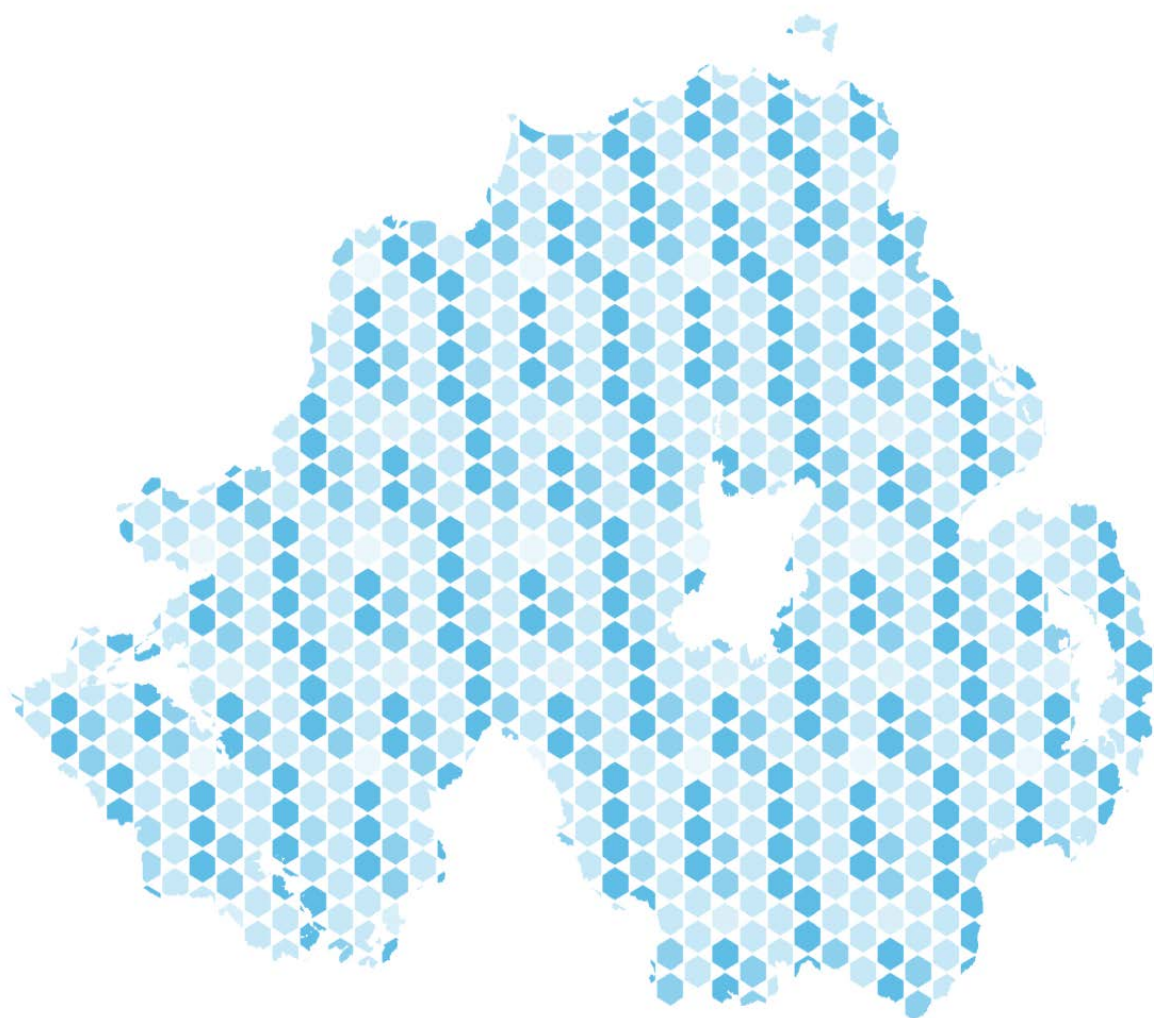


PRIMARY INSPECTION



Education and Training
Inspectorate

St Oliver's Primary School,
Carrickrovaddy, Newtownhamilton

Report of an Inspection
in September 2013

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 findings	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	3
8. Conclusion	4

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 Inspectorate's 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
Parent	41	25	61	12
Teachers	*	*	*	*
Support Staff	*	*	*	*

* fewer than 5

The ETI is trialling a range of methods to collect the views of parents/carers and, as a result, the response rate may be low.

2. Context

St Oliver's Primary School, Carrickrovaddy is situated approximately seven kilometres south of Newtownhamilton in County Armagh. The vast majority of the children come from the surrounding rural area; many of the families have a long association with the school. Just over 30% of the children are entitled to free school meals.

GhC`j Yffg Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	57	55	58	59
% Attendance (NI Average)	93.7	96.5	94.4 (94.7)	
FSME Percentage ¹	24.6	41.8	37.9	30.5
% (No) of children on SEN register	0	10.9	8.6	8.5
No. of children with statements of educational needs	0	0	0	0
No. of newcomers	0	0	0	0

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 under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall findings

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.

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

Key findings of the inspection

5. Achievements and standards

- The children are well-motivated, enthusiastic and inquisitive learners; they engage very effectively with one another in small groups and when working in pairs. From an early age they display very good thinking skills and personal capabilities and these skills continue to be developed as they move across the school.
- An analysis of the end of Key Stage(KS) 2 performance data in three of the past four years show that in English and mathematics the school's performance is consistently above, both the Northern Ireland (NI) average and the average for schools in the same FSM category.* 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 and mathematics in line with their ability or above expectation.
- The children demonstrate confidence in their talking, listening, reading and writing. They read to a very high standard, with great fluency and expression, and are able to discuss characters and themes across a wide range of texts. They write to a good standard for a variety audiences and purposes. The children have a good understanding of the key mathematical concepts. They are able to complete calculations quickly and accurately, are flexible in their mathematical thinking and are able to explain confidently, a variety of strategies they use for problem-solving.

* 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 children identified with special educational needs (SEN) make good progress in their learning and reach the standards of which they are capable.

6. Provision for learning

- There is a comprehensive and well-integrated approach to assessment, planning, learning and teaching throughout the school. The teachers build effectively on the children's previous experiences and provide stimulating and interesting activities to engage the children, extend further their learning and challenge their thinking. A key feature of the work of the school is how effectively the teachers contextualise the learning to real life situations, making it relevant for the children. The quality of the teaching observed was always good with almost two-thirds very good or outstanding.
- The school provides effective and tailored support for those children identified as having difficulty with aspects of their learning, including the good use of support and intervention strategies. The support staff make a valuable contribution to this work.
- The pastoral care within the school is of a very high quality. This is evidenced by the supportive, inclusive family ethos which permeates the school and through the strong teamwork among all of the adults. The school ensures that the children experience a wide range of learning, social, cultural and sporting activities which extend beyond the school and prepares them well for the next stage of their education. The school has identified appropriately, the need to enhance the contribution of the children through the development of a school council.
- The school gives very good attention to promoting healthy lifestyles through the curriculum topics and the good emphasis placed on healthy eating and the importance of physical exercise.

7. Leadership and management

- The staff, under the highly effective leadership of the Principal, work well as a team to bring about improvement in the school's overall provision and place an appropriate focus on improving the children's learning experiences and the standards they attain.
- The coordinators, all of whom carry a number of responsibilities, provide effective leadership in their respective areas. They reflect regularly on their practice and make very good use of data, both quantitative and qualitative, to monitor the quality of the provision in their areas of responsibility.
- Over the past year the school has been embedding a culture of self-evaluation and there are clear and systematic processes in place to inform the school development plan, including the use of regular audits and consultations with staff and parents. The school development plan sets out a well-considered range of priorities for improvement with supporting action plans including an appropriate focus on improving the provision for literacy and numeracy and ICT.

- The school has developed valuable links with other schools in the south Armagh area and the local and wider community. This aspect of the school's work was highlighted positively by nearly all of the parents who responded to the questionnaire.
- Based on the evidence presented at the time of the inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements for safeguarding children. These arrangements reflect the guidance of the relevant department. The children report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and 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 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.

© CROWN COPYRIGHT 2013

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

