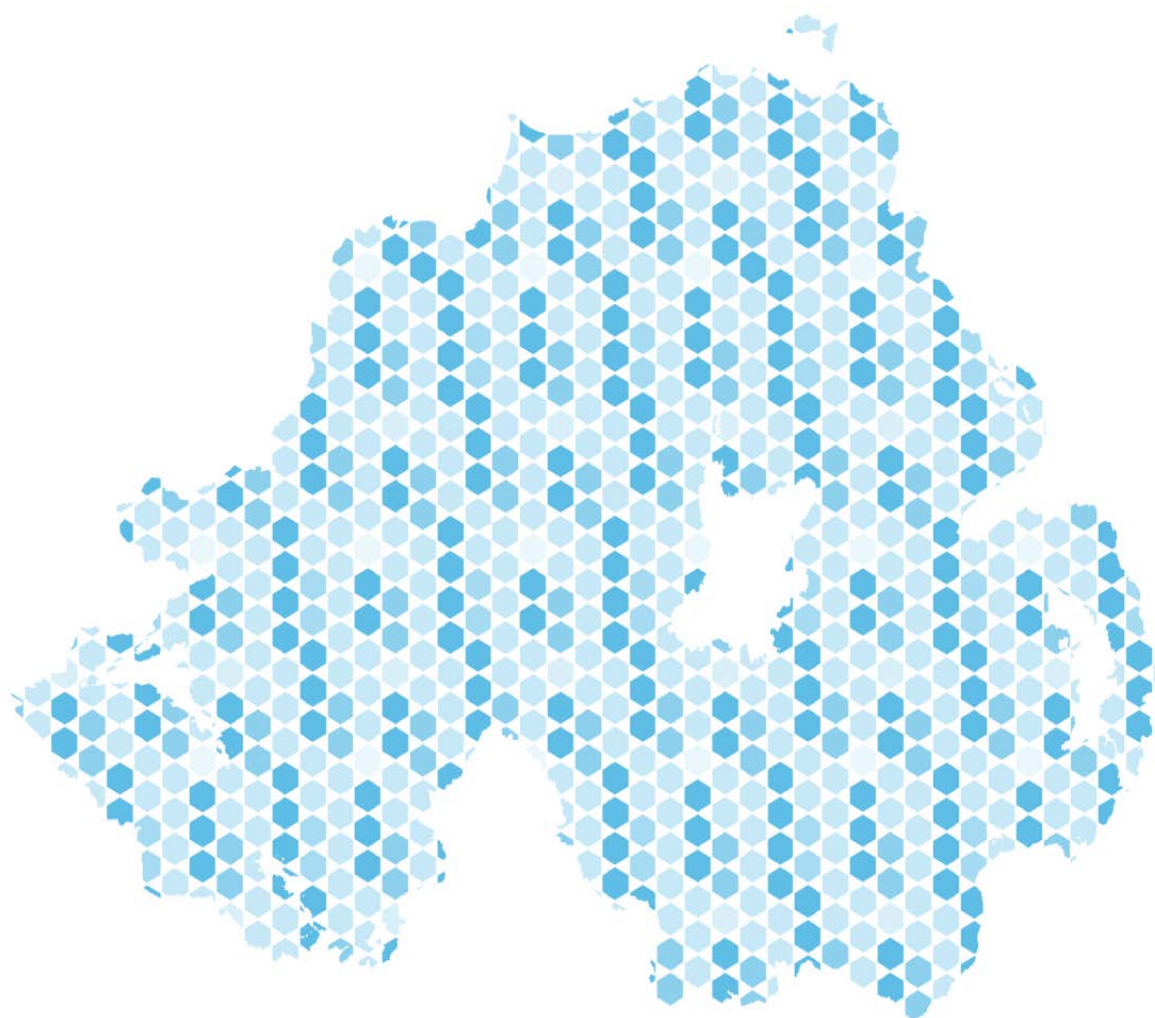


PRIMARY INSPECTION



Education and Training
Inspectorate

St Olcan's Primary School,
Armoy

Report of an Inspection
in June 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 Olcan's Primary School is located on the Glenshesk Road near the centre of Armoy. Around 10% of the children live in the village with the remainder coming from the surrounding area. The enrolment has risen in recent years and it currently stands at 60, with continued increases expected over the next few years according to the school's internal data. At the time of Inspection, approximately 23% of the children in the school were entitled to free school meals. The school has identified around 17% of children who require additional support 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 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

Achievement and standards

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

- An analysis of the school's internal performance data shows that nearly all of the children make good progress in English and mathematics, which is in line with, or surpassing, expectations.
- The children possess very good personal and social skills and they are friendly, confident and very positively disposed to learning. In English, the children can read and write well; they are confident in using language to explain opinions and emotions and are able to write effectively in a wide range of genres. In mathematics, the children have a sound knowledge of facts about key concepts such as number, shape and measures.
- The children identified with special educational needs make very good progress through the school and achieve standards in line with, or surpassing, expectations.
- Most of the children achieve the expected standard in the CCEA ICT accreditation scheme by the end of Key Stage (KS) 1 and KS2.

Provision for learning

The provision for learning is very good.

- The teachers and classroom assistants plan effectively to meet the children's academic and individual needs and interests, thereby nurturing effectively their all-round development.
- The quality of the teaching observed was good and very good in equal measure, characterised by activities that were appropriately challenging and set in meaningful contexts. Lessons were structured effectively, appropriately paced and there was good consolidation of learning.
- The provision for special educational needs is very good. The children's educational, social and emotional needs are identified early; appropriate support strategies are enacted and progress is reviewed regularly.
- The quality of the arrangements for pastoral care is outstanding, characterised by the caring and inclusive ethos and the excellent breadth and quality of the learning experiences which develop the children spiritually, physically, emotionally, cognitively and socially.
- The children, staff and parents benefit from a wide range of good quality social, cultural and educational experiences as a result of the Extended Schools provision and the well established cross-community partnerships with three other schools in the Primary Integrating/Enriching Education programme (PIEE).
- The school gives very good attention to promoting healthy eating and physical activity, through, for example, the opportunities provided for the children to adopt healthy lifestyles and engage in a wide range of physical education and extra-curricular activities.

Leadership and Management

The quality of leadership and management is very good.

- The leadership is highly effective and there exists a well-embedded culture of self-evaluation across the school, underpinned by the consistent efforts of all teachers to develop and exercise fully their roles as curriculum leaders.
- The performance data is used well to inform the relevant action plans, complemented by good processes for consultation to identify priority areas for improvement. Classroom observation and book scrutiny are used well to improve further the quality of the provision, ensure consistency in the children's experiences and improve the standards attained by the children.
- There is effective leadership given to developing the PIEE and the Extended Schools partnerships, which benefit the children and their families, support purposeful staff development and promote good community relations and shared education.

- The leadership respects and responds appropriately to the children's views and has established a good range of initiatives, such as school council, peer mediation and friendship schemes, which develops the children's leadership skills and allows them to be socially responsible.
- On the basis of 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 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 Olcan's Primary iii. **Date of Inspection:** W/B 03/06/13
 ii. **School Reference Number:** 303-0719 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	8	8	7	8	13
Enrolments					
Primary	49	50	53	53	60
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 are based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 97.3% **NI Avg Att:** 94.7%

Average Attendance for those children on the
 Special Educational Needs Register: 96.8%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 3.6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.66 NI PTR: 20.2
- iii. Average Class Size: 20
- iv. Class Size (Range): 13 to 26
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 16 |
| ii. Foundation Stage Classroom Assistant Support: | 16 |
| iii. Additional hours of other classroom assistant support: | 10 |
- vi. Percentage of children with statements of special educational needs: 1.66%
- vii. Total percentage of children on the Special Needs Register: 23.33%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 16.66%
- x. Percentage of children at the end of Key Stage 2 for 2011/12 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | |
|----------------|--------------------|--------------|
| English | Mathematics | Irish |
| 75% | 75% | 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 and the support staff to complete a confidential questionnaire prior to the inspection.

Of the 38 questionnaires issued to the parents, 15 (39.5%) were returned to Inspection Services Branch, including nine which contained additional written comments. Most of the parents expressed very good 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.

A majority of the teaching and support staff completed the questionnaires. The responses were highly positive and indicated very good levels of satisfaction and support for the work of the school.

The inspectors also met with a group of the children from years 6 and 7. The children talked extremely positively about many aspects of the life and work of the school; they value the opportunities to participate in decision making through the school council and the Eco club and they appreciate being given posts of responsibility. They reported that they feel safe and secure and know who to go to if they have any concerns about their safety and well-being.

A small number of the governors met with the inspection team and they expressed strong support for the work of the school. They spoke with pride about the children's positive dispositions to learning and their achievements within and beyond the school.

The Inspectorate has reported to the Principal and representatives of the governors the responses from the questionnaires, including a few concerns.

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