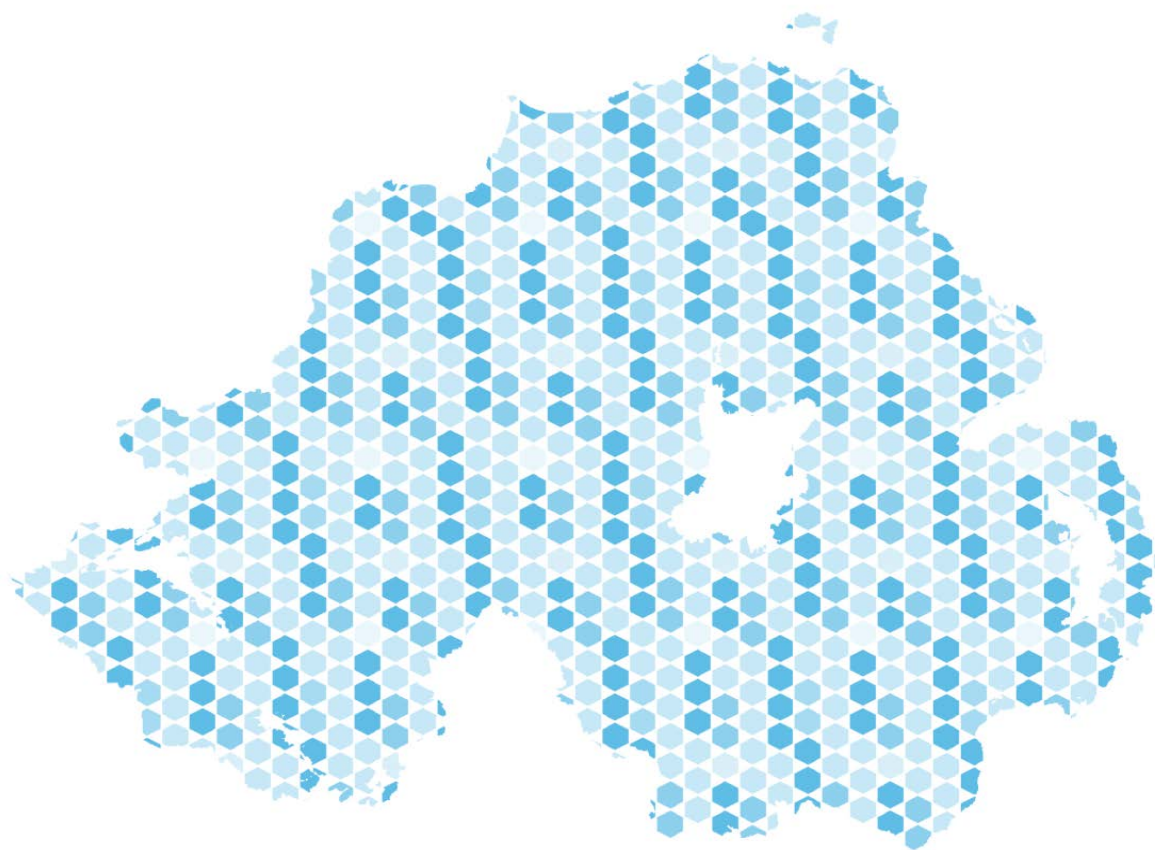


PRIMARY INSPECTION 2015-16



Education and Training
Inspectorate

St Mary's Primary School,
Tempo, County Fermanagh

Report of an Inspection in
October 2015

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 a confidential questionnaire.

Approximately 10% of the parents, 50% of the teaching staff and all of the teaching support staff responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the caring ethos, the approachable and friendly staff, and the leadership of the principal. A majority of the staff completed questionnaires and their responses were also very positive; they emphasised the quality of the collegial 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 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 and 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 Mary's Primary School is situated eight miles from Enniskillen in County Fermanagh. Most of the children come from the surrounding area; a few of them travel from the Enniskillen area. Over the past three years, the enrolment has increased by approximately 10%. The percentage of children on the special needs register has fluctuated and currently stands at 17%. The school has been involved in a well-established shared education partnership with the local controlled primary school for the past five years.

St Mary's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	106	108	112	117
% School attendance	93.9	95.0	95.5	N/A
% NI Primary school average	93.87	95.87	N/A	N/A
FSME Percentage ¹	24	26	27	21
No. of children on SEN register	21	21	31	20
% of children on SEN register	20	19	28	17
No. of children with statements of educational need	*	*	*	*
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	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- Throughout the school, the children are well-behaved, friendly and keen to learn. They are respectful of their teachers, listen well in class and settle quickly to individual learning tasks and group work. When provided with stimulating and suitably differentiated work, the children become more actively engaged in their learning and demonstrate independence and flexibility in their thinking.
- 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.
- The children are developing well their talking and listening skills. They participate enthusiastically in class and group discussions and have a good understanding of phonics. In the foundation stage, the children are willing to sound out words and create their own stories. As the children progress, they are able to use and apply their phonetic knowledge to decode words. By year 7, the most able children can read with fluency and are beginning to evaluate the books they read and develop empathy with the characters.

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

6. Provision for learning

- Overall, the provision for the planning, teaching, learning and assessment is good. In the effective practice observed, in almost all of the lessons, the lessons are motivating, well organised and the learning activities contain appropriate pace, challenge and progression. The teachers provide a range of well-planned opportunities for the children to develop their talking and listening skills through group work, practical investigations and role play. From the foundation stage onwards, the teachers use a wide variety of multi-sensory activities to develop the children's phonological awareness and early reading skills. A key feature of the school's provision is the use of guided reading books, connected to class themes and topics, which are used effectively to promote enjoyment in reading and develop the children's comprehension skills. The children have regular opportunities to develop their writing skills through writing letters, recounts and diary extracts. The staff have identified appropriately the need to develop further the children's extended writing experiences, ensuring they have the opportunity to develop imaginative writing using a wider range of vocabulary, sentence structures and punctuation.
- The children who require additional support with their learning are integrated well into the life of the school and benefit from the in-class support of their teachers and classroom assistants. Their needs are identified early through, for example, teacher observations and support, the analysis of a range of internal data, and parental information. To address the fluctuation in the percentage of children on the special needs register, the co-ordinator has reviewed and updated the special needs policy and the criteria by which children receive additional learning support. The staff are reviewing currently the individual education plans to inform and guide further the planning and teaching strategies to be used. In the most effective practice, the individual education plans are used well by the teachers to guide the learning.
- The provision for pastoral care is very good. The staff provide a safe, caring and inclusive learning environment in which the children feel valued, work well together and respect the views and opinions of others. The children benefit from a range of enrichment and extra-curricular activities which include music, sport and drama to develop their self-esteem and social skills. Their successes, within and beyond the school, are valued and celebrated through the displays and in the well planned assemblies. The school council and the 'buddy system' provide increasing opportunities for the children to take on responsibilities of leadership and decision-making, and to make a positive contribution to areas of school life which directly affect them.

7. Leadership and management

- Over the last two years, there has been a redistribution of the roles and responsibilities of co-ordinators due to changes in the staffing. During this period of transition, the leadership and management team has worked strategically and to good effect to put in place key co-ordinators and appropriate training to support the further development of the provision and improvement planning.

- The school development plan, which identifies clearly the key priorities for development, is informed well by the views of the school community and the increasing use of internal performance data. The associated action plans need to take more account of the outcomes and learning needs of the children. The school has identified appropriately the further development of the co-ordinators' role in monitoring and evaluating the quality of the provision and the standards achieved by the children.
- 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 have identified appropriately the need to develop further the arrangements to review the work of key co-ordinators to provide higher levels of support and challenge where appropriate.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The following important areas need to be addressed.

The school needs to review and update the following policies:

- (i) the health and safety policy to ensure that individual risk assessments have strategies on how the risks will be reduced;
- (ii) the anti-bullying policy to incorporate cyber-bullying; and
- (iii) the Relationships and Sexuality Education policy to include consultation with stakeholders.

In addition, it will be important that the designated governor attends, as planned, the next available child protection-training course.

- In discussions with the inspectors, the children reported that they feel very secure in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

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.

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