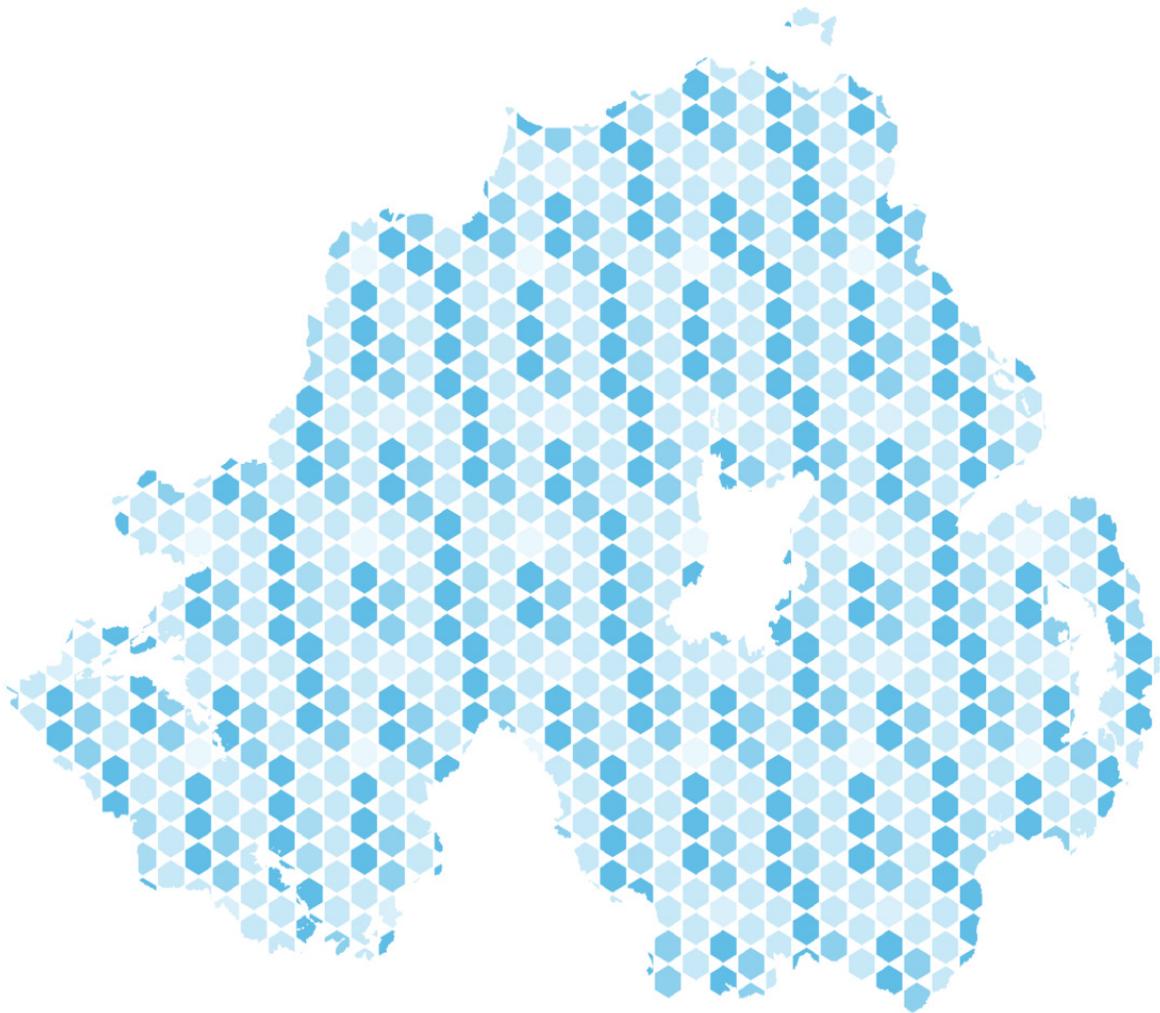


PRIMARY INSPECTION



Education and Training
Inspectorate

Moat Primary School,
Lisnaskea

Report of an Inspection
in November 2011



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:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

The Moat Primary School is situated in the town of Lisnaskea in County Fermanagh. The children attending the school come from the town and the surrounding rural villages. There are 104 children enrolled in the primary school, the enrolment remains steady and over the last five years peaked at an enrolment of 115. At the time of the inspection, approximately 47% of the children in the school were entitled to free school meals. The school has registered 24% of the children as having special educational needs.

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 FINDING OF THE INSPECTION

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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In **English and mathematics**, the children attain excellent standards and are able to communicate clearly and can read and write competently. They are able to use their numeracy and information and communication skills within meaningful contexts and are developing effectively their thinking skills and personal capabilities.
- The children identified with **special educational needs** make steady progress through the school year groups and achieve standards in line with or above expectations.

Provision for Learning

The provision for learning is **outstanding**.

- The **children's behaviour** is exemplary; they are polite and sociable. They are articulate, well-motivated and have very positive attitudes to their learning. There are many examples of the children's creative artwork, outdoor learning for sustainable development and photographs which celebrate their many achievements. Effective links are made with other schools to extend the children's learning experiences.

- The teaching and support staff are hard-working and skilful in the provision and use of stimulating and creative activities to support learning. In two-thirds of the lessons observed the **quality of the teaching** observed was very good or outstanding.
- The children with **special educational need** benefit from early identification and support to meet the range of different educational needs. Significant features of the provision include the review and development of the provision to involve the children in setting and reviewing their own targets and progress. The classroom assistants support effectively the children and there are strong parental partnerships established to assist the children's learning and development.
- The quality of the arrangements for **pastoral care** is outstanding in the school. The school is inclusive and newcomer children and their families are warmly welcomed. The staff works hard to ensure that every child is valued and well-supported within a caring atmosphere in the school and as a result the children are confident and independent.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating and physical activity**. There is a strong emphasis placed on active learning in the outdoors and an appropriate emphasis on healthy lunches. The programme for Personal Development and Mutual Understanding (PDMU) supports very well the children's self-awareness about making healthy choices.

Leadership and Management

The quality of leadership and management is **outstanding**.

- The **teaching Principal** is an innovative role-model for high quality teaching and learning, and strategic whole-school leadership. The communication with all the staff, the parents and the children is clearly about empowering all to contribute to school improvement.
- The **Board of Governors** plays a very supportive and strategic role that is underpinned by a sound knowledge and understanding of the life and work of the school. The school accommodation is well-maintained and includes a well-developed outdoor learning area.
- The **Vice-principal and the co-ordinators** provide excellent curricular leadership; they have productive and collaborative approaches to the management of school improvement. They also demonstrate commitment to the high expectations set by the Principal and have gained additional qualifications to improve their knowledge and expertise.
- The school has very effective processes for whole-school **self-evaluation and school development planning**. There is an embedded culture of using data effectively to identify low and under-achievement in order to inform planning and effect further improvements in the children's standards and learning experiences.

CONCLUSION

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

No follow-up inspection is required.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Moat Primary** iii. **Date of Inspection: W/B 21/11/11**
 ii. **School Reference Number: 201-1789** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	13	11	15	21	12
Enrolments					
Primary	115	107	112	108	104
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.2%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers (including the principal and part-time teachers): 5.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.25 NI PTR: 20.2
- iii. Average Class Size: 21
- iv. Class Size (Range): 12 to 29
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 15
 ii. Foundation Stage Classroom Assistant Support: 20
 iii. Additional hours of other classroom assistant support: 30
- vi. Percentage of children with statements of special educational needs: 3.8%
- vii. Total percentage of children on the Special Needs Register: 24%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 47.1%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): **English 94.12%** **Mathematics 94.12%** **Irish N/A**

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, and for a group of children from year 6 and two year 7 representatives of the school council to meet the inspectors.

Seventy three questionnaires were issued to the parents of the children in the primary school: 50 were returned to Inspection Services branch and 29 contained additional written comments. All of the responses from the questionnaires were highly affirmative of the work of the Principal, the teaching and support staff. The written comments were all positive and praised the excellent provision for learning and the welcoming and caring atmosphere in the school.

Representatives of the governors met with the inspection team and explained how the school provided a welcoming, stimulating and inclusive learning environment for all the children. The quality of the teaching and the Principal's leadership were cited as significant strengths of the school.

Six of the teachers and nine of the support staff completed confidential questionnaires and all of the teachers and all of the support staff were highly positive about all aspects of the school. In addition, the teachers and the support staff included written comments indicating high levels of satisfaction with the school ethos of, "caring, learning and achieving" and the impact on the children's behaviour and confidence.

The inspectors met a group of year 6 children and representatives of the school council; they talked readily about the broad range of enjoyable learning experiences and the support provided and care by all the staff. The children are aware of what to do if they have worries about their safety and well-being.

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