

# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Derrygonnelly, County  
Fermanagh

Maintained, co-educational

Report of an Inspection in  
February 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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EXCELLENCE



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## INTRODUCTION

### 1. Context

St Patrick's Primary School is a maintained primary school situated in the town of Derrygonnelly, ten miles from the county town of Enniskillen. There is Reception provision in the school. All of the children attending the school come from the local and surrounding area. The enrolment has declined slightly in the past four years and the school operates at 62% capacity. The percentage of children entitled to free school meals has reduced in the past four years while the proportion requiring additional help with aspects of their learning has increased in the last two of the past three years. A principal and a literacy co-ordinator were appointed in September 2016.

St Patrick's Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	131	123	126	116
Reception	*	*	*	7
% School attendance	96.5	96.7	96.8	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	39.7	37	33	32.5
No. of children on SEN register	31	23	29	35
% of children on SEN register	23.6	18.1	22.8	26.3
No. of children with statements of educational need	9	7	6	6
No. of newcomer children	*	*	*	*

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Twenty-one percent of parents, all the teaching staff and 86% of the support staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school in the promotion of many family-friendly, whole-school initiatives. The responses to the teaching and support staff questionnaires endorsed the school leadership and the effective working relationships within the school and the support of the parents, governors and community. The ETI has communicated to the principal and representatives of the board of governors the main findings from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;
- quality of provision including the Reception provision; and
- quality of leadership and management.

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

#### 4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Provision for learning	Very good
Leadership and management	Very good

The overall provision for Reception is good.

### KEY FINDINGS

#### 5. Outcomes for learners

- Most of children attain very good outcomes in literacy and numeracy. Their enthusiasm for learning is exemplified by their readiness and motivation to communicate purposefully and explain their learning, and to use accurate mathematical language as they collaborate with one another during lessons.
- The children in the foundation stage are developing well their early literacy and numeracy skills and enjoy using them to explore, experiment and problem-solve through play. In key stage (KS) 1 and KS2, most of the children's number, shape and measurement skills, reading, writing and talking and listening skills are very well developed. The most able children in year 7 read with fluency, indicate their preferences for favourite authors and comprehend the text in the class novel. Similarly, the most able children in year 7 apply their mathematical skills; vocabulary and knowledge in investigative and problem-solving activities based on a very good knowledge of key mathematical concepts.
- The children in the Reception provision are making good progress in the development of early mathematical, social and conversational skills.
- There is a whole-school approach to tracking the progress of individual children that enables relevant support to be given to the children who require additional interventions with aspects of their learning. The children, including the children with additional needs, make very good year-on-year progress in their literacy and numeracy skills.
- The children's application of their skills to perform for audiences, use information and communication technology (ICT), to problem-solve, and to work independently and collaboratively are key strengths of the provision. They are courteous, welcoming to visitors and their behaviour is exemplary. The children review purposefully their learning and are respectful to their peers and adults. They acquire very good leadership skills through the various roles they undertake within the School Council, as class- and bus- prefects and members of the Eco-Council.

## **6. Quality of provision**

- The very good curricular provision in literacy and numeracy connects appropriately the broader curricular contexts for learning; such as, the World Around Us and ICT are used appropriately to promote research skills through literacy lessons and well-planned mathematical activities. The staff ensure that there are meaningful learning tasks and that the children access authentic resources which stimulate their interest in learning. The children's books are well presented and reflect the very good range of creative writing, practical and activity-based tasks across the key stages.
- All of the teaching observed was good or better; almost two-thirds of the lessons were very good to outstanding. The planning for literacy and numeracy is comprehensive and ensures progression in the children's learning. The classroom assistants contribute effectively to the provision for the children with additional learning difficulties or medical needs. The teachers' effective teaching strategies and use of questioning develop well the children's thinking skills and the differentiated activities meet the specific learning needs of the children.
- The overall provision for Reception is good; the children learn through play and explore an interesting range of resources that support most aspects of the pre-school curriculum. The staff interaction is skilful and develops the children's use of language. The outdoor learning is an area that requires further development to extend the children's opportunities for physical play.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The children's resilience to persevere in completing challenging and creative tasks set by the teaching staff and classroom assistants enable the children to attain high quality outcomes and effective personal and social skills.

## **7. Leadership and management**

- The leadership and management of the school are very good; the arrangements for whole-school consultation at all levels and the associated prioritisation of strategic areas are promoted effectively through partnership with the school staff and governors. The co-ordinators implement rigorous monitoring and evaluation strategies to support effective curricular leadership and management in order to improve further the children's standards.
- Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors work with the staff to set the direction and development of the school and share the vision for continuous improvement. They are well-informed through consultation with parents and analyse reports provided by the staff about the life and work of the school. The governors have reviewed the admissions criteria for Reception and are fostering actively links and partnerships with the feeder pre-school and the post-primary schools.

- The school improvement process is linked clearly to the school development plan which is well focused on literacy, numeracy and the promotion of the children's wider skills and dispositions for learning. There are robust self-evaluation strategies which include the effective use of a range of data and a purposeful whole-school approach to the monitoring of the consistency in the setting of levels of progression in English and mathematics.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

## **8. Overall effectiveness**

St Patrick'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.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

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.

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

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 in 12 to 18 months.
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 in 18 to 24 months.

<sup>2</sup> And the overall provision in a subject area or unit, as applicable.



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