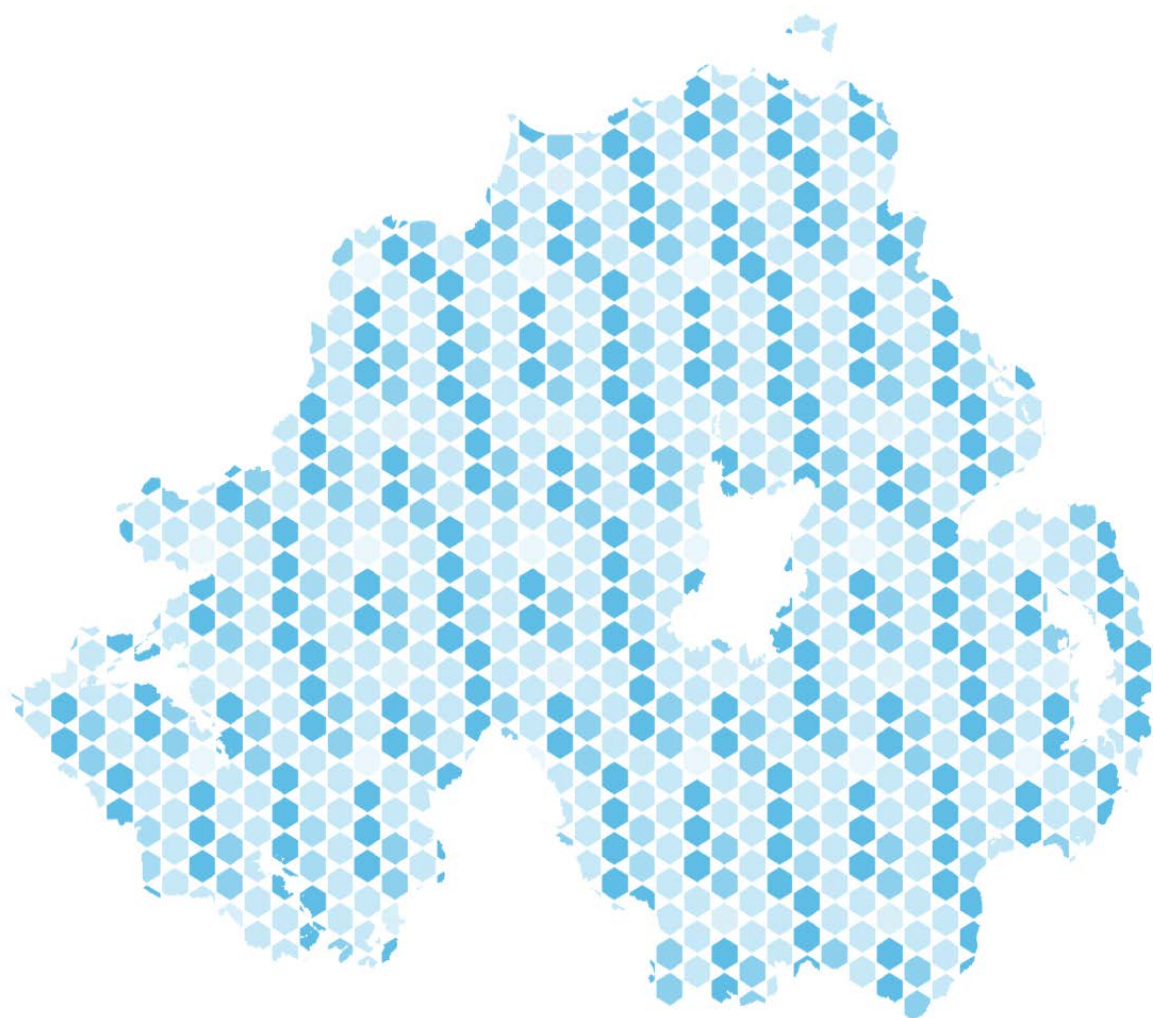


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Mullinahoe

Report of an Inspection
in November 2012

CONTENTS

Section		Page
1.	School Context	1
2.	Focus of inspection and overall finding	1
3.	Achievements and standards	1
4.	Provision for learning	2
5.	Leadership and management	3
6.	Summary of questionnaire responses	4
	Appendix – Health and safety/Accommodation	

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, Mullinahoe is situated in the village of Ardboe, approximately 10 miles from Cookstown, County Tyrone. The enrolment increased from 171 in 2011 to the current figure of 187. At the time of the inspection, 32% of the children were entitled to free school meals and 17% of the children were identified as requiring help with aspects of their learning. A new Principal was appointed in January 2012.

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 child protection, were evaluated.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address; this is the need to:

- develop leadership roles at all levels and build the capacity of all staff to contribute to the school improvement process through more rigorous monitoring and evaluation of the provision and the quality of the teaching and learning.

Summary of key findings

Achievements and standards Quality of provision Leadership and management	Very good Good Good
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KEY FINDINGS OF THE INSPECTION

3. Achievements and standards

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

- The children are motivated and display positive attitudes to their learning. They collaborate well in pairs and groups, listening and responding to the views of others. They apply their learning in literacy and numeracy across the curriculum. Throughout the three key stages (KS), the children are steadily developing their independence and ability to manage their own learning.

- An analysis of the KS 2 assessment data over the past four years shows that the school's performance in English and mathematics has been in line with or above the Northern Ireland average in three of the four years. When compared with schools in the same free school meals category, the levels of attainment in English and mathematics are also in line with or above the average during the same three years. The school's internal data indicates that by the end of KS2, almost all of the children are achieving standards in mathematics and English in line with their ability or above expectation.
- During the inspection, the children read with fluency and expression and those in year 7 spoke enthusiastically about a wide range of books and authors. The children's talking and listening skills are developed systematically throughout the school and most are able to offer extended oral responses, explaining and justifying their thoughts and opinions confidently and articulately. The overall standard of the children's writing is very good; they write with increasing accuracy and independence, and in different genre and for a variety of purposes, as they progress through the year-groups.
- During discussions with year 4 and year 7 children, they demonstrated very good knowledge and understanding of important mathematical ideas and concepts across all areas of the mathematics curriculum. They were able to complete mental calculations quickly, demonstrated flexibility in their thinking and were able to explain their strategies. The children engage enthusiastically with practical problem-solving and investigative activities.
- Throughout the school, the children attain good standards in ICT. They are confident and competent in using a range of software and digital media to support their learning.
- The children in the school who have been identified with special educational needs (SEN) are sensitively integrated into all aspects of school life and make steady progress in their learning in line with their ability.

4. Provision for learning

The quality of the provision for learning is good.

- The quality of the teaching observed ranged from very good to good; just under half was very good. The lessons are well structured and the teachers provide the children with a wide range of resources which motivate and engage them with the learning. Key strengths of the teaching are the integration of literacy and numeracy across the curriculum, and the well-planned opportunities for active and shared learning through paired and group work.
- The teachers plan skilfully around themes and topics which supports effectively connected learning across the curriculum and reflects the interests and experiences of the children. There is inconsistency in the level of planning for the individual needs of the children and, on a few occasions, the work was not matched to the needs of all of the children and the intended learning outcomes were unclear.

- The teachers mark the children's work regularly and supportively. In the best practice, the feedback focuses on how the children can improve the quality and standard of their work and, where appropriate, takes into account the children's personal learning targets.
- The children with SEN are identified early and are mainly supported through effectively differentiated in-class support from the teachers and classroom assistants. More recently, individual or small group withdrawal support has been put in place, with the work linked to the children's individual targets and matched appropriately to their needs and abilities. The school has established and maintains effective links with appropriate outside agencies to enhance the provision for those children who are in need of additional learning support.
- The school gives good attention to promoting healthy eating and physical activity, through a range of strategies and initiatives to raise the children's awareness of, and encourage them to adopt, healthy lifestyles.
- The quality of the arrangements for pastoral care is very good. The children are polite and friendly; they are supportive of one another and take on roles and responsibilities with maturity and confidence. The staff know the children well and respond to and build on their interests and experiences. The children's work and achievements are celebrated in the high quality displays throughout the school.

5. Leadership and management

The quality of leadership and management is good.

- The recently-appointed Principal has overseen a number of important pastoral and curricular developments. He has a clear vision for the work of the school, based on professional knowledge and understanding of the school improvement process. He has identified, appropriately, the need to develop leadership roles at all levels. In order to take this work forward, it will be important to build the capacity of all staff to contribute to the school improvement process through more rigorous monitoring and evaluation of the provision and the quality of the teaching and learning.
- The senior leadership team has led the staff effectively in using performance data to identify low and underachievement and to track the progress of individual children. This information is used to inform the school development plan and action plans, which are clearly focused on improving further the standards achieved by, and learning experiences provided for, the children.
- The school has effective arrangements for communicating with parents and values the contribution parents make to the life and work of the school and to their children's learning. The children benefit from the additional resources provided by the parent support group and from the meaningful links with local businesses and neighbouring schools, which enrich their learning experiences and contribute to their social and personal development.
- The governors give effective support to the Principal and the staff. They make a positive contribution to the life and work of the school and are committed to improving the provision for all of the children.

- 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 any concerns about their well-being.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address; this is the need to:

- develop leadership roles at all levels and build the capacity of all staff to contribute to the school improvement process through more rigorous monitoring and evaluation of the provision and the quality of the teaching and learning.

The ETI will monitor the school's progress in addressing the area for improvement.

6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued	123
Number of Questionnaires Returned	52
Percentage of Returns	42.3%
Number of Comments	25

In the main, the parental questionnaires indicated satisfaction with the work of the school. In the additional written comments, the parents praised the staff for their commitment to the children. A majority of the parental comments raised concerns in relation to aspects of teaching and learning, and communication.

A few parents met with the inspectors and expressed their support for and appreciation of the work of the school.

In discussions with the governors, they stated that they were informed about and involved in the work of the school and the school development process. They expressed their strong support for, and confidence in, the commitment and ability of the Principal and staff to further improve the quality of provision for all of the children. They highlighted the positive attitudes of the children towards their learning, and the school's close links with the local community.

TEACHER QUESTIONNAIRES	
Number of Questionnaires Returned	*
Number of Comments	*

* Denotes fewer than five

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

The very few teacher and support staff questionnaires returned were wholly supportive of the work of the school.

HEALTH AND SAFETY/ACCOMMODATION

- There are areas of damp throughout the school.
- The floors in two of the classrooms are damaged.
- The school needs to carry out a risk assessment with regard to access to the school, and the playground/car parking arrangements with the neighbouring church.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Patrick's Primary** iii. **Date of Inspection: W/B 05/11/12**
 ii. **School Reference Number: 503-2717** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	23	28	33	22	34
Enrolments					
Primary	173	170	172	171	187
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): 95.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 94%

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): 8 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 26.7 NI PTR: 20.2
- iii. Average Class Size: 27
- iv. Class Size (Range): 22 to 33
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 36 |
| ii. Foundation Stage Classroom Assistant Support: | 40 |
| iii. Additional hours of other classroom assistant support: | 60 |
- vi. Percentage of children with statements of special educational needs: 3%
- vii. Total percentage of children on the Special Needs Register: 12%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 32%
- 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 |
| 94% | 88% | N/A |

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