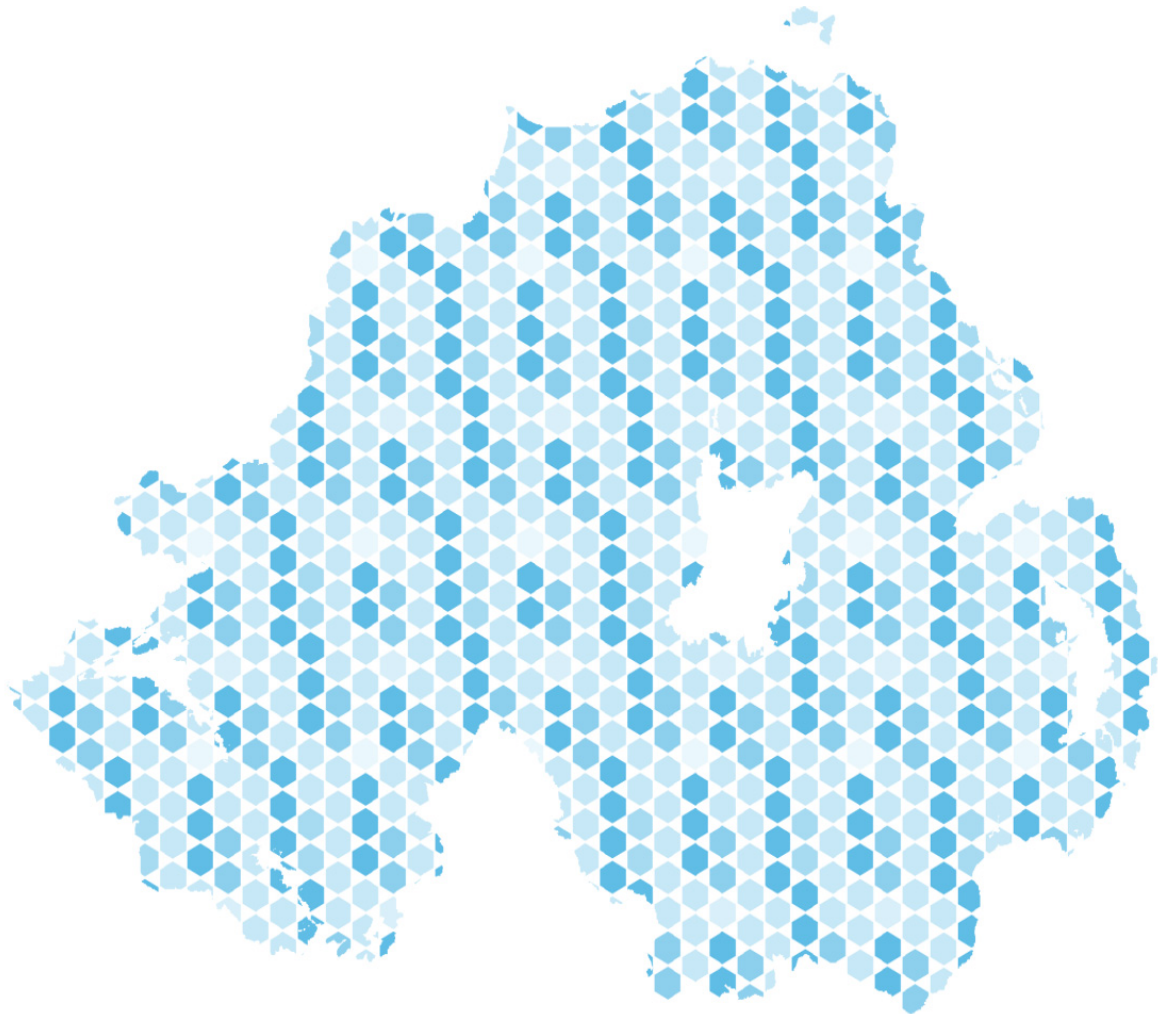


PRIMARY INSPECTION



Education and Training
Inspectorate

St Eoghan's Primary School,
Draperstown, Magherafelt

Report of an Inspection
in November 2010

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Eoghan's Primary** iii. **Date of Inspection: W/B 22/11/10**
Draperstown, Magherafelt
 ii. **School Reference Number: 303-2271** iv. **Nature of Inspection: Focused**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	14	15	14	17	14
Enrolments					
Primary	70	76	86	96	102
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): 95.7% **NI Avg Att: 94.9%**
- | | 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) | 5.6 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 18.2 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 20.4 | | | |
| iv. Class Size (Range): | 14 to 25 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 13.75 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 10 | |
| | iii. Additional hours of other classroom assistant support: | | 10 | |
| vi. Percentage of children with statements of special educational needs: | 0.98% | | | |
| vii. Total percentage of children on the Special Needs Register: | 17.64% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 4.9% | | | |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English
87.5% | Mathematics
87.5% | | |

1. INTRODUCTION

1.1 SCHOOL CONTEXT

St Eoghan's Primary school is situated on the edge of the village of Moneyneena, County Londonderry, approximately three miles from Draperstown. Most of the children come from the surrounding rural area. The enrolment has increased steadily over the last five years and currently stands at 102 children. At the time of the inspection, approximately 5% of the children were entitled to free school meals. The school has identified approximately 18% of the children as requiring additional support with aspects of their learning.

1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

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

The arrangements for the inspection included the opportunity for the parents and the teaching 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 the children from year 6.

Sixty-seven questionnaires were issued to parents; approximately 64% were returned to Inspection Services Branch, of which 33 contained additional written comments. All of the responses indicated a high level of satisfaction with the school. In particular, the parents highlighted the approachable staff, the care and support given to each child and the high regard in which the school is held within the local community.

Five teachers and three support staff completed the online questionnaire, with almost all including written comments. The responses were all positive and commented on the caring ethos of the school and the value placed on every member of the school community.

The governors expressed their appreciation of the work of the school, the collegiality of all the staff and the leadership provided by the Principal.

The children in year 6 spoke enthusiastically about the help and support they receive from their teachers, the extra-curricular activities, the reward system within the school, and how much they enjoy their learning. There is evidence from the discussion that they are happy, feel safe and secure and know what to do if they have any worries about their safety or well-being.

An analysis of the questionnaires and written comments made by the parents and the staff were shared with the Principal and the governors.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care is outstanding. Among the strengths are: the extensive induction process for the year 1 children; the children's active involvement in the creating of the class rules; the high levels of engagement with parents and the local community; the caring and inclusive ethos throughout the school; and the wide range of extra-curricular activities which support well the children's personal, social and academic development.

1.5 CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity through; for example 'Healthy Eating Week' and the awarding of lunchtime certificates, which encourage the children to adopt healthy lifestyles. The canteen staff are playing an integral part in the school's development of healthy eating.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school has developed excellent links with the parents to encourage them to become involved in many aspects of school life, such as attending special assemblies and supporting their children's learning. The Principal and teachers work conscientiously and ensure that the communication with the parents is effective through parental information evenings, the sharing of policies including the school development plan (SDP), and social events. The parents are kept well informed of events and achievements through notes sent home and a regular newsletter.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The quality of the working relationships between the children and the teachers is very good. The children display high levels of motivation, engagement and enjoyment in their learning, and they work well independently and in collaboration with one another. The school has a well-developed inclusive ethos, which is characterised by the commitment of the staff to support and integrate all the children in the classroom activities.

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English the school's performance is below the Northern Ireland (NI) average. However in mathematics the school's performance is in line with the NI average. When compared with schools in the same free school meals category, the levels of attainment in English and mathematics are below the average.*

In contrast, evidence from other sources, including the children's books and the school's internal data, indicates that almost all of the children are achieving in line with or above their ability.

* The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is very good.

The children demonstrate very good skills in talking and listening through paired and group discussions, the presentation of their learning to one another, and engaging in peer evaluation. The teachers make very good use of effective questioning to develop the children's responses and encourage them to develop appropriate subject vocabulary across the curriculum. The children talk with confidence and give extended oral responses.

The school has a coherent approach to the development of reading skills, including a phonics programme, as well as shared and guided reading experiences. The children make good progress and read with increased fluency, expression and understanding. The teachers encourage an enjoyment of reading through age-appropriate novels and class libraries which are regularly accessed by the children for research. By the end of KS2, almost all of the children are reading at a level in line with their ability.

The standard of writing in the children's books is very good and their writing is celebrated within classrooms and throughout the school. The children write in a range of forms and for different audiences. The teachers are developing the children's skills in the drafting and editing of their written work, which is well presented and shows increasing accuracy. In KS2 the children are expressing their opinions and ideas in more extended pieces of writing.

2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is very good.

In the foundation stage (FS) and KS1, the teachers are developing appropriate mathematical concepts, skills and language through a variety of activities, play-based learning sessions and practical mathematics lessons; the children clearly enjoy these sessions. By the end of KS1, the majority of the children engage co-operatively and can talk confidently about their mathematical learning. During discussions with children in year 4, they demonstrated a sound understanding of number and number operations, measures and shape and space.

In KS2, the teachers provide the children with opportunities to consolidate their learning from KS1 through the use of an appropriate range of teaching approaches such as whole-class, paired and group work and practical activities. In discussions with a group from year 7, the children used appropriate mathematical language and demonstrated flexibility in their thinking.

Throughout the school, mental mathematics is used well to enhance the children's understanding. The children make good use of ICT in their work relating to data handling to present information visually. However, the use of ICT to support learning and teaching in mathematics in the majority occasions is under-developed. Across the school, the children are provided with regular opportunities to apply their mathematics in contexts within other areas of the curriculum. Through the effective analysis of a range of test outcomes, the school has identified appropriately the need to improve further the children's problem-solving skills. The short-term planning, in mathematics, needs to take greater cognisance of the wide range of ability that exists within each of the composite classes.

By the end of KS2, the majority of the children are making good progress in mathematics in relation to their ability and the children display very positive attitudes towards mathematics and are actively engaged in their learning.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

In the best practice, the teachers plan well for the lessons. There is a clear focus on learning and the class evaluations inform future planning for groups of children. The majority of the teachers have made good progress in topic-based planning.

The teachers, special needs co-ordinator (SENCO), parents and children are all involved in the development of the children's individual education plans (IEPs); child-friendly versions of IEPs have been produced. However, there remain inconsistencies in the quality and effectiveness of the monitoring and recording of the children's achievement of the targets highlighted in the IEPs.

3.2 TEACHING

During the inspection, the quality of teaching observed was always satisfactory, and in over half the lessons was very good or outstanding. In the best practice observed, the teachers made excellent use of a variety of strategies, including paired and group work giving the children the opportunity to work collaboratively. The teachers made clear connections with the children's prior learning and made very good use of the learning intentions to negotiate success criteria with the children. The children identified accurately their own targets for literacy and numeracy.

Almost all of the support for children with SEN is provided during class, with only four children receiving withdrawal support from the SENCO. The SENCO is aware of the need to develop further the quality and effectiveness of the in-class support.

3.3 ASSESSMENT

The teachers mark the children's work conscientiously and frequently add supportive and appreciative comments, which encourage the children and indicate how their work can be improved. Many of the children are beginning to self-assess their work with confidence and set their own targets for improvement. The older children have been provided with opportunities for peer-assessment. All of these processes of self-evaluation are encouraging the children successfully to reflect upon and to improve their own work.

There is a clear emphasis on the collection of assessment data to gauge the children's level of achievement across the curriculum. The Principal and subject co-ordinators have made significant progress over the last number of years in the use and analysis of a suitable range of tests and classroom observations. The school now needs to review whole school targets, to ensure they are appropriate to the potential of the individual children.

The children's achievements and standards are reported to the parents regularly. The parents receive an annual written report, and have the opportunity to attend at least three formal parent-teacher meetings each year; these provide the parents with a comprehensive account of their child's strengths and areas for improvement.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The overall quality of leadership and management in this school is very good.

The Principal has developed a collegial approach to self-improvement through a culture of reflection and self-evaluation. He has a clear vision for the future of the school and is a committed and enthusiastic role model for the staff. He places a high priority on the welfare and achievements of the children and is supported effectively by the dedicated teachers and support staff.

4.2 PLANNING FOR IMPROVEMENT

The school makes very good use of self evaluation to inform the SDP, which focuses appropriately on raising achievement. The teachers are beginning to make use of the performance data to track individual children's achievements and to inform teaching and learning. The school gives very good attention to, and meets the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

4.3 ACCOMMODATION

The school building is well-maintained. The staff make excellent use of the classrooms and corridors to engage the children's curiosity and celebrate their learning. The children are proud of their school and have created images to celebrate their local environment and sporting achievements.

Enrolment has increased in the school, and as a consequence the library mobile is now being used for teaching; this results in children having to access toilets within the main building.

4.4 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The school has a good range of resources to support the children's learning. There is very good communication between the Principal and the governors who actively support the Principal and staff in the implementation of the SDP.

5. CONCLUSION

5.1 The strengths of the school include:

- the very good motivation and the positive engagement of the children in their learning;
- the outstanding quality of the pastoral care provision, which promotes high levels of respect and exemplary behaviour among the children;
- the quality of teaching observed, which was always satisfactory; over half the lessons observed were very good or outstanding;
- the children's achievements in literacy and numeracy which are in line with their ability;

- the very good strategic leadership of the Principal, and the commitment and dedication of the staff; and
- the good use of data to inform whole-school planning for improvement and to raise standards.

5.2 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.

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.

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