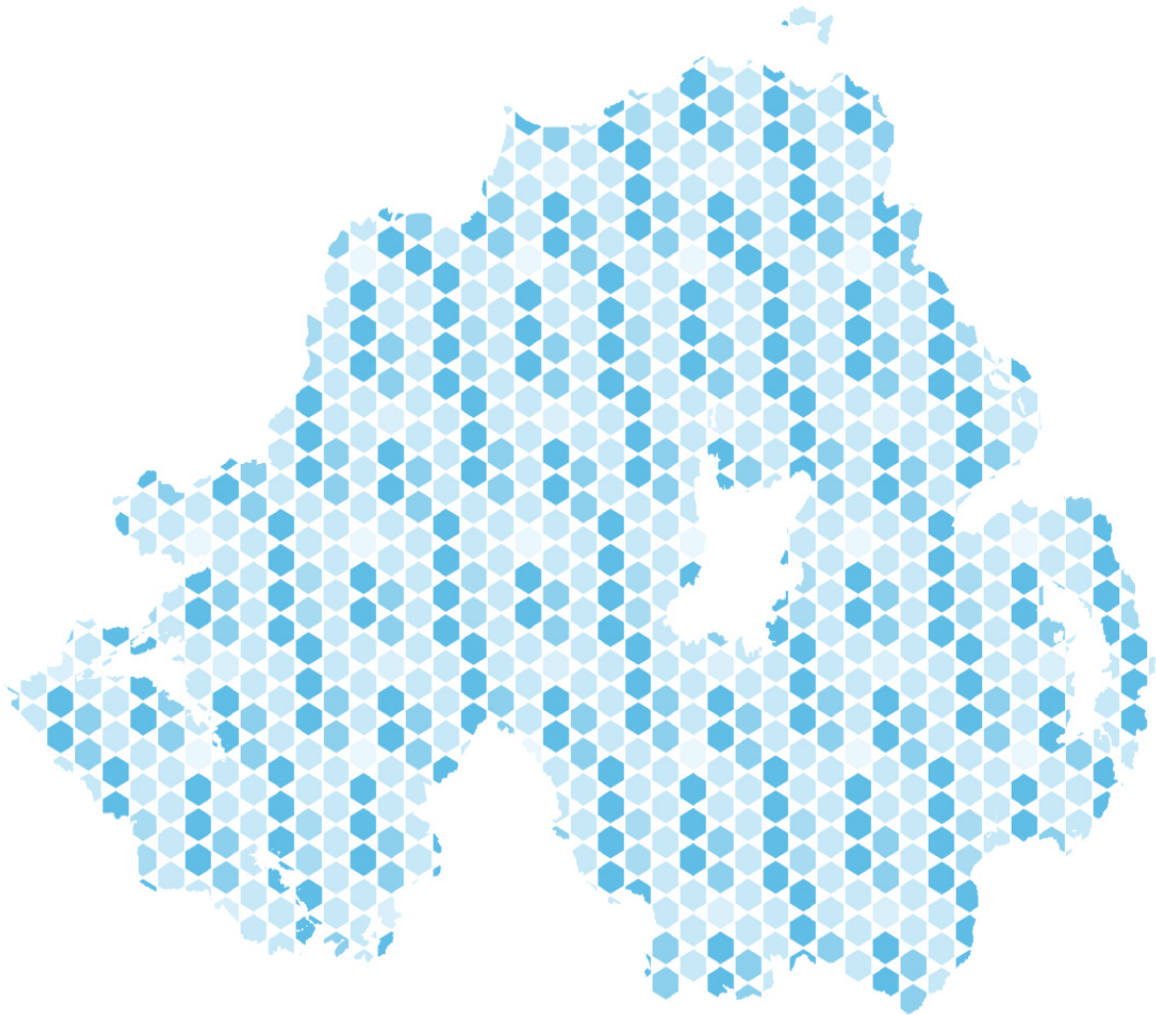


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Clandeboye Primary School,  
Bangor

Report of an Inspection  
in March 2012

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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:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory



## 1. INTRODUCTION

### 1.1 SCHOOL CONTEXT

Clandeboy Primary School is situated on the Clandeboy Road in Bangor. The enrolment of the school has increased slightly over the last four years, rising again this year, and currently stands at 151 children. The majority of the children come from the immediate area surrounding the school. At the time of the inspection, approximately 48% of the children were entitled to free school meals (FSM). The school has identified 30% of the children as requiring additional support with aspects of their learning.

### 1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

### 1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete confidential questionnaires prior to the inspection, as well as meetings with the Board of Governors (governors) and a group of the children from year 6.

One hundred and twenty-three questionnaires were issued to the parents; approximately 36% of the questionnaires were returned to the Inspection Services Branch and eleven contained additional written comments. The responses from the parental questionnaires indicated that most of the parents are very supportive of the life and work of the school. In particular, the parents acknowledged the friendly and approachable staff, the happy and encouraging atmosphere and the teaching directed to the children's ability levels.

The questionnaire responses and a summary of the written comments made by the parents and the staff were shared with the Principal and the governors.

Seven teachers and five support staff completed the confidential online questionnaire. Almost all of the teachers and support staff were very positive about almost all aspects of the life and work of the school.

The governors expressed very strong support for the school; in particular, they recorded their appreciation of the work of the Principal and the commitment of all the staff to the community and to every child in the school. They reported that the governors were kept well informed by the Principal on the standards the children attain and have a good understanding of the priorities outlined in the school development plan (SDP) and associated action plans.

The children in year 6 talked articulately and enthusiastically about their experiences in school. They appreciate the 'good friends' and the 'good teachers' they have. The children spoke about how they liked the balance between hard work and time to play and have fun in school. They indicated that they are happy and secure in school and that they know what to do if they have any concerns about their safety and well-being.

#### 1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good.

The school has a welcoming and inclusive ethos. During the inspection, the children were polite and well-mannered and their behaviour was exemplary. The relationships between the adults and the children, and amongst the children when working together, are very good. There is often a sense of fun and enjoyment engendered by the activities, which encourages the children to apply themselves to the tasks and demonstrate mutual respect for one another.

The well-planned Personal Development and Mutual Understanding (PDMU) programme integrates effectively with other areas of learning. The teachers' effective use of assessment for learning strategies and the promotion of thinking skills and personal capabilities develop successfully the children's self-esteem and positive attitudes to learning.

There are effective whole-school approaches to promoting and rewarding positive behaviour and keeping safe, which develop the children's attitudes of sharing and responsibility. The teachers provide very good opportunities for the children to discuss different points of view in groups before presenting an agreed response. The valuable links established with the local pre-school centres, both accommodated within the school, are very good.

#### 1.5 CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).

#### 1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. There is a well enjoyed breakfast club and a healthy-break initiative; regular opportunities for energetic outdoor play and sports encourage the children to adopt healthy lifestyles.

#### 1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school has worked hard to develop effective links with the parents and the community. The communication between home and school is very frequent and effective and helps the parents to understand more about how they can support their children's learning. The school values the work of the Parents Association in raising significant funds to enhance further the school environment, the provision and the children's experiences. Important links made with the local business community add to the quality of the provision and the children's learning.

## 2. ACHIEVEMENTS AND STANDARDS

### 2.1 LEARNING

Almost all the children are highly motivated and demonstrate very good levels of engagement and enjoyment in their learning. The younger children settle quickly into effective routines which support progress in their learning. Across the key stages, the teachers have appropriately high expectations of what the children can achieve which is evident in the very good progress they make in their learning. By the end of key stage (KS) 2 the levels of the children's engagement and enjoyment remain very high.

The overall quality of provision for children who require additional support with aspects of their learning is very good. The school has created an environment in which the children feel included, valued and supported in their learning. Appropriate emphasis is placed on collating information on the needs of the children; this information, including detailed individual education plans (IEPs) and teacher observations, is discussed and shared amongst the staff.

Younger children with language and social difficulties benefit from in-class support at play, literacy and numeracy time. Good use of ICT ensures the learning is directed well. The classroom assistants provide additional support of a high quality; the children through the 'Reading Partnership' programme are developing a range of appropriate strategies to enable them to read with improved confidence and fluency. Performance data relating to progress is being analysed and as a result, the school is developing a clear view of the impact of this intervention programme.

Progress for the majority of the children receiving focused support is good, given their baseline assessment levels. The children's progress in personal and social development is very good; they participate well in class activities, work increasingly on their own or in small groups and know how to seek help when required. The Special Educational Needs Co-ordinator (SENCO) has identified appropriately the need to introduce more focused numeracy support for those children who are less secure in their numeracy skills. The school works closely with a number of outside agencies to enhance further the provision for those children who have been identified as being in need of additional support with aspects of their learning.

An analysis of the KS2 assessment data over the past four years shows that the school's performance in English and mathematics is following a significant improving trend. Last year the performance in English was in line with the Northern Ireland (NI) average and that in mathematics was below the NI average<sup>1</sup>. When compared with schools in the same free schools meal band, the levels of attainment in English and mathematics were respectively above and below the average.

### 2.2 ENGLISH AND LITERACY

The quality of the provision for English and literacy is very good.

Almost all of the children listen attentively, co-operate well with one another and talk confidently about their play and their topic work. Excellent working relationships and highly effective questioning by the teachers and classroom assistants encourage all of the children to extend their vocabulary and respond with confidence. The development of the children's talking and listening skills is a strength of the provision.

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<sup>1</sup> The Key Stage outcomes should be interpreted with caution for small cohorts of children as a large percentage change from year to year can often be attributed to a very small number of children and/or the levels of ability within each group.

Reading is taught through a wide range of word recognition strategies and a well-established phonics programme, which is founded upon very important speech and language development work with the youngest children. The approaches to teaching reading, supported effectively by one-to-one sessions with the classroom assistants and volunteers from the business community, are implemented consistently across the school. The children enjoy listening to stories and the majority are confident when attempting to read unfamiliar texts. A good range of fiction, poems, plays and non-fiction books are enjoyed by the children; internet sources, and topical news stories, are used for research. The standards of reading are very good. The school monitors and tracks the children's standards in reading through the regular analysis of standardised test results, which indicate that most of the children, by the end of KS2, are reading at a level at least equivalent to their age.

From the early years, the children are introduced to different forms of print and experiment with letter and word formation in ways which encourage their interest and build their confidence. The children benefit from very good opportunities for emergent and for increasingly independent writing. As they progress through the school, they write in a variety of styles for different purposes and audiences, including research reports, play scripts, poems and book reviews. Appropriately, the literacy action plan is focusing on developing the older children's skills in writing high quality, extensive, creative prose.

The literacy co-ordinators provide effective management and planning for the class teaching of English and literacy across the school. Through analysis of the performance data and moderation of examples of the children's work, the co-ordinators review the effectiveness of the provision in raising standards and identify where children would benefit from changes to their learning activities. All of the teachers work effectively as a team and have supported a reflective approach to the development of the literacy provision.

### 2.3 MATHEMATICS AND NUMERACY

The quality of the provision for mathematics and numeracy is very good.

In the foundation stage, the children experience a range of opportunities to consolidate and extend their mathematical language and understanding. The children use practical equipment effectively to develop their understanding of number through appropriate sorting, matching and counting activities; they are also introduced appropriately to important concepts in money, time and shape. This early mathematical development is built upon effectively in KS1 and KS2 through suitable activities that provide a breadth and balance across the full mathematical curriculum. Cross-curricular opportunities to consolidate the children's data handling are developed effectively through appropriate topic work. In all classes, the teachers use ICT effectively to enhance the learning of mathematics.

A strength of the provision is the development of the children's abilities to use and apply their mathematical understanding in investigations and problem-solving activities. This was the main development priority in the numeracy action plan last year and, under the effective leadership of the numeracy co-ordinator, this target has been successfully achieved. The current action plan focuses on the development of the children's mental mathematics strategies. The numeracy co-ordinator has completed an audit, led staff training and set up a process of monitoring the impact of this development work. During the inspection, there was evidence that this has already had a beneficial effect; very good sessions in which the children demonstrated their knowledge of, and competency in, mental mathematics strategies were observed.



The numeracy co-ordinator has also developed a framework, based on the new levels of progression, to guide the teachers' medium-term planning. It is appropriate that there are plans to review and revise the framework in order that it not only ensures continuity and progression but also provides guidance to aid planning for effective learning.

During the inspection, the children in year 7 demonstrated good knowledge and understanding of number facts, place value and three dimensional (3-D) shapes. They also showed a degree of flexibility in their mathematical thinking. By the end of KS2, most of the children are working at a level in line with their ability or above expectation.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

#### **3.1 PLANNING**

The planning is very detailed and provides effective guidance to support the teachers and classroom assistants in their work. It facilitates a consistent approach to preparation and a very good structure for lessons enabling coherence and progression. Differentiation is a key strength of the planning as it takes full account of the wide range of ability within each class. The teachers evaluate regularly the children's learning and achievements; in a few instances this is completed for individual children.

The teachers work closely with the SENCO to produce good quality IEPs for those children identified as requiring additional support with aspects of their learning. The IEPs are sharply focused and include short-term realistic targets for the children and their parents to work on. The teachers review and update them through effective monitoring and evaluation of the children's learning and progress.

#### **3.2 TEACHING**

The quality of the teaching observed in the school ranged from good to outstanding; in one-third of the lessons observed it was outstanding.

In the most effective practice, the teachers used skilful questioning and provided adequate thinking time which allowed the children to organise their thinking and extend their answers. The lessons were well-structured with appropriate reviews and plenary sessions. The teachers connected successfully the areas of learning and contextualised them imaginatively within the children's experiences. The interactive white boards were used effectively as an integral part of the children's learning. The teaching was clearly differentiated and built upon prior learning with very good opportunities to develop the children's thinking skills. The lessons were well-paced, with very good learning support for the wide range of abilities and needs, and had an appropriate emphasis on meaningful real-life experiences.

The school provides in-class support for those children identified as having additional learning needs. A significant feature of the provision is the extent to which the teachers provide for differentiation with the very good support of the classroom assistants. The classroom assistants provide sensitive, valuable and well-directed support and contribute significantly to the children's overall progress. The work covered by the classroom assistants in the reading support sessions complements effectively the work the children are doing in class.

### 3.3 ASSESSMENT

The school has an appropriate policy on assessment and uses a comprehensive range of testing to measure and record the children's attainment. The data is analysed rigorously to inform the whole-school planning and identify priorities for development. It is shared with the teachers in order to inform their planning for teaching and is also used effectively to help identify children who require additional support with their learning.

In all classes, the teachers mark the children's work regularly. The quality of the written feedback is good; the teachers' comments encourage the children and provide guidance on how their work can be improved.

There are very good procedures in place for keeping the parents informed about their child's progress. In addition to the annual parental consultation and the written report, the teachers provide weekly assessments of each child's attitude to work, quality of homework and behaviour.

## 4. LEADERSHIP AND MANAGEMENT

### 4.1 LEADERSHIP

The quality of leadership and management within the school is very good.

The quality of the leadership provided by the Principal is very good. Since his appointment he has worked very effectively to develop the provision, build links with the community and raise standards. More recently, he has led the school in a collaborative approach to curriculum development work which has promoted consistency and coherence in the children's learning. As a result, and with the hard work and dedication of his team, he has overseen significant improvements in the standards the children attain. In addition to his teaching commitments the Principal leads, monitors and evaluates very effectively the provision for mathematics. The Vice-principal, who in addition to his teaching duties is the designated teacher for child protection, co-ordinates the KS2 provision and shares responsibility for the development of literacy in the school, supports the Principal effectively in monitoring and evaluating the quality of the overall provision.

The SENCO provides effective leadership in special educational needs (SEN); she provides very good support for the staff and focuses appropriately on early identification and intervention strategies.

### 4.2 PLANNING FOR IMPROVEMENT

The school improvement process is clearly linked to a well-constructed SDP underpinned by effective self-evaluation. The analysis of performance data, including target-setting and benchmarking, is used effectively to inform the action plans which are focused appropriately on raising further the standards of learning and teaching. Importantly, the staff development policy focuses on achieving the targets set out in the action plans through developing further the teaching skills of the staff, working as a team, to meet the needs of the children.

The school gives very good attention to and meets fully the requirements of the School Development Plans Regulations (Northern Ireland) 2010.

#### 4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are fully involved in the life and work of the school and support effectively the Principal, the Vice-principal and the staff in raising the profile of the school and in maintaining and improving links with the parents and the local community.

#### 4.4 ACCOMMODATION

The school building and grounds are very well maintained. The accommodation is used very effectively to support the children's learning. The standard of caretaking is excellent.

### 5. CONCLUSION

#### 5.1 The strengths of the school include:

- the very good pastoral care provision which supports well the children's learning;
- the significant improving trend in the standards achieved by the children in literacy and numeracy;
- the quality of the teaching observed during the inspection, with one-third of the lessons being outstanding;
- the hardworking teachers, differentiated planning and effective teaching activities, including the topic work, which ensure progress in the children's learning;
- the well-embedded culture of self-evaluation within the school leading to improvement in the children's learning; and
- the very good leadership and management provided by the Principal.

5.2 In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

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