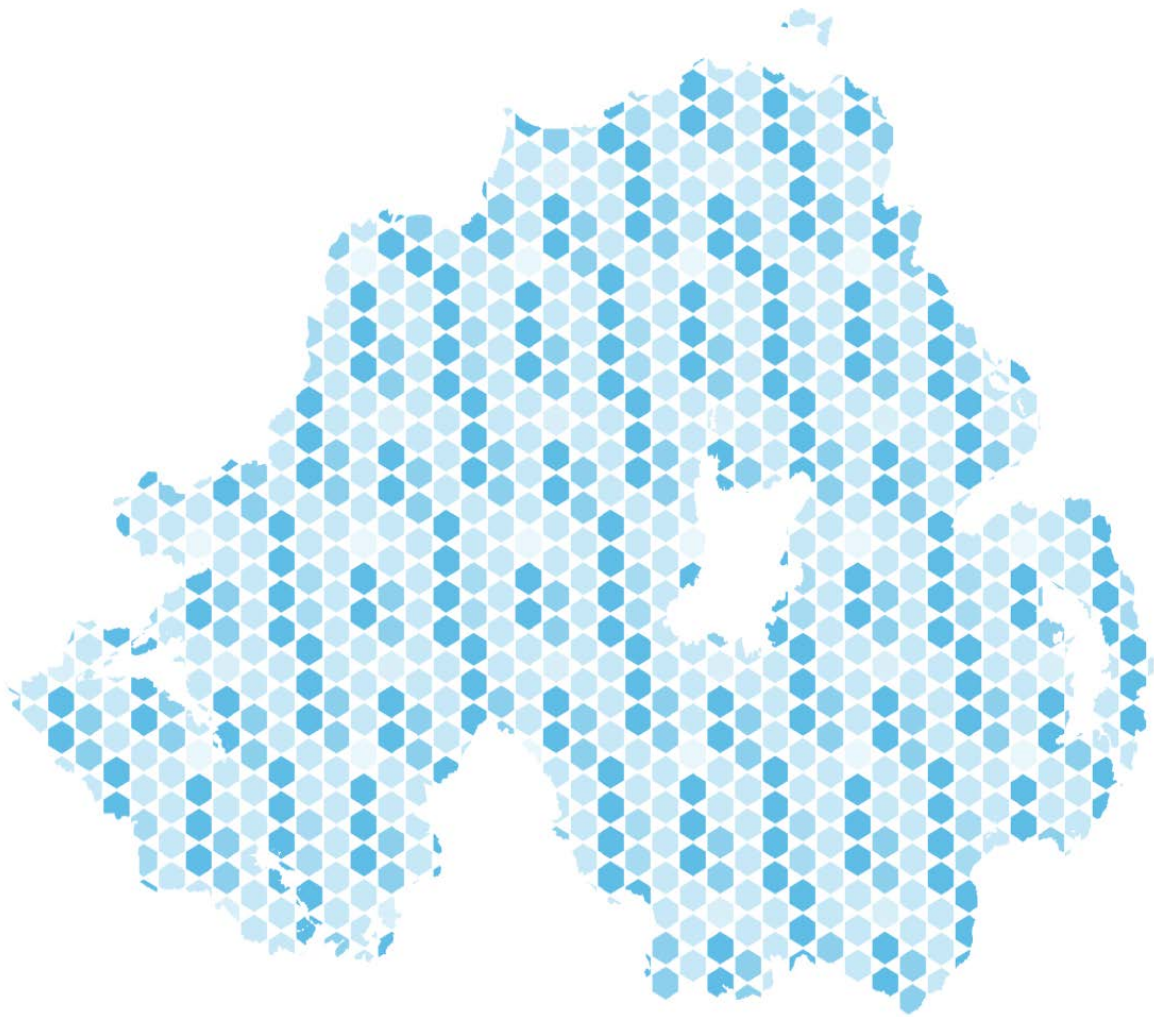


PRIMARY INSPECTION



Education and Training
Inspectorate

St Eugene's Primary School
and Nursery Unit, Derry City

Report of an Inspection in
March 2014



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 for learning	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	32	11	34%	*
Teaching staff	8	7	88%	5
Support staff	9	*	44%	*

*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.

Almost all the responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school and nursery unit. In particular, the parents highlighted their appreciation of the hard work of the staff and of the principal. A majority of the staff 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 wider community.

2. Context

St Eugene's Primary School and Nursery Unit occupies a split site on Francis Street in the centre of Derry City. Most of the children attending the school come from the immediate area. The enrolment has decreased over the last four years and is currently 161 including 26 children in the nursery unit. At the time of the inspection, 55% of the children in the school were entitled to free school meals and 22% of the children had been identified by the school as requiring additional support with aspects of their learning.

St Eugene's Primary School and Nursery Unit	2010/11	2011/12	2012/13	2013/14
Enrolment	182	177	177	161
% Attendance	94	94.3	93.1	92.8
FSME Percentage ¹	35.7	40.7	47.5	55.28
% of children on SEN register	21.4	16.4	18.6	18.6
No. of children with statements of educational needs	0	*	*	*
No. of newcomers	8	*	6	*

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 nursery unit; and
- the quality of leadership and management.

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good
Nursery Unit	Very Good

Key findings of the inspection

5. Achievements and standards

- The children in the school are well-motivated learners; they display high levels of independence and maturity and their behaviour is exemplary. The children respond enthusiastically to the learning opportunities provided by their teachers, listen attentively and provide extended responses during class and group discussions.

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

- An analysis of the key stage (KS) 2 assessment data, in three² of the past four years, shows that the school's performance in English is above both the Northern Ireland (NI) average and the same free school meals category in two out of the three years. The school's performance in mathematics is below the Northern Ireland (NI) average and the same free school meals category in two out of the three years.
- The school's internal performance data indicates that most of the children in mathematics, and the majority of children in English, achieve standards in line with their ability or above expectation. Those children who require additional support with aspects of their learning make good progress in English and mathematics.
- The children in the nursery unit are making very good progress in developing their social skills. They display high levels of independence as they use the range of equipment available, and manage well their snack and dinner routines. Almost all of the children engage in concentrated and purposeful play.

6. Provision

- Most of the learning and teaching observed was very good. The teachers interact well with the children and develop their learning through meaningful contexts. They use effective, open-ended questioning to develop the children's language and to extend their thinking. The teachers' planning is thorough and clearly focused on connecting the children's learning across the curriculum.
- The children's work is marked regularly and positively. In the best practice, clear constructive feedback is given orally and in written form to help the children improve their work. The staff use an appropriate range of assessment tools and teacher observations to track the children's progress, to identify underachievement and to prioritise areas of the curriculum requiring development.
- The children's reading, writing and talking and listening skills are developed effectively through the precise planning for literacy across the key stages, using an appropriate range of strategies. There is a comprehensive whole school programme for mathematics that facilitates progressive lines of development across all the key stages. It is organised effectively to embed and reinforce the key aspects of mathematics equitably across each term for each year group.
- The school identifies at an early stage, the children who need additional support with aspects of their learning. The support for literacy and numeracy is provided through well-focused in-class provision and is guided by effective individual education plans. The teachers and classroom assistants provide sensitive and highly effective interventions for the children which have a positive and significant impact on the children's learning and on their self-esteem.

² 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 nursery unit programme provides a progressively challenging play curriculum. The staff are skilful in developing settled play by listening to and responding to the children's ideas and by extending their language and thinking skills through the play activities.
- The school and nursery unit has a welcoming and inclusive ethos where all children and staff are highly valued. There are very good working relationships at all levels and mutual respect is evident in the work of the staff and children. The calm and purposeful learning environment contributes well to the children's personal, social and emotional development.
- The school and nursery unit gives very good attention to promoting healthy eating and physical activity, through daily opportunities for energetic outdoor play and a very good range of extra-curricular sporting activities and programmes to encourage the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school and nursery unit has a clear strategic vision for school improvement underpinned by a high level of understanding of learning and teaching. The principal is supported well by the vice-principal and staff in the process of continuous self-evaluation. There is a comprehensive school development plan which has been informed by the rigorous, monitoring and evaluation process and by consultation with the wider school community. The associated action plans have a clear focus on improving further the provision for the children and raising the standards they attain.
- 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 very well informed about the school and carry out effectively their support and challenge functions.
- 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 and 7 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.

Health and safety

- The board of governors and employing authority need to complete a risk assessment of the perimeter fence of the senior school playground.
- The school requires urgently a minor works programme to improve aspects of the learning environment.

© 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

