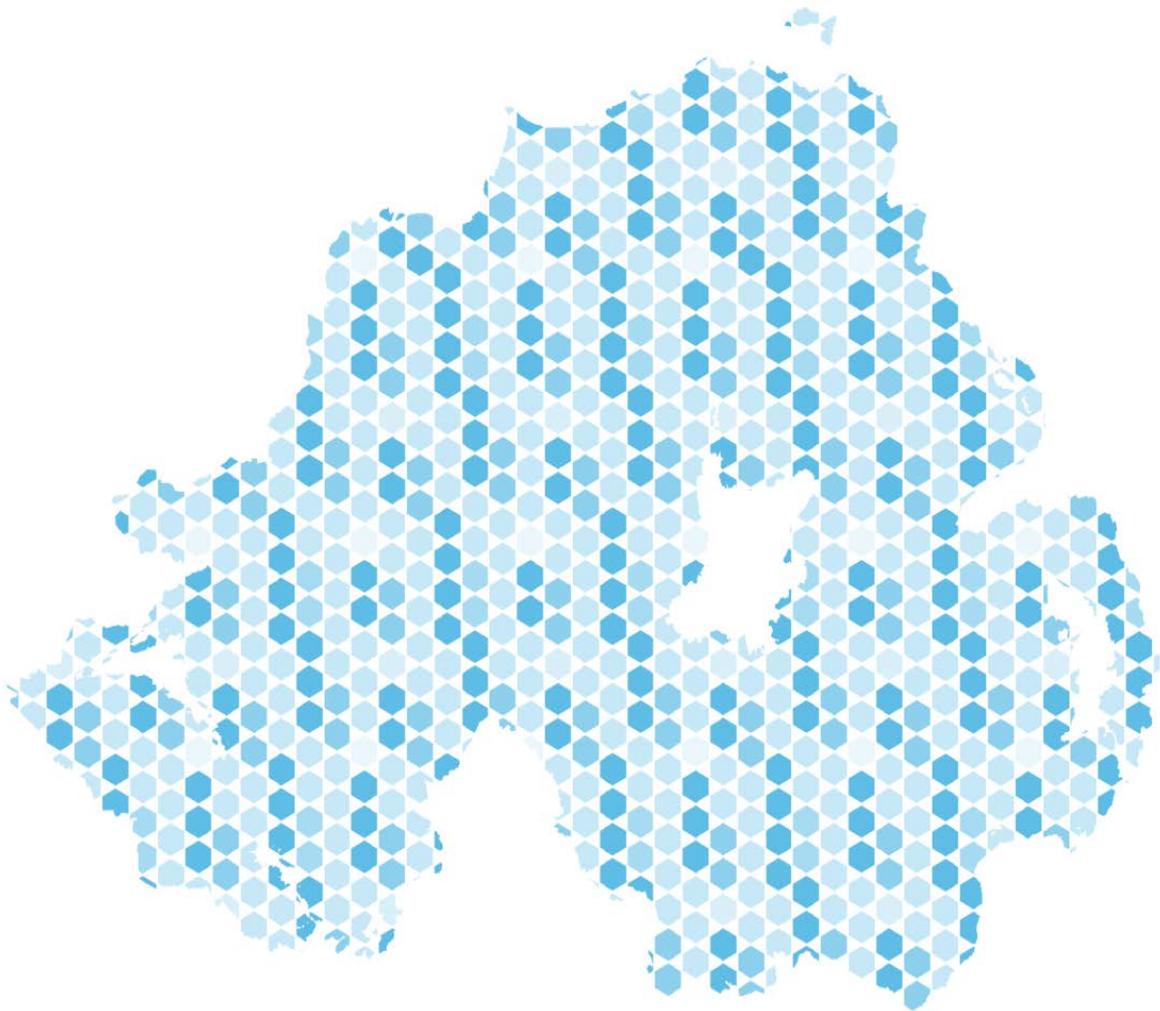


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Donaghmore

Report of an Inspection
in January 2013



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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 |

1. School context

St Patrick's Primary School is situated in the village of Donaghmore in County Tyrone. The enrolment has increased gradually in recent years and stands currently at 208; 11% of the children are newcomers. At the time of the inspection, approximately 26% of the children were entitled to free school meals and 13% of the children were identified as requiring additional support with aspects of their learning.

This inspection completes the work that began in March 2012. The inspection was incomplete at that stage due to industrial action being taken by the staff not to co-operate with the Education and Training Inspectorate on advice from their teaching union.

2. Focus of inspection and overall finding

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 in the school; 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 safeguarding, were evaluated.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

Summary of key findings

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

KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

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

- The children's behaviour in the school is exemplary. They engage fully in their learning and work well both independently and collaboratively. They take responsibility for their own learning and share their ideas and opinions articulately and with confidence. They develop skills of independence and self-management from an early stage and apply these and other skills effectively across all areas of learning.

- An analysis of the key stage (KS) 2 assessment data over the past four years shows that in both English and mathematics, the school's performance is in line with or above the Northern Ireland (NI) average in three of the last four years. When compared with schools in the same free school meals category, the levels of attainment in both English and mathematics are also in line with or above the average in three of the last four years. The school's internal performance data indicates that, by the end of KS2, almost all children are achieving standards in English and mathematics in line with their ability or above expectation.
- The children attain very good standards in both literacy and numeracy. They read with fluency and good understanding. The children have developed increasing confidence and independence in their writing, across a variety of genres, and their achievements are displayed and celebrated throughout the school. They express themselves confidently, listen well and value the views and opinions of others. The children have a very good knowledge and understanding of key concepts across the mathematics curriculum; they use mental mathematics strategies confidently and can also apply their mathematical knowledge well in other areas of learning and in real-life contexts.
- The children in the school who have been identified with special educational needs (SEN) are making very good progress in their learning and almost all achieve standards in line with their ability or above expectation; they are well motivated, confident and participate fully in all aspects of school life.
- The children's achievements and standards in ICT are outstanding. This is evidenced by the outcomes attained each year by the children in external accreditation and the high levels of confidence and competence the children have in using effectively a wide range of ICT resources which support their learning well.

4. **Provision for Learning**

The quality of the provision for learning is very good.

- There is a collaborative approach to planning across all areas of learning which ensures the provision of a broad and balanced curriculum. The staff deploys a wide range of effective approaches and stimulating resources, including ICT, to support successfully learning and teaching throughout the school. The school has identified the need to develop and improve further the evaluations of planning to ensure that they focus clearly on the learning and are used to inform future planning. The quality of the teaching observed ranged from satisfactory to outstanding, with a majority being very good or outstanding. In the most effective practice, the learning was suitably challenging; activities were differentiated appropriately to meet the needs of individual children; and there was a strong emphasis on the development of the children's language and thinking skills through the investigative and problem-solving activities planned. It will be important that the teachers reflect on their current practice of marking children's work and develop a more consistent approach to ensure marking leads to improvement.

- In literacy, the teachers encourage the children to develop and use skills in talking, listening, reading and writing in meaningful contexts, which are linked across the curriculum. There is a clear focus on the development of the children's language through the use of appropriate vocabulary. Information and communication technology, such as the use of digital film making, is integrated effectively into classroom activities to support, enrich and extend the children's learning. In mathematics, there is an effective and robust whole-school programme which covers all the key aspects of numeracy and indicates suitable progression across all key stages. There are well-planned opportunities that allow all children to make extensive use of practical resources and apparatus to establish mathematical concepts; mental mathematics has been developed well throughout the school. The well-planned play-based learning sessions provide the children with valuable opportunities to use and develop their language and skills in both literacy and mathematics.
- The quality of the arrangements for pastoral care is outstanding. This is evidenced, for example, through: the supportive and nurturing ethos which exists at all levels throughout the school; the consistent and calm approach to behaviour management; the well-established and extensive links with the parents, the local community and with other schools; and the opportunities available through the school council for the children to express ideas for improvements and developments within the school, in particular, the choice of afterschool activities.
- The quality of the provision for SEN is very good. The learning support teacher and assistants work very effectively with the classroom teachers to support small groups and individual children in their learning. Assessment information is used effectively to: ensure the early identification of the children who require additional help with aspects of their learning; inform learning and teaching; and to guide classroom practice. There has been a recent whole-school focus on the development of individual education plans (IEP) and this has resulted in IEPs that are now more concise and appropriate to the needs of the children.
- The school gives very good attention to promoting healthy eating and physical activity through for example, the promotion of healthy breaks and opportunities provided for sporting activities.

5. Leadership and Management

The quality of leadership and management is outstanding.

- The senior leadership team works very effectively and strategically to guide developments in learning and teaching and to ensure high quality outcomes for all of the children; the needs of the children are considered paramount. The changes and developments over recent years have been skilfully managed and appropriately paced, developing collegiality and ensuring that there is a shared vision for the school among all members of the school team. There is a comprehensive school development plan that is underpinned by whole-school consultation and self-evaluation and supported by appropriate action plans. The need to develop further the roles of the newly-appointed co-ordinators has been appropriately identified. Excellent use is made of performance data, coupled with the teachers' professional evaluations, to identify low attainment and underachievement and to highlight areas for improvement.

- The school has strong, cohesive links with the parents and the local community. The parents are invited to events and are provided with information packs relating to pastoral, curricular and other aspects of school life; information is also made available in other languages for parents of newcomer children. A comprehensive and informative yearly overview sheet for each class is provided to the parents; this has been developed by the school in response to feedback from parental consultation. There are also effective links with the local pre-school and post-primary providers, to promote a smooth transition for the children at each stage of their education.
- The governors play a very effective and important strategic role in all aspects of the life and work of the school; they are committed to the school. They are informed fully of the current priorities for development and are aware of the achievements and standards attained by the children, including any intervention measures set in place to support individual children and to raise further their attainment.
- 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.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

6. Summary of questionnaire responses

| PARENTAL QUESTIONNAIRES | |
|-----------------------------------------------|--------|
| Number of questionnaires issued to the school | 102 |
| Number of Questionnaires Returned | 19 |
| Percentage of Returns | 18.6% |
| Number of Comments | * — |

* This number has been redacted as the total number of written comments was less than 5.

All of the parents, through the questionnaires, expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the caring and supportive staff and the professional and pastoral manner in which they support the needs of individual children.

The inspectors met with a group of the year 6 children; the children talked very positively about the enjoyable learning experiences; the enrichment activities; the care provided by the staff; and their input into school life through the student and eco councils. The children indicated that they feel happy in school and that they know to whom they can speak if they have concerns about their well-being.

In discussion with the governors, they expressed their appreciation of the hard-working and committed staff and their strong support for the dedicated Principal.

| TEACHERS QUESTIONNAIRES | |
|-----------------------------------|---|
| Number of Questionnaires Returned | 8 |
| Number of Comments | 0 |

| SUPPORT STAFF QUESTIONNAIRES | |
|-----------------------------------|----|
| Number of Questionnaires Returned | 11 |
| Number of Comments | 10 |

All of the staff indicated that they are very happy in their work in the school; that they feel valued and respected; and that they appreciate the opportunities available to them for continued professional development.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Patrick's Primary** iii. **Date of Inspection: W/B 28/01/13**
 ii. **School Reference Number: 503-2678** iv. **Nature of Inspection: Focused**

B.

| School Year | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 32 | 33 | 24 | 30 | 28 |
| Enrolments | | | | | |
| Primary | 183 | 194 | 192 | 204 | 208 |
| 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): 94.8% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 93.8%

| | | | |
|--------------------------------|---------------------|---------------------|--------------------------|
| Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--------------------------------|---------------------|---------------------|--------------------------|

- D. i. Number of Teachers (including the principal and part-time teachers): 8.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 24.76 NI PTR: 20.2
- iii. Average Class Size: 29.71
- iv. Class Size (Range): 25 to 34
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | | | |
|-------------------------------------------------------------|--|------|--|
| i. Clerical support: | | 27.5 | |
| ii. Foundation Stage Classroom Assistant Support: | | 50 | |
| iii. Additional hours of other classroom assistant support: | | 85 | |
- vi. Percentage of children with statements of special educational needs: 1.92%
- vii. Total percentage of children on the Special Needs Register: 12.98%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 26.44%
- 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 | Mathematics | Irish |
| | 82.61% | 82.61% | N/A |

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