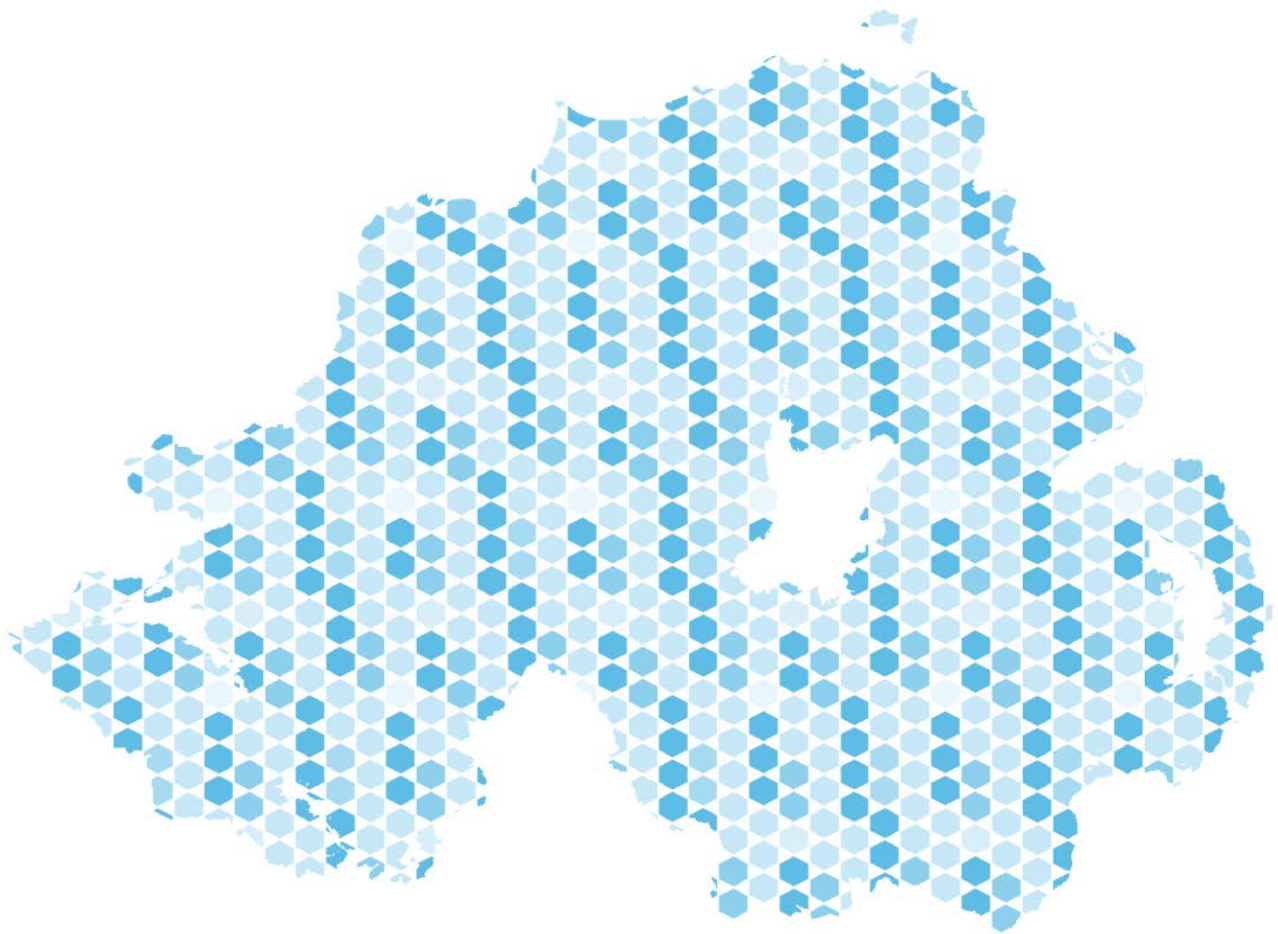


PRIMARY INSPECTION



Education and Training
Inspectorate

All Saints' Primary School,
Omagh, County Tyrone

Report of an Inspection in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Almost fifty-six percent of parents responded to the questionnaire. Nearly all of the responses, including the written comments, were positive and affirmative of the work of the school. In particular, the parents highlighted the hard-working and motivated staff, the leadership of the principal and the important part the school plays in the local community. Similarly, the staff, who completed the questionnaires, were wholly affirmative of the work of the school. The ETI has reported to the principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy, including the children in the reception group; and
- quality of leadership and management.

3. Context

All Saints' Primary School is a co-educational, Catholic primary school located in the Parish of Drumragh, four miles from Omagh. Last year, the school celebrated its twenty-fifth anniversary. The enrolment has risen significantly in the past four years and there are currently seven pre-school age children enrolled in a reception group. The percentage of children entitled to free school meals has fluctuated slightly over the past four years while the proportion requiring additional help with aspects of their learning has, in the main, remained steady. The school maintains purposeful links with neighbouring controlled primary schools.

All Saints' Primary School	2012-13	2013-/14	2014-15	2015/-16
Enrolment (years 1-7)	66	69	83	97
Reception children	*	*	*	7
% School attendance	95	97.6	96.9	96.6
% NI Primary school average	94.9	95.6	95.4	N/A
% Attendance for those children on the SEN Register	93.8	97.6	96.9	96.6
Free School Meals Percentage ¹	39	28	25	36
No. of children on SEN register	16	17	17	23
% of children on SEN register	24	24	19	28
No. of children with statements of educational needs	2	1	2	4
No. of newcomer children	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Very good
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children, who are confident and supportive of one another, show very good levels of motivation and almost all of them settle quickly and enthusiastically to their learning. They express and share their ideas with confidence producing attractive written and creative displays of their work across the curriculum. The children engage readily with their peers and are respectful towards the staff and visitors to the school. Their proficient use of information and communication technology (ICT) allows them to improve their learning by managing information and presenting it in a range of appropriate formats.
- The school's performance data shows that most of the children, including those who require support with aspects of their learning, make progress in English and in mathematics in line with their ability or above expectation.
- In foundation stage, the children develop well their communication and self-management skills and are keen to write during activities. The quality of most of the children's written work in the samples viewed is of a very high quality. The children enjoy a rich variety of extended writing opportunities which develop their research and editing skills as well as creating a meaningful context for developing their understanding of grammar and punctuation. By the end of key stage 2, the children read with accuracy and confidence. When given the opportunity in class, through, for example, the effective questioning from the teacher, the children are well able to supply reasoned and extended responses.

¹ The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- The children in the reception group are well settled and engage readily in play with their peers and in adult-directed pre-writing, sorting and matching activities; however, there are missed opportunities for energetic and creative play within the pre-school programme.

6. Provision for learning

- The teachers' planning is well informed by the evaluation of the children's previous learning and knowledge and there is appropriate breadth and progression. In early years, the staff plan a range of interesting play-based activities and are reviewing appropriately the process of recording the children's learning and holistic development. The very effective practice, in a majority of the lessons, included well-planned opportunities for the children to work together and to learn from one another. The teachers use skilful questioning which elicits extended responses from the children and promotes their thinking skills; they also create meaningful connections across the areas of learning linked to the children's own experiences. The teachers are diligent in correcting the children's work regularly and they are consistent in supplying supportive written and oral feedback which includes suggestions as to how the children can improve further the quality of the work they produce.
- The provision for the children with additional needs is effective and there is a whole-school approach to promote good behaviour and achievement. The comprehensive special educational needs policy has been updated recently to include guidance for gifted and talented children to extend their learning. The staff have undertaken extensive training and professional development in various aspects of special educational needs provision; it will be important that this training is embedded further across the school. The interventions for literacy, which include classroom assistant-led reading partnership and parental support programmes, help the children to make excellent progress in reading.
- There are important areas for improvement in the provision for the children in the reception group. The children are well settled and engage readily with the staff and peers; however, there are missed opportunities for energetic play. The most productive play provision enables the children to make choices, engage in imaginative role play and explore the natural materials. The staff need to ensure that all aspects of the pre-school provision for these children is resourced, evaluated and planned for in line with the 'Curricular Guidance for Pre-school Education' and that the programme is matched appropriately to the needs and stages of the children's development.
- The school has a consistent approach to the children's acquisition and development of literacy skills including providing meaningful connections between the development of the writer's craft and the development of the children's reading skills. In the foundation stage, the children become familiar with different forms of print and experiment with informal mark making and are starting to write words and explore sentence structures. As they progress, the children experience a wide variety of writing activities across a range of forms. Reading, including for information, is promoted well through the recently reviewed reading schemes which are supplemented effectively by appropriate support materials including novels, 'big books' and reference materials. The children's skills are developed further through the school's investment in an online reading programme and the reading partnership which encourages parental involvement.

- The pastoral care in the school is a key strength. There is a caring, welcoming ethos that permeates the school reflecting the school's motto, 'Teagasc agus Curam' (Educate and Care). The children's successes in all areas of school life are valued and celebrated. There is a wide range of extra-curricular, sporting, cultural and musical activities that enrich further the children's learning experiences. The staff have high expectations for the children to achieve. There are rewards and sanctions which are implemented to promote good behaviour. The school promotes well the voice of the children through the active student- and eco-councils, and the opportunities for the children to discuss their feelings and to explore empathy are promoting effectively their personal development.
- The school gives very good attention to promoting healthy eating and physical activity, thereby encouraging the children to adopt and maintain healthy lifestyles.

7. Leadership and management

- The principal has done outstanding work to promote and develop the school in the local community, including increasing the enrolment. The leadership and the staff share a collegial vision for school improvement which informs well a strategic direction for future developments in the school. The staff work effectively and collaboratively to improve further the children's learning experiences and the standards they attain.
- The school development plan² is reflective and evaluative and well-informed by consultation with the staff, children, parents and governors. The robust school improvement process and the highly effective arrangements for the staff's continuous professional development are linked purposefully to the improvement priorities.
- The teachers have become increasingly adept at and confident in analysing the school's internal data and this informs well the school's self-evaluation as well as underpinning actions to promote improvement such as identifying and addressing underachievement.
- The school has outstanding links and partnerships with the local community including the Church, and sporting, dramatic, cultural and arts bodies. The children benefit from the range of competitions and events which broaden their learning and holistic development. The links with the pre-schools and post-primary schools are informal and well-established.
- The governors play a very active role in the life and work of the school, including inviting co-ordinators to give presentations about their action plans and areas of responsibility. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors, in consultation with the senior leadership team, need to review the provision for those children in the reception group.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- 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. In discussions with the inspectors, a group of year 6 children reported that they feel happy and secure in school knowing who to go to if they have any concerns about their safety or well-being.

8. Overall effectiveness

All Saints' Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

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