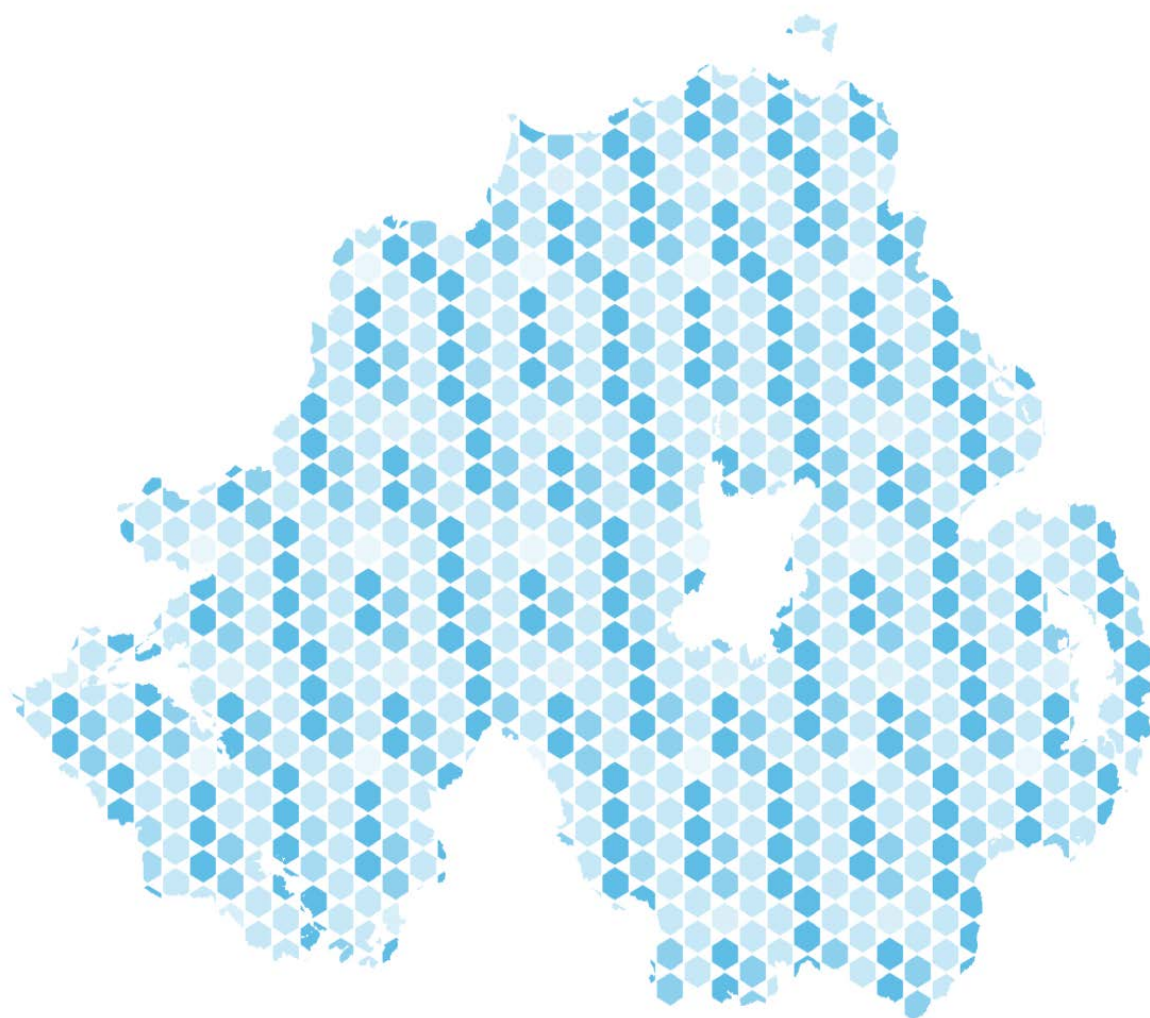


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Brigid's Primary School,  
Mountfield, Co Tyrone

Report of an Inspection in  
January 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	4
Appendix	

## 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	Number returned	Percentage returned	Number with comments
Parents	22	13	59%	10
Teaching staff	*	*	100%	*
Support staff	*	*	*	*

\* fewer than 5

ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the helpful parental education classes, the attention given to meeting the children's specific needs and the hard work of the principal and the staff. All of the teachers completed questionnaires and their responses were also very positive; they emphasised the very good working relationships across the school and the valuable links with the parents and wider community.

## 2. Context

St Brigid's Primary School is situated in the village of Mountfield, seven miles from Omagh in the parish of Cappagh in County Tyrone. The enrolment has remained stable over the last four years and currently stands at 27 children. At the time of the inspection, 57% of the children in the school were entitled to free school meals and 33% of the children had been identified by the school as requiring additional support with aspects of their learning.

St Brigid's Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	26	24	27	27
% Attendance	95	92	92	-
FSME Percentage <sup>1</sup>	31	58	52	57
% of children on SEN register	62	46	37	33
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	0	2	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 display high levels of independence, show confidence to explore, enquire and experiment, and to apply a broad range of thinking skills to solve problems. Within the composite classes, the children engage well in their activities; they ask questions freely and have a good understanding of and respect for one another. The children are able to organise their own learning; they work effectively in groups and pairs to plan their tasks whilst improving their literacy and numeracy skills across the curriculum.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the end of key stage (KS) 2 performance data over three years<sup>2</sup> shows that in English and mathematics the school's performance is consistently above the Northern Ireland (NI) average and that of schools in the same free school meals (FSM) category. 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 significant progress in English and mathematics and achieve in line with their ability or above expectation.
- The children use information and communication technology (ICT) confidently and achieve very good standards. They enjoy using animation and PowerPoint programmes to present their ideas to a range of audiences. The children achieve above the Northern Ireland (NI) average for similar schools in the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation Scheme.

## **6. Provision**

- The teachers' planning is set within the context of interesting cross-curricular topics that are carefully designed to ensure progression in the children's learning. The teachers use a range of assessment approaches to evaluate the children's learning and apply effective teaching strategies to address low and underachievement. Marking of the children's work is regular, consistent and engages the children in improving their own work. Planning for literacy and numeracy is well-informed by lesson-evaluations, assessment of the children's learning and individual education plans.
- The quality of the teaching ranged from good to outstanding with most lessons being very good or better. The lessons are well organised, have good pace and challenge and are appropriately differentiated within the composite classes; they meet effectively the children's developmental needs. The teachers make skilful use of open-ended questioning techniques and problem-solving investigations to develop the children's thinking skills and personal capabilities. The children's self-evaluative, oral responses at the end of each lesson inform effectively the assessment for learning process.
- The quality of the provision for pastoral care is outstanding. The children's personal development and self-esteem is nurtured in the inclusive ethos of the school. The quality of the working relationships in the classrooms creates a friendly and enriching learning experience for the children. The children have extended learning experiences through planned activities and partnerships with other local primary and post-primary schools.
- The school has close links with the playgroup located within the grounds. This close working relationship has enabled teachers to identify at an early stage, the children who need additional support with aspects of their learning. The children's learning experiences, personal development and well-being benefit

---

<sup>2</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. The numbers in each year group are small and data is interpreted within the context of the small school.

from the school's effective partnerships with external support agencies. Very good progress has been made in developing a speech and language programme in the early years. The support for literacy and numeracy is provided through effective in-class individualised programmes and booster withdrawal sessions. The parents are kept well-informed of the children's progress and development.

- The school gives very good attention to promoting healthy eating and provides a range of programmes on making healthy choices. The school makes effective use of sporting coaches and opportunities for physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The leadership and management of the school is clearly focused on meeting the individual needs of the children and on maintaining close connections with the local community. The recently appointed teaching-principal sets high standards and has a clear vision for school improvement. She is effectively supported by the vice-principal who is the assistant teacher. Both are co-ordinators for several curricular areas and are developing effectively a range of monitoring and evaluation strategies to support ongoing improvement in play-based learning, science, outdoor learning and literacy and numeracy.
- The effective teamwork among the staff, including the classroom assistants, supports well the self-evaluation process and appropriate identification of areas for improvement. There is a comprehensive school development plan and action plans which have been informed by consultation, performance data outcomes and the individual needs of the children and their parents.
- The school has a very effective partnership with the governors, the parents and the local community. 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 provide support, advice and challenge to improve the school. 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. During discussions, the children reported that they felt very 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 learners; and has demonstrated its capacity for sustained self-improvement.

**Accommodation**

- There is a need to ensure that the perimeter of the school is fully secured at the rear vehicular entrance.
- There is a need to ensure controlled access to the school back door.



© 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)

