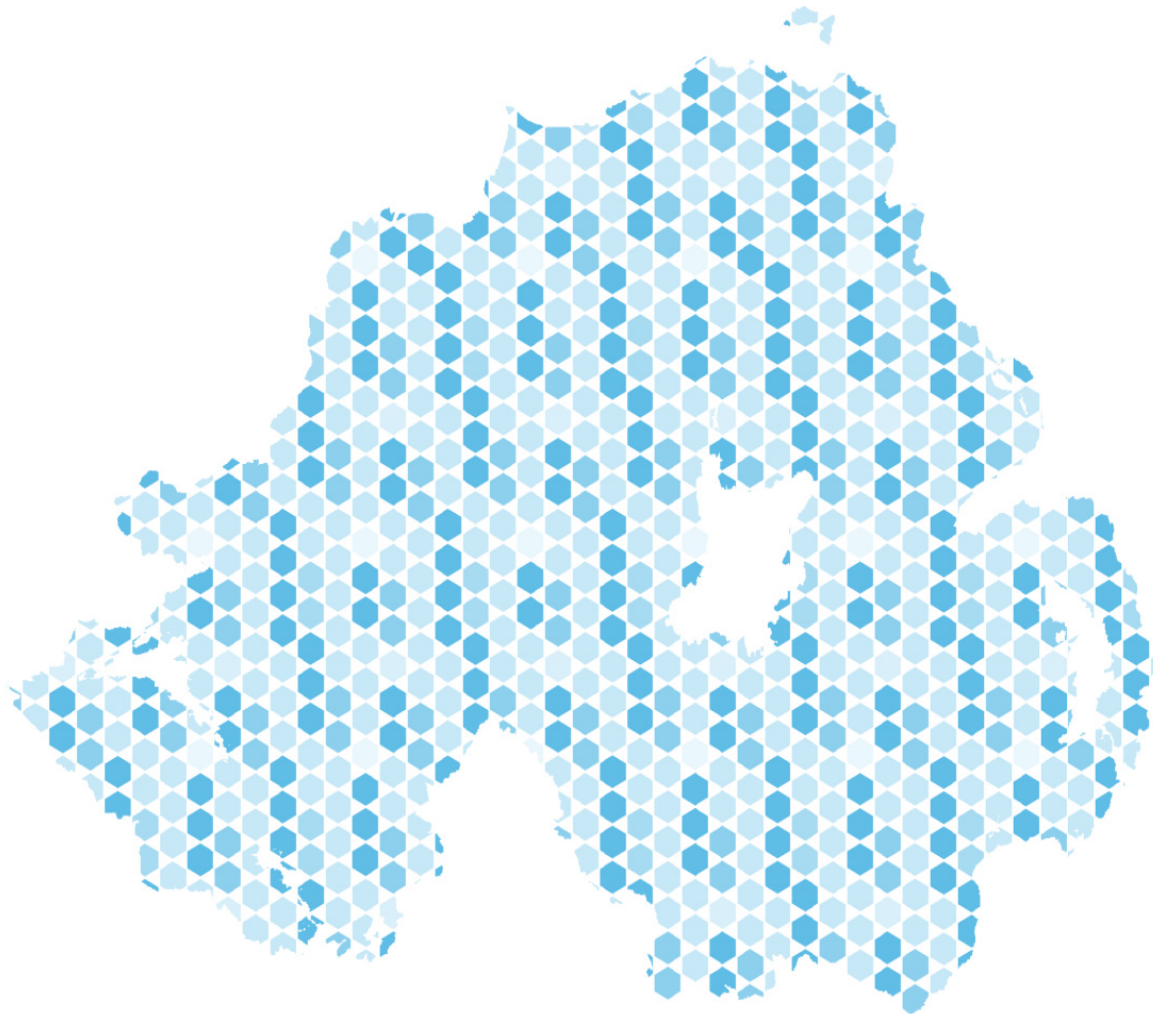


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Castleroe Primary School,  
Coleraine

Report of an Inspection  
in October 2010

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*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



INVESTOR IN PEOPLE



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**

Castleroe Primary School is situated two miles south of Coleraine in County Londonderry. The majority of the children attending the school come from the village of Castleroe and most of the others from within a radius of two miles. The enrolment has remained generally steady in recent years and currently stands at 74. At the time of the inspection, approximately 10% of the children in the school were entitled to free school meals. The school has identified 12 children who require additional support with aspects of their learning.

## **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 FINDINGS 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.

## **KEY FINDINGS OF THE INSPECTION**

### **Achievements and Standards**

The quality of the children's achievements and standards is very good.

- In English and mathematics, the children attain standards in line with their ability, and, over the last four years, the school's performance in key stage 2 assessments is above the Northern Ireland (NI) average for schools with similar free school meals<sup>1</sup>.
- The children identified with special educational needs make good progress and reach the standards of which they are capable.

### **Provision for Learning**

The provision for learning is outstanding.

- The children's behaviour is exemplary; they are interested in their work and respond well to the challenging activities which are planned well by their teachers. They work enthusiastically at individual, pair or group activities.

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<sup>1</sup> The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

- The teachers are enthusiastic and committed to the education and care of the children, and are well supported by the classroom assistants. The quality of the teaching was very good or outstanding in the lessons observed. During the inspection, there were examples of the interactive white boards being used effectively to engage the children and consolidate their learning.
- The provision for special educational needs is outstanding. The children's needs are identified early and they are provided with effective support for both literacy and numeracy through in-class and withdrawal sessions. A strength of the provision is the quality of the teachers' planning for all children, including those who require additional support.
- The quality of the arrangements for pastoral care is outstanding. This is evident through the nurturing ethos within the school, the children's participation in a wide range of extra-curricular activities and the children's involvement in the setting of targets for their own learning. There is a high level of communication and consultation with parents on aspects of the pastoral and curricular provision.
- The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives outstanding attention to promoting healthy eating and physical activity through, for example, whole-school consultation about the Healthy Food Policy and the information provided for parents and children about healthy eating, which encourages the children to adopt healthy lifestyles.

### **Leadership and Management**

The quality of leadership and management is outstanding.

- The Principal is committed to the life and work of the school. She has led the school very effectively through recent important developments, including the embedding of the Northern Ireland Curriculum and the major refurbishment of the school buildings. She receives very good support from all other members of the staff.
- The whole-school self-evaluation and school development planning processes are very good. There are effective inclusive procedures for identifying the targets for development each year and, importantly, for evaluating progress against these targets. Appropriately, there are associated action plans for literacy and numeracy that are based on enabling the school to achieve its performance targets in these two areas of learning.
- The special educational needs co-ordinator provides outstanding leadership. She maintains comprehensive records for the children who require additional support with their learning, which facilitates the effective management of the identification, support and review processes. The areas of literacy, numeracy and information and communication technology are led very effectively by their respective co-ordinators.

## **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.

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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Castleroe Primary Coleraine** iii. **Date of Inspection: W/B 04/10/10**  
 ii. **School Reference Number: 301-2288** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	14	10	9	8	12
<b>Enrolments</b>					
Primary	74	68	63	67	71
Reception	3	1	0	0	3
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): 96.6% **NI Avg Att: 94.9%**

	Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4.32 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.13 NI PTR: 20.7
- iii. Average Class Size: 18
- iv. Class Size (Range): 10 to 23
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |       |
|---|-------|
| i. Clerical support:  | 18    |
| ii. Foundation Stage Classroom Assistant Support:           | 20    |
| iii. Additional hours of other classroom assistant support: | 51.25 |
- vi. Percentage of children with statements of special educational needs: 5.41%
- vii. Total percentage of children on the Special Needs Register: 16.22%
- viii. Number of children who are **not** of statutory school age: 3
- ix. Percentage of children entitled to free school meals: 9.72%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English 87.5% Mathematics 87.5%**
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- |  | Year 1 | Year 2 | Year 3 |
|--|--------|--------|--------|
|  | 12     | 8      | 0      |

**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. Of the 53 questionnaires issued to the parents, 31 (58%) were returned to Inspection Services Branch, including 16 which contained additional written comments. Almost all of the parental questionnaires expressed very high levels of satisfaction with the life and work of the school. In the written comments, the parents praised the welcoming and homely atmosphere in the school, how their child was progressing and the caring attitude of the staff. A number of parents remarked on the good quality of the facilities, including the well-kept school grounds.

Two governors met with the inspection team on the first day of the inspection and expressed strong support for the work of the school. They reported that they were kept well-informed of the work of the school by the Principal at their regular meetings.

All of the teachers and eight members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked happily about their experiences at school, their enjoyment of the extra-curricular activities, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.

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