

PRIMARY INSPECTION



Education and Training
Inspectorate

Creggan Primary School,
Randalstown

Report of an Inspection
in February 2010

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%

In assessing the various features of the provision, the Inspectorate relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Creggan Primary Randalstown** iii. **Date of Inspection: W/B 22/02/2010**
 ii. **School Reference Number: 303-0434** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	16	11	16	20	19
Enrolments					
Primary	97	101	103	113	117
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection.
 For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 97.9% **NI Avg Att: 94.9%**
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.5 NI PTR: 20.4
- iii. Average Class Size: 19.5
- iv. Class Size (Range): 14 to 24
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 30 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 35 |
- vi. Percentage of children with statements of special educational needs: 0.9%
- vii. Total percentage of children on the Special Needs Register: 12.8%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 7%
- x. Percentage of children at the end of Key Stage 2 for 2008/09
 who attained level 4 and above in English and mathematics:
- | | |
|----------------|--------------------|
| English | Mathematics |
| 92% | 92% |

CREGGAN PRIMARY SCHOOL, RANDALSTOWN, CO ANTRIM, BT41 3LH (303-0434)

SCHOOL CONTEXT

Creggan Primary School is situated in a rural area approximately three miles from Randalstown. The enrolment has risen steadily in the last ten years and currently stands at 117. The school moved to new, purpose-built accommodation in 2006. Approximately 7% of the children are entitled to free school meals and 15 children have been identified as requiring additional support with their learning. At the time of the inspection, a substitute teacher was employed in key stage 1.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the support staff and the teaching staff to complete a confidential questionnaire prior to the inspection, as well as meetings with the parents and groups of children from year 6 and year 7. Seventy-five questionnaires were issued to the parents; approximately 68% were returned to Inspection Services Branch of which 39 contained additional written comments. Nearly all of the responses (94%) indicated very high levels of satisfaction with the school. The responses from the parental questionnaires indicate that the parents believe their children are safe, secure and well-settled at the school; they appreciate in particular the family atmosphere within the school, the professionalism and approachability of the Principal and the staff, and the efforts made by the staff to ensure all the children reach their full potential.

Seven of the teachers completed the online questionnaire and six made additional written comments. Six members of the support staff completed questionnaires and six made additional written comments. The responses of the staff were wholly positive.

The children in year 6 spoke very positively about their enjoyment of school life, in particular the opportunities provided for sport, art and music. They are involved in drafting the school rules and know what to do if they have worries or concerns.

The inspectors also met with a group of parents and representatives of the Board of Governors (governors) on the first day of the inspection. The governors expressed strong support for the work of the school, and appreciated the extent to which they are informed of and involved in the school's planning processes.

The views of the parents, the staff and the children have been shared with the Principal and the governors.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding. Among the strengths are the very positive working relationships at all levels, the very attractive and safe learning environment, the exemplary behaviour of the children and the regular celebration of the children's talents and achievements.

CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, for example, the provision of fruit tasting sessions and the development of the school's ECO garden, which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the children's interest, enthusiasm and motivation for learning and their systematic acquisition of skills and concepts across the year groups;
- the standards achieved in English and mathematics by all the children, which are above the Northern Ireland average and above the average of those schools with a similar intake;
- the quality of the teaching observed, most of which was very good or outstanding;
- the outstanding quality of the provision made for those children who require additional support with their learning and the level of progress made by these children;
- the outstanding leadership provided by the Principal and the effectiveness of those teachers with specific curricular responsibilities; and
- the very good quality of the school development plan, the very effective analysis of performance data to inform the planning process and the whole-school commitment to the monitoring and evaluating of learning and teaching at all levels.

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

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