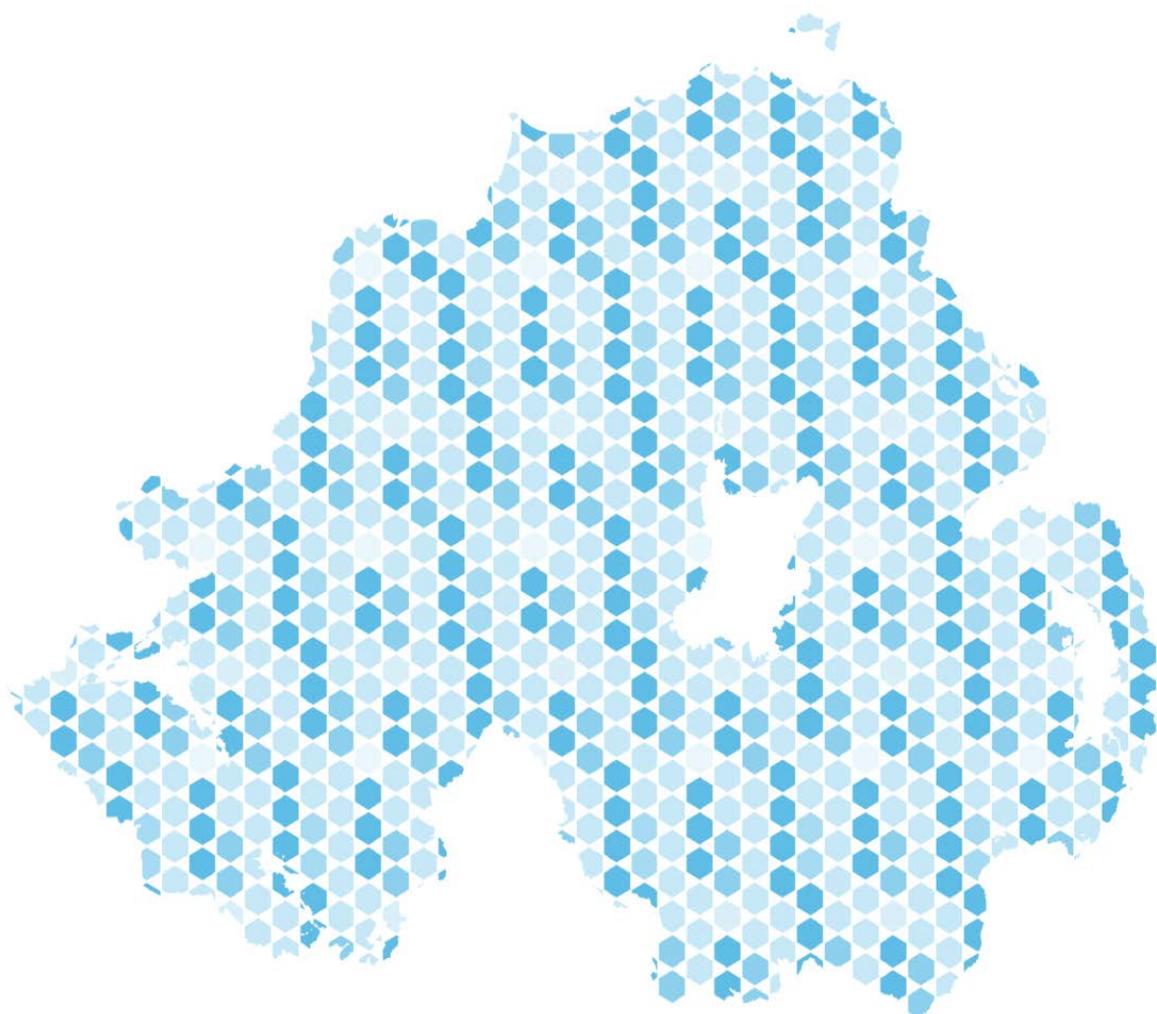


PRIMARY INSPECTION



Education and Training
Inspectorate

St Caireall's Primary School,
Castleberg

Report of an Inspection
in January 2013

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

St Caireall's Primary School, Aghyaran, is situated in the parish of Termonamongan, about six miles from Castledearg, County Tyrone. The majority of the children travel by bus from the surrounding rural area; a small number of the children attend from the Republic of Ireland. While the enrolment had decreased slightly in recent years, it has risen again this year owing to an intake of children from a small school in the area which closed in August 2012.

Approximately 28% of the children are entitled to free school meals. The school has identified approximately 19% of the children as requiring additional support with aspects of their learning.

Due to a shortage of pre-school places in the local area, the school operates a morning pre-school group which accommodates both the pre-school children and reception age children. During each morning, the reception children join the year one children for various activities in the composite foundation classroom. The pre-school group is privately funded and registered by the Western Health and Social Services Trust within its premises.

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 FINDINGS OF THE INSPECTION

In the areas inspected the quality of education provided by this school is outstanding. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics, almost all of the children attain high **standards** in line with their ability or above expectation. The **children** are able to make independent decisions about key aspects of their work; they are able to apply their literacy and numeracy skills well in a range of meaningful contexts which increases the flexibility of their thinking and their confidence to take risks in important elements of their learning. They can compose mature and engaging extended writing which is of a high quality for a range of purposes and have a very good understanding of mathematical concepts.

- The children identified with **special educational needs** (SEN) also make very good progress in line with their abilities. Most are able to use their increasing literacy and numeracy skills with growing confidence.
- By the end of key stage 2, most of the children achieve high standards in **information and communication technology**; they are competent in applying their skills across a range of interesting learning activities.

Provision for Learning

The quality of the provision for learning is very good.

- The **children** are confident and courteous and almost all settle quickly to their work in class. The teachers place a strong whole-school emphasis on developing the children's thinking skills and personal capabilities and building further the children's very good self-management in all key stages. The teachers have revised carefully the school's **planning** for literacy and numeracy and they monitor and evaluate systematically important aspects of the provision for learning. The teachers are very well supported in their work by the committed and skilful classroom assistants and support staff who contribute effectively to the children's holistic development.
- All of the staff are fully committed to the children's welfare and learning. During the inspection, the quality of the **teaching** observed ranged from good to outstanding. In this teaching, the teachers ensured the various planned activities were appropriately paced; they used effective questions and well-chosen resources to engage the children's interest and extend their language and understanding of key concepts across the curriculum. The planned learning was well-matched to the children's varying needs and abilities. The provision for children in the reception group is good.
- The provision for **special educational needs** is very good. The children who require additional support with aspects of their learning are identified early and there is effective in-class and multi-agency support to meet their needs. The teachers track their progress carefully using a good range of diagnostic tools and standardised performance data to inform the planning and review of the special educational needs provision.
- The quality of the arrangements for **pastoral care** in the school is outstanding. There is a highly inclusive and caring family ethos that builds effectively the children's sense of worth as individuals and as contributing members of the school and the local community.
- The school gives very good attention to promoting **healthy eating and physical activity**, for example, through the provision of a wide range of regular physical and extra-curricular activities.

Leadership and Management

The quality of the leadership and management is outstanding.

- The teaching **Principal's** strategic vision and inspiring leadership has brought about important improvements in key aspects of learning and teaching, through the development of the school's extended provision in meeting the needs of the children and their families in the rural community.
- The whole-school **self-evaluation and school development planning** processes are very good. The current school development plan and associated action plans take appropriate account of the views of all stakeholders, in order to broaden and enrich further the quality of the provision and the breadth of the children's learning experiences.
- 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 child protection guidance issued by the relevant department.
- The **Board of Governors** plays a strongly supportive and carefully considered role in the life and work of the school. In keeping with the inspection findings, the governors will need to keep under continuous review the dual operation of a pre-school group and a reception group in order to ensure the provision of an appropriate, high quality pre-school programme. 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 this school is outstanding. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Caireall's Primary** iii. **Date of Inspection: W/B 09/01/13**
 ii. **School Reference Number: 203-2694** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	13	13	10	8	8
Enrolments					
Primary	83	88	85	82	90
Reception	2	1	4	5	4
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

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): 94.5% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 96.31%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|--------------------------|------------------------------|---------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours) | 5 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 23.5 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 26 | | | |
| iv. Class Size (Range): | 17 to 26 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 36 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 20 |
| iii. Additional hours of other classroom assistant support: | | | | 60 |
| vi. Percentage of children with statements of special educational needs: | | | | 2.12% |
| vii. Total percentage of children on the Special Needs Register: | | | | 19.14% |
| viii. Number of children who are not of statutory school age: | | | | 4 |
| ix. Percentage of children entitled to free school meals: | | | | 27.65% |
| 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
84.62% | Mathematics
84.62% | Irish
N/A | |
| xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups: | Year 1
13 | Year 2
8 | Year 3
0 | |

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection, as well as a meeting with the year 6 children and representatives of the Board of Governors.

Fifty five questionnaires were issued to the parents of the children in the primary school; 40 (73%) were returned to Inspection Services Branch and 26 contained additional written comments.

All of the teachers and support staff completed the online questionnaire and included written comments.

Almost all of the responses from the questionnaires returned were very affirmative and many of the written comments paid tribute to the school's welcoming and caring ethos and the esteem in which the school is held in the local community.

The year 6 children stated that they feel very secure and happy in school and are aware of what to do if they have any worries or concerns about their safety and well-being.

The responses from the questionnaires have been reported to the Principal, and representatives of the governors.

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