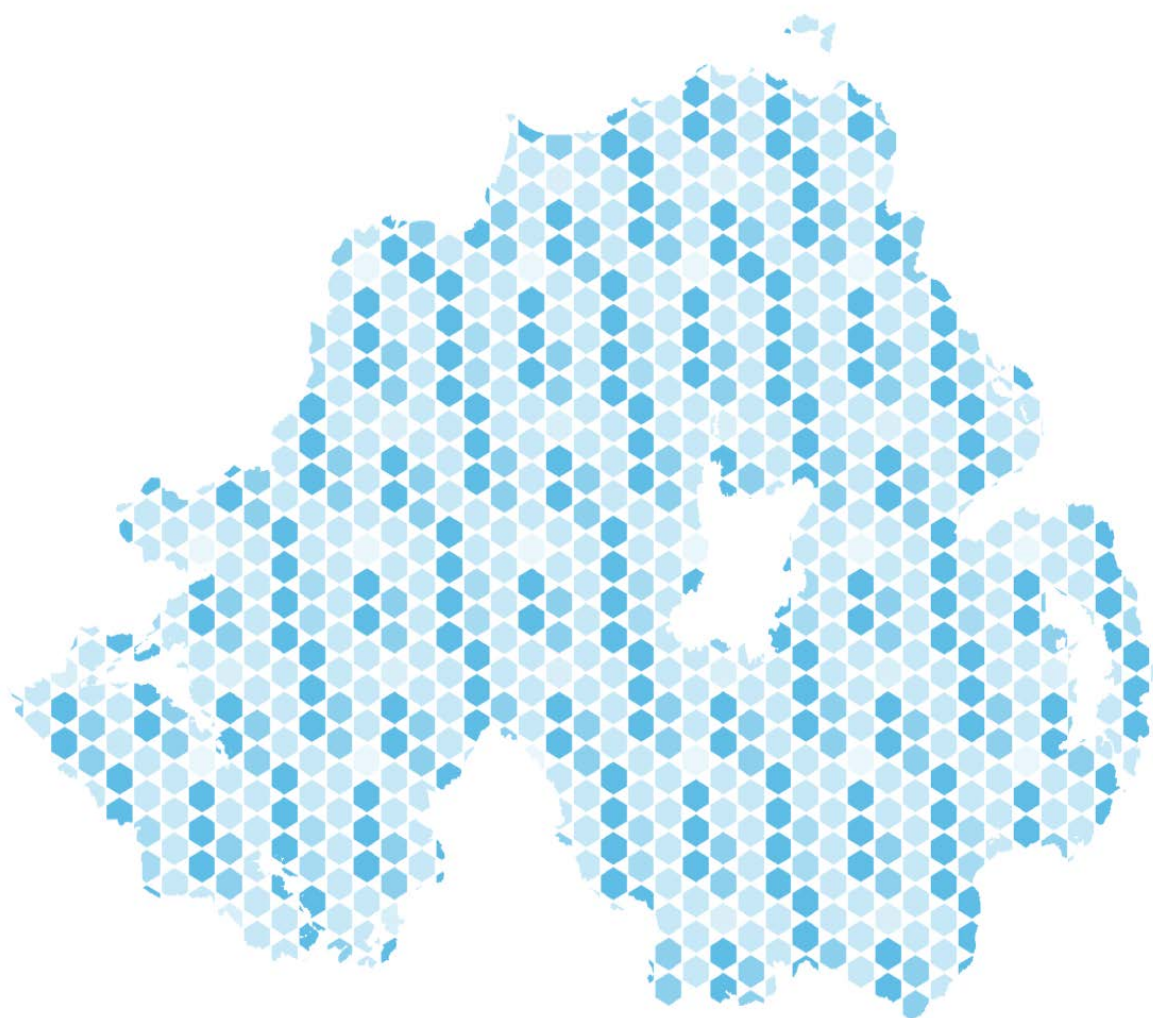


PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's Primary School,
Kileenan, Cookstown,
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

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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.eti.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	79	47	59%	27
Teaching staff	8	8	100%	*
Support staff	9	8	89%	*

* fewer than 5

The Education and Training Inspectorate (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.

The responses to the parental questionnaires indicated a high level of support for the work of the school. In the written comments, the parents highlighted the approachability of the principal and the hard work and dedication of the staff who create a child-centred and caring environment where their children are happy. The few issues raised were discussed with the principal and governors. All of the teaching staff and almost all of the support staff completed questionnaires and their responses were very positive. In discussions with the governors they emphasised the happy, family atmosphere in the school and the strong links with the local community.

2. Context

St Joseph's Primary School, is situated in Killeenan in the parish of Kildress, six miles north of Cookstown, Co Tyrone. All of the children come from Killeenan and the surrounding rural area. The school enrolment has increased steadily over the past four years and stands at 132 children. At the time of the inspection, approximately 39% of the children were entitled to free school meals and around 18% of the children were identified by the school as requiring additional support with aspects of their learning.

St Joseph's Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	103	114	126	132
% Attendance	97%	97%	96%	98%
FSME Percentage ¹	22%	27%	45%	39%
% children on SEN register	15%	11%	12%	18%
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

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

Key findings of the inspection

5. Achievements and standards

- The children are polite and well-behaved; they interact respectfully with their teachers and with visitors to the school and work cooperatively with their peers. They display positive attitudes to their learning; they engage enthusiastically with the activities provided by their teachers, are proud of their achievements and present their work neatly.
- An analysis of the key stage (KS) 2 performance data in three of the past four^{*} years shows that in English and mathematics, the school's performance is in line with or above the Northern Ireland (NI) average in two of the three years. Compared with schools in the same free school meals (FSM) category, the school's performance in English is in line with or above the average in two of the three years. The school's performance in mathematics is above the average in

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

* 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.

one of the three years. The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.

- The children apply their learning in literacy successfully and purposefully across the other areas of the curriculum. They write for a variety of audiences and in an appropriate range of genre. In discussions with the year 7 children, they read with fluency and accuracy and were able to discuss their favourite authors and types of books. By the end of KS2, the children display a good knowledge of the key concepts across all of the areas of the mathematics curriculum. They complete mental calculations with confidence and can explain their strategies using the appropriate mathematical language.
- Throughout the school, the children work confidently and competently with information and communication technology (ICT), using a range of software and digital media to support and enhance their learning.

6. Provision

- The teachers' medium and short-term planning is comprehensive and connects the children's learning across all areas of the curriculum. The quality of the learning and teaching observed ranged from satisfactory to very good. A majority of the learning and teaching was good or better; in the remaining proportion there were areas for improvement. In the most effective practice, the teachers develop the children's thinking skills and personal capabilities through skilful questioning, and match the learning appropriately to the children's abilities, needs and interests. In the less effective practice, the activities do not meet sufficiently the needs of the range of learners and the learning is overly directed by the teacher.
- The children who need additional support with their learning are identified early through teacher judgement and the analysis of internal performance data. The special educational needs coordinator has identified appropriately the need to monitor more closely the quality of the targets in the individual education plans and to develop a more systematic approach to tracking the children's progress.
- The quality of the arrangements for pastoral care in the school is very good. This is characterised, for example, by the caring and supportive ethos, the positive working relationships between the children and the staff, and the opportunities for the children to participate in a wide range of extra-curricular activities. The newly-formed school council is providing the children with an opportunity to contribute to the decision-making processes within the school.
- The school gives very good attention to promoting and encouraging the children to adopt healthy lifestyles through the curriculum topics and the additional sporting activities available.

7. Leadership and management

- The strong sense of community throughout the school is evident in the collegial approach to school improvement. The arrangements for self-evaluation include a good level of consultation with the children and the parents, and the use of internal performance data to identify low and underachievement. The curriculum co-ordinators have made a useful start to auditing the provision in their respective areas. The school development plan and the associated action plans need to focus more sharply on the actions that will bring about improvement in the children's learning and to include clear systems for monitoring and evaluation.
- There are very good arrangements in place for communicating with parents to involve them meaningfully in their children's education and the ongoing development of the school. To enhance further the learning opportunities for the children, the school has established and continues to strengthen very good links with a range of other schools, with people in the community and with various agencies.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in most aspects of governance evaluated. The governors are well informed about and engaged in decisions in relation to staff recruitment, finances, and health and safety assessments. Their contribution to the life and work of the school would be enhanced further through reviewing and challenging, where necessary, a greater range of evidence presented to them on the effectiveness of the action being led by the various post holders.
- 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 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 area for improvement is the need:

- to focus more sharply on the actions that will bring about improvement in the children's learning and to develop clear systems for monitoring and evaluation.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

Health and safety/Accommodation

- The Principal and administration staff have to share a room for their work, which results at times in a lack of privacy regarding confidential matters.
- The flat roof on the school constantly leaks during periods of heavy rain and often leads to internal damage.
- There is no secure access between the main school building and the temporary classrooms.
- There is no vision panel on the internal doors to the temporary classrooms.

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