



*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**



Education and Training Inspectorate

Report of a Follow-up Inspection

**St Patrick's Primary School
Aughagallon**

May 2013

FOLLOW-UP TO THE FOCUSED INSPECTION OF ST PATRICK'S PRIMARY SCHOOL, AUGHAGALLON, CO ARMAGH, BT67 OAR (503-3324)

The Education and Training Inspectorate (ETI) carried out a focused inspection of St Patrick's Primary School in October 2010 and as a result the school entered the formal intervention process. The Department of Education indicated at that time that a follow-up inspection (FUI) would take place and that, in the interim, follow-up visits (IFUV) would evaluate the progress being made in bringing about the necessary improvements.¹ A first FUI took place in April 2012 when the quality of the provision remained inadequate.

The ETI carried out an IFUV on 29 January 2013 and conducted a second FUI on 22 and 23 May 2013.

The arrangements for the second FUI included: a meeting with the chairperson of the Board of governors and the support officers from the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB) and the Catholic Council for Maintained Schools (CCMS); and the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the questionnaire returns is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	78	27	35	22
Teachers	7	7	100	*
Support Staff	*	*	100	*

* fewer than 5

The responses from the questionnaires were almost entirely positive; the ETI reported to the Principal and the chairperson the responses from the questionnaires.

In the interval since the first FUI, the school received support from the CCMS and the CASS of the SELB in developing action plans to address the key findings of the inspection report from the first FUI. The action plans produced by the school were of good quality and the school's development plan has been adjusted in light of the inspection findings of the first FUI.

The following are the most important changes that have taken place since the first FUI:

- a majority of the teachers have been assigned to the teaching of different year groups;
- an acting literacy co-ordinator and a designated teacher for child protection have been appointed;
- the Principal now has responsibility for teaching withdrawal classes for those children identified as requiring additional support for their learning;
- the staff report an improvement in the working relationships and the welcoming ethos which is now evident;

¹ For further details, see the key strengths and areas for improvement reported originally in the Report of an Inspection of St Patrick's Primary School, Aghagallon in October 2010.

- there has been extensive staff development focused on developing effective learning and teaching strategies in literacy, numeracy and special educational needs; and
- the teachers have introduced a wide range of programmes to support the children's skills in reading and mental mathematics.

The following are the most important improvements since the first FUI:

- the good standards attained by the children in their reading, writing and mathematics, including their use of mathematical language and mental mathematics strategies;
- the good quality of the provision in literacy and numeracy through the detailed planning for the progression in the children's learning; and
- the co-ordinators now monitor and evaluate rigorously the children's learning to identify and implement strategies to raise the standards attained by the children.

In 2012, 84.6% of the year 7 children achieved the expected level in English in statutory assessment which is just above the Northern Ireland (NI) average and in line with the average for similar schools in the same free school meals category². In 2012, 76.9% of the children achieved the expected level in mathematics which is below the average for NI and the average for similar schools in the same free school meals category. Of significance, the school can demonstrate through the internal analysis of its performance data that almost all of the children attain standards in line with their ability or above expectation, by the end of key stage 2. Most of the children who require additional support with their learning attain standards in line with their ability.

During the second FUI, the quality of the teaching observed was always good and the majority of the teaching was very good. The teachers' well-structured lessons engage the children in their learning through relevant contexts and topics across the curriculum. They use success criteria negotiated well with the children to ensure a good quality of work and deploy a wide range of learning strategies to meet better the individual needs of the children.

In the areas inspected, the quality of education provided by the school is now 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.

The area for improvement is:

- for the leadership and management to develop further the school development planning process based on the evaluation of the children's learning undertaken by the co-ordinators.

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

It will be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school provision in order to address the current and future needs of the children and staff.

² The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

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