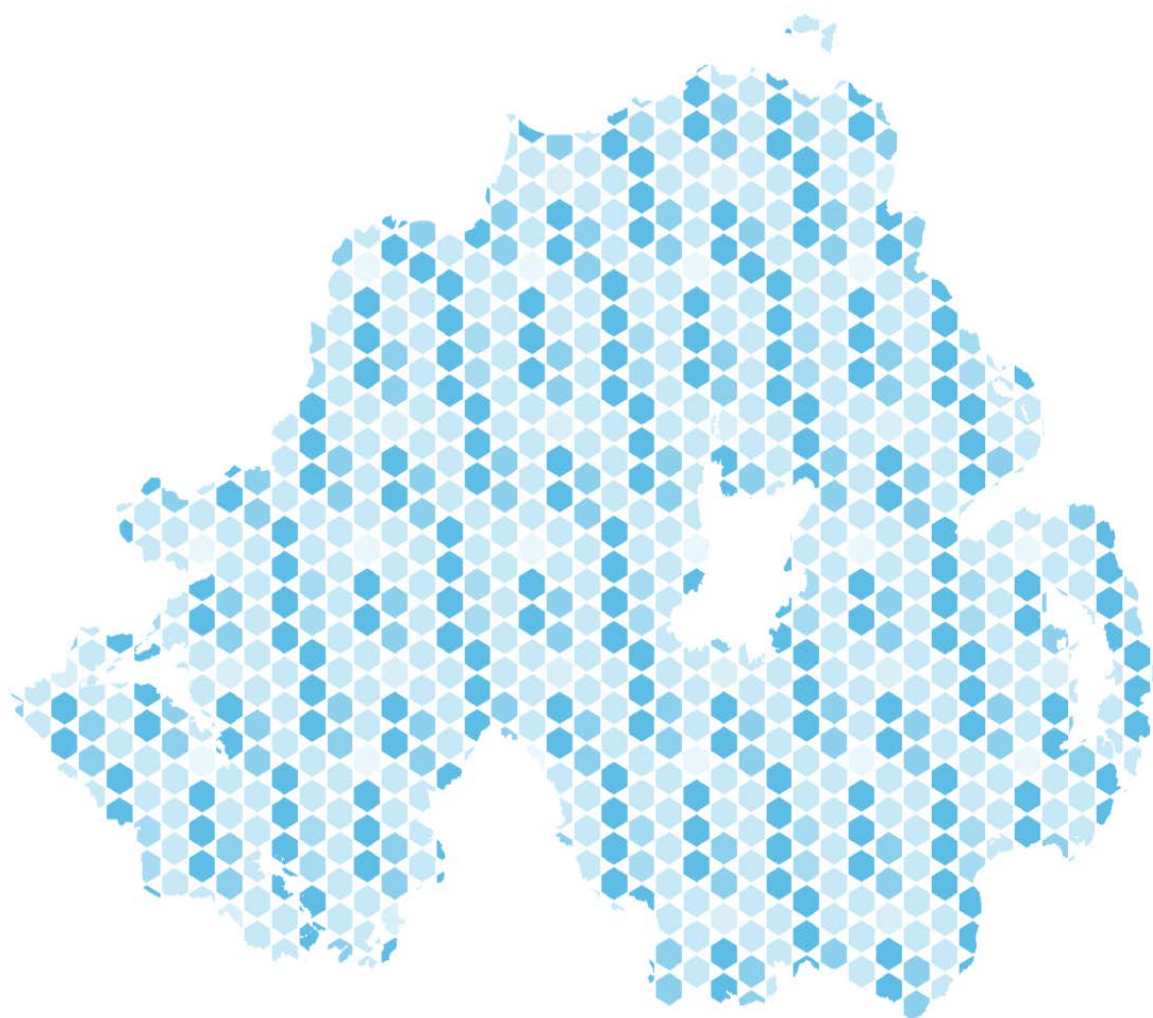


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's and St Joseph's
Federated Primary School,
Garvagh, Co Derry

Report of an Inspection in
January 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.

Questionnaire	Number issued (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents	104	102	98%	41
Teaching staff	11	11	100%	5
Support staff	11	11	100%	*

* 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.

Almost all of the responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the commitment of the staff, the leadership of the principal, the wide range of extra-curricular activities available for the children and the high regard held for the school in the local community. The small number of concerns raised in the questionnaires was shared with the principal and the governors.

All of the teachers and the support staff completed questionnaires and their responses were very positive; they emphasised the strong team spirit among the staff.

2. Context

St Patrick's and St Joseph's Federated Primary School occupies a split-site with one part in Garvagh and the other located approximately 2.5 miles away in Glenullin, both in County Derry. Over the past four years, the enrolment has steadily increased and currently stands at 186 children. The percentage of children entitled to receive free school meals has doubled in the last four years and is currently 24%. Twenty-one percent of the children have been identified by the school as requiring additional support with aspects of their learning. The children attending come from a wide catchment area.

St Patrick's and St Joseph's Federated Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	172	172	184	186
% Attendance (NI Average)	96.1%	96.6%	96.2%	96.8%
FSME Percentage ¹	12%	17%	22%	24%
% of children on SEN register	19%	18%	14%	21%
No. of children with statements of educational needs	*	5	7	9
No. of newcomers	*	*	*	*

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	Very Good

Key findings of the inspection

5. Achievements and standards

- The children in the school are well-motivated, enthusiastic and engage actively in their learning. They are friendly and courteous and work very effectively in pairs and small groups. From an early age, the children settle quickly in class and display very good personal and social skills which continue to be developed as they progress through the year groups. They are able to discuss and critically evaluate their work and that of others, think creatively in practical activities and manage aspects of their own learning.

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

- An analysis of the end of key stage (KS) 2 performance data shows that in English the school's performance was below the Northern Ireland (NI) average in two of the last four years and was in line with the Northern Ireland (NI) average in one of these years; in mathematics the school's performance was on or above the NI average in three of the last four years. In both English and mathematics, the school's performance was below the average for schools in the same free school meals (FSM) category for the same period of time.* The school's internal performance data shows that most 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.
- Most of the children are reading above or in line with their ability; the children's writing skills need to be further developed through more opportunities to do extended writing including narrative and creative. The children achieve good standards in their mathematics and it is appropriate that the school has identified the need to develop further the teaching of the strategies of mental mathematics.
- By the end of key stage two, most of the children achieve good standards in information and communication technology in a range of contexts; they are competent in using their skills to update the school website and report on weekly events and issues across the school.

6. Provision

- The written planning is comprehensive and guides well the teaching and learning; a particular strength is the matching of the learning experiences to meaningful and real-life contexts. The teachers evaluate their planning regularly; in the best practice, the evaluations focus appropriately on the learning, take account of the children's individual responses and inform well future planning. The teachers mark the children's work regularly with positive comments; the marking is at its most effective where the children are given clear guidance on how to improve the work. This good practice needs to be applied more consistently across all classes.
- The quality of the teaching ranged from satisfactory to outstanding with almost all of the lessons being good or better. In the most effective practice, the teachers modelled the skills which were then implemented by the children in their learning, effective questioning was used to develop the children's thinking and problem solving skills and differentiated activities were matched appropriately to the needs and interests of all the children. The children were encouraged to explain their thinking through extended responses which the teachers used to progress the learning.
- The school provides very good support for the children identified as having difficulties with aspects of their learning. The children benefit from the effective withdrawal support and a varied range of intervention strategies. The support staff make a valuable contribution to this work.

* 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 quality of the arrangements for pastoral care in the school is very good. An inclusive, family ethos permeates the school that is undiminished by the complexities created by the split-site nature of the school. There are very positive working relationships at all levels and the behaviour of the children is exemplary.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school is effective and has a clear focus on the holistic development of the children and, in particular, on raising further the standards for all the children. The comprehensive school development plan is based on a culture of reflection, consultation and self-evaluation in the school.
- The co-ordinators make good use of the qualitative and quantitative data in identifying potential underachievement. They now need to monitor more closely the tracking of the children's progress and the impact of those intervention strategies designed to support the children and raise further the standards they attain.
- The school has a highly effective partnership with the parents and encourages them to play an active role in the education of their children and the work of the school. The parents association make a significant contribution to the life of the school. The leadership of the school work diligently to maintain the high standing of the school in the local community.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors are committed to the ongoing development of the school and are supportive of the principal and the staff in their work. They are very well informed about the school and carry out effectively their challenge functions.
- 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 felt 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 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 Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

Health and safety/Accommodation

- On both sites, all access points for the children need to be secure during the school day.

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