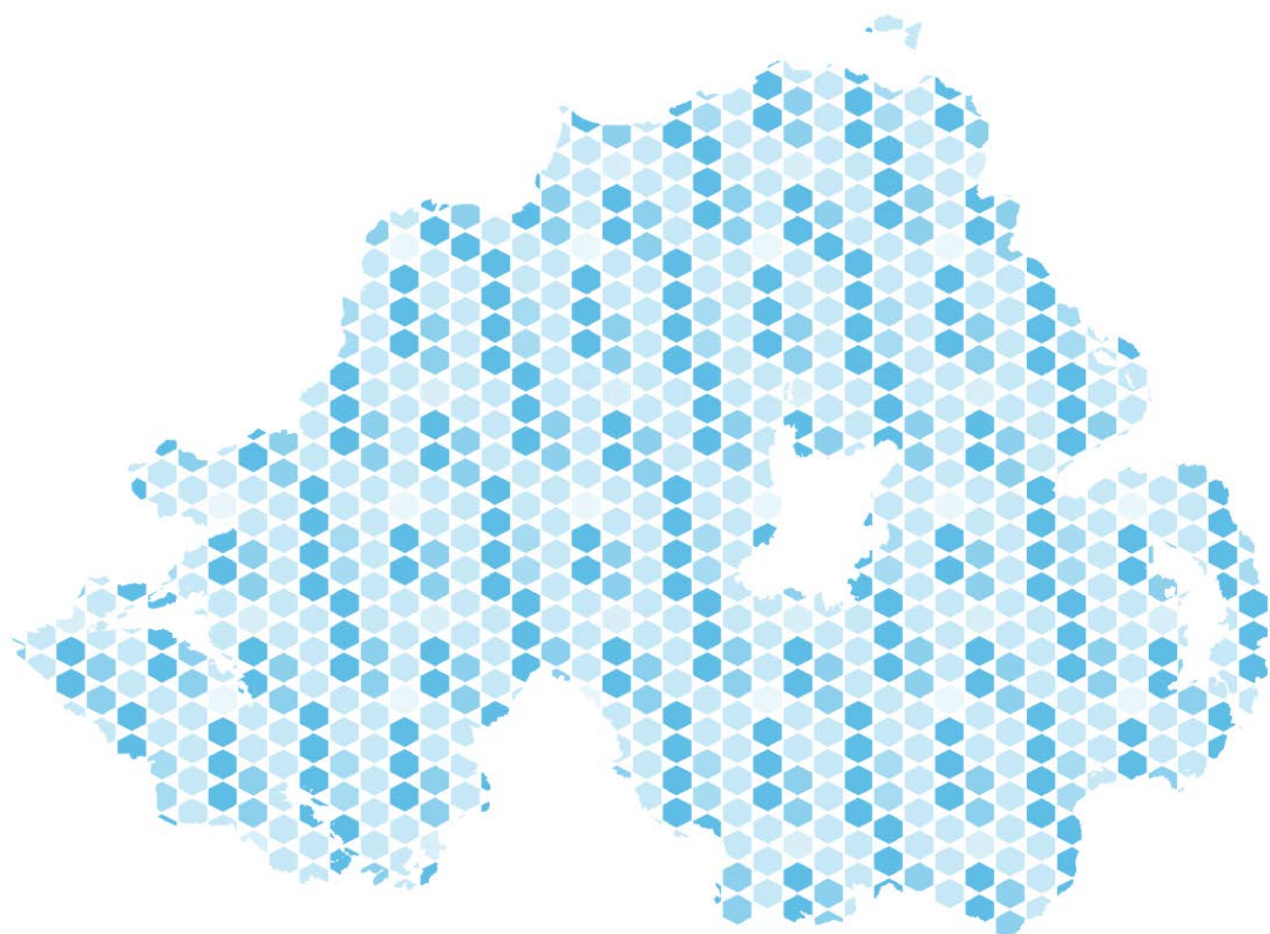


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Malachy's Primary School,  
Glencull, County Tyrone

Report of an Inspection in  
January 2016



*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.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(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

All of the parents and staff (teaching and non-teaching) responded to the questionnaires. The parents were highly positive in their comments about the life and work of the school; in particular, they commented on the caring, friendly ethos, the promotion of a strong community spirit and the dedication and commitment of all the staff to providing high quality educational experiences for their children. The staff responses were also very positive, emphasising the collegiate working relationships across the school and the valuable links with the parents and wider community. 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 Malachy's Primary School, Glencull is a maintained primary school situated on the main Omagh to Ballygawley road in the parish of Errigal Ciaran. Almost all of the children attending the school come from the immediate and surrounding rural area. The children are taught in composite classes consisting of two or more year groups. The enrolment has increased significantly in recent years. The percentage of children entitled to free school meals has increased this year as has the proportion requiring additional help with aspects of their learning over the last four years. Since the last inspection a new principal has been appointed and improvements have been made to the outdoor facilities available for the children. The school has a well embedded culture of shared education initiatives with the local controlled and maintained primary, pre-school and post primary schools.

St Malachy's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	37	37	41	50
% School attendance			98	96
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage <sup>1</sup>	0	0	0	6
No. of children on SEN register				
% of children on SEN register	5	18	18	30
No. of children with statements of educational need	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Very good
<b>Provision for learning</b>	Very good
<b>Leadership and management</b>	Outstanding

#### 5. Achievements and standards

- The children are courteous, happy and well-motivated learners; they engage readily with their peers and are respectful towards the staff and visitors to the school. They settle quickly to their learning, work collaboratively in pairs and in groups and respond enthusiastically to the interesting and challenging learning activities. As the children progress through the school they take on roles and responsibilities with increasing maturity; for example in the school council. They use information and communication technology (ICT), very confidently, in a variety of forms enhancing further the quality of the learning experiences.
- The school's performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make progress in English and most in mathematics in line with their ability or above expectation.
- The children can communicate clearly with their peers and adults in group work and class discussions and listen attentively when appropriate. Throughout the school, the children develop a very good range of reading strategies and by the end of KS2 they read with fluency, understanding and expression. They write to a very good standard across the curriculum.
- The children who require additional support with aspects of their learning are involved in setting their personal targets and in the review of their own learning. They are fully included in the life and work of the school.

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

## **6. Provision for learning**

- All of the teaching and learning observed was highly effective. The teachers' planning is comprehensive and well informed by evaluations of the children's previous learning and a detailed knowledge of their individual needs and interests. In the lessons observed, the learning activities were well paced and challenging. The teachers make outstanding use of the local environment and history to contextualise the children's learning. They enable the children to take greater responsibility for key aspects of their own learning and use effective questioning to draw out reflective responses thereby deepening the children's understanding. In the best practice, the teachers give regular well-focused feedback to the children on the quality of their work and how to improve.
- The children who have difficulty with aspects of their learning are identified early and there is whole-school collaboration on meeting their individual needs. All of the children are very well supported in class; their progress is carefully monitored and realistic targets for achievement are set with them.
- A strength of the literacy provision is the appropriate focus on the development of the children's talking and listening skills; the children have very well-planned opportunities to develop these skills through meaningful class discussion and appropriate group and paired work. The school's reading programme is systematic; the teachers use the well-planned guided reading sessions effectively to develop the children's fluency, understanding and enjoyment of reading. The programme for writing provides very good opportunities for the children to write in a variety of styles, and in context, across the curriculum. The children use ICT very effectively to present their ideas in digital form.
- The quality of the provision for pastoral care in the school is outstanding. This provision is characterised by the friendly, child-centred ethos that permeates the life and work of the school at all levels. In addition, the wide range of after-school clubs, and educational visits enhances the quality of the children's overall learning experiences and contributes significantly to their personal development.
- The school gives outstanding attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The leadership and management of the school is highly strategic in promoting improvement. School improvement planning uses, very effectively, rigorous self-evaluation which is underpinned by appropriate analysis of quantitative data, teacher observations and by consultation with the whole school community<sup>2</sup>. The action plans are well-focused and guide effectively the coordinators in monitoring and evaluating the improvement agenda.
- The school has a long history of outstanding links and partnerships with the parents and the wider community which enrich and extend the children's learning experiences. The staff value the parents as partners in developing their children's learning and encourage their participation in all school events and programmes. There are appropriate procedures in place to keep parents informed about their child's progress and the life and work of the school.

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<sup>2</sup> The school development plan meets fully the requirements of the School Development Planning Regulations (NI) 2010.

- Based on the evidence presented 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 collaborate effectively with the principal and staff in developing school improvement; they support and challenge thoroughly and thoughtfully the progress of the actions which are carried out in the implementation of the school development plan.
- 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.
- 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.

**Health and Safety / Accommodation**

1. The two mobile classrooms show excessive signs of wear and tear including, areas of damp and serious condensation on the single glazed windows which could have an adverse impact on health and well-being.



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