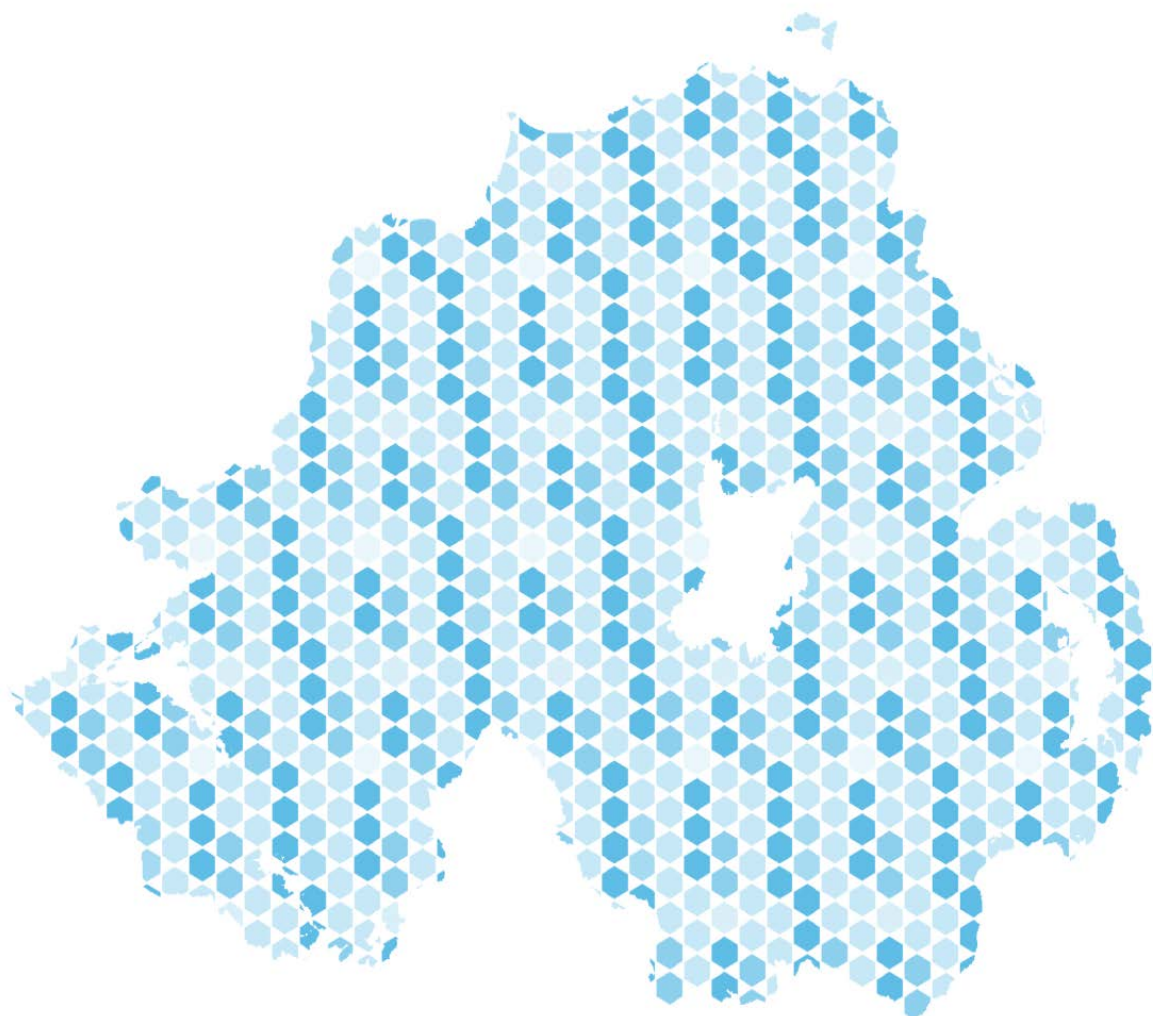


PRIMARY INSPECTION



Education and Training
Inspectorate

Listress Primary School,
Derry

Report of an Inspection
in September 2012

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, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Listress Primary School is situated in a rural location approximately two miles off the main Glenshane Road, midway between the villages of Claudy and Eglinton. All the children come from the surrounding rural area. The enrolment, which had been generally constant for the past four years, has increased this year to a total of 35 children. At the time of the inspection, approximately 40% of the children were entitled to free school meals. The school has identified seven children who require additional support with aspects of their learning.

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 including the school's processes for self-evaluation leading to improvement.

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational provision and very good pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- The **standards** achieved by the majority of the children in English are good and in line with their ability. The majority of children in Key Stage 2 read fluently and with expression. In mathematics, most of the children attain good standards. Their ability to use mathematical language and to explain the strategies they use is very good.
- The number of children identified with **special educational needs** (SEN) has increased significantly in recent years; these children are making satisfactory progress in their learning.
- The children demonstrate good independent learning skills and they co-operate well together using practical resources and, when provided with the opportunity, information and communication technology (ICT) to support their learning.

Provision for Learning

The quality of the provision for learning is good.

- The **children's behaviour** is very good. The youngest children are well-settled and have developed good classroom routines for talking and listening, and taking turns. The older children support the younger children well in group and paired tasks.

- The teachers know the children well and are committed to their educational and pastoral development. The quality of the **teaching** observed was consistently good. The teachers make effective use of questioning which encourages the children to develop their responses and explain their thinking. The classroom assistants are deployed appropriately and are effective in supporting the children's learning. The teachers have identified appropriately the need to develop, and make effective use of, a broader range of resources and strategies to support the children with special educational needs and to provide additional challenge for the more able children.
- The provision for **SEN** is satisfactory. The teachers and classroom assistants support effectively the emotional and social development of the children identified as requiring additional support. The individual education plans are in need of further development in order to identify more clearly the specific learning targets and strategies for the children.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the very good working relationships at all levels, the caring family ethos within the school and the opportunities provided for the parents to be involved in the life and work of the school.
- 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 (DE).
- The school gives very good attention to promoting **healthy eating and physical activity**. The children's participation in the healthy lunch initiative and in a range of sporting activities encourages them to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** manages the challenges of leading a small school very well. A feature of his work is the extent to which the school has developed and maintained links with other schools and the local community to broaden the children's learning experiences. He promotes a collaborative approach to school improvement which values the contribution of all members of staff.
- The school's **self evaluation and school development planning** processes are good. The school development plan identifies appropriate priorities for improvement, including developing further the provision for SEN. The action plans are focused appropriately on raising further the standards achieved in literacy, numeracy and ICT.
- The Board of Governors has been proactive in working with other local schools to develop proposals for a sustainable school in the area. It is important therefore that the Council for Catholic Maintained Schools works closely with the school to end uncertainties surrounding the future of this school in the best interests of the children.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational provision and very good pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This is the need to:

- develop further the range of teaching approaches to meet more fully the needs of all the children, especially those identified as requiring additional learning support.

The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Listress Primary iii. **Date of Inspection:** W/B 17/09/12
 ii. **School Reference Number:** 203-2300 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	5	6	5	5	6
Enrolments					
Primary	26	31	30	31	35
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): 96.2% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 97.4%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 2 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.5 NI PTR: 20.2
- iii. Average Class Size: 17.5
- iv. Class Size (Range): 16 to 19
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 25
- ii. Foundation Stage Classroom Assistant Support: 25
- iii. Additional hours of other classroom assistant support: 15
- vi. Percentage of children with statements of special educational needs: 3.2%
- vii. Total percentage of children on the Special Needs Register: 17.4%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 34%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- English 100% Mathematics 100% Irish N/A**

APPENDIX 2

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

The arrangements for the inspection included the opportunity for the parents, the teaching staff and the support staff to complete a confidential questionnaire prior to the inspection. Of the 22 questionnaires issued to parents, 14 (64%) were returned to Inspection Services Branch, including eleven which contained additional written comments. All of the parents expressed high levels of satisfaction with the life and work of the school; in particular they commented on the welcoming family ethos, the high level of care and support provided by the staff, and the high regard that the local community has for the school. A summary of the findings and the written comments were shared with the Principal.

The teachers and the support staff responded very positively to the staff questionnaires and indicated very high levels of satisfaction with all aspects of school life. A representative of the governors met with the inspection team and expressed support for the work of the school.

The inspectors also met with the children from year 6 and year 7. The children talked enthusiastically about their participation in a range of curricular and extra-curricular activities and the friendly atmosphere throughout the school. They reported strongly that they feel safe in school and know who to go to if they have any concerns about their well-being.

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