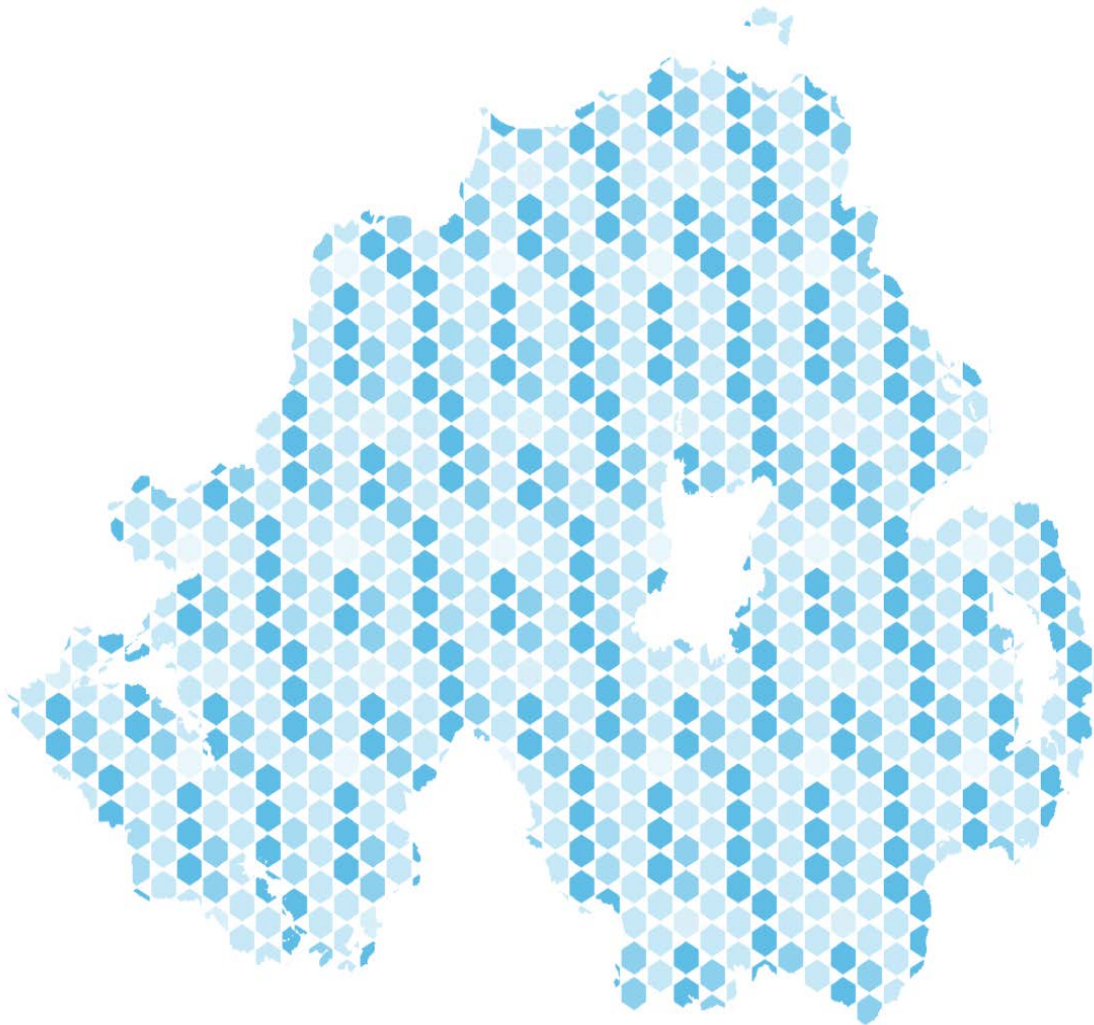


PRIMARY INSPECTION



Education and Training
Inspectorate

Largymore Primary School,
Lisburn, Co Antrim

Report of an Inspection in
November 2013



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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 |

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

| Questionnaire | Number issued (total number in the school per category) | Number returned | Percentage returned | Number with comments |
|----------------|--|-----------------|---------------------|----------------------|
| Parents | 97 | 8 | 8 ⁽¹⁾ | * |
| Teaching staff | 7 | 7 | 100 | * |
| Support staff | 5 | 5 | 100 | * |

* fewer than 5

The parent and staff questionnaire responses were highly supportive of the work of the school. The governors expressed their confidence in the leadership, appreciation for the work of the staff and pride in the children. The year 6 children spoke about the many opportunities provided for them and how their teachers support them and make learning fun.

2. Context

Largymore Primary School is situated in the city of Lisburn. Almost all of the children who attend the school come from the surrounding area. The enrolment has increased significantly in the last four years and stands currently at 128; approximately 41% of the children have been identified as requiring additional help with their learning and approximately 54% are entitled to free school meals.

¹ ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

| Largymore Primary School | 2010/11 | 2011/12 | 2012/13 | 2013/14 |
|--|---------|---------|---------|---------|
| Enrolment | 107 | 104 | 113 | 128 |
| % Attendance (NI Average) | 94 | 93.6 | 94.5 | - |
| FSME Percentage ² | 91 | 90.7 | 93.35 | 53.9 |
| % of children on SEN register | 24 | 31 | 25 | 41.4 |
| No. of children with statements of educational needs | 5 | 5 | 7 | 6 |
| No. of newcomers | N/A | N/A | N/A | * |

Source: data as held by the school.

* fewer than 5

3. Focus of inspection

The inspection focused on:

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

4. Overall finding

Key findings of the inspection

| | |
|-----------------------------------|------------------|
| Overall Performance Level | Very Good |
| Achievements and Standards | Very Good |
| Provision | Very Good |
| Leadership and Management | Very Good |

5. Achievements and standards

- The children are friendly, well behaved and learn with enthusiasm. They work well in pairs and groups, supporting and learning with and from each other. They enjoy practical, investigative activities using an excellent range of resources to support their learning.

² The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the key stage (KS) 2 assessment data³ over the past four years shows that in English and mathematics, the school's performance is above both the Northern Ireland average, and that of schools in the same free school meals (FSM) category. The school's internal performance data shows that most of the children, including those who require additional support with their learning, make steady progress and achieve in line with their ability or above expectation.
- By the end of key stage KS2 the children have a sound understanding of all aspects of the mathematics curriculum, use a range of strategies and are flexible in their thinking. They write in an appropriately wide range of genre across the curriculum and for real purposes. Throughout the school, the children's phonological awareness is evident in their reading and writing.
- The children attain high standards in the Council for the Curriculum, Examinations and Assessment (CCEA) KS2 information and communication technology (ICT) accreditation scheme.

6. Provision for learning

- The teachers' planning and subsequent evaluations of individual children's responses are detailed and inform well their work with the children. The teachers use data appropriately, take considered account of the children's interests and build effectively on their prior learning.
- Almost all of the teaching in the lessons observed was good or very good. In these lessons, the work was matched skilfully to the wide range of abilities in the class with a clear focus on progressing the children's learning and knowledge, and developing their thinking skills and personal capabilities.
- The children with additional learning needs are supported well by their peers and benefit from well-targeted and focused in class and withdrawal support. The older children who require additional support with their learning are developing independence in managing and taking responsibility for their own learning. The learning support assistants provide sensitive support that enhances the children's learning experiences and their personal, social and emotional development.
- The quality of the arrangements for pastoral care is outstanding; it is characterised by the inclusive ethos based on partnership, trust and mutual respect with the holistic development of each child central to the work of the school.
- The school gives excellent attention to promoting healthy eating and physical activity, both through the curriculum and extra-curricular activities which help the children to develop and understand the importance of healthy lifestyles.

³ Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

7. Leadership and management

- The child-centred approach at the core of the work of the school informs all decisions on planning, resources, curriculum and pastoral care. This approach is underpinned by an understanding of, and sensitivity to, the needs, interests and aspirations of the children and the community they live in, and a commitment to developing the children to their full potential. The very effective arrangements for communicating and consulting with staff, parents, children and governors ensure a collegial approach to decision-making.
- The principal has led the staff and governors well in developing a culture of self-evaluation leading to improvement through the establishment of systematic and agreed procedures for monitoring and evaluation of the provision, including the effective analysis and interpretation of performance data. The school development plan is central to the school improvement process and is clearly focused on improving the provision and on raising attainment.
- A key priority is to involve the parents in their children's education and enable them to support their children's learning. The meaningful links with other schools and the local and wider community enhance the curriculum and impact positively on the children's development.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors challenge and support appropriately the work of the principal and staff to effect school improvement.
- 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 year six children, they indicated that they feel happy in school and that they know whom to speak to if they have any concerns about their safety and well-being.

8. Conclusion

In the areas inspected, the quality of education provided by this school is very good; the quality of the arrangements for pastoral care is outstanding. 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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