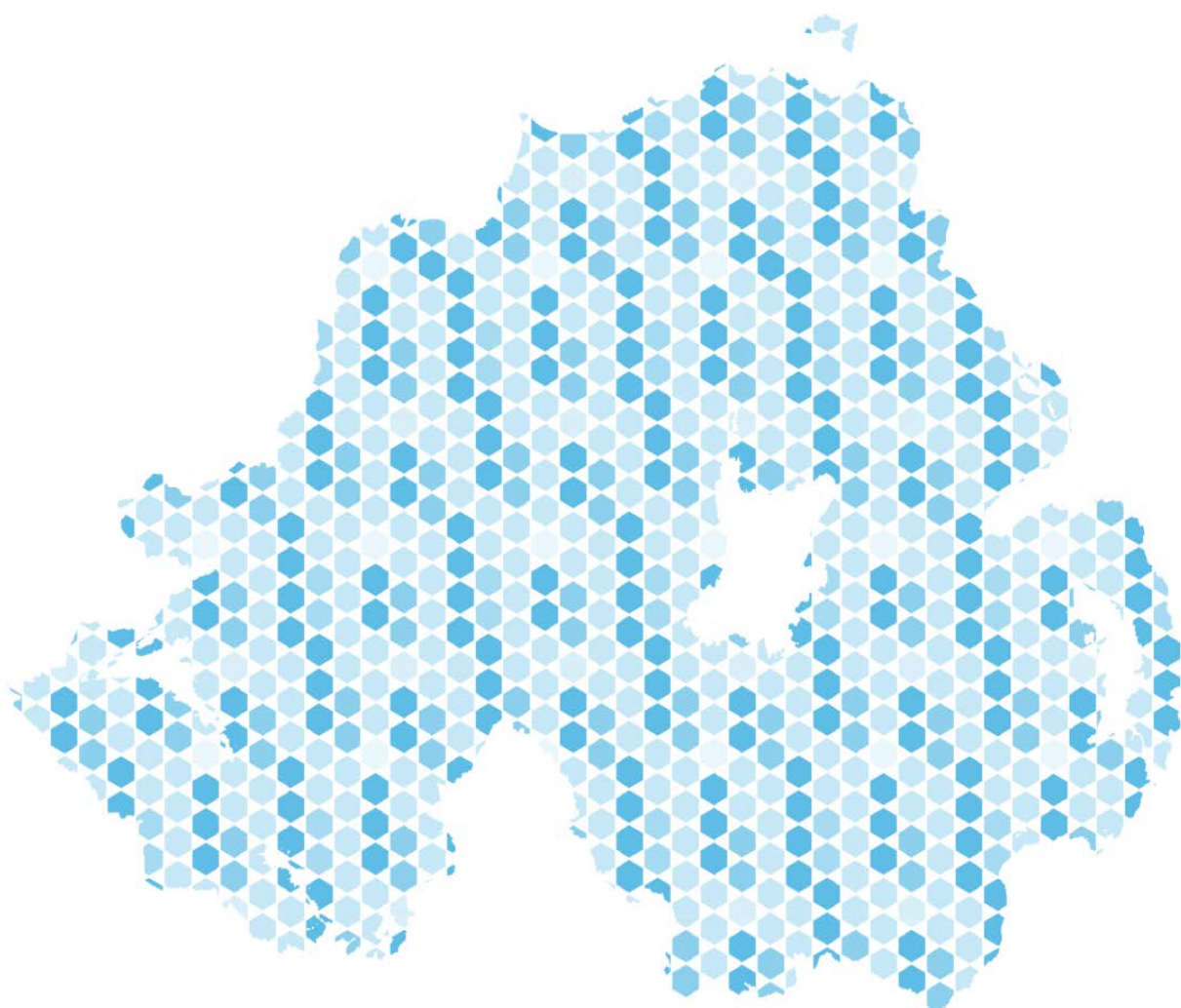


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

St Eugene's Primary School,  
Strabane, Co Tyrone

Report of an Inspection in  
October 2014

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*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  
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## 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

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

Twenty-five percent of parents and all of the staff (teaching and non-teaching) in the primary school responded to the questionnaires. Overall, the responses to the parental questionnaires indicated high levels of satisfaction with almost all aspects of the life and work of the school. In particular, the parents expressed their appreciation of the professional, caring and hardworking staff. A small number of issues were raised regarding the composite class structure in the school and the methods of reporting on the children's progress. All of the staff completed questionnaires and their responses were very positive. ETI reported to the principal, the acting principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions.

## **2. Focus of inspection**

The inspection focused on:

1. the children's achievements and standards in literacy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for literacy in the school including the reception group; and
3. the quality of leadership and management.

## **3. Context**

St Eugene's Primary School is situated in the village of Victoria Bridge, Strabane, County Tyrone. The enrolment of the school remains steady at 62 children, five of whom are in the reception group. There are three composite classes in the school which are made up of two or three year- groups. All of the children come from the local and surrounding rural area and a small number travel to school by bus. At the time of the inspection, a member of the teaching staff was in the role of acting-principal. Approximately 37% of the children were entitled to free school meals (FSM) and approximately 21% of the children had been identified by the school as requiring additional support with aspects of their learning.

St Eugene's Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	67	64	58	62
% Attendance (NI Average)	94.5	94.6	94.6	95.6
FSME Percentage <sup>1</sup>	37.3	26.6	31.0	37.09
% (No) of children on SEN register	29.8	36.0	27.6	21.0
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

#### 4. Overall findings of the inspection

<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>
<b>Reception</b>	<b>Satisfactory</b>

#### 5. Achievements and standards

- The children are courteous, happy and well-motivated learners; they engage readily with their peers and are respectful towards the staff and visitors to the school. They settle quickly to their learning, can work collaboratively in pairs and in groups and often show creativity in their work, when given the opportunity.
- The children in the reception group are well settled and show a measure of confidence and independence in their work and play. They are well behaved, engage readily with the staff and their peers, listen attentively in group sessions and persevere with tasks. Some aspects of the curriculum provided for the children are too formal and, as a result, valuable learning opportunities are restricted, particularly in relation to the Arts, Language Development and Physical Development and Movement.
- The school's performance data shows that a majority of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- By year 7, the children are confident to express their ideas, listen to, and respect the opinions of others. They apply an imaginative use of language in their writing and are developing effectively as writers. The children are developing very good reading and comprehension skills across the primary classes. They read with fluency and a good level of understanding.

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

- The children who require additional support with aspects of their learning are progressing well commensurate with their abilities.
- The children are able to use a range of information and communication technology information (ICT) devices and software to support their literacy and learning across the curriculum; this work includes working with images, online communication, interactive design and desktop publishing.

## **6. Provision**

- The quality of the planning, teaching and assessment ranged from satisfactory to outstanding. In the most effective practice, the teachers matched the learning to be promoted in the lessons to the needs of the children in the composite classes. The teachers have identified the need for the children to use a range of strategies to produce creative writing and to use literacy and communication skills across the curriculum. Information and communication technology information (ICT) is used very well to enhance learning and teaching throughout the school. The most effective plenary sessions enabled the children to self and peer evaluate their own and the work of others against a range of criteria set at the beginning of the lessons. The planning for play in the reception and foundation stage needs to be developed further in order to provide more effective differentiation within the composite class and to provide greater breadth and challenge in the learning experiences for all of the children.
- The children with additional needs are identified early and there is whole-school collaboration on meeting their individual needs. All of the children are very well supported in-class and at times small groups are withdrawn for specialist teaching. The children's progress is carefully monitored and realistic targets for achievement are set for them.
- The whole- school programme for literacy provides progression across the aspects of talking and listening, reading and writing. The children have access to interesting reading material and a range of digital media to develop their skills in reading and writing. The staff are appropriately reviewing the range of books for boys in order to raise interest levels in reading and need to introduce the children to a wider range of novel work. The children experience writing across a range of forms and their written work is celebrated throughout the school.
- The quality of the provision for pastoral care in the school is outstanding. This provision is characterised by the friendly, child-centred ethos and the very good working relationships amongst the staff and children. In addition, the wide range of after-schools clubs, and educational visits provided enhances the quality of the children's overall learning experiences and contributes significantly to their personal development.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. For example, the children are encouraged to bring in a healthy break and lunch box. There is a varied range of sporting initiatives available which should now be extended further in line with the statutory requirements for physical education as outlined in the Northern Ireland Curriculum. The staff and governors have identified as a priority the need to develop further the outdoor play provision.

## **7. Leadership and management**

- There is a very good team spirit within the school based on an appropriate collaborative approach to decision making at all levels. The co-ordinators are skilled in monitoring and evaluating the impact on provision and standards within and across their areas of responsibility; they share their specialist knowledge willingly with their colleagues to support them in their work.
- The school's processes for self-evaluation include regular consultation with the children, staff, parents and governors. The staff gather data on the children's progress and use a range of standardised tests to set realistic targets to improve the children's standards. The draft school development plan has identified appropriate areas for development. The inspection findings indicate that the staff need to give more attention to the development of a holistic pre-school curriculum in the reception provision.
- The governors carry out their roles conscientiously and supportively, and understand the challenges and opportunities facing the school. They collaborate effectively with the principal and staff in developing the school improvement agenda. Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. 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 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 children; and has demonstrated its capacity for sustained self-improvement.

The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

The area for improvement is:

- to review the reception provision and provide an appropriate pre-school programme that reflects the guidance issued by the Department of Education.

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