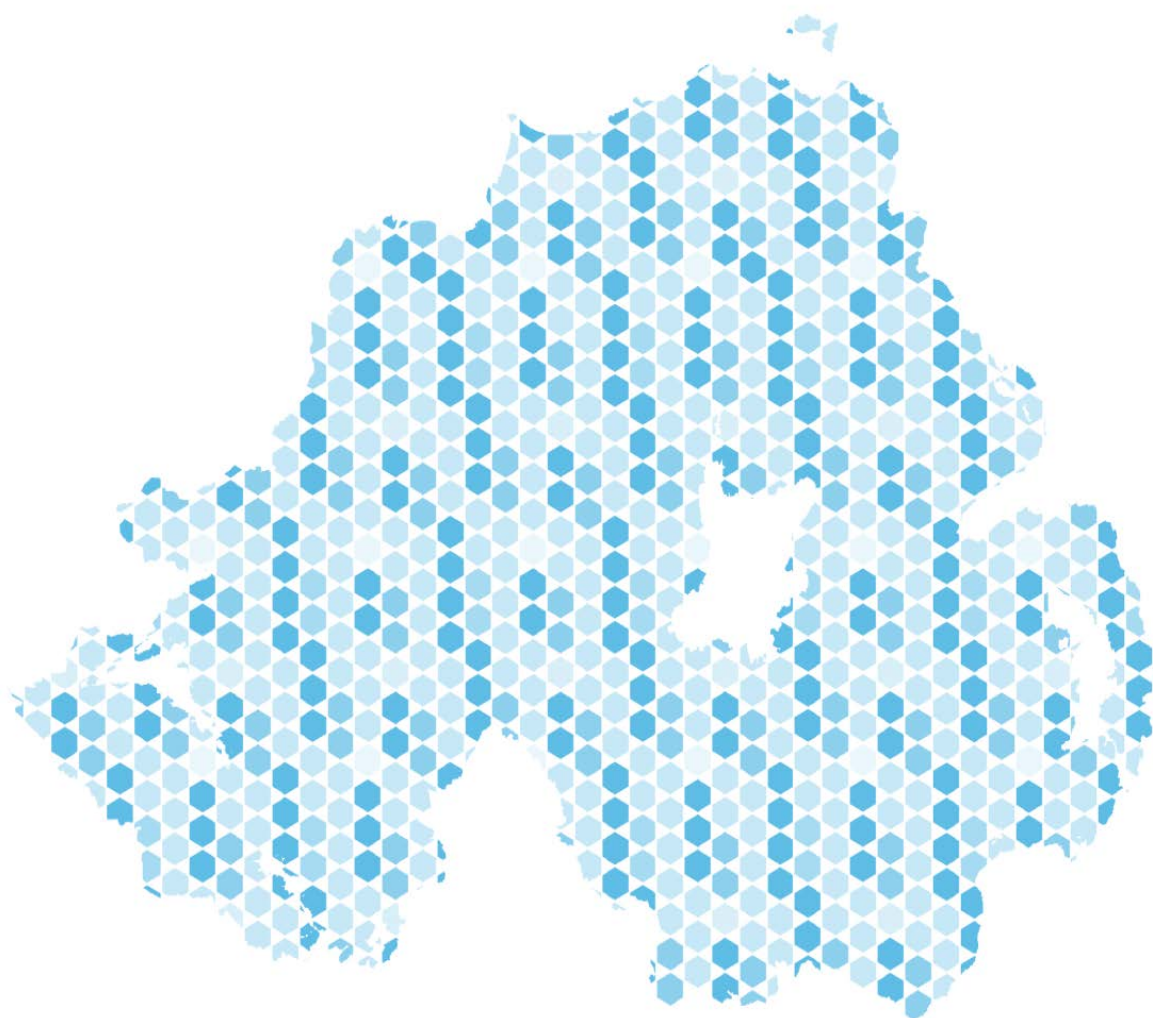


PRIMARY INSPECTION



Education and Training
Inspectorate

St Mary's Primary School,
Maguiresbridge, Enniskillen

Report of an Inspection
in September 2013

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	Number returned	Percentage returned	Number with comments
Parent	63	10	15.87%	*
Teaching staff	6	*	16.6%	*
Support staff	6	*	*	*

* 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 questionnaires may be low.

2. Context

St Mary's Primary School is situated in the village of Maguiresbridge, County Fermanagh. The enrolment has remained steady over the last four years and is currently 95. The children come from the village of Maguiresbridge and the surrounding rural area.

St Mary's Primary School	2009/10	2010/11	2011/12	2012/13
Enrolment	84	92	95	94
% Attendance (NI Average)	95.4%	93.9%	96.4%	95.6%
FSME Percentage ¹	12.55%	19.6%	34.7%	33.7%
% (No) of children on SEN register	22.6%	25%	27.4%	26.6%
No. of children with statements of educational needs	*	*	*	*
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 findings

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

Key findings of the inspection

5. Achievements and standards

- The children are clearly proud of their school and their behaviour is exemplary. They are confident, highly motivated and engage fully in their learning. The children settle quickly in their lessons, listen carefully and respectfully to the adults and to each other and are keen to contribute to discussions and to present their ideas. They respond very well to the high expectations set by all of the staff.
- An analysis of the end of key stage (KS) 2 performance data in three of the past four years* shows that in English, the school's performance is consistently above the Northern Ireland (NI) average in the three years and in mathematics, the school's performance is above the Northern Ireland (NI) average in two of the three years.** Compared with schools in the same free school meals (FSM) category, the performance in English is also consistently above the average in the three years and in mathematics is above the average in two of the three years. 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 very good progress in English, in line with their ability or above expectation. All of the children, including those who require additional support with aspects of their learning, make very good progress in mathematics, in line with their ability or above expectation.

* 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 KS outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

- Across the year groups, the children develop excellent skills in talking and listening, reading and writing. By the end of KS2, the children read fluently and with expression, and discuss confidently the themes, characters and content of texts. They write competently for a range of purposes and audiences. The children demonstrate a high level of understanding of concepts across the areas of mathematics. By the end of KS2, they are able to complete calculations confidently, can use a range of mental strategies and display flexibility in their mathematical thinking.
- Almost all of the children receiving additional support in literacy and numeracy make very good progress in line with their ability.
- The children in years 4 and 7 have participated in the Council for the Curriculum Examinations and Assessments Information and Communication Technology (ICT) Accreditation Scheme, and, in the last two years, have achieved standards that are above the Northern Ireland (NI) average.

6. Provision for learning

- The quality of the teaching observed ranged from outstanding to very good in equal measure. All of the teachers have high expectations of what the children can achieve. Their planning is comprehensive and makes effective use of opportunities to connect the children's learning across the curriculum. The teachers' evaluations take due account of previous learning and they inform future learning and teaching. The children receive effective feedback throughout their lessons; their work is marked regularly and written comments in the books acknowledge the children's progress and provide clear guidance on how to make further improvement. The teachers are well supported in their work by the classroom assistants.
- The quality of the provision for special educational needs is very good. The school identifies at an early age those children who require additional support with their learning and effective in-class and withdrawal support is in place. The individual education plans are well focused and the teachers monitor closely the children's progress. The children are appropriately involved with the setting and evaluation of their personal learning targets.
- The literacy and numeracy skills are integrated in meaningful contexts across the curriculum. The teaching of reading is systematic and the current whole-school focus on talking and listening supports well the development of higher level reading skills. The programme for writing provides opportunities for the children to write in a variety of styles, for real audiences and with purpose. The development of mathematics is systematic across the three key stages. The teachers set a high level of challenge in the numeracy activities and make very good use of practical activities and opportunities to apply mathematics in order to extend the children's thinking and use of mathematical language. In the foundation stage, play-based learning is used effectively to develop the children's personal and social skills and their learning in literacy and numeracy.

- The outstanding quality of the arrangements for pastoral care in the school is characterised by the inclusive and child-centred ethos, and the excellent working relationships underpinned by mutual respect amongst all members of the school community. The older children are encouraged to take on roles and responsibilities through, for example, the playground 'buddy' and reading 'buddy' systems. The school council provides the children with an opportunity to contribute to the decision-making processes within the school.
- The school gives very good attention to promoting a healthy lifestyle through, for example, the whole school physical education programme and the provision of healthy breaks.

7. Leadership and management

- The principal and school management team have a clear, shared vision for achieving the continuous improvement of the school. The area of learning co-ordinators provide effective curricular leadership: they monitor and evaluate the quality of the children's work, use internal performance data to identify low and underachievement, and provide appropriate professional guidance to their colleagues to ensure a high quality of professional practice.
- The school development planning processes are well developed and are underpinned by a culture of self-evaluation leading to improvement and critical self-reflection. The school development plan (SDP) is well informed by a thorough analysis of performance data, by regular consultation with the school community and by effective monitoring and evaluating of the learning and teaching.
- The governors support the principal and staff effectively in the implementation of the school development plan (SDP) and make a positive contribution to the life and work of the school. Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated. The governors need to develop their role further, to review and challenge, where necessary, a greater range of evidence presented to them on the effectiveness of the action being taken 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. During the inspection, the inspectors met with a group of year six children. The children spoke with enthusiasm and confidence about their experiences in school. They reported that they feel happy and safe in school and know what to do if they have any worries or concerns.
- It will be important that the employing authority, school governors and the staff plan for, and manage the 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.

8. Conclusion

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

Health and Safety

- There is no secure access to the temporary classroom.

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