

PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

St Scire's Primary School,
Trillick, Co Tyrone

Report of an Inspection in
April 2015

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.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 a representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Seventy-one percent of the parents responded to the questionnaires; their responses indicated very high levels of support for and satisfaction with the work of the school. In particular, the parents praised the welcoming atmosphere in the school; the caring approachable staff and the dynamic, diligent principal. Sixty percent of the staff completed questionnaires and their responses were wholly positive; in particular, they highlighted the culture of collegiality and the effective communication within the school. The ETI has reported the responses to the principal and the governors, and has discussed with them the few issues arising from the questionnaires.

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 numeracy in the school; and,
3. the quality of leadership and management.

3. Context

St Scire's Primary School is situated in the village of Trillick in County Tyrone. Almost all of the children who attend the school come from the local area. The school's enrolment has remained steady over the last four years and currently stands at 110 children. The percentage of children entitled to free school meals has doubled in the past four years while the proportion who require additional help with aspects of their learning has fallen.

| St Scire's Primary School | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--|-------------|-------------|-------------|-------------|
| Enrolment | 107 | 109 | 108 | 110 |
| % Attendance (NI Average) | 97 (95) | 97 (95) | 97 (95) | |
| FSME Percentage ¹ | 9% | 13% | 17% | 18% |
| % (No) of children on SEN register | 16% (18) | 15% (16) | 15% (16) | 10% (11) |
| No. of children with statements of educational needs | * | * | * | * |
| No. of newcomers | * | * | * | * |

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 are very welcoming, well motivated and their behaviour is exemplary. They learn with enthusiasm and are able to apply what they learn in a variety of contexts. The children interact confidently with each other, have very good organisational skills and engage easily with visitors to the school. They are very willing to help others, take pride in their achievements and present their work to a high standard.
- The school's internal assessment data shows that most of the children make very good progress in English and mathematics in line with their ability or above expectations.
- By year 7, the most able children have a very good understanding of most aspects of mathematics. They use their mathematical knowledge in real life contexts and have very good flexibility in their mathematical thinking.
- The children who require additional support with aspects of their learning are making very good progress and reach the standards of which they are capable.
- The children achieve very good standards in information and communication technology and use it confidently to enhance and develop their skills and capabilities.

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

6. Provision

- There is a coherent, whole school approach to planning, learning and assessment throughout the school. The teachers' planning is comprehensive and well informed by the evaluation of the children's previous learning and the teachers' knowledge of their individual needs. All of the lessons observed were effective in promoting learning; the majority were highly effective. In the best practice, the teachers have high expectations for what the children can do, they build effectively on the children's prior knowledge and make meaningful connections in the children's learning. The lessons seen were well paced with ample opportunities provided for active learning through very effective group and paired work. The children were encouraged to reflect on their work and how to progress their learning.
- The school has a very inclusive approach to special educational needs provision. The children who require additional support with aspects of their learning are identified at an early stage; the additional provision through in-class support is matched very well to those needs. The very good quality support has a positive impact on the children's learning, self-esteem and the standards they achieve. The classroom assistants provide highly effective support in the classroom which makes a meaningful contribution to the children's learning.
- All aspects of the mathematics curriculum are covered with sufficient frequency to support the development of the children's knowledge. An effective range of learning and teaching strategies are used to encourage the children to actively engage in and enjoy mathematics lessons. Particular strengths in the provision include, the very good development of mathematical language, the systematic acquisition of mental mathematics strategies and the use of appropriate practical mathematical resources.
- The quality of the arrangements for pastoral care in the school is outstanding. The outworking of the schools mission statement "promoting excellence for all within an enabling environment" permeates the life and work of the school. There is an inclusive and supportive ethos throughout the school and high quality working relationships at all levels. Through a number of forums, including the school and eco councils, the views of the children are sought, valued and used to inform developments in the school's provision. The varied range of activities provided for the children beyond the classroom enhances the quality of their learning experiences and contributes very well to the children's personal and social development.
- 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 highly effective, there is a shared vision for school improvement and clear strategic direction for future developments in the school. All of the staff work very effectively as a team and are highly committed to meeting the academic and pastoral needs of the children.

- The school improvement process is clearly linked to a well-constructed school development plan (SDP) that has involved extensive consultation with all stakeholders. The key priorities of the school development plan focus appropriately on improving further the quality of the children's learning experiences and the standards that they attain. In taking the school improvement work forward, the school has identified appropriately the need to develop further the capacity of the staff to evaluate more effectively the quality and consistency of provision across the curriculum areas.
- There are very effective arrangements in place for communicating and consulting with parents to involve them appropriately in their children's education and the ongoing developments of the school. The meaningful links with other schools, external agencies and the wider community broaden the curriculum and enhance the children's learning.
- Based on the evidence presented at the time of inspection, there can be confidence in the aspects of governance evaluated. The governors carry out their roles conscientiously and supportively and understand well the challenges and opportunities facing the school. In order to develop further their knowledge of the curriculum developments, the governors need to be more systematic in their communication with the key post holders in the school.
- 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 very secure in school and are well aware of what to do if they have any concerns about their safety or well-being.

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.

Accommodation/Health and safety

1. The mobile classroom is in an unsatisfactory condition and is not fit for purpose. The Catholic Council for Maintained Schools, the Education Authority Western Board and the Department of Education in conjunction with the board of governors need to review this situation as a matter of urgency and the replacement of the mobile accommodation should include controlled access.

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