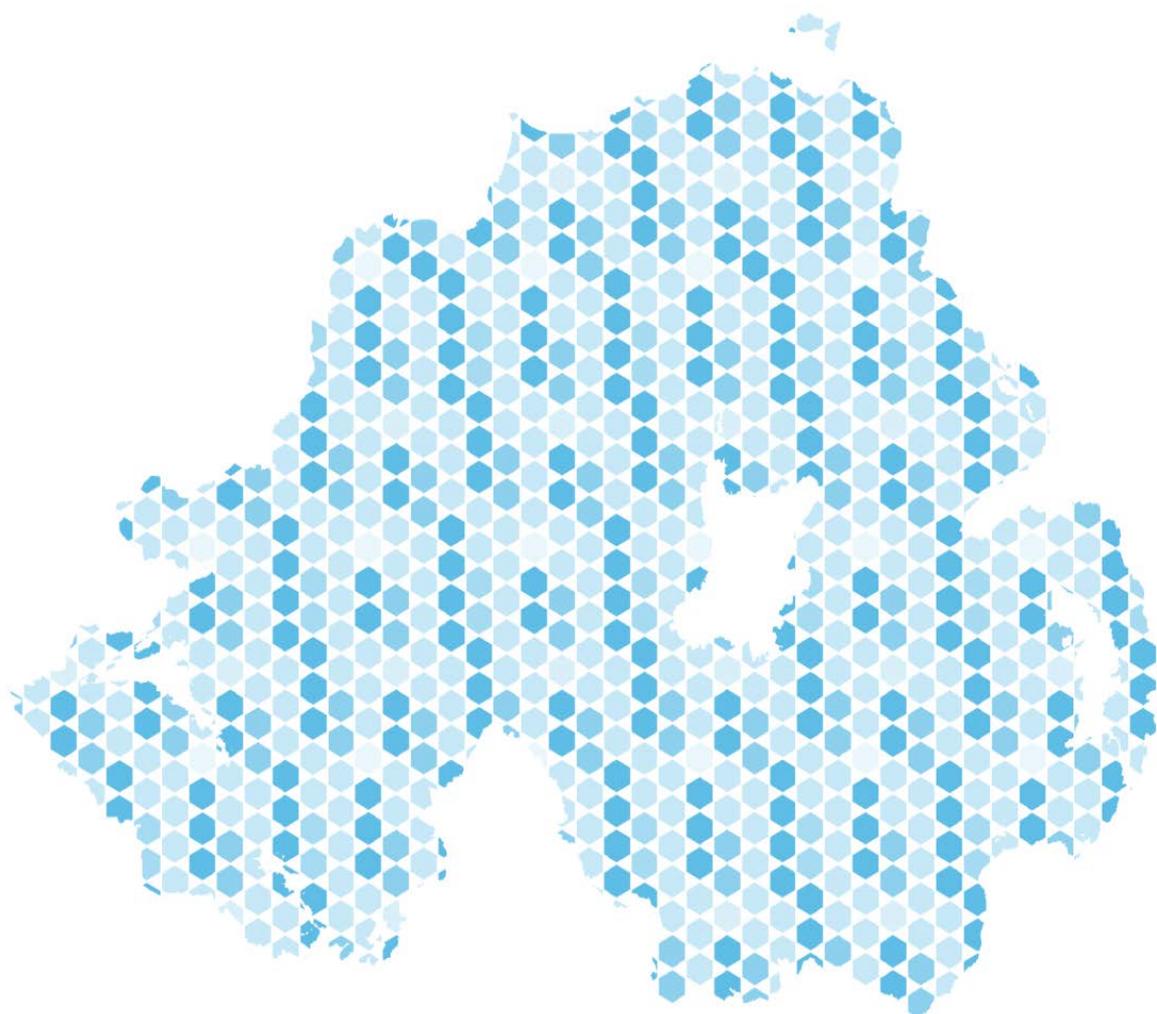


PRIMARY INSPECTION



Education and Training
Inspectorate

St Theresa's Primary School,
Glebe, Sion Mills

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 Theresa's Primary School is situated in the village of Glebe, approximately three miles south of Strabane. Almost all of the children attend from the surrounding rural area. Overall, the enrolment has decreased slightly in recent years and currently stands at 118.

Approximately 60% of the children are entitled to free school meals. The school has identified approximately 11% of the children as requiring additional support with aspects of their learning.

At the time of the inspection, the teaching Principal was on a year-long educational exchange programme in a school in Australia, and by reciprocal arrangement, a teacher from Australia was teaching in the school. As a result, the vice-principal was undertaking the role of acting Principal during this planned period of absence.

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 good and the pastoral care is very good. The school has important strengths in most of educational provision. The inspection has identified two areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress in the areas for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- The **children** have an enthusiastic disposition to their learning and their behaviour is exemplary. They engage positively with the adults and with one another in all aspects of school life. They produce artwork of a very high standard and participate successfully in a good variety of sporting and performance activities.
- In mathematics, almost all of the children attain very good **standards**; they have a good working knowledge of mathematical concepts, show good flexibility in their thinking and can apply their mathematical skills well in a range of other learning contexts. In English, most of the children attain good standards. They express their ideas and opinions with confidence and demonstrate good levels of fluency and understanding in reading. Most of the children produce good standards of writing across a variety of forms.

- The children identified with **special educational needs** (SEN) make good progress in their learning and are able to use their literacy and numeracy skills with increasing confidence.
- By the end of key stage two, the children achieve high standards in **information and communication technology**; they use their skills competently across a good range of learning activities.

Provision for Learning

The quality of the provision for learning is good.

- The quality of the **teaching** observed ranged from satisfactory to outstanding. Overall, the majority of the teaching is very good and the teachers have high expectations for what the children can achieve. The staff and the children work hard to create a positive environment and climate for learning. The teachers have already identified that they need to review the planning and monitoring and evaluation of the learning and teaching in order to meet the needs of all the children more effectively; the inspection findings endorse the timeliness of this important work.
- The provision for **special educational needs** is satisfactory. The teachers identify early the children who require additional support with aspects of their learning and have put in place a range of support interventions. The classroom assistants work well with individual children and small groups to extend and consolidate their learning. The staff understand the need to improve the children's individual education plans to bring about a more systematic and coherent approach to setting and monitoring their learning targets.
- The quality of the arrangements for **pastoral care** in the school is very good. There is a warm, caring atmosphere and the holistic development of each child is central to the ethos and work of the school. The children's confidence as individuals is developed through access to a wide range of extra-curricular and enrichment activities and educational trips. Overall, a strong sense of family and community permeates the school.
- The school gives very good attention to promoting **healthy eating and physical activity**; for example, through the provision of healthy meals, a wide range of regular physical activities and the good focus the teachers place on this within the programme for learning.

Leadership and Management

The quality of the leadership and management is satisfactory.

- The acting **Principal**, the acting vice-principal and the rest of the staff collaborate well within a hard-working team. They are committed to contributing to the children's well-being and progress and improving the overall work of the school. They foster and sustain a good range of meaningful links with the local and wider community; these arrangements enhance and enrich the children's learning experiences.

- The whole-school **self-evaluation and school development planning** processes are at an early stage of development. The current procedures for the strategic analysis and effective use of all of the available data to inform whole-school improvement need to be more systematic and rigorous; the school needs to develop more robust strategies to monitor and evaluate the overall quality of the provision and its impact on the children's learning.
- 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 supportive role in the life and work of the school. The school accommodation is very well maintained.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good and the pastoral care is very good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified two areas for improvement in learning and teaching and leadership and management which the school has demonstrated the capacity to address; these are the need to:

- review the planning for and monitoring and evaluation of the learning and teaching in order to meet the needs of all the children more effectively; and
- improve the processes for the strategic analysis and more effective use of all the available data to inform whole-school self-evaluation and action-planning for improvement.

The Education and Training Inspectorate will monitor the school's progress in the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Theresa's Primary** iii. **Date of Inspection: W/B 12/06/13**
 ii. **School Reference Number: 203-6459** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	14	16	14	17	22
Enrolments					
Primary	125	131	119	120	118
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): 94.3% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 91.7%
- | | 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): | 23.6 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 24 | | | |
| iv. Class Size (Range): | 22 to 28 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | i. Clerical support: | | 25 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 25 | |
| | iii. Additional hours of other classroom assistant support: | | 30 | |
| vi. Percentage of children with statements of special educational needs: | | | | 0% |
| vii. Total percentage of children on the Special Needs Register: | | | | 11% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 60% |
| 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
87% | Mathematics
96% | Irish
N/A | |

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.

Eighty five questionnaires were issued to the parents of the children; 45 (53%) were returned to Inspection Services Branch and 9 contained additional written comments.

Most of the teachers and support staff completed the online questionnaire and a significant minority included written comments.

Almost all of the responses from the questionnaires returned were highly positive and all of the written comments commended the quality of many aspects of the school's provision, including the caring family ethos and the high emphasis placed by the school on meeting the needs of each individual child.

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

The Inspectorate has reported to the Principal and representatives of the governors the responses from the questionnaires.

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