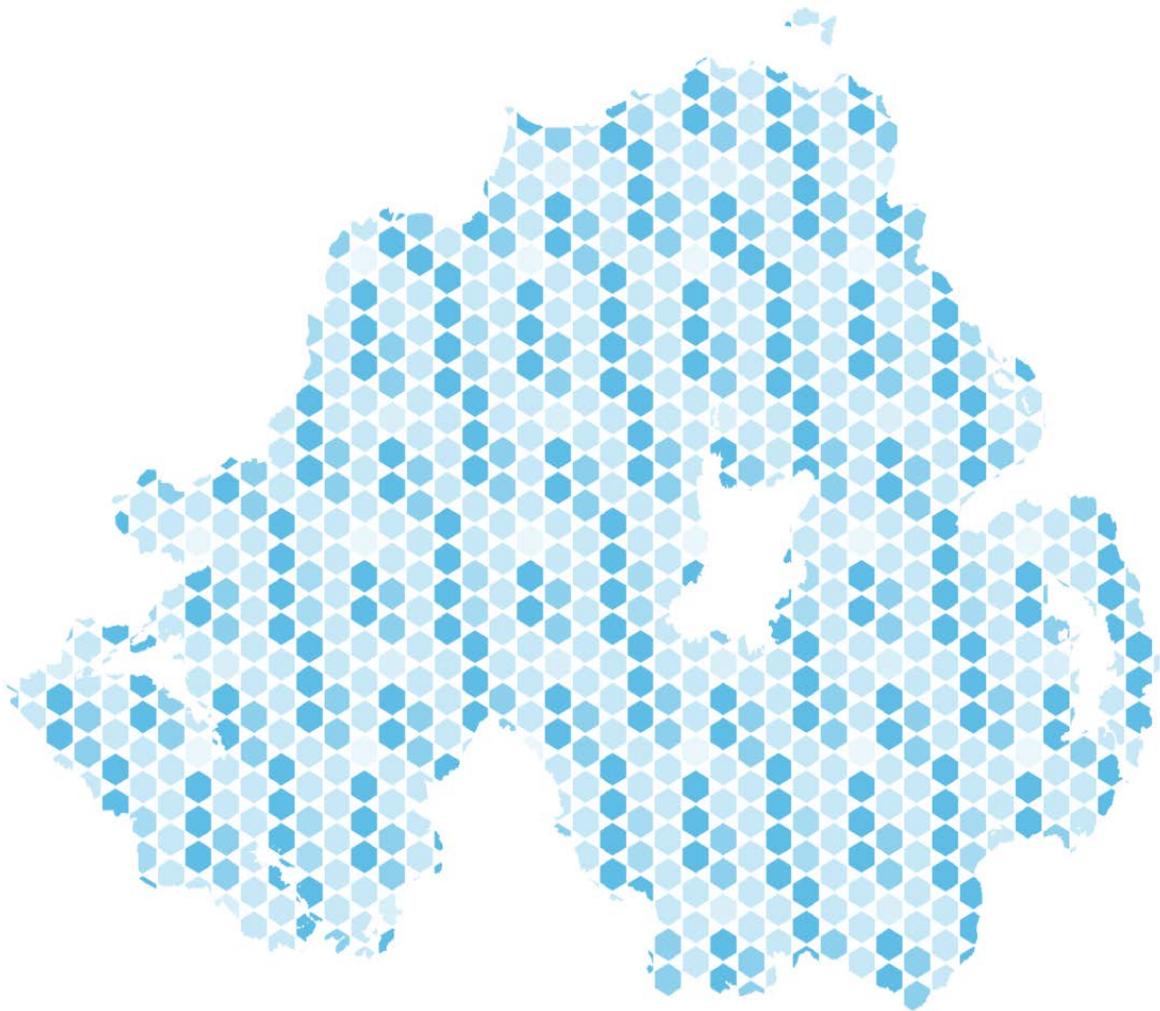


PRIMARY INSPECTION



Education and Training
Inspectorate

St Peter's Primary School,
Collegeland, Charlemont,
Co Armagh

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 Peter's Primary School is situated in the town land of Collegeland, approximately one mile from Charlemont, County Armagh. The enrolment has fluctuated in the last four years and is currently at 121. At the time of the inspection approximately 24% 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 September 2012.

This inspection completes the work that began in February 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 child protection, were evaluated.

OVERALL FINDING OF THE INSPECTION

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

Summary of key findings

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

KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

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

- In all classes the children engage actively in their lessons and work collaboratively in pairs and small groups. They have good levels of interest and can apply their thinking skills and problem-solving capabilities to a range of learning activities. The children in key stage (KS)2 are able to make realistic assessments of their learning and to discuss ways to improve the quality of their work and that of others through self and peer assessment.

- An analysis of the end of KS2 assessment data over the past four years shows that the school's performance in English and mathematics has been above the Northern Ireland (NI) average in three of the four years. Compared to schools in the same free school meals category, the levels of attainment in English and mathematics have also been above the average in three of the four years.
- The school's internal performance data, evidence in the children's books and classroom activities show that the children attain very good standards in both literacy and numeracy. Throughout the school the children enjoy and are confident in literacy and develop very good skills in talking, listening, reading and writing in meaningful contexts. By the end of KS2 most of the children read with fluency, expression and understanding and can talk with enthusiasm about their favourite authors and characters. The children are developing independence, accuracy and creativity in their writing; they write for a range of audiences and across the curriculum. By year 7, most of the children can use mental mathematics strategies confidently, have flexibility in their mathematical thinking, are competent in their use of accurate mathematical language, can problem solve and have a good understanding of key concepts across the mathematics curriculum.
- The children receiving additional support in literacy and numeracy make good progress in line with their ability.
- The children in year 7 have participated in the Council for the Curriculum Examinations and Assessments (CCEA) ICT Accreditation Scheme, and, in the last two years, have achieved standards above the NI average.

4. Provision for Learning

The quality of the provision for learning is very good.

- There is a comprehensive approach to whole school planning which provides a clear overview across the curriculum to ensure continuity and progression in the children's learning. The teachers' evaluations, particularly in early mathematics reflect the children's responses and are used to inform future learning and teaching.
- The quality of the teaching observed ranged from good to outstanding; in a majority of the lessons the teaching was very good and outstanding. In the most effective practice, the teachers take account of the children's prior learning; develop a sense of fun and enjoyment through the teaching; use a range of questioning techniques effectively to extend the children's thinking and language skills and use opportunities to connect the children's learning across the curriculum in meaningful contexts. The teachers are ably supported in their work by the skill and commitment of the classroom assistants.
- Literacy and numeracy are developed effectively across the curriculum and the teaching of both literacy and numeracy is of a very good standard. The programme for the development of the children's reading and writing skills is thorough, ensuring that all aspects of literacy are taught in a coherent and connected way, using an appropriate range of strategies. The school has identified the further development of the teaching of reading as a priority and has recently improved the range of reading materials to meet the needs of all the children.

- The well-planned mathematical experiences are developed systematically across the three key stages. Good use is made of practical activities and set tasks to develop the children's mathematical thinking and language and to consolidate and extend their knowledge. In the foundation stage and KS1, play-based learning provides valuable opportunities to develop the children's early literacy and numeracy skills. Information and communication technology is integrated effectively into classroom activities to support and extend the children's learning.
- The quality of the arrangements for pastoral care in the school is very good. This is evidenced, for example, through the excellent working relationships at all levels; the supportive and inclusive ethos which permeates the school and the exemplary behaviour of the children. The recently established school council provides the children with good opportunities to present their views and to become active participants in improving aspects of the school's provision.
- The quality of the provision for special educational needs is very good. The class teachers make good use of the children's individual education plans to guide teaching, to monitor the children's progress and to inform future learning. The withdrawal sessions are linked to the classroom learning and are appropriately flexible to address the needs of the individual children.
- The school gives very good attention to healthy eating and physical activity. The staff encourage the children to adopt healthy lifestyles through the healthy break scheme and topic work; there are regular opportunities for the children to engage in a good range of outdoor play and sporting activities.

5. Leadership and Management

The quality of leadership and management is very good.

- Since his appointment in September 2012 the Principal has effected excellent leadership and has worked closely with the staff and governors to develop further a collegial approach to school development planning through a culture of self-evaluation. The co-ordinators provide very good curricular leadership; they monitor and evaluate the quality of the children's work and provide appropriate guidance to their colleagues to ensure a high quality of professional practice in the school. The school development plan reflects the priorities identified through self-evaluation and is supported by a range of well-focused action plans.
- There are appropriate procedures in place to keep the parents well informed about their children's progress; these include written reports and formal parent-teacher consultations in line with the statutory regulations. In addition, the parents can arrange to meet with the teachers as the need arises. The school liaises with a range of educational, health and statutory agencies in order to support individual children. The school also has very strong links with the local community which greatly enhance the learning experiences of the children.
- The governors support the Principal and staff very well in the implementation of the school development plan and make a very positive contribution to the life and work of the school.

- On the basis of the evidence available at the time of 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 the school is very good. The school is meeting very effectively the educational and pastoral needs of all of the learners; and has demonstrated its capacity for sustained self-improvement.

6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued to the school (Based on 09/10 Enrolment)	70
Number of Questionnaires Returned	22
Percentage of Returns	31%
Number of Comments	9

Almost all of the responses from the parental questionnaire indicated a high level of satisfaction with the provision in the school. In particular, the parents highlighted the supportive learning environment and the caring, professional staff and the role of the school in the community. The small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed their appreciation of the work of the whole staff.

The inspectors also met with a group of the year 6 and 7 children. The children expressed their enjoyment in their learning and reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	6
Number of Comments	3

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	9
Number of Comments	5

All of the teachers and support staff completed the questionnaire indicating high levels of support for the Principal and the ongoing work of the school. A recurring feature of the written comments were the references to the strength of the teamwork and the positive working relationships within the school.

HEALTH AND SAFETY

- The security of the main building and mobile classrooms needs to be updated to ensure the safety of the children and staff at all times.
- The traffic calming warning lights outside the school do not work consistently.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Peter's Primary** iii. **Date of Inspection: W/B 28/01/13**
 ii. **School Reference Number: 503-6595** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	18	22	18	13	20
Enrolments					
Primary	125	131	132	119	121
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): 95.8% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 93.61%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---------------------|--------------|--------------|-------------------|
|--|---------------------|--------------|--------------|-------------------|
- D. i. Number of Teachers (including the principal and part-time teachers): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 22.4 NI PTR: 20.2
- iii. Average Class Size: 24.2
- iv. Class Size (Range): 20 to 28
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 25 |
| ii. Foundation Stage Classroom Assistant Support: | 40 |
| iii. Additional hours of other classroom assistant support: | 90 |
- vi. Percentage of children with statements of special educational needs: 5.78%
- vii. Total percentage of children on the Special Needs Register: 17.35%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 23.96%
- 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 | 70.6% | Mathematics | 64.8% | Irish | N/A |
|----------------|-------|--------------------|-------|--------------|-----|

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