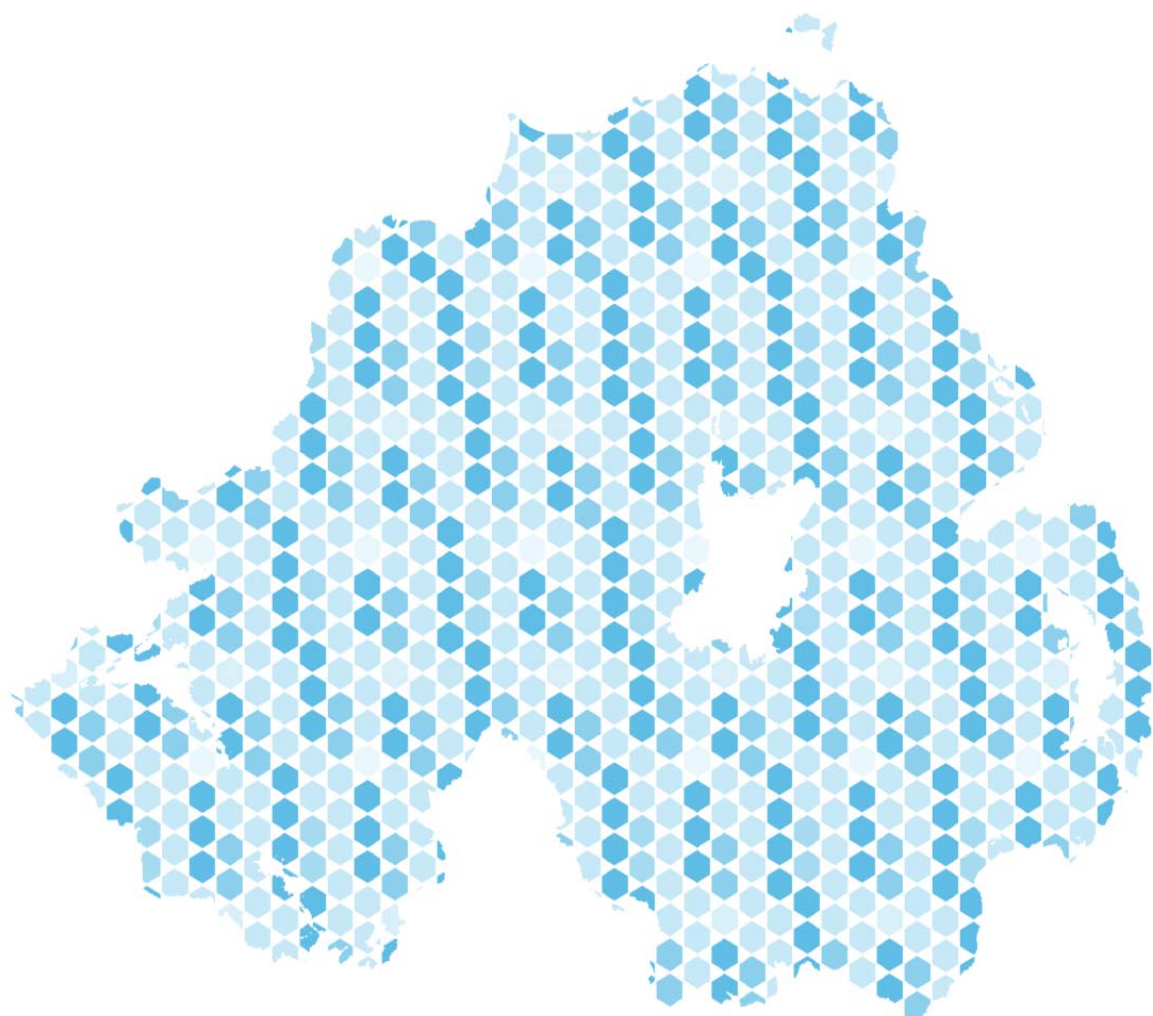


PRIMARY INSPECTION



Education and Training
Inspectorate

Moneydarragh Primary School,
Newry

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, Inspectors 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: Moneydarragh Primary Newry** iii. **Date of Inspection: W/B 08/02/10**
 ii. **School Reference Number: 503-1516** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	9	8	7	15	9
Enrolments					
Primary	92	90	82	81	76
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): 94.8% **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): 4.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.2 NI PTR: 20.4
- iii. Average Class Size: 19
- iv. Class Size (Range): 9 to 27
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 10 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 55 |
- vi. Percentage of children with statements of special educational needs: 2.7%
- vii. Total percentage of children on the Special Needs Register: 13.1%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 6.6%
- 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 |
| 100% | 85.72% |

MONEYDARRAGH PRIMARY SCHOOL, NEWRY, CO DOWN, BT34 4UZ (503-1516)

SCHOOL CONTEXT

Moneydarragh Primary School is situated in a rural environment a few kilometres inland from the village of Annalong, County Down. The enrolment fell in recent years from 92 in 2005 and currently stands at 76. The children come from the surrounding rural area. Almost 7% of the children are entitled to free school meals (FSM) and approximately 13% are on the special needs register.

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 an opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire as well as a meeting with representatives from the Board of Governors (governors) and a group of children from years 6 and 7. Fifty-two questionnaires were issued to the parents of the primary school; 60% were returned to Inspection Services Branch and 16 contained additional written comments. The responses from the questionnaires indicated that the parents were highly supportive of the work of the school. They mentioned the leadership of the Principal, the approachability of the staff, the school's strong affinity with the local community, the range of extra-curricular activities and the family ethos. The very few concerns arising from the parental questionnaires were discussed with the Principal.

Prior to the inspection, seven of the governors met with a member of the inspection team and expressed a strong appreciation for the work of the Principal and the staff; in addition, they mentioned the breadth of education provided, the effective teamwork, and the significant and historic role the school played in the community. The governors and the parents are concerned about the inadequacies in the quality of the accommodation, although they also expressed the view that, in spite of these limitations, the staff have created a pleasant environment for the children.

All of the teaching staff responded positively to the online teacher questionnaire; three included additional written comments about their positive experience of working in the school. Seven of the support staff responded to the support staff questionnaire and three provided written comments; all expressed high levels of satisfaction with the life and work of the school. The information and comments from both surveys have been shared with the Principal.

The children in years 6 and 7 were very clear about what they should do if they had worries about their safety, and reported that they found the teaching and support staff approachable and caring if they had any concerns.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good; the school is warm and welcoming, and a strong inclusive family and community ethos is evident. All the staff are committed to the care and welfare of the children and they work effectively together to promote and maintain a well-organised and supportive environment for learning. Matters of concern from parents are followed up and resolved efficiently and effectively.

Working relationships are very good at all the levels, and almost all of the children respond well to the staff's high expectations for good behaviour. A whole-school approach to promoting and rewarding positive behaviour encourages the children to develop their talents and raises their self-esteem and confidence. The bright and attractive displays in the classrooms, and in other areas, celebrate the children's work and achievements well and enliven the school environment.

A very strong feature of the work of the school is the range of extra-curricular activities including music, singing, drama and sports.

The school is actively pursuing ways of obtaining information from parents and others about its provision, through the use of questionnaires and self-evaluative processes. Further, the teaching staff have developed ways to ensure that the children have an involvement in the decision making process, for example, through a Student Council.

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 good attention to promoting healthy eating and physical activity, for example, the effective use of the school garden to promote a knowledge of and awareness of environmental issues is a strong feature of the school's work. The school needs to extend its school's focus on healthy eating by encouraging the children to make healthy choices in their lunch boxes. Additionally, a wide range of sporting opportunities is made available to the children, and an excellent use is made of expertise from external coaching bodies including the Gaelic Athletic Association (G.A.A).

CONCLUSION

The strengths of the school include:

- the very good quality of the pastoral care and the inclusive family ethos;
- the very good quality of the teaching observed in most of the lessons, which provided a range of good experiences in literacy and numeracy;
- the good standards achieved by the children in both literacy and mathematics by the end of key stage 2;
- the hard-working and approachable teaching and support staff, who co-operated effectively in the lessons to sustain the children's learning;

- the governors and parents strong support for and high level of confidence in the school; and
- the very good leadership of the Principal, ably-supported by all of the staff in managing and developing an effective collegiate approach to decision-making, learning and teaching, and curriculum development.

AREA FOR IMPROVEMENT

The need to:

- develop further the analysis and use of performance data, to inform whole-school planning, and to promote the further improvement in standards of learning.

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.

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

HEALTH AND SAFETY

- There are no parking facilities for the staff or visitors. All cars park outside the school on a narrow laneway which is in a poor state of repair, which then poses a hazard to children arriving and leaving.
- There are no hazard signs near to the school to warn motorists that a school is nearby.
- There is insufficient storage in the school.
- There is an insufficient outdoor hard-surfaced play area and no grassed areas.

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