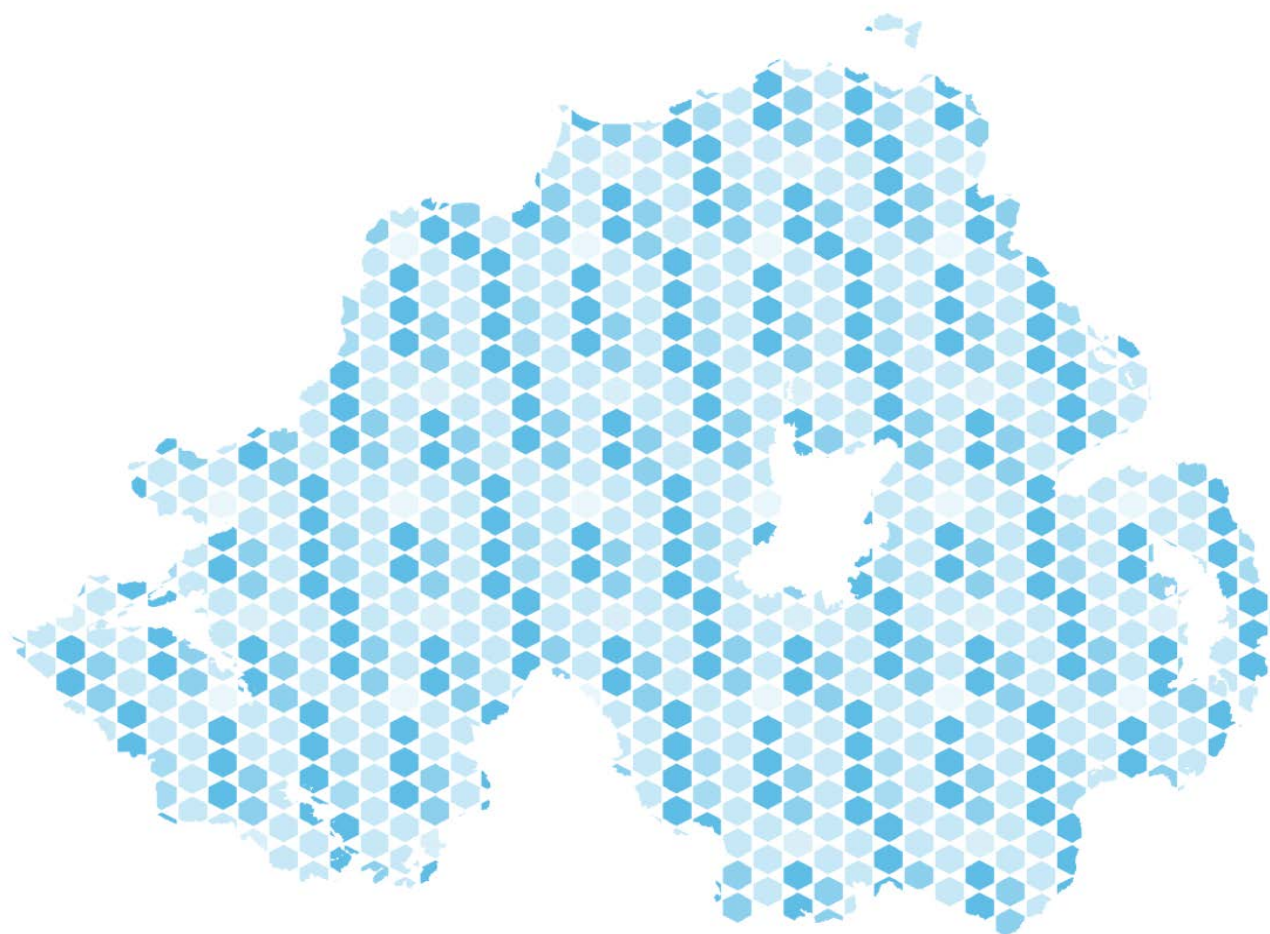


PRIMARY INSPECTION



Education and Training
Inspectorate

St Mary's Primary School,
Teemore, County Fermanagh

Report of an Inspection in
April 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.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 a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Seventy-one percent of parents and 91% of staff responded to the confidential questionnaires. The responses to the parental confidential questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the positive working relationships that exist at all levels within the school, the opportunities for parents to become involved with their children's learning and the active role of the school in the local community. Almost all of the staff completed the confidential questionnaire and their responses were also very positive; they emphasised the quality of the working relationships across the school and the links with the parents and wider community. The ETI has reported to the principal and a representative of the board of governors the very few 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 numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

St Mary's Primary School is a maintained co-educational primary school situated in the hamlet of Teemore in the Parish of Knockninny, County Fermanagh. All of the children attending the school come from Teemore and the surrounding rural area. The enrolment has increased over the past five years to 87 and the school operates at 66% capacity. The percentage of children entitled to free school meals has fluctuated in the past four years while the proportion requiring additional help with aspects of their learning has decreased slightly.

St Mary's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	82	86	83	87
% School attendance	95.7	96.2	96.5	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	17	21	14	17
No. of children on SEN register	19	16	13	15
% of children on SEN register	23	19	16	17
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	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 are very well motivated and settle quickly to their learning. They express themselves confidently and with courtesy and respect for others, demonstrating very good personal and social skills. The children enjoy their learning and respond positively to the opportunities provided by their teachers; they take pride in their work. They participate in a range of wider learning experiences including, for example, traditional music performance and charity work.
- 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 in line with their ability or above expectation. In mathematics, most of the children, including those who require additional support with aspects of their learning, make progress in line with their ability or above expectation.
- The children demonstrate a real enjoyment of their mathematics lessons and engage confidently with mathematical problems. By year 7, the most able children have a very good understanding of mathematical language and demonstrate competence in important concepts across the mathematics curriculum. Throughout the school, the children complete their mental and written calculations in mathematics with very good levels of accuracy.

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

- The children use information and communication technology (ICT) effectively to support and extend their learning across the curriculum.

6. Provision for learning

- Overall, the quality of the planning, learning, teaching and assessment is very good. Almost all of the lessons observed were good or better in promoting learning; over half were very good or better. In the most effective lessons, the pace and challenge were appropriate and the teachers made skilful use of questioning to develop the children's learning. In these lessons, the teachers gave priority to developing the children's thinking skills through open-ended activities and provided opportunities for the children to reflect on and assess their own learning and that of their peers. The staff have identified appropriately the need to review more regularly planning, learning and teaching to improve further the children's learning experiences.
- The provision for children with additional educational needs is very good. The staff identify, at an early stage, the children with additional learning needs and they implement appropriate intervention strategies which support children in their learning and increase their self-confidence. The classroom assistants support very well the children's learning.
- The programme for learning in mathematics is effective in ensuring all the key concepts and processes are built upon in each year of the children's learning. The teachers use well the mental mathematics sessions at the beginning of the lessons to develop the children's flexibility and thinking skills and to consolidate their prior learning. Planning ensures that all aspects of mathematics are taught in a coherent way and using an appropriate range of strategies. The enjoyment of mathematics is promoted in lessons across the key stages and through initiatives which involve parents and grandparents including, for example, a celebrating maths week of fun activities.
- The quality of pastoral care is outstanding. All of the staff are highly committed to the care and well-being of the children; they work together to create a positive and supportive learning environment in which each child can reach their full potential. The children are proud of their school. During discussions with the year 6 children, they spoke very positively of their enjoyment of learning and of the support and respect that they have for one another. This ethos of mutual respect permeates all aspects of school life and, in particular, the behaviour of the children which is exemplary. The children's successes in all areas of school life are valued and celebrated.
- The school gives very good 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 effective in promoting and effecting improvement. The school improvement planning uses, very effectively, rigorous self-evaluation which is underpinned by appropriate analysis of performance data and regular consultation with the whole-school community to identify areas for further development, track progress and evaluate the impact

on provision and standards. The key priorities of the school development plan² focus appropriately on improving further the quality of the children's learning experiences and the standards they attain. The staff can demonstrate that past adjustments to the provision have led to improvement.

- The school has very close links with parents, communicating frequently about the children's learning and progress and on how to support their learning through, for example, the introduction of reading and mathematics initiatives and support programmes.
- 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 exercise effectively their challenge function and are very well informed and engaged in the life and work of the school. They have a well-developed strategic overview of the school and understanding of its place in the local and wider community.
- 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

St Mary's 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.

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

Accommodation

1. The single mobile classroom at the side of the main building is in a poor state of repair and requires immediate attention.

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