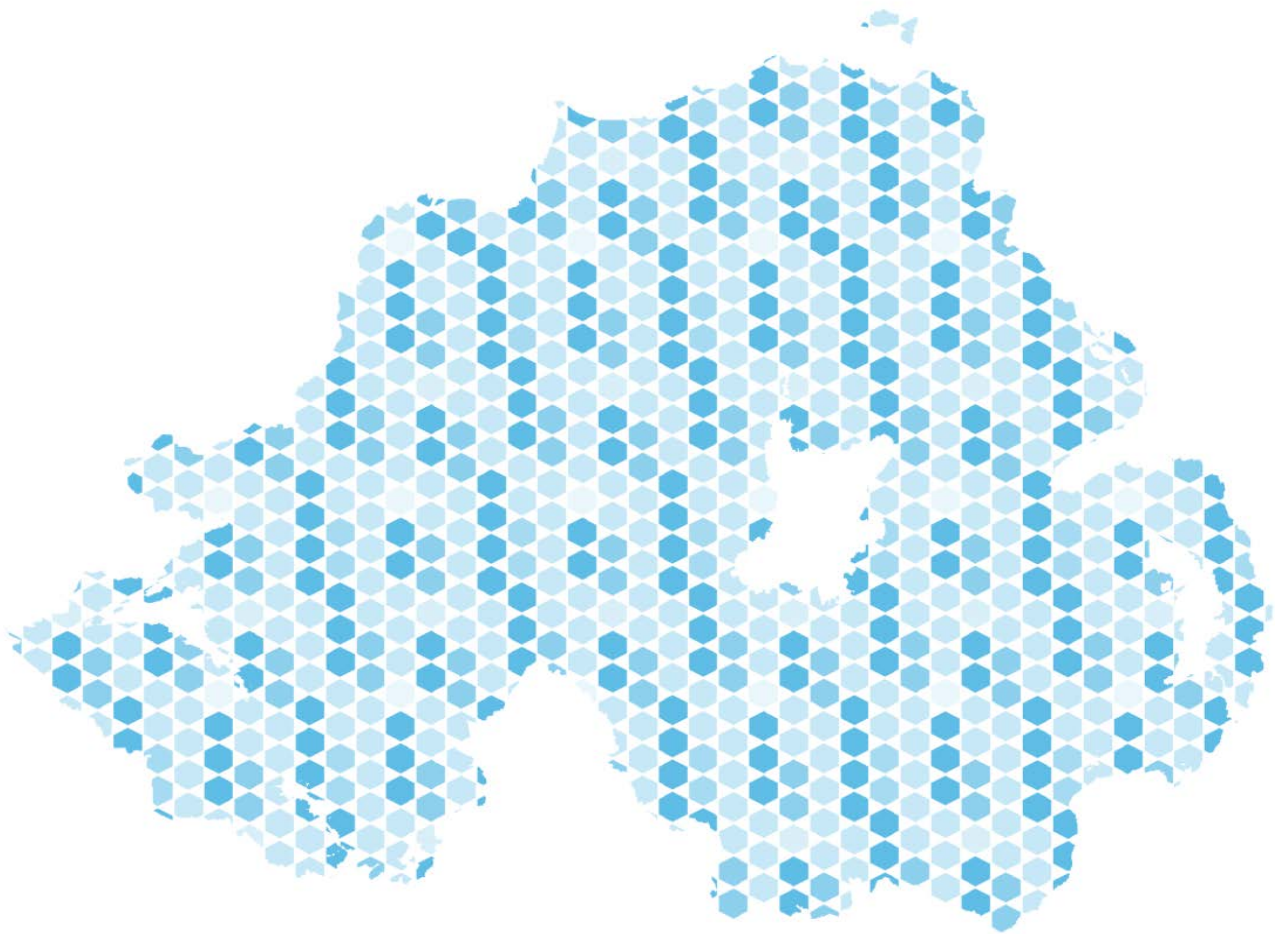


PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's Primary School,
Drumquin, 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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Almost twenty percent of parents and eighty-five percent of staff responded to the questionnaires. The parental responses indicated a high level of satisfaction with the life and work of the school. In particular, they praised the staff and highlighted the friendly atmosphere in the school. Most of the staff completed the questionnaire and their responses were also very positive; they emphasised the quality of the working relationships and the caring ethos throughout 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; and
- quality of leadership and management.

3. Context

St Joseph's Primary School is a maintained primary school situated in Drumquin, County Tyrone. Almost all of the children attending the school come from the village and surrounding area. The enrolment has risen steadily and the school operates at almost full capacity. The percentage of children entitled to free school meals has fallen in the past four years. The proportion of children requiring additional help with aspects of their learning has fluctuated slightly. At the time of the inspection, two of the full-time teachers were temporary appointments, and there was a temporary co-ordinator for literacy.

St Joseph's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	98	117	121	132
% School attendance	95.4	96	96.6	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage ¹	32	25	24	26
No. of children on SEN register	10	10	15	15
% of children on SEN register	6	10	12	10
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Good
Provision for learning	Important areas for improvement
Leadership and management	Important areas for improvement

5. Achievements and standards

- The children are friendly and welcoming. In most of the lessons, the children are well motivated, participate enthusiastically with the learning activities, and co-operate and support each other with their work.
- The school's performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English and mathematics in line with their ability or above expectation.
- In a majority of the lessons, the children share and discuss competently their learning with others in pairs and groups. Throughout the school, the children are articulate and confident when reading aloud in whole-class situations. During the inspection, the year 7 children read with fluency and expression and talked about their favourite books and authors. From the foundation stage, the children write regularly about their own experiences and special occasions, and, as they progress through the school, write in a range of forms and for a variety of audiences and purposes. However, the evidence in the children's books indicates that whilst they produce extended pieces of writing, their understanding of the different forms of writing is underdeveloped.
- The children who require additional support with aspects of their learning make good progress and meet the targets outlined in their individual education plans. In the withdrawal sessions, the children requiring additional support with literacy make very good progress.

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

6. Provision for learning

- In the majority of the books, there was limited constructive feedback to the children; the marking needs to be focused more consistently on guiding the children as to how to improve their work. The quality of learning and teaching, in a majority of lessons observed, was good. In the most effective practice, in a majority of lessons, the planning was well informed by thorough evaluation of the children's assessment data and the teachers' knowledge of their individual needs. In the less effective practice, in a minority of lessons, there was insufficient differentiation and challenge and the intended learning outcomes were unclear. Overall, there was too much variation in the quality of the children's learning experiences across the year groups.
- The children benefit from highly effective literacy and numeracy withdrawal sessions, individual reading support and after-school clubs. Over the last four years, the percentage of children presenting with special educational needs remains steady, however, there are low numbers on the special needs register because of highly effective intervention by the staff. The individual education plans are of a high quality; they are based on a wide range of appropriate assessments and include achievable targets, which are reviewed regularly.
- The teachers develop progressively the children's reading and exploit opportunities for the children to read aloud. In the best practice, the effective paired and group work enables the children to share and discuss their learning, explain and justify their ideas. Overall, there are missed opportunities to develop the children's talking and listening skills because of closed questioning and over-direction by the teachers. The consistent development and progression of the children's writing skills is an important area for improvement and is identified appropriately in the literacy action plan. The staff need to develop a shared understanding of how to progress the children's writing across the curriculum to improve further the standards they attain.
- The quality of the arrangements for pastoral care in the school is good. The school has a caring, inclusive and supportive community ethos. The staff work together to support the children and to involve the local community in the life and work of the school. They provide a range of after-school activities and numeracy and literacy information workshops to enable the parents to support their children's learning more effectively. The children develop their knowledge of roles of responsibility through participating in the school council and Eco-council.
- The school gives very good attention to promoting healthy eating through the provision of milk and fruit, and physical activity through regular sporting activities, thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management, and co-ordination of key curriculum areas, particularly for literacy, are underdeveloped. The leadership team needs to monitor the school's provision and evaluate the extent of the children's progress and attainment to ensure that the action plans relating to the school development plan² are carried out effectively and that improvement is sustained. The school can demonstrate that their effective analysis of data and adjustments to the provision have led to improvement in the children's reading skills.

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

- There are positive working relationships at all levels throughout the school. The school promotes effective links with the parents and a wide range of organisations to support the children's academic, personal and social development. The school has established recently a shared education project that relates to the topic of outer space with two local controlled primary schools.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are supportive of the school and informed of the children's attainments. There are aspects of governance to review, namely to ensure that they are better informed of the quality of the school's provision.
- 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 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

St Joseph's Primary School needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are:

- to develop an effective team to lead and co-ordinate key curriculum areas; and
- to improve further the literacy provision, with a particular focus on writing, including the dissemination of the most effective practice within the school.

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 in 12 to 18 months.

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