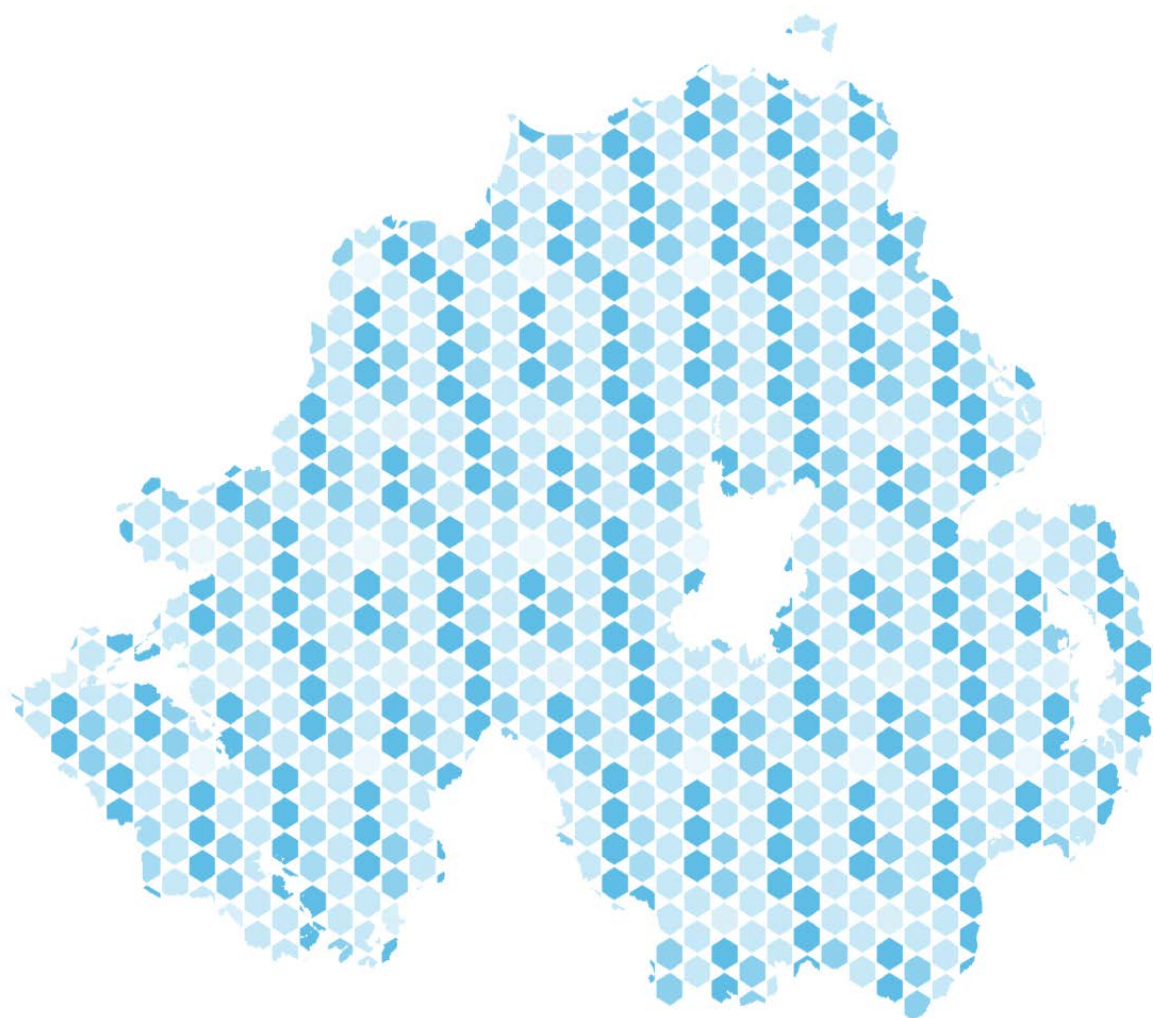


PRIMARY INSPECTION



Education and Training
Inspectorate

St Eithne's Primary School,
Derry

Report of an Inspection
in October 2012

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Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

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%

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

Glossary of terms and abbreviations

DE	Department of Education
ETI	Education and Training Inspectorate
CCEA	Council for the Curriculum Examinations and Assessments
ICT	Information and Communication Technology
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
FSM	Free School Meals
NU	Nursery Unit
IM	Irish Medium

1. School context

St Eithne's Primary School is situated on the Springtown Road in Derry. The enrolment has remained steady over the past five years and currently stands at 443. At the time of the inspection, 50.11% of the children in the school were entitled to free school meals. The school has identified 15% of the children as requiring additional support with aspects of their learning.

2. Focus of the 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 under-achievement where applicable;
- the quality of provision for learning; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

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.

Summary of key findings

Achievements and standards Quality of provision Leadership and management	Outstanding Very Good Outstanding
---------------------------------------------------------------------------------	-----------------------------------------

KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

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

- The children in the school are motivated and respond positively to the high expectations set by their teachers; the majority of the children engage actively and enthusiastically in all of their lessons and take great pride in their work. They are very aware of their own learning and are able to transfer skills and capabilities across all areas of learning and to real life contexts. The children are able to work collaboratively in pairs and groups, and are also developing well their independence and their ability to manage their own learning.

- An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English, the school's performance is above or in line with the Northern Ireland (NI) average in three of the last four years; compared with schools in the same free school meals category (FSM), the levels of attainment in English are above the average in three of the last four years. The school's internal data indicates that by the end of KS2 all children are achieving standards in English in line with their ability or above expectation. During the same four year period, the school's performance in mathematics is below the NI average in three of the four years; compared with schools in the same FSM category, the levels of attainment in mathematics are in line with or above the NI average in three of the last four years. The school's internal data indicates that by the end of KS2 almost all children are achieving standards in mathematics in line with their ability or above expectation.
- By year 7, almost all of the children achieve excellent standards in reading, writing and talking and listening. The children read fluently and with expression. They can talk with enthusiasm and understanding about their favourite authors and characters. The children write to a very high standard in a range of genre across the curriculum and for a range of audiences. The standard of presentation in the children's books is excellent. The children listen very well in class and contribute to group and class discussions. They can explain their thinking clearly and speak confidently about their learning. In mathematics, the children work with enthusiasm and engage very well with their peers to complete problem-solving and investigative activities; they have an excellent working knowledge of mathematical concepts and are skilled, confident and flexible in their mathematical thinking and computation.
- All of the children in the school who have been identified with special educational needs make very good progress in their learning; their confidence and self esteem are well developed.
- Throughout the school, the children, through participation in external accreditation, attain very good standards in ICT. They are confident and competent in using a range of ICT resources to support their learning.

4. Provision for Learning

The quality of the provision for learning is very good.

- The quality of the planning, teaching and assessment for learning is very good. The teachers plan collaboratively and provide a broad and balanced curriculum which connects successfully all areas of learning of the Northern Ireland Curriculum. The children's thinking skills and personal capabilities are developed effectively through the opportunities they have to work collaboratively, take decisions and be creative. During the inspection, the quality of the teaching observed ranged from satisfactory to outstanding with most being very good or outstanding. In the most effective practice, the teachers used skilful questioning to engage and challenge the children; children were encouraged to take risks in their learning and effective use was made of plenary sessions at the end of lessons to encourage the children to reflect on and explain their thinking. The effective integration of ICT supports well the learning in all areas across the curriculum.

- The programme for the development of the children's reading and writing skills is thorough and rigorous, ensuring that all aspects of literacy are taught in a coherent and connected way. The children respond well to their literacy routine which is well-embedded in practice across all year groups. The reading lessons have a clear focus on learning and match very well the children's needs. The school gives a high priority to the development of numeracy across the curriculum. The comprehensive whole-school programme outlines the progression for each area of the mathematics curriculum and provides clear guidance for the class teachers to plan effectively for a balanced coverage of the curriculum. The teachers set a high level of challenge in the numeracy activities, integrating the learning successfully across other areas of the curriculum. They use effective questioning to extend the children's thinking and mathematical language.
- The quality of the arrangements for pastoral care in the school is outstanding. It is characterised by the wholly inclusive ethos in the school, where the education and welfare of each individual child is seen to be paramount, and by the strong sense of mutual respect that exists among all members of the school community.
- The quality of the provision for special educational needs is very good. The children are supported well in their learning through the implementation of effective approaches and the use made of very good resources, particularly ICT, to develop their literacy and numeracy. There is very strong emphasis placed on the professional development of staff which enables them to understand and meet the very wide range of special educational needs and the children's social, emotional and behavioural difficulties. Assessment arrangements include early screening of progress and are used well to identify the children requiring additional support, both in class and through the well-planned and effective withdrawal sessions.
- The school gives very good attention to promoting healthy eating and physical activity, for example, through the whole school physical education programme and the provision of healthy breaks, which encourage the children to adopt healthy lifestyles.

5. Leadership and Management

The quality of leadership and management is outstanding.

- There is a highly effective and distributed style of leadership and management, linked to whole-school development and improvement, which is a significant feature of the school. Members of the management team are very effective and skilful in enabling the staff to work collaboratively to effect improvement in their respective areas of responsibility and whole-school improvement. The co-ordinators monitor the planning very effectively and provide evaluative and formative feedback to the individual teachers on their planning on a monthly basis. There is a comprehensive school development plan (SDP) that is underpinned by rigorous self-evaluation and supported by appropriate action plans. Excellent use is made of performance data coupled with the teachers' professional evaluation to: identify low attainment and underachievement; to evaluate current practice and to highlight areas for improvement.

- The school has established and continues to maintain and strengthen very good links with the parents and with the local community. Parents are consulted about the aims, organisation, life and work of the school. There is a variety of opportunities provided for the parents to provide feedback, to make suggestions about the life and work of the school and a parents' support organisation plays an active role within the school. An informative school website has been developed which provides the parents with important information; enables the school to share success stories with the community and provides a platform for the children to showcase their work. The school has established strong links with pre-school settings and post-primary schools in the community; effective links have also been established with local businesses through initiatives such as the 'Time to Read Project' and 'Young Enterprise'.
- The governors support the Principal and the staff well; they are enthusiastic about the school and make a very positive contribution to its life and work.
- 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 children, they indicated that they feel happy in school and that they know who to speak to if they have concerns about their well-being.

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.

6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued to the school	109
Number of Questionnaires Returned	45
Percentage of Returns	41.3%
Number of Comments	26

Most of the parents, through the questionnaires, expressed high levels of satisfaction with the life and work of the school. In the written comments, they outlined their appreciation of the commitment, professionalism and dedication of the Principal, teachers, and support staff, to all of the children. The parents also expressed praise and appreciation for the professional manner in which the school provides for and supports those children with additional learning needs.

In discussion with the governors, they expressed their satisfaction with the life and work of the school and felt that they worked collaboratively with the school management team. They cited the educational and pastoral experience that all children receive in the school together with its inclusive and welcoming ethos.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	19
Number of Comments	*

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	8
Number of Comments	*

* Denotes fewer than five

Almost all of the staff indicated that they are very happy in their work in the school.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Eithne's Primary** iii. **Date of Inspection: W/B 01/10/12**
 ii. **School Reference Number: 203-6473** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	74	52	66	63	67
Enrolments					
Primary	494	450	449	435	443
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): 93.4% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 89.36%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------|---------------------|----------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 21 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 21.12 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 23.42 | | | |
| iv. Class Size (Range): | 19 to 29 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 36 |
| ii. Foundation Stage Classroom
Assistant Support: | | | | 75 |
| iii. Additional hours of other
classroom assistant support: | | | | 27.5 |
| vi. Percentage of children with statements of special educational needs: | | | | 2.93% |
| vii. Total percentage of children on the Special Needs Register: | | | | 15.13% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 47.36% |
| 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
81.82% | Mathematics
81.82% | Irish
N/A | |

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