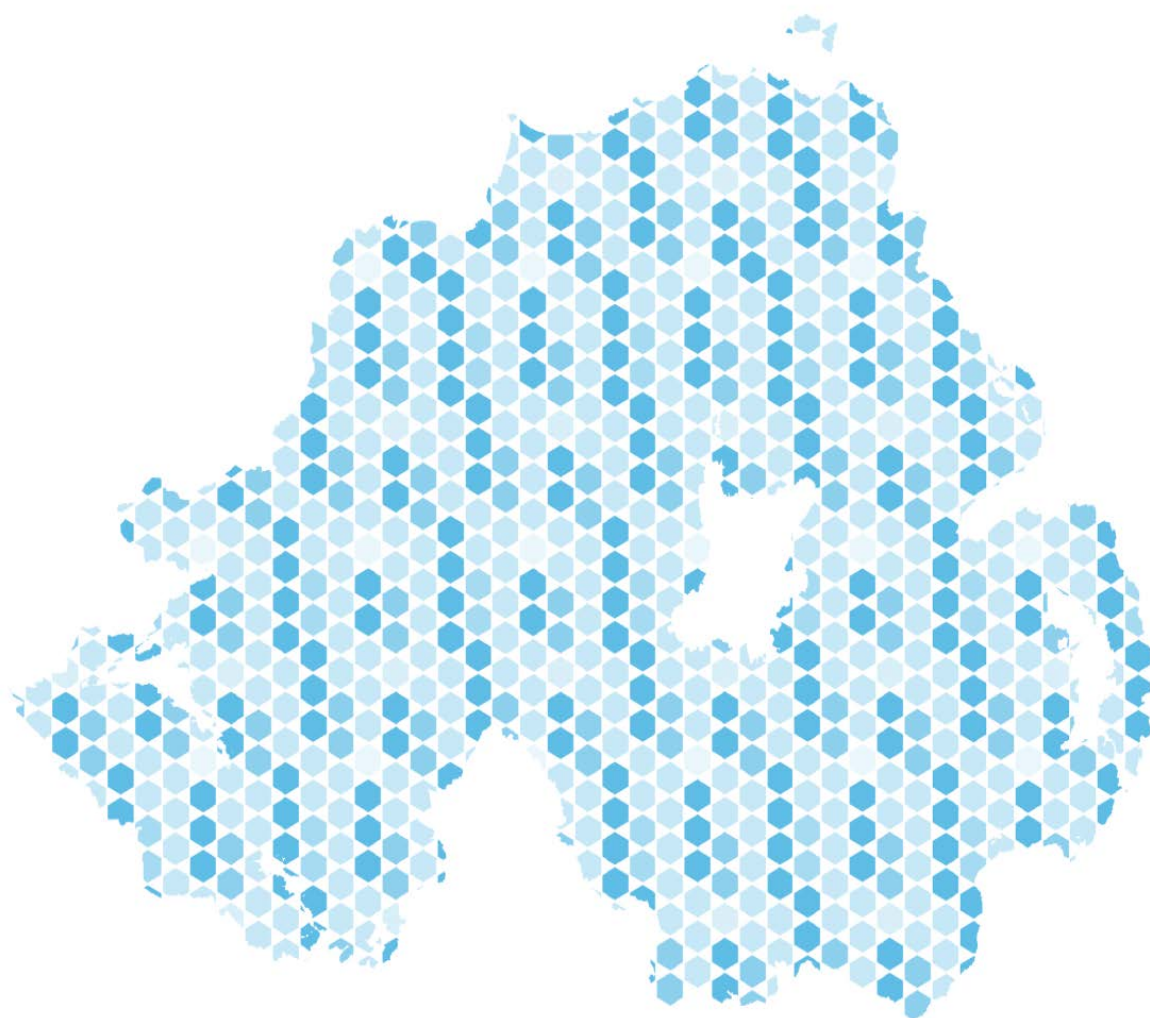


PRIMARY INSPECTION



Education and Training
Inspectorate

St Davog's Primary School,
Belleek, Co Fermanagh

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

Section	Page
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

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	59	19	32%%	11
Teachers	*	*	80%	*
Support Staff	6	*	83%	*

* 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 parental questionnaires may be low.

2. Context

St Davogs' Primary School is situated in the village of Belleek in County Fermanagh. The children attending the school come from a wide catchment area. The school enrolment has increased from 65 to 83 in the past four years.

23% of the children on the school register have been identified as requiring additional support with aspects of their learning.

St Davogs' Primary School Fermanagh	2009/10	2010/11	2011/12	2012/13	2013/14
Enrolment	55	65	81	78	83
Attendance as NI Average	%	%	%	94.3%	
FSME Percentage ¹	%	%	%	46%	%
% (No) of children on SEN register	%	%	%	23%	%
No. of children with statements of educational needs	%	%	%	6 %	%
No. of newcomers	%	%	%	%	%

Source: data as held by the school.

* fewer than 5

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

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

Overall Performance Level	Good
Achievements and Standards	Good
Provision	Good
Leadership and Management	Good

Key findings of the inspection

5. Achievements and standards

- The children's behaviour is exemplary; they have a positive attitude to their learning, most of them are well motivated, attentive and engage well with the tasks set. They respect one another and when given the opportunity, they co-operate well on paired and group tasks and show good levels of enjoyment in their learning.
- By year 7, the children attain good standards in literacy. The children listen attentively, read with fluency and produce extended pieces of writing across a range of genre. The children engage well in their mental mathematics activities and make good use of appropriate mathematical language; the children are able to apply a variety of strategies for solving mathematical problems. By the end of KS2 most of the children talk with enthusiasm and have a good understanding about their work in mathematics across a broad range of areas including number, measure, shape and space.
- An analysis of the end of key stage (KS) 2 performance data, shows that in three of the past four years, there has been an upward trend in the school's performance in English; in mathematics, the school's performance has fluctuated over the past four years and is below the Northern Ireland (NI) average.* The performance in English in the past year is around the average and in mathematics below the average for schools in the same free school meals category.

* 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 2013/14 school year.

- The staff has begun to collate and make more effective use of quantitative and qualitative internal data; this is an appropriate area for continued development in order to inform better future learning and teaching.
- The children have regular opportunities to use information and communication technology (ICT); they attain good standards and use it well to enhance their project work.

6. Provision

- The quality of the teaching observed ranged from outstanding to satisfactory with most of the teaching being good or better. In the best practice, the teachers contextualised well, and linked appropriately, the learning to the children's interests and experiences; good use was made of prior learning. Where the teaching was less effective, the lessons were insufficiently differentiated to meet the range of ability within the class; the content was not appropriate to the children's age and stage of development. The classroom assistants are purposefully deployed and are very good facilitators to the children's learning.
- The staff has developed a range of planning which should be reviewed to set out more clearly the learning inherent in the lessons, guide the staff more effectively in their teaching and, in particular, to identify more effective questioning to improve the children's thinking skills.
- The children who require additional support with their learning integrate fully in all aspects of school life and most receive appropriate differentiated support from the class teacher; where appropriate, a few of the children benefit from effective withdrawal support for literacy. In order to improve the provision further, it will be important for the SENCO to develop a more rigorous method for the tracking of those children with special educational needs in order to demonstrate more effectively the progress they are making.
- The quality of the arrangements for pastoral care in the school is of a high standard. There is a caring and inclusive ethos throughout the school and a strong commitment by the staff to the welfare of the children. The inclusive culture promoted throughout the school is evident through the valued contribution all members of the school community make and the celebration of the children's work and achievements.
- The school has developed very effective links with other schools, agencies and local businesses within the local community that are used well to support and enhance the children's learning. This aspect of the school's work was highlighted positively by most of the parents who responded to the questionnaire. The well-established parent teacher association provides valuable support for the school; including the provision of additional resources.
- The school gives good attention to promoting healthy eating and physical activity; the children are encouraged to eat healthy lunches and they have regular opportunities to engage in outdoor physical activity. The provision of a wide range of learning, social, cultural and sporting activities extends the children's experiences and encourages them to adopt healthy lifestyles.

7. Leadership and management

- The school leadership team provides a caring and child-centred school environment which is evidenced by a welcoming and inclusive ethos where every child is valued.
- The co-ordinators carry a number of responsibilities; the literacy and numeracy coordinators have begun to monitor their areas of responsibility by conducting regular book scoops throughout the year. Developing more formal arrangements to monitoring and evaluating practice will inform better how standards can be raised.
- The school development plan sets out a range of priorities for improvement with associated action plans including an appropriate focus on improving the provision for literacy, numeracy and ICT. The whole school approach to self-evaluation needs to be developed further to give a more coherent overview of learning and teaching across the school and should focus on the actions required to bring about continuous improvement.
- Based on the evidence provided at the time of the inspection, the parents, staff and the school community can have confidence in aspects of the governance evaluated. The governors are well informed about all aspects of school life and are supportive of the staff and the school's key role within the local community. Some further work to strengthen the role of the governors would enable a better challenge function to evolve.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. There is a need to ensure that a designated governor for child protection is named and receives the relevant training from the Child Protection Support service for Schools (CPSSS). In discussions with the inspectors, the year 6 children reported that they feel secure in school and know what to do if they have any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for 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

