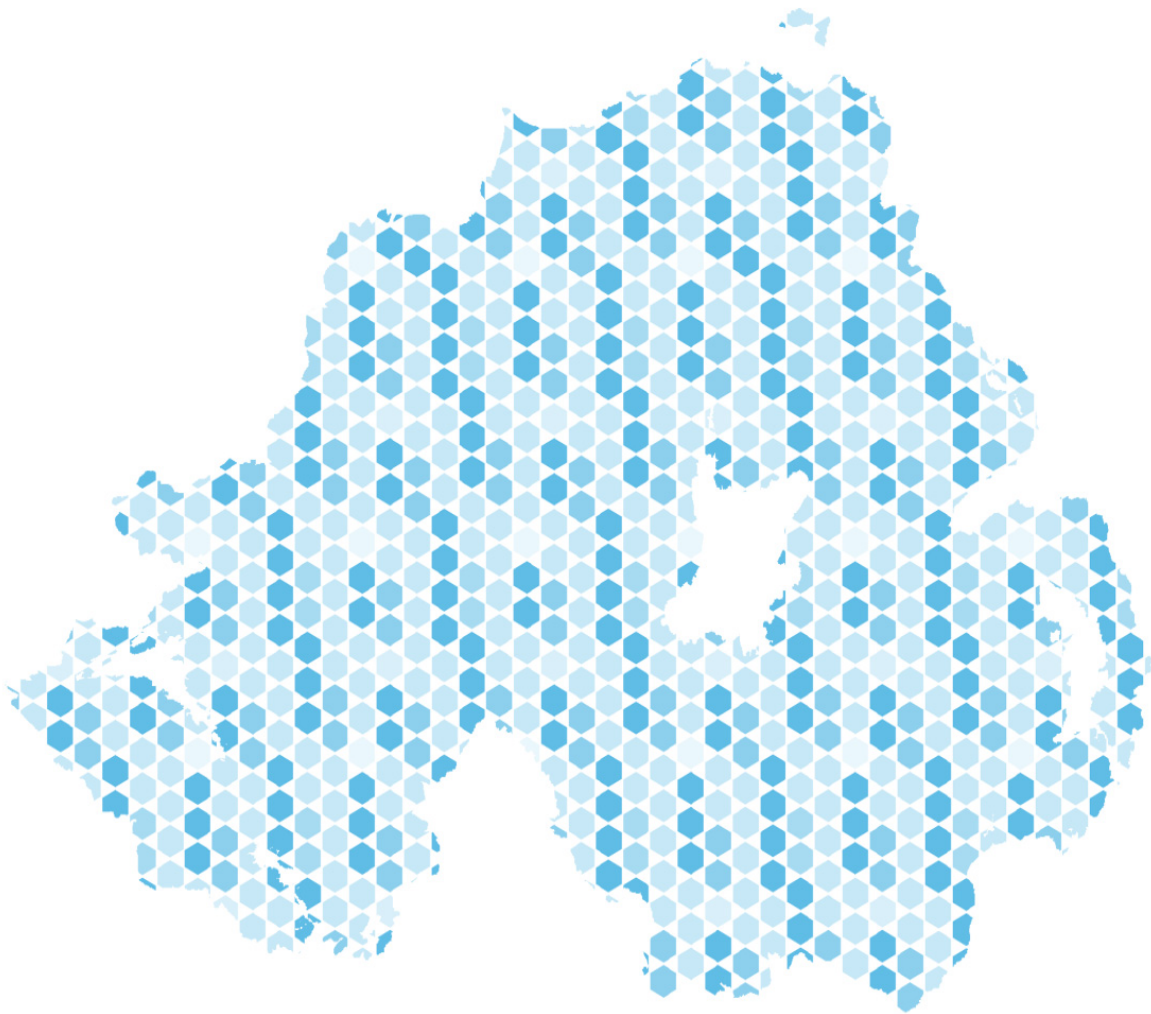


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Maguiresbridge Primary School,  
Enniskillen

Report of an Inspection  
in September 2011

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

Maguiresbridge Primary School is situated about nine miles from Enniskillen. It serves the children of the village and a dispersed rural catchment area. The enrolment has remained steady in recent years and currently stands at 93. At the time of the inspection, approximately 28% of the children in the school were entitled to free school meals. The school has identified 21% of the 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 FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **very good**. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- In English and mathematics, the children attain very good **standards** in line with their ability. They apply and use their literacy, numeracy and information and communication skills across the curriculum and are developing well their thinking skills and personal capabilities.
- The children identified **with special educational needs** make very good progress and reach the standards of which they are capable.

### Provision for Learning

**The provision for learning is very good.**

- In most of the classes, the **children's behaviour** is very good; they are highly motivated to learn and work well independently, in pairs and in groups. By the end of year 7, the children are confident and enthusiastic learners, who ask and respond to stimulating questions from peers, as well as adults.
- The **quality of the teaching observed** ranged from inadequate to outstanding; in most of the lessons observed, it was very good or outstanding. Where the teaching is very good or outstanding, the children think creatively and critically, and they respond well to the challenging practical activities. The classroom assistants provide outstanding support to the children's learning.

- The provision for **special educational needs** is good. The children's needs are identified early and a variety of good programmes of support are in place. Most of the teachers meet the individual needs of children effectively; this good practice needs to be embedded in all of the classes.
- The quality of the arrangements for **pastoral care** is very good. The school has a supportive and inclusive ethos. Through a range of good opportunities, including an active school council, the children make a meaningful contribution to matters that affect them. The governors and parents contribute significantly to the governance and life of the school. The highly effective links with parents and the wider community support well the development of the children's personal and social skills.
- The school has very good arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education (DE).
- The school gives outstanding attention to promoting **healthy eating and physical activity** through, for example, the provision of award-winning nutritious school meals, the promotion of healthy breaks, the well-planned physical education activities and the creative use of the outdoor space.

### **Leadership and Management**

**The quality of leadership and management is very good.**

- The **Principal**, who is also the **literacy co-ordinator**, provides outstanding leadership and management. She sets high expectations and standards and ensures all development work is focused on improvements in the children's learning. She has put in place very good processes to assess and track the children's progress in learning.
- The whole-school **self-evaluation** and **school development planning (SDP)** processes are very good. The SDP has been contributed to at all levels and is supported by effective action-planning.
- 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.

### **CONCLUSION**

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Maguiresbridge Primary** iii. **Date of Inspection: W/B 26/09/11**  
 ii. **School Reference Number: 201-6127** iv. **Nature of Inspection: Short**

B.

| School Year       | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake     | 10      | 13      | 11      | 12      | 18      |
| <b>Enrolments</b> |         |         |         |         |         |
| Primary           | 83      | 92      | 91      | 91      | 93      |
| 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): 95/2% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 94.1%
- |   | Primary & Reception   | Nursery Unit              | Special Unit        | Irish Medium Unit |
|---|---|---------------------------|---------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)   | 4   | 0                         | 0                   | 0                 |
| ii. PTR (Pupil/Teacher Ratio):  | 23.25   | NI PTR: 20.2              |                     |                   |
| iii. Average Class Size:  | 23  |                           |                     |                   |
| iv. Class Size (Range):   | 18 to 26  |                           |                     |                   |
| v. Ancillary Support:<br>Number of Hours <b>Per Week</b> :  | i. Clerical support:  |                           | 30                  |                   |
|   | ii. Foundation Stage Classroom Assistant Support:           |                           | 40                  |                   |
|   | iii. Additional hours of other classroom assistant support: |                           | 0                   |                   |
| vi. Percentage of children with statements of special educational needs:  |   |                           |                     | 4%                |
| vii. Total percentage of children on the Special Needs Register:  |   |                           |                     | 21%               |
| viii. Number of children who are <b>not</b> of statutory school age:  |   |                           |                     | 0                 |
| ix. Percentage of children entitled to free school meals:   |   |                           |                     | 28%               |
| 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): | <b>English</b><br>92%                                       | <b>Mathematics</b><br>92% | <b>Irish</b><br>N/A |                   |

**THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, (SUPPORT STAFF) AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents, and the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 63 questionnaires issued to the **parents**, 36 (57%) were returned to DE, including seven which contained additional written comments. The majority of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the quality of their children's learning experiences and the strong reputation of the school in the local community.

Three **teachers** and seven members of the **support staff** responded very positively to the staff questionnaires. The written comments acknowledged the strong sense of team-work amongst the staff and the good opportunities for staff development.

A small representative group of the **governors** met with the inspection team on the first day of the inspection and expressed strong support for the work of the school, including the welcoming ethos, the leadership of the Principal, the quality of the learning environment and the effective liaison with parents. The inspectors reported the findings from the questionnaires to the Principal and to the governors.

The inspectors also met with a group of the **children in year 6**; they talked happily and enthusiastically about their enjoyment of learning and their experiences at school both inside and outside the classroom. The children are aware of what to do if they have worries about their safety and well-being.

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