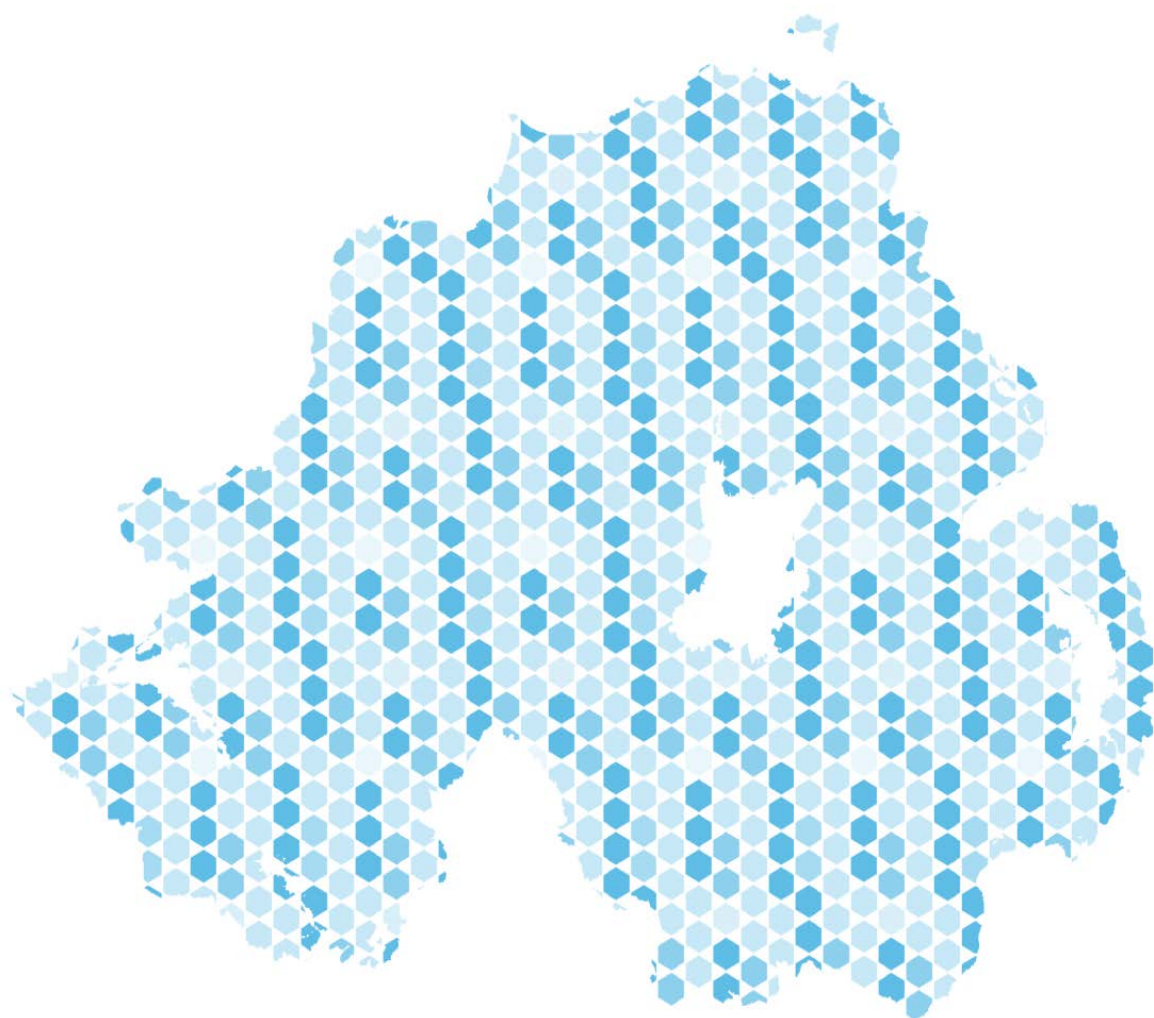


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Brigid's Primary School,  
Cranagh, Co Tyrone

Report of an Inspection in  
February 2014

*eti*

*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

CUSTOMER  
SERVICE  
EXCELLENCE



## 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%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall finding	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	5

## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents	20	15	75% <sup>1</sup>	8
Teaching staff	*	*	*	*
Support staff	*	*	*	*

\* fewer than 5

All of the responses from the parents and staff were very positive about all aspects of the school's provision. The parents reported that their children are happy in school and enjoy a range of learning activities. They expressed strong appreciation of the welcoming, family ethos of the school, the leadership provided by the principal, the high level of care by the teaching and non-teaching staff. They acknowledged the close links that the school enjoys with the local community. The governors expressed support for the work of the staff and the important role the school plays in the parish and wider community. The year 6 children spoke positively about the many aspects of school life they enjoy.

## 2. Context

St. Brigid's Primary School is situated in Cranagh, a small village located in a remote rural area midway between Draperstown and Plumbridge in the Sperrin mountains in County Tyrone. The enrolment has remained stable over the past four years and currently stands at 32 children. Most of the children travel by bus from within a radius of about four miles of the school. At the time of the inspection, approximately 13 percent of the children were entitled to free school meals and the school has identified 16 percent of the children who require additional support with aspects of their learning.

---

<sup>1</sup> ETI is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parental questionnaire may be low.

St Brigid's Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	34	34	35	32
% Attendance (NI Average 94.7%)	98%	97.4%	97.3%	N/A
FSME Percentage <sup>2</sup>	8%	6%	11%	13%
% (No) of children on SEN register	23%	23%	26%	16%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	0	0	0

**Source:** data as held by the school.

\*fewer than 5

### 3. Focus of 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 underachievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

### 4. Overall finding

<b>Overall Performance Level</b>	<b>Very Good</b>
<b>Achievements and Standards</b>	<b>Very Good</b>
<b>Provision</b>	<b>Very Good</b>
<b>Leadership and Management</b>	<b>Very Good</b>

### Key findings of the inspection

#### 5. Achievements and standards

- The children work independently and show high levels of personal responsibility in managing their own learning. They are precise and thorough in their work and present it to a high standard. They enjoy working in pairs and groups to support each other and to share and develop their ideas. By key stage (KS) 2, the children's communication skills are well developed. They are articulate and present confidently to an audience. They read fluently and write creatively across a wide range of genres, demonstrating a strong sense of place and awareness of their locality. In mathematics, they demonstrate very good mental strategies and explain clearly the processes they use to solve mathematical problems.

<sup>2</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the key stage KS 2 performance data in three of the past four years<sup>3</sup> shows that in mathematics, the school's performance is consistently above both the Northern Ireland (NI) average<sup>4</sup> and the average for schools in the same FSM category. In English, the school's performance is above the corresponding averages in two out of three years. The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics and achieve standards that are in line with their ability or above expectation.
- The school places a high priority on providing children with access to a wide range of information and communication technology (ICT) in support of their learning. The children are competent in using a range of applications, for example, they work collaboratively to produce digital stories, and they achieve very good outcomes, including in the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation Scheme.

## 6. Provision

- The teachers are developing further the planning for all areas of the curriculum, including play-based learning. The medium-term planning for literacy and numeracy is comprehensive. It focuses appropriately on providing a broad range of teaching strategies to meet the needs of the composite classes and supports continuity and progression in the children's learning. Detailed and thorough evaluations of the extent of the children's learning are used purposefully by the teachers to inform future planning.
- The quality of the teaching ranged from good to outstanding; the majority of the lessons being very good or outstanding. The lessons are well-planned and resourced to take account of the wide range of age and ability in the two composite classes. The teachers use effective questions and prompts which lead to extended responses from the children. The children reflect well on their own learning and have very good opportunities to share their ideas and strategies during, and at the end of lessons.
- The quality of the provision for pastoral care is outstanding. There is a strong focus on promoting positive behaviour and in developing the children's sense of fairness and respect for each other; as a result the relationships are excellent throughout the school. The children's achievements are valued and celebrated. They take part in a wide range of activities and events beyond the classroom which develops well their self-esteem, confidence, and spiritual awareness. They contribute to decisions about aspects of school life that affect them through the active school council. The programme for Personal Development and Mutual Understanding (PDMU) provides very good opportunities for the children to learn about themselves, to develop resilience and to make informed and responsible lifestyle choices.

---

<sup>3</sup> Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

<sup>4</sup>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.

- The children who have difficulty with aspects of their learning are integrated fully into all aspects of school life. The teachers and teaching assistants are very supportive and attentive to the needs of the children and work effectively to identify and minimise barriers to learning, working in close partnership with the parents and, where appropriate external agencies.
- The school gives very good attention to promoting healthy eating and physical activity. The promotion of healthy breaks and lunches and the children's participation in a range of physical activities encourage them to adopt healthy lifestyles.

## **7. Leadership and management**

- The staff team share multi-areas of responsibility and manage the challenges of leading and managing a small school well. They are committed to meeting the individual needs of the children and seek and sustain purposeful links with other schools, the parents and the wider community. These arrangements enhance and enrich the curricular and pastoral provision and prepare the children well for the next stage of their education. In particular, the diverse extended schools programme widens effectively the children's opportunities for the development of scientific and environmental learning. The teaching-principal inspires confidence and gives a clear direction for the work of the school based on systematic and robust self-evaluation processes. These processes include consulting widely with the school community and making effective use of assessment outcomes to inform directly the school development planning process.
- The co-ordinators have devised associated action plans which focus appropriately on improving further the provision and standards in literacy, numeracy and ICT. They are developing further their monitoring and evaluation roles, with a sharper focus on the quality of the children's learning, to support continued development within their curricular areas.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors are well-informed about all aspects of the work of the school. They carry out their duties conscientiously and supportively, and understand well the challenges and opportunities facing the school. They promote and sustain the role of the school in serving the local community by hosting courses for local people provided by a range of agencies, including the Department of Agriculture and Rural Development (DARD). It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.
- 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 inspectors, the year 6 children reported that they felt secure in school and knew what to do if they had any concerns about their well-being.

## **8. 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.



© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

