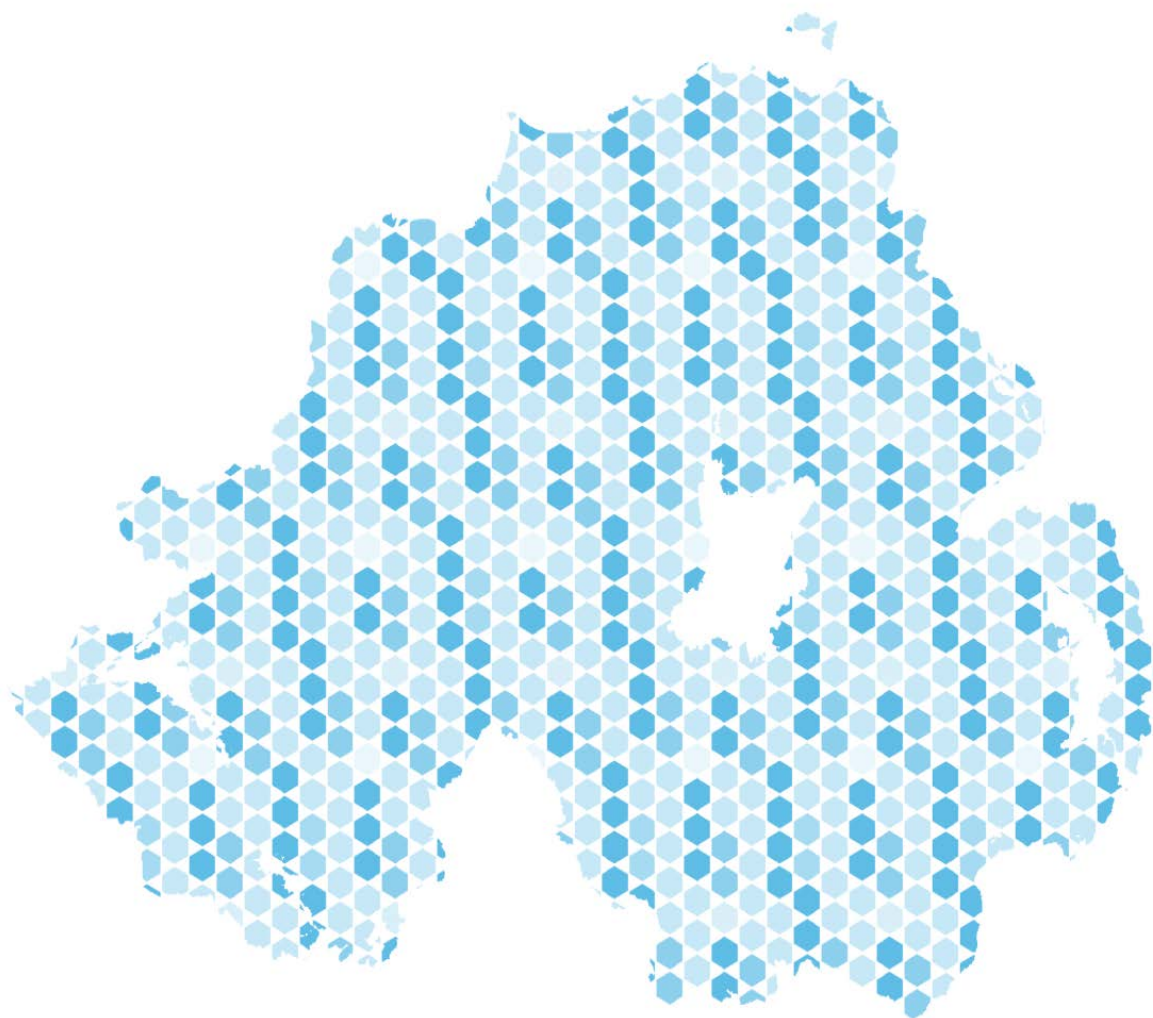


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Eoghain, Cookstown

Report of an Inspection
in November 2012

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Gaelscoil Eoghain is an Irish-medium primary school situated in Cookstown. The school opened in September 2012 with an enrolment of 13 children in the year 1 class. Most of the children come from the town itself and from the surrounding area. Almost all of the children attended the local Irish-medium pre-school, Naíscóil Eoghain, which shares the same site as the Gaelscoil. At the time of the inspection, approximately 18% of the children in the school were entitled to free school meals.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

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 an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate (ETI) will monitor the school's progress on the area for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- In **literacy**, most of the children are making good progress in letter formation; they engage well in early writing activities during play-based learning and display understanding and enthusiasm when listening to stories. All of the children acquire a good understanding of the Irish language and are beginning to respond using single words and phrases.
- The children are acquiring early **mathematical** language and concepts well through song and play, and enjoy participating in the regularly planned and practical opportunities to count, match and sort.

Provision for Learning

The provision for learning is good.

- The **children** are well motivated and attentive; they engage fully in all of the planned learning activities. They are developing their independence and self-management skills, and they work well independently, in pairs and in groups.

- The quality of the **teaching** observed was always good and, on occasions, was very good. The lessons are well structured and a broad and balanced curriculum is provided through a well-planned daily programme. The teacher employs a variety of effective approaches, for example, the use of songs, games and meaningful play-based learning, to enrich the children's language skills. It will be important to develop the skilful use of more open-ended questions in order to extend and develop further the children's understanding and to build effectively on their prior learning.
- The classroom teacher and classroom assistant are both good language role models for the children; they work hard to create a suitable immersion environment, which supports fully the children's acquisition of the Irish language, and they employ an effective range of immersion education strategies to embed important language concepts.
- The quality of the arrangements for **pastoral care** is very good. The teacher in charge is the designated teacher for child protection and has received recent and relevant training. The staff provides a caring and inclusive learning environment where all members of the school community are valued and respected. Positive working relationships at all levels promote a strong sense of school community.
- 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.
- The school gives good attention to promoting **healthy eating and physical activity**, for example, through the shared healthy break, through the curriculum and through opportunities provided for energetic play.

Leadership and Management

The quality of leadership and management is very good.

- The **Acting-principal** has six years previous teaching experience in a nearby, well-established Irish-medium school. She has been seconded for a period of three years to establish Gaelscoil Eoghain. She has developed good working relationships with other Irish-medium schools, in particular with Gaelscoil Uí Néill and Gaelscoil Aodha Rua. She is making full use of a wide range of suitable policies to guide the work of the school and comprehensive plans are in place to adapt further these policies to take account of the particular context of Gaelscoil Eoghain.
- There is a comprehensive three-year **school development plan** (SDP) that is supported by a series of appropriate action plans to take forward the school's priorities; a particular feature this year has been the strong focus on the development of policies to safeguard and ensure the care and welfare of the children.
- Strong links have been established with Naíscoil Eoghain, the Irish-medium pre-school which shares the same site as the Gaelscoil, and also with the parents, who are kept informed fully about their children's progress and are given advice on how they can best assist their children in their learning.

- 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.

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 an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate (ETI) will monitor the school's progress on the area for improvement.

The area for improvement is:

- to develop the skilful use of more open-ended questions in order to extend and develop further the children's understanding and to build effectively on the children's prior learning.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Gaelscoil Eoghain** iii. **Date of Inspection: W/B 19/11/12**
 ii. **School Reference Number: 504-6699** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake					13
Enrolments					
Primary					
Reception					
Nursery Unit					
Special Unit					
Irish Medium Unit					

The enrolment for the current year is the figure on the day of notification of inspection.
 For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register:

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): **1**
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): **NI PTR: 20.2**
- iii. Average Class Size: **13**
- iv. Class Size (Range): **to**
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support:
 - ii. Foundation Stage Classroom Assistant Support: **32.5**
 - iii. Additional hours of other classroom assistant support:
- vi. Percentage of children with statements of special educational needs: **0%**
- vii. Total percentage of children on the Special Needs Register: **0%**
- viii. Number of children who are **not** of statutory school age: **0**
- ix. Percentage of children entitled to free school meals: **18%**
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | | |
|--|----------------|--------------------|---------------|
| | English | Mathematics | Irish |
| | Year 1 | Year 2 | Year 3 |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:

© 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

