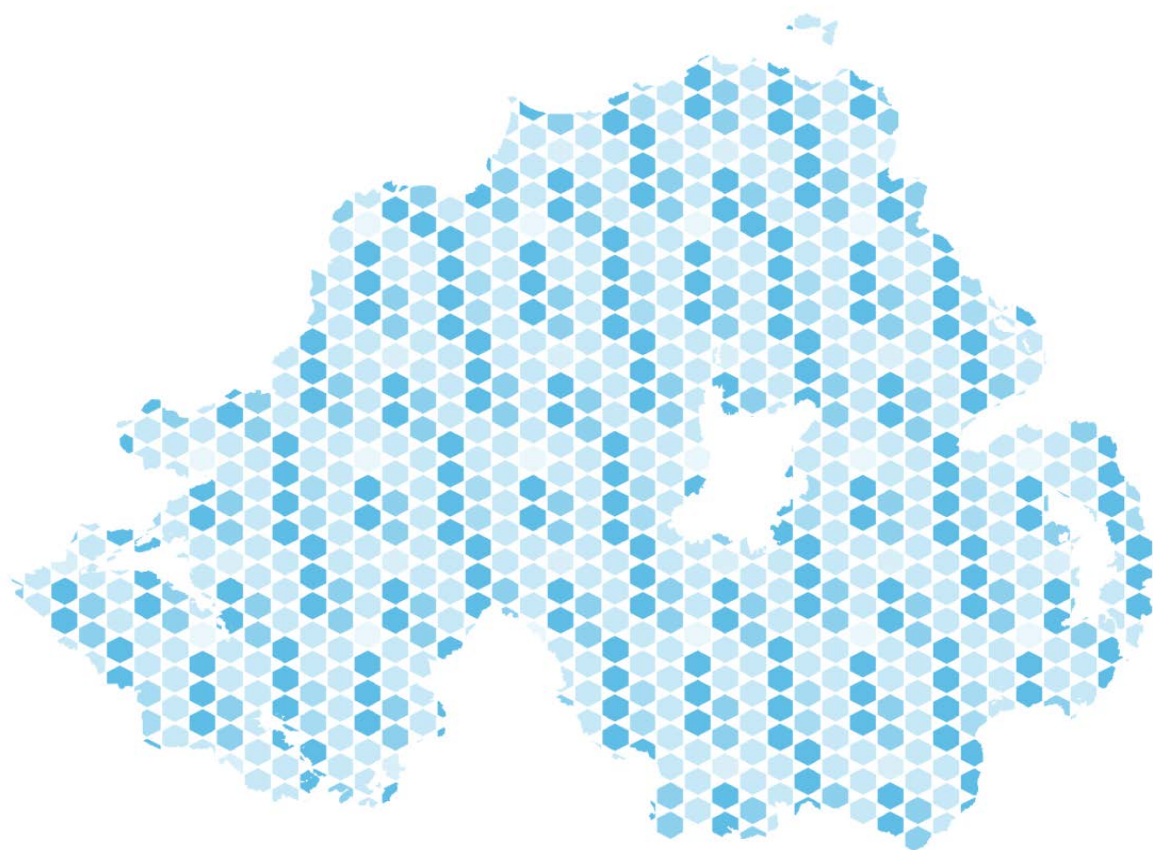


PRIMARY INSPECTION 2015-16



Education and Training
Inspectorate

St Joseph's Primary School,
Caledon, County Tyrone

Report of an Inspection in
September 2015

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

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.eti.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 a confidential questionnaire.

Thirty-seven percent of parents and 67% of staff responded to the questionnaires. The parents were positive in their comments; in particular, they noted the caring ethos and the willingness of staff to listen and act on any concerns raised by the parents. The staff responses were very positive emphasising their commitment to the learning and development of all children. The ETI has reported to the principal and representatives of the board of governors the main findings emerging from the questionnaires.

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; and
- quality of leadership and management.

3. Context

St Joseph's Primary School is a Catholic maintained school serving the Caledon village and Brantry areas in the Parish of Aghaloo, County Tyrone. Enrolment has remained consistent over the past number of years. The school lives out its motto, where they, 'are committed to ensuring that every child reaches their full potential in a secure and highly supportive environment,' as evidenced by the questionnaire returns and the inspection findings. The percentage of children entitled to free school meals has declined by 10% this year. The school is involved with the local controlled primary school in a number of shared education events.

St Joseph's Primary School	2012/13	2013/14	2014/15	2015/16
Enrolment	46	46	43	44
% School attendance	95	97	97	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ^[1]	40	43	40	32
No. of children on SEN register	11	14	11	10
% of children on SEN register	24	30	25	23
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

Source: data as held by the school N/A = not available

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- The children respond positively to the very effective learning opportunities provided by their teachers. They reflect upon their learning and suggest ways to improve the quality of their own work and that of their peers. The children use information and communication technology (ICT) in researching and presenting their work enhancing further the quality of the learning experiences.
- The school's internal performance data indicates that all of the children, including those who require additional support with aspects of their learning, make progress in literacy in line with their ability or above expectation. Almost all of the children, including those who require support with their learning, make progress in mathematics in line with their ability or above expectation.
- In the foundation stage, the children are developing well their communication and self-management skills and are well settled at this early stage of the school year. Across the key stages, the children have very good listening skills and express themselves confidently through meaningful discussion in pairs and groups. As they progress through the school, they develop very good writing skills across the curriculum and write for a range of audiences. By the end of key stage (KS) 2, the children read with fluency, expression and understanding and talk enthusiastically about a wide range of books, authors and characters.

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

6. Provision for learning

- The teachers' planning is comprehensive and rigorous. Weekly evaluations of the children's learning are used very effectively to inform plans for learning. All of the lessons observed were of a high quality where respectful interactions between the teachers and the children contributed significantly to the positive learning environment. The teachers' skilful questioning techniques challenge the children to think, to give reasons for their responses and to listen to others in order to plan and develop further their work. Clear comments advise the children on how to improve the quality of their work.
- The quality of the provision for the children with additional learning needs is very good. The school identifies, at an early stage, the children with additional learning needs and implements well-planned strategies in the high quality withdrawal and in-class support. The classroom assistants support very well the children's learning.
- The programme for the development of the children's reading, writing and oracy skills is thorough, ensuring that all aspects of literacy are taught in a coherent way and using an appropriate range of strategies. The play-based learning sessions are well planned and provide the children with valuable opportunities to use and develop their language skills.
- The quality of the provision for pastoral care is outstanding. A particular strength of the school is the involvement of the children in the very effective school and Eco-councils which develop the children's confidence, decision-making and leadership skills.

7. Leadership and management

- The leadership and management team is highly effective in developing school improvement. The team use very effectively a rigorous self-evaluation process which is underpinned by appropriate analysis of quantitative performance data, teacher observations and through consultation with the whole school community.
- The school has shared education initiatives with the local controlled primary school and has held joint curricular and pastoral care events including the World Around Us lessons and information events for parents. This work is contributing to the positive relationships between the schools and the local community, and is evidenced in the supportive questionnaire returns.
- Based on the evidence available at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated; the governors are well informed about the life and work of the school and carry out effectively their support and challenge functions.
- 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, the children in year 6 and 7 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

- 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.

8. Overall effectiveness

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.

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