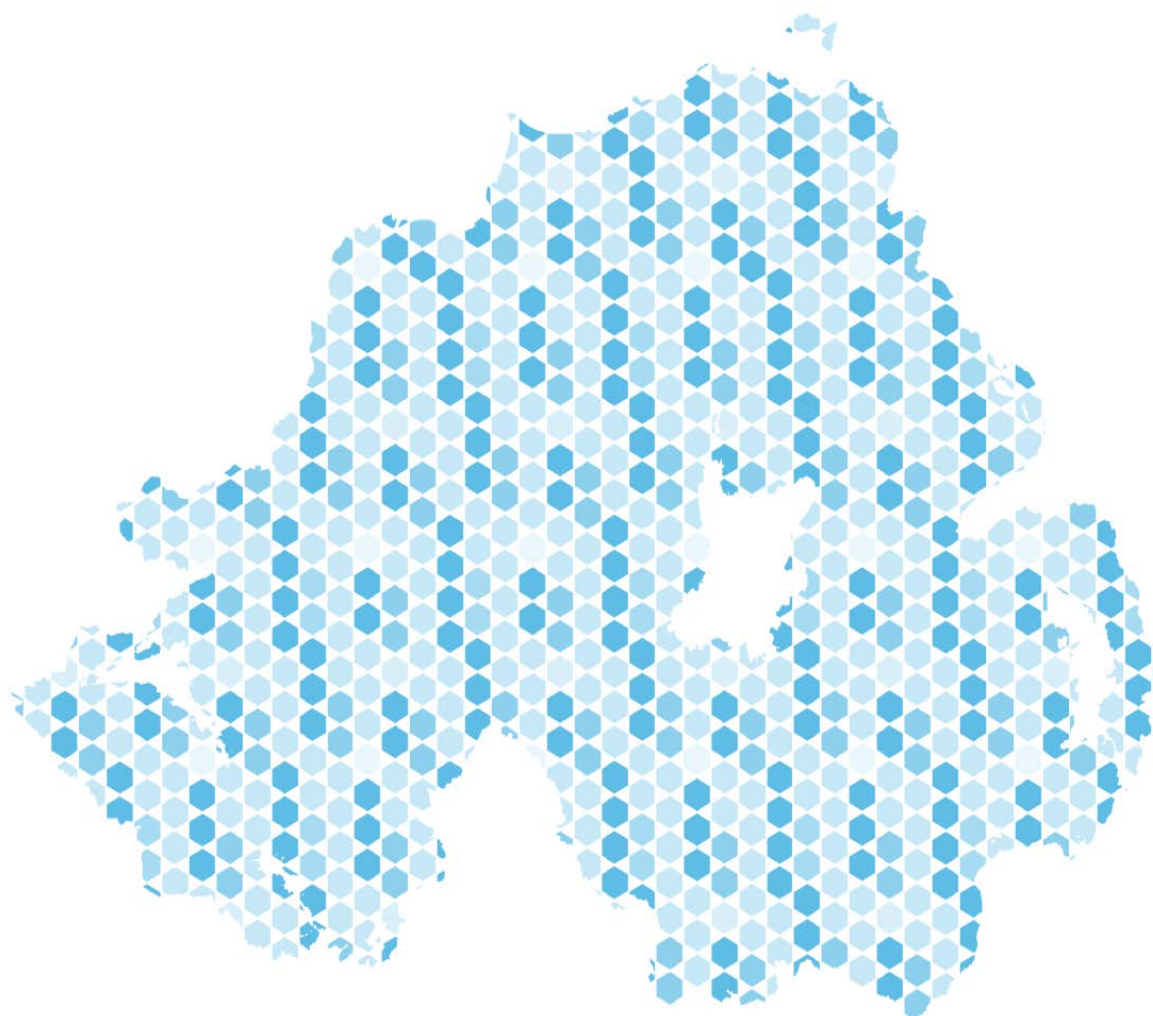


PRIMARY INSPECTION



Education and Training
Inspectorate

St Canice's Primary School,
Feeny, Derry

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. Canice's Primary School is situated in a rural location just outside the village of Feeny in County Derry, approximately five miles from Dungiven. All the children come from the village and the surrounding rural area. The enrolment has remained stable over the past four years and currently stands at 108. At the time of the inspection approximately 40% of the children were entitled to free school meals. Just over one-quarter of the children have been identified as requiring additional support with aspects of their learning, including a very small number who have statements of special education need.

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 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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and Mathematics most of the children attain standards that are in line with or above their ability. In mathematics, the children demonstrate accuracy in number calculations and work well independently and in groups to solve mathematical problems. They demonstrate flexibility in applying their mathematical skills and use appropriate mathematical language to discuss their work and explain their thinking. In literacy, the children read and write competently; they are confident and willing to discuss feelings and emotions, to explore characters and scenarios in stories, and to write for a range of audience and purposes.
- All of the children achieve the expected standard in ICT by the end of KS1 and KS2.
- The children identified with SEN make steady progress through the school and achieve standards in line with or above expectations.

Provision for Learning

The provision for learning is very good

- The **children** settle quickly to learn and respond eagerly to the broad range of enjoyable learning experiences provided by the teachers. Almost all the children have very positive attitudes to their learning and they take great pride in the presentation of their work. They demonstrate good personal and social skills often taking responsibility for managing their own work and completing tasks.
- Most of the **teaching** ranged from good to outstanding. The teachers plan effectively for the wide range of the children's needs and they respond well to the children's ideas and interests. There is a strong focus on developing the children's skills and capabilities and the teachers build skilfully on incidental teaching opportunities to promote high quality learning.
- The provision for children with **special educational needs** is very good. The teachers and classroom assistants support very effectively the children who require additional and specific support. There are strong links and partnerships established to assist the children's learning and development. The teachers plan effective literacy and numeracy support programmes to raise standards.
- The quality of the arrangements for **pastoral care** is very good. The caring and supportive ethos within the school develops well the children's confidence. There is a strong focus on promoting positive behaviour and in developing the children's sense of fairness and respect for each other. The children's achievements are valued and celebrated throughout the school. The children take part in a range of extra-curricular activities which fosters their sense of environmental responsibility and develops well their creative, scientific and linguistic skills.
- 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 (DE).
- The school gives very good attention to promoting **healthy eating and physical activity**. The healthy lunch initiative and the children's participation in a range of sporting activities encourage them to adopt healthy lifestyles. The programme for Personal Development and Mutual Understanding supports very well the children's self awareness about making healthy choices.

Leadership and Management

The quality of leadership and management is very good

- The **teaching Principal** provides very good leadership and is a positive role model providing high quality learning experiences for the children. She is fully committed to the life and work of the school and has developed productive links with the local community to enhance the pastoral and educational outcomes for the children.

- There is an effective collegial approach to school improvement. The **vice-Principals and co-ordinators** contribute fully to self-evaluation and school development planning. They make very effective use of a range of evidence, including performance data and the feedback from consultations, to identify and develop relevant areas for continuous improvement, including raising further the children's standards and achievements.
- The **Board of Governors** plays a very supportive role in the life and work of the school. The school accommodation is well maintained.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** St Canice's Primary iii. **Date of Inspection:** W/B 15/01/13
 ii. **School Reference Number:** 203-2263 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	14	9	18	15	22
Enrolments					
Primary	111	106	104	104	108
Reception	0	0	0	0	0
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): 95.3% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 95.89%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.6 NI PTR: 20.2
- iii. Average Class Size: 21.6
- iv. Class Size (Range): 19 to 23
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 16
 - ii. Foundation Stage Classroom Assistant Support: 40
 - iii. Additional hours of other classroom assistant support: 45
- vi. Percentage of children with statements of special educational needs: 2.77%
- vii. Total percentage of children on the Special Needs Register: 27.77%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 39.8%
- 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 |
| 100% | 93.33% | N/A |

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, (SUPPORT STAFF) AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching staff and the support staff to complete a confidential questionnaire prior to the inspection. Of the 77 questionnaires issued to parents, 35 (45.5%) were returned to Inspection Services Branch, including 21 which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the life and work of the school; in particular they commented on the high level of care and support provided by the teachers, the good communications between the teachers and parents, and the opportunities provided for the children to participate in a wide range of extra-curricular activities. The Inspectorate has reported to the principal a summary of the responses from the questionnaires.

The year 6 children talked positively about many aspects of the work of the school and they value the contributions made by the school council to promote improvements in areas of school life that directly affect them. They reported that they feel safe and secure in school and know who to go to if they have any concerns about their safety and well-being.

Representatives from the governors and the parents met with the inspection team. They expressed strong support for the work of the staff and highlighted the school's close links with the local community.

HEALTH AND SAFETY

- The perimeter of the school is unsecured. A risk assessment needs to be carried out on the open access to the school grounds.

© 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

