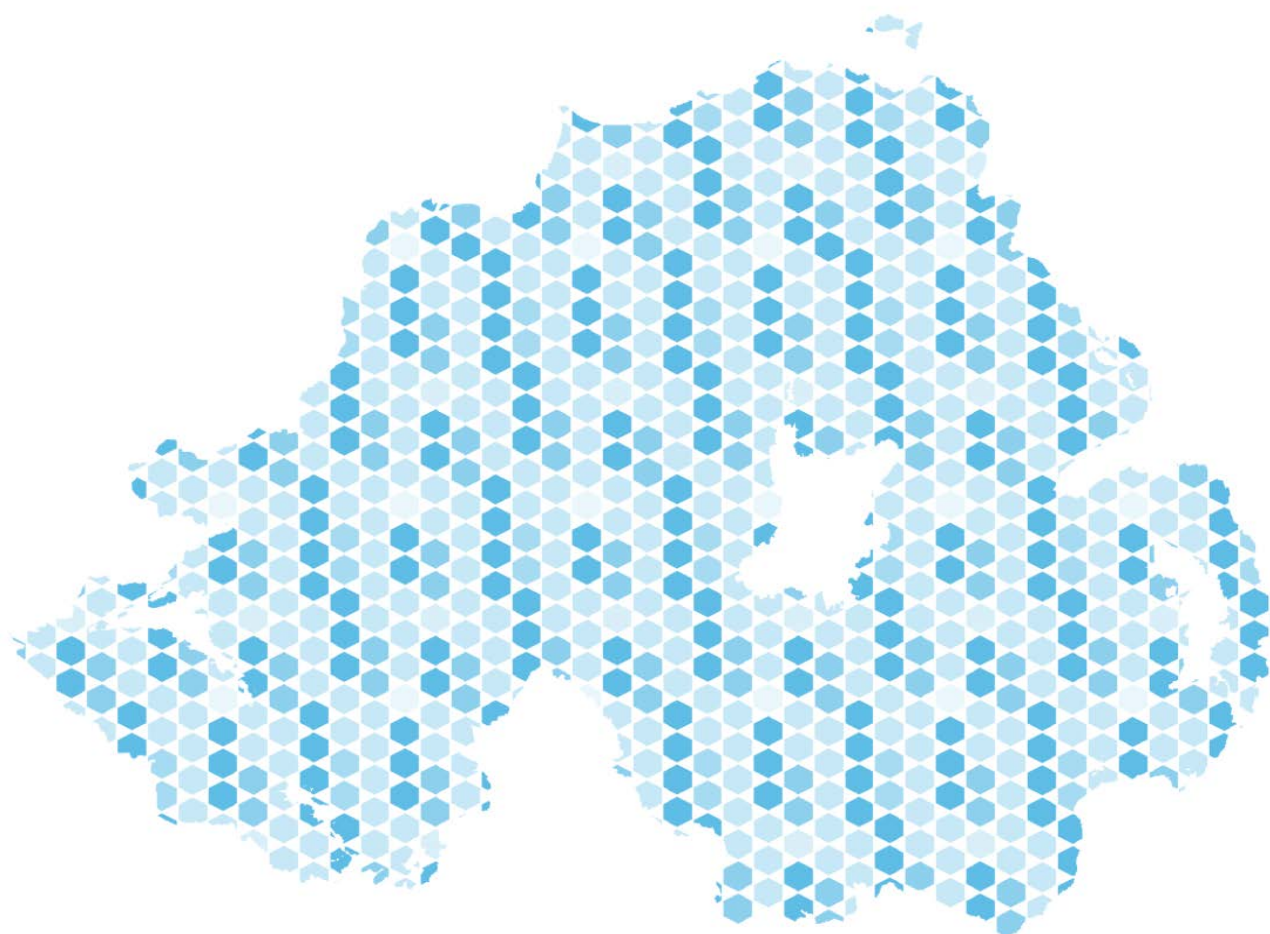


PRIMARY INSPECTION



Education and Training
Inspectorate

Hazelbank Primary School,
Broughshane, County Antrim

Report of an Inspection in
January 2016

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 used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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 for learning	3
7. Leadership and management	3
8. Overall effectiveness	4
Appendix	

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 ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

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

Ten percent of parents responded to the confidential questionnaire. Their responses indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their children's enjoyment of school in a caring, supportive learning environment, and praised the work of the dedicated staff. Almost all of the staff completed the confidential questionnaire and their responses were very positive, highlighting the teamwork and commitment to meeting the needs of the children regardless of the limitations to the accommodation. The ETI reported to the principal and a representative of the board of governors the main points emerging from the parental and staff questionnaires and discussions.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

Hazelbank Primary School is a controlled primary school situated approximately four miles from the village of Broughshane. The enrolment is steady and the school operates at almost full capacity.

Hazelbank Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	109	104	111	107
% School attendance	96.8	97	97.1	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	7	10	13	14
No. of children on SEN register	15	17	23	24
% of children on SEN register	14	17	21	19
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and standards

- The children are enthusiastic, highly motivated and curious learners. Their behaviour is exemplary; they present their work to a high standard and handle resources respectfully. The children share their views confidently and respond sensitively to those of others. From an early age, they are able to work independently. As they progress through the school, the children show an increasing awareness and understanding of their individual targets and learning styles.
- The school's performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make progress in English and mathematics in line with their ability or above expectation.
- The children's enjoyment of mathematics is evident throughout the school. They apply their learning to real-life situations and across other areas of the curriculum. The children engage readily in investigations, pose and solve problems with enthusiasm, and talk about their learning using the appropriate mathematical language. During the inspection, the more able children in year 7 demonstrated flexibility in their thinking and were secure in all areas of the mathematics curriculum.
- The children work confidently and enthusiastically with information and communication technology (ICT) to present and enhance their learning.

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

6. Provision for learning

- All of the lessons observed were highly effective in progressing the children's learning; the quality of learning and teaching in almost half of the lessons was outstanding. The teachers have high expectations and provide the children with carefully planned and well-resourced learning experiences which take account of the children's interests and are matched sensitively to their individual needs and abilities. Throughout the school, there is a focus on developing the children's thinking skills and personable capabilities; the children regularly discuss, negotiate and collaborate in pairs and groups.
- The quality of the provision for special educational needs is a significant strength of the school. The children who require support with aspects of their learning benefit from early identification and focused in-class and withdrawal support, which is tailored to their individual needs and abilities. Consequently, these children make very good progress in their learning and demonstrate high levels of self-esteem. The arrangements for withdrawal support are suitably flexible, to ensure that the provision is child-centred and responsive to the changing needs of individual children.
- Key features of the numeracy provision are the effective development of the children's mental mathematical strategies and the focus on using mathematics in relevant, real-life and meaningful contexts. The children are encouraged to take risks, experiment and explore, and find different ways to solve problems. The teachers model effectively key mathematical language and, through skilful questioning, enable the children to develop their thinking, explain their strategies and reflect on and improve their work.
- The quality of pastoral care is outstanding. The needs of the children are central to the work of the school and, as a result, they are nurtured in a caring, supportive and stimulating environment. The working relationships between the children and adults are mutually respectful, thus creating a strong identity and sense of partnership in learning. The children's achievements are valued and celebrated, their views are respected and they are supported and challenged to do their best. Through the house system, the children have opportunities to take on roles and responsibilities, and be involved in the decision-making process within the school.

7. Leadership and management

- The leadership and management of the school are highly effective. The culture of reflection and learning with and from each other ensures a shared understanding of and collegial approach to school improvement with the children's well-being and learning clearly at the centre of all developmental work. A well-conceived staff development programme has led to improvements in the provision and builds the capacity among the staff to develop further leadership roles.

- The school development plan² (SDP) is informed by the effective analysis of data, meaningful consultation and a shared vision. The staff's progress in meeting the targets within the SDP is monitored carefully and there is clear evidence of the positive impact this work is having on the quality of the children's learning experiences and the standards they attain.
- The school has meaningful links with others in the local and wider community which support and enhance the children's learning, broaden the curriculum and develop the children's skills. While there are limitations to the school's accommodation, effective and creative use is made of all available learning space to deliver a broad and balanced curriculum.
- Based on the evidence available 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 carry out their challenge function sensitively and support the principal and staff in bringing about 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 inspectors, the children in year 6 spoke of their enjoyment of school and reported that they feel safe in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

Hazelbank Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

Accommodation

1. The school is having to use storage space, the corridor and the dining hall as learning and teaching areas.
2. There are no toilet facilities in the mobile classroom.

© CROWN COPYRIGHT 2016

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