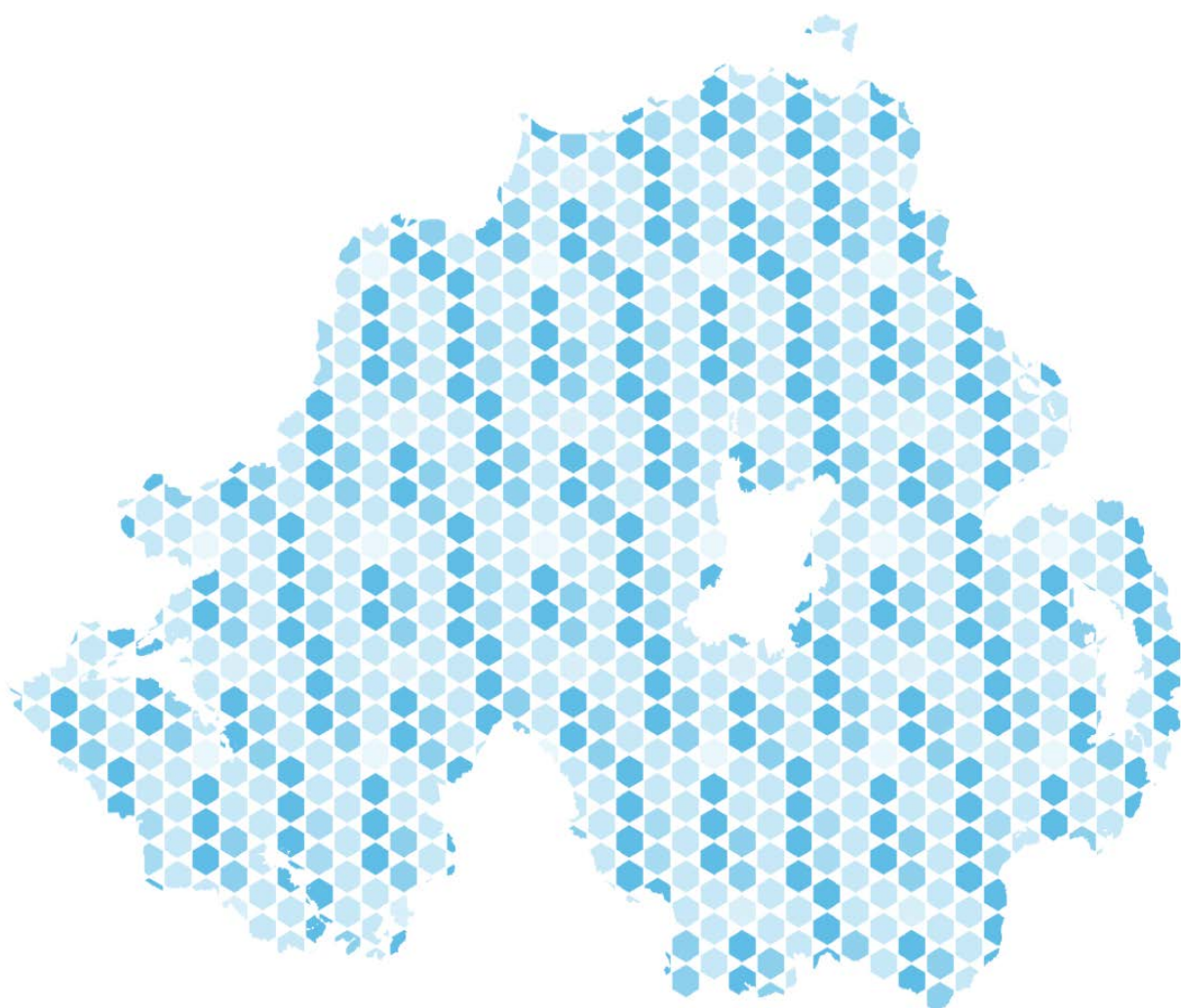


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

St Naile's Primary School,
Kinawley, Co Fermanagh

Report of an Inspection in
October 2014



*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.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.

The responses to parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, parents highlighted their appreciation of: the work of the teachers and support staff; the individual care and guidance given to the children; and the regular communications and opportunities to discuss the children's progress with the principal and teachers. All of the teaching staff and a majority of the non-teaching staff responded to the questionnaires. Their responses were wholly positive; they emphasised the collegial working relationships at all levels and the inclusive ethos. ETI has reported to the principal and the representative of the board of governors the main findings emerging from the questionnaires and the discussions.

2. Focus of inspection

The inspection focused on:

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

3. Context

St Naile's Primary School is located near the village of Kinawley, County Fermanagh. All of the children attending the school come from the surrounding rural area. The enrolment has increased slightly over the past four years and is now 100 children. At the time of the inspection, approximately 34% of the children were entitled to receive free school meals (FSM) and 16% were identified as requiring additional support with aspects of their learning. The school is part of the recently formed Cladagh Glen Learning Community of four local primary schools.

St Naile's Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	96	92	94	100
% Attendance (NI Average)	96.4	96.8	96.5	-
FSME Percentage ¹	26.0	29.3	29.7	34.0
% (No) of children on SEN Register ²	17.7	18.4	22.9	16.0
No. of children with statements of educational needs	*	5	*	*
No. of newcomer children	*	*	*	*
% Attendance of those children on SEN Register	96.5	97.0	96.6	-

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- The children respond enthusiastically and positively to the range of stimulating learning opportunities provided by their teachers. They focus well and sustain attention when engaging independently, in pairs and in group-working activities.
- The school's performance data shows that almost all of the children make very good progress in English and mathematics in line with their ability or above expectation. Most of the children who require additional support with aspects of their learning make very good progress in English and mathematics.
- In the foundation stage (FS), the children are developing effectively their language skills and independent writing through well-planned play-based learning activities. Throughout the school, the children engage well with one another; they are able to take turns, adopt roles, communicate effectively and collaborate to make decisions. By year 7, the most able children can read fluently; they are able to recognise, understand and summarise key points in a range of texts.
- The children use information and communication technology (ICT) confidently across the key stages to research topics, problem solve and present their work.

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

² The term 'SEN Register' refers to the Special educational Needs Register.

6. Provision

- The teachers' medium-term planning is systematic and rigorous. Planning is well-informed by detailed evaluations of the children's learning and the teachers' knowledge of their individual needs. In the effective practice, in most of the lessons observed, the children have opportunities to learn through practical activities which are appropriately differentiated taking account of the needs of all of the learners. The teachers use well a range of questions to extend the children's thinking and provide opportunities for the children to reflect on their learning.
- The quality of the provision for special educational needs is very good. The children who require additional support with aspects of their learning are identified early through rigorous monitoring and assessment. As a result, the appropriate intervention strategies, which are implemented to address underachievement, are impacting positively on the children's learning. The effective individual education plans (IEPs) focus on the specific needs of each child, involving them, their parents, and all relevant staff appropriately in their development and implementation.
- The school has recently invested in a wide range of reading material; the bright, well stocked library is used well and is impacting positively on the children's attitude towards reading and their motivation to read. Throughout the school, there are good opportunities for the children to write in a range of forms and for a variety of purposes to plan, draft and edit their writing. The school has identified appropriately the need to develop further opportunities to extend the children's writing across the curriculum through topics and themes.
- The quality of the arrangements for the pastoral care provision in the school is very good. There is an inclusive and supportive ethos throughout the school and very good working relationships at all levels. The children feel valued; they respond well to the high expectations of them by the staff and are motivated to learn. The staff has introduced a wide range of very effective pastoral initiatives, for example, the 'Proud Cloud'³ and 'Buddy'³ System, in order to support and motivate the children. The children's success in all aspects of school life is celebrated in weekly assemblies and documented in monthly newsletters to parents. The well-established school council provides regular opportunities for the children to contribute to the life of the school and to express their opinions.
- The school gives outstanding attention to promoting healthy eating and physical activity, thereby encouraging the children to adopt healthy lifestyles. A range of sporting and other activities provides the children with opportunities to participate in competitions within Northern Ireland.

³ The terms 'Proud Cloud' and 'Buddy' refer to pupil reward systems used to enthuse and motivate the children.

7. Leadership and management

- The leadership and management are appropriately focused on meeting the individual learning needs of all of the children and on maintaining close connections with their parents and the local community. The recently appointed co-ordinators are effective in leading and managing their areas of responsibility and are developing well a range of monitoring and evaluation strategies to support ongoing improvement.
- The school development planning process is effective with appropriate actions for improvement, identified through teacher consultation, rigorous analysis of assessment data and extensive discussions with the children, their parents and the governors.
- In recent years, the school has established very effective links and partnerships with the school community and a range of external agencies which are enriching the learning experiences for all the children. The Cladagh Glen Learning Community supports well professional development needs of the staff with opportunities to share expertise and resources.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The Board of Governors is in the process of being reconstituted; it will be important to ensure that the newly appointed governors receive the appropriate training in Child Protection.
- 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 know what to do if they had any concerns about their well-being.
- 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.

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.

Health and safety

1. The current roadside car parking arrangements for the children and their parents, whilst accessing the school along the adjoining road, constitutes a health and safety risk.
2. The system for gaining access to the external mobile classroom is not sufficiently secure.

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