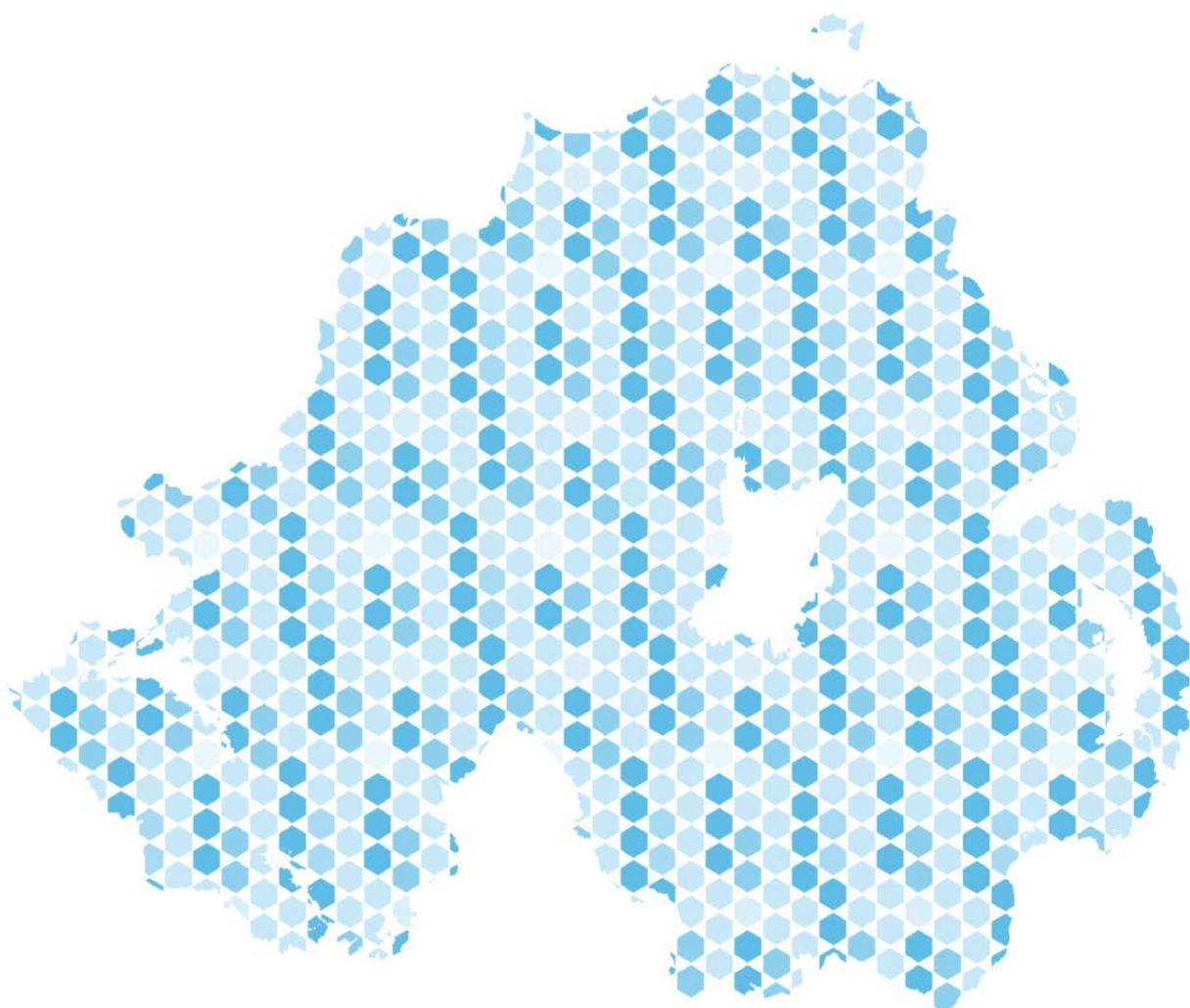


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Mountnorris Primary School,
Armagh

Report of an Inspection in
October 2014

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

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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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	3
7. Leadership and management	3
8. Conclusion	4

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 Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

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

Twelve percent of the parents responded to the questionnaires; their responses indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the hard working, approachable and caring principal, teachers and support staff and the strong pastoral ethos of the school. Almost all of the staff completed questionnaires and their responses were wholly positive; ETI has reported the findings of the questionnaires to the principal and the chairperson of the board of governors.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for numeracy in the school; and
3. the quality of leadership and management.

3. Context

Mountnorris Primary School is situated in the village of Mountnorris, approximately four miles from Markethill, in County Armagh. Almost all of the children come from the local community. The enrolment has fluctuated over the last four years and currently stands at 81 children. The school has a reception class.

Mountnorris Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	76	73	78	81
% Attendance (NI Average)	96.1	95.9	96.5	-
FSME Percentage ¹	5	16	18	22.6
% (No) of children on SEN register	20	19	15	20
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Very Good
Leadership and Management	Outstanding

5. Achievements and standards

- The children are well- motivated and engage enthusiastically with their learning. They communicate very well with each other and with staff and visitors. The children participate very effectively in group and paired work, take on roles and responsibilities with confidence and display very good levels of independence in all aspects of school life. Their behaviour is exemplary and they have pride in their school.
- The school's internal assessment data shows that all children make very good progress in English and almost all the children make very good progress in mathematics in line with their ability or above expectation.
- Across the school, the children are able to apply their mathematical skills in meaningful contexts. They show flexibility in their mathematical processes and thinking skills; in particular, the children's understanding of measures and data handling is strength. The children use information and communication technology (ICT) confidently to enhance their learning; for example, they use ICT to engage in meaningful research and to present their ideas for a variety of audiences.
- Almost all of the children who require additional support with aspects of their learning make very good progress.
- The small number of children in the reception class are very well settled for the time of year; they have good levels of concentration and attention, spending sustained periods persevering and completing activities.

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

6. Provision

- The teachers' planning is comprehensive and rigorous; it is well informed by the clear evaluation of the children's previous learning and the teachers' knowledge of their individual needs. The provision for the reception class is guided well by the detailed planning for the pre-school curriculum. Throughout the school, the lessons were planned well, and had very good levels of challenge and progression. They were connected effectively to previous learning and to the appropriate cross-curricular topics. The teachers made skilful use of questioning to develop the children's thinking and oral responses. The teachers mark the children's work regularly and positively and they give good oral feedback during the lessons to help further develop the learning.
- The children who require additional support with aspects of their learning are identified early and benefit from effective intervention strategies. The work of the staff is guided well by the clearly focused education plans and by the rigorous tracking of the children's progress. Furthermore, the staff have education plans in place for the more able children who require further extension in their learning. The classroom assistants support very well the children's learning.
- The programme for the development of the children's mathematics is thorough, ensuring that all aspects of numeracy are taught in a coherent way, using an appropriate range of strategies. The children are given very good opportunities to use mathematics across the curriculum in meaningful contexts. Their financial capability skills are developed well through specific projects, for example, the work of the 'mini companies' in years six and seven. The play-based learning sessions are well-planned and provide the children, including the children in the reception class, with valuable opportunities to use and develop their mathematical language.
- The quality of the arrangements for pastoral care in the school is outstanding. The school has a welcoming and inclusive ethos with very good working relationships at all levels. The principal and staff have created a purposeful learning environment where mutual respect and care for all is evident. The children's contribution to the life and work of the school is recognised and encouraged actively, for example, through the school and 'Eco' councils and the buddy system.
- The school gives outstanding attention to promoting healthy eating and physical activity through .for example, the healthy breaks, growing their own vegetables, projects on food production and a range of after-school sports, thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school has a clear strategic vision for school improvement that is underpinned by an understanding of the current strengths and areas for improvement within learning and teaching and by the effective teamwork of the senior leadership and the co-ordinators. There is an effective, collaborative approach to self-evaluation; the comprehensive school development plan is based on the robust, well-established monitoring and evaluation processes and has been informed by consultation with the wider school community including the children.

- The school has effective links with the parents who are well informed about their children's progress and the life and work of the school through, for example, school newsletters and curriculum evenings. The school is linked with the local maintained primary school in a Community Relations, Equality and Diversity (CRED) project, which involves the children, staff and parents coming together in joint activities. The school works closely with the local pre-school settings and the post-primary school to ensure more effective transitions for the children.
- Based on the evidence presented at the time of inspection, 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 the life and work of the school. They are involved in the processes of monitoring and evaluation and carry out effectively their support and challenge functions.
- 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 reported that they felt very secure and happy in school and knew what to do if they had 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. Conclusion

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

