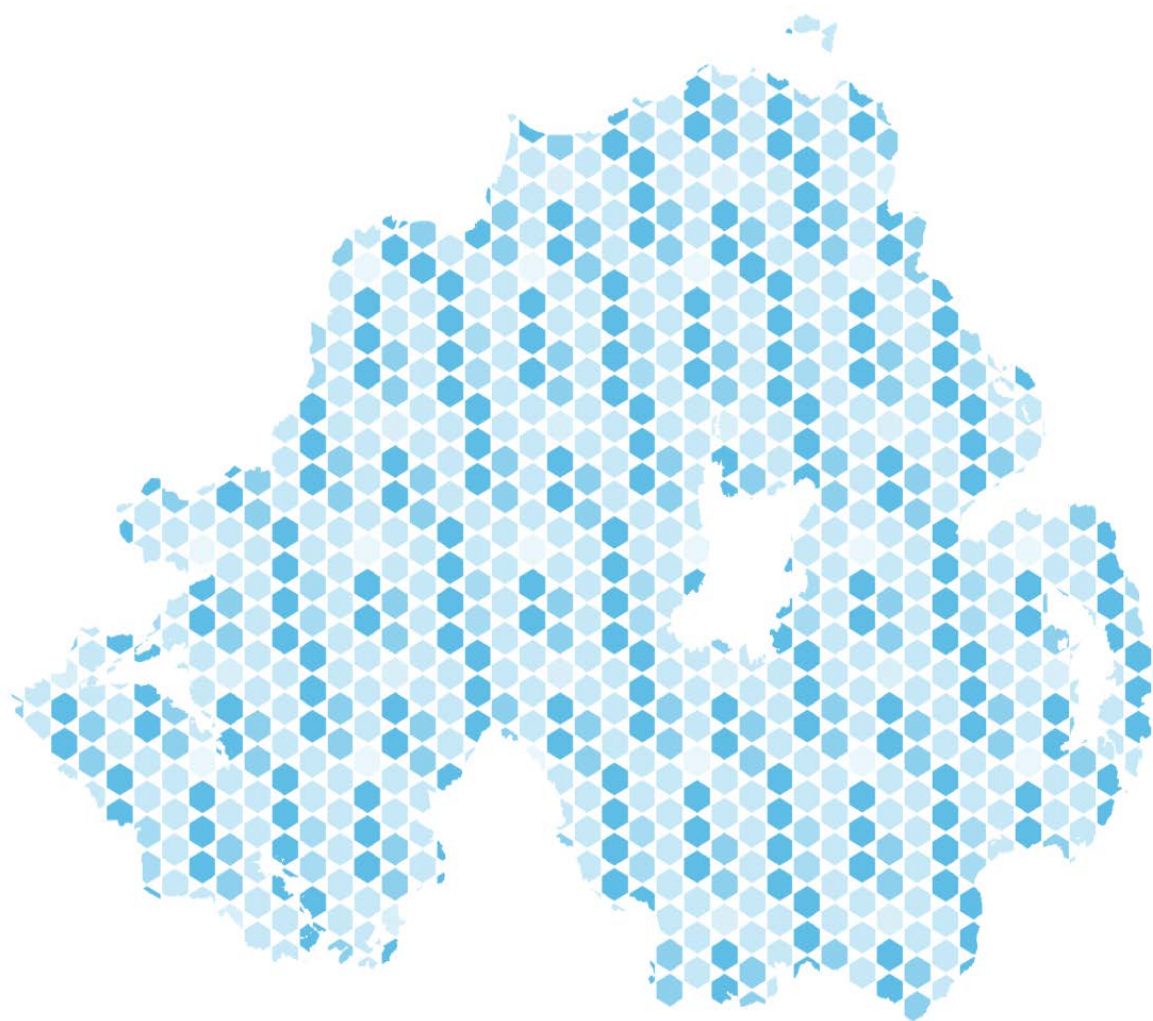


PRIMARY INSPECTION



Education and Training
Inspectorate

St John's Primary School,
Dungannon

Report of an Inspection
in February 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 John's Primary School is situated approximately three miles outside Coalisland, County Tyrone. The enrolment has increased steadily over the past three years and currently stands at 87. At the time of the inspection, just under 29% of the children were entitled to free school meals and 26% of the children were identified as requiring help with aspects of their learning.

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 this school is outstanding; the quality of pastoral care is also outstanding. The school 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.

- The children are well motivated and their behaviour is exemplary. They engage enthusiastically with the activities provided, work independently, manage their own learning and express themselves confidently when talking about their work.
- The children make very good progress and attain high standards in English and mathematics; they can apply their learning in literacy and numeracy in other areas of the curriculum. They reflect maturely on their learning and know how to improve the quality of their work. They use a wide range of information and technology resources confidently and knowledgeably to support and enhance their learning.
- Almost all of the children who require additional support with aspects of their learning make steady progress in reaching their identified targets. They work well alongside their peers and are fully integrated in all aspects of school life.

Provision for Learning

The provision for learning is outstanding.

- The quality of the teaching observed ranged from outstanding to good, with most being very good or outstanding. The effective and flexible integration of ICT is a significant strength of the provision throughout the school.

- The staff plan carefully around topics and themes and connect skilfully the children's learning across the curriculum. They focus on the holistic development of the children and develop the children's thinking skills and personal capabilities in creative and meaningful contexts.
- Excellent use is made of the accommodation, including the outdoor areas, to provide a stimulating learning environment with attractive, high quality displays of the children's work.
- The classroom assistants make a valuable contribution to the children's learning in class and through their active and effective involvement in numeracy and literacy support programmes.
- The quality of the provision for special educational needs is very good. The children's needs are identified early and appropriate support is provided through well-targeted withdrawal and in-class support.
- The school places a high priority on promoting healthy eating and physical activity both through the curriculum and extra-curricular activities. The children's knowledge and understanding of healthy living is developed throughout the curriculum and linked innovatively to their learning in literacy and numeracy.
- The quality of the arrangements for pastoral care is outstanding. The children are involved, through appropriate consultation, in the life and work of the school; their views are valued and acted upon. The school has established a wide range of meaningful links within the community which develop the children's learning, sporting and social skills.

Leadership and Management

The quality of leadership and management is outstanding.

- The Principal has developed an ethos of high expectations and collegial responsibility for school improvement. There are excellent working relationships and communication throughout the school and with the parents and the governors.
- The well-established culture of self-evaluation leading to improvement includes rigorous monitoring and evaluation of the provision, the effective analysis and interpretation of performance data and regular consultation with all the stakeholders. The school development plan is focused clearly on improving further the learning experiences for, and the standards achieved by, the children.
- The governors are fully informed about curricular and pastoral developments within the school and exercise well both a challenge and support function.
- 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.

- 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 quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** St John's Primary iii. **Date of Inspection:** W/B 05/02/13
 ii. **School Reference Number:** 503-2729 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	12	5	6	16	21
Enrolments					
Primary	72	67	65	78	87
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): 95.9% **NI Avg Att:** 94.7%
- Average Attendance for those children on the
 Special Educational Needs Register: 95.87%
- | | 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): | 17.4 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 17.4 | | | |
| iv. Class Size (Range): | 13 to 21 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week: | i. Clerical support: | 17.5 | | |
| | ii. Foundation Stage Classroom
Assistant Support: | 20 | | |
| | iii. Additional hours of other
classroom assistant support: | 57.5 | | |
| vi. Percentage of children with statements of special educational needs: | 2 | | | |
| vii. Total percentage of children on the Special Needs Register: | 26.4% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 28.7% | | | |
| 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
100% | Mathematics
100% | Irish
N/A | |

APPENDIX 2

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

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of year 6 children.

Of the 51 questionnaires issued to the parents, 50 were returned to Inspection Services Branch and 32 contained additional written comments. The responses indicate very high levels of support for and appreciation of the work of the school. The parents commented on the friendly and welcoming ethos, the attention to the children's individual needs, the approachability of the staff who keep them well informed of their children's progress and the wide range of additional learning experiences provided throughout the school.

All of the staff completed questionnaires and their responses were wholly positive. In the additional written comments they expressed their enjoyment of working in a child-centred environment where they feel valued and enabled to contribute to school improvement.

The governors commented on the strong sense of community within the school and the commitment of the staff to providing high-quality learning experiences for the children. They expressed their confidence in the leadership of the Principal and their pride in the school and in the children's achievements.

The year 6 children spoke very positively about their learning experiences in class and the many extra-curricular activities they take part in both in school and in the local and wider community. They report that they feel safe in school and are aware of what to do if they have worries concerns about their safety or well-being.

The Inspectors reported to the Principal and representatives of the governors the views emerging from the questionnaires and the discussions.

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