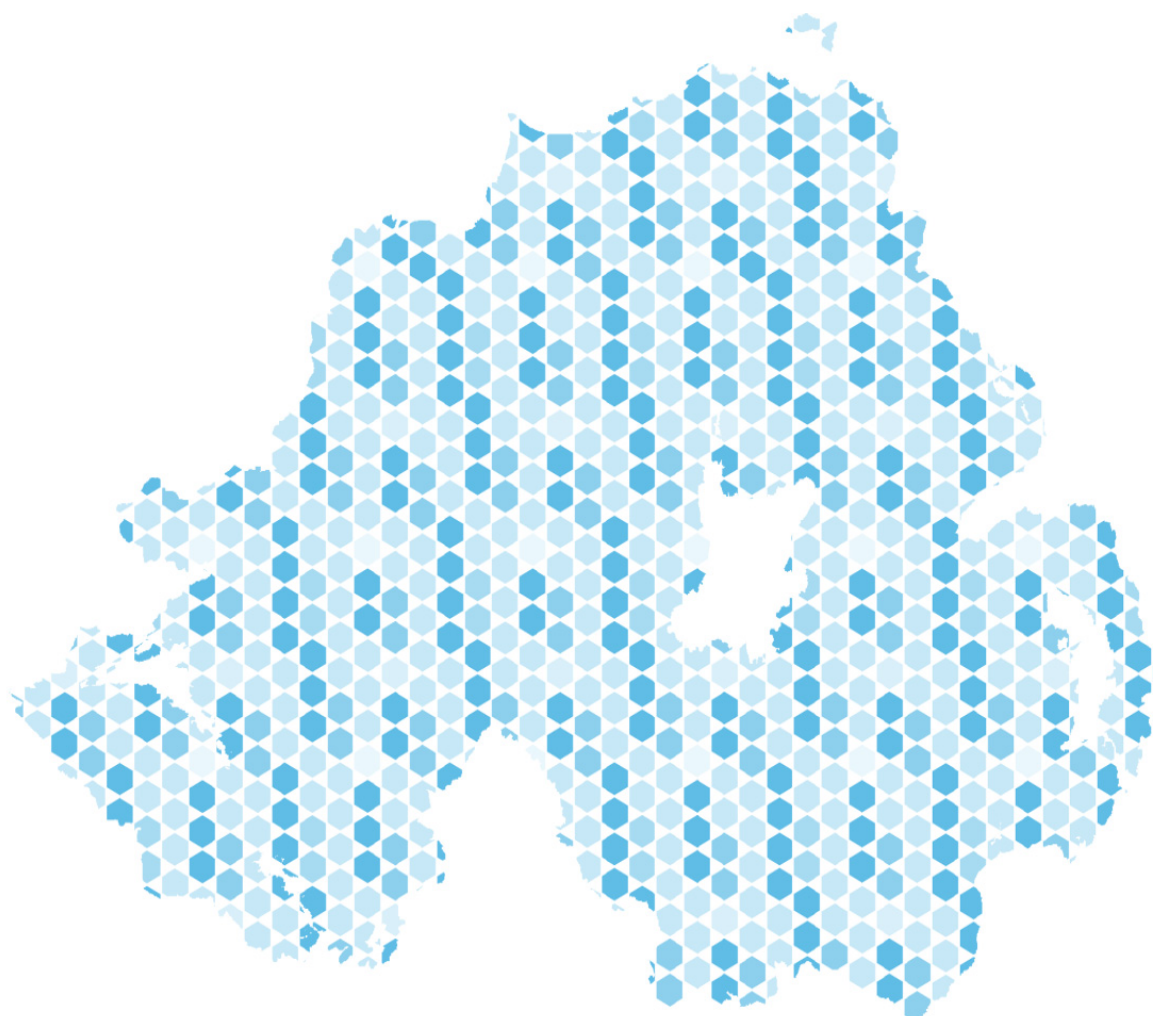


PRIMARY INSPECTION



Education and Training
Inspectorate

Our Lady of Lourdes Primary
School, Greencastle

Report of an Inspection
in November 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

SCHOOL CONTEXT

Our Lady of Lourdes Primary School is situated on the Crockanboy Road in Greencastle, County Tyrone. The enrolment in the primary school has decreased slightly over the past five years and currently stands at 105 children. Almost all of the children who attend the school come from the local and surrounding area. Approximately 16% of the children are entitled to free school meals (FSM). The school has identified 14% of the children as requiring 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

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

Achievement 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. In addition, over the past four years the school's performance is consistently well above the Northern Ireland average for schools in the same free school meals category.
- 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 in the school is very good

- The **children's** behaviour is very good; they are highly motivated and demonstrate very good levels of engagement and enjoyment in their learning. They work well both individually and collaboratively on group activities.
- The teachers are very hard-working and committed to the education and care of the children, and are very well supported by the classroom assistants. The quality of the **teaching** observed ranged from satisfactory to outstanding; almost all of the teaching was good or better with just over one half being very good or outstanding.

- The provision for **special educational needs** is very good. The children's needs are identified early and detailed education plans provide appropriate guidance for their work. The special educational needs co-ordinator (SENCO) and teachers review and evaluate regularly the progress made by the children against their learning targets.
- The quality of the arrangements for **pastoral care** in the school is very good. This is evident through the strong inclusive and community ethos, the excellent working relationships at all levels and the extent to which the school informs and involves the parents in the life and work of the school.
- The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating** and physical activity, for example, through their participation in the positive playgrounds initiative, and the healthy break and lunchbox policies which encourage the children to adopt healthy lifestyles. The school has recently achieved the Gold Mark in the Health Promoting Schools Award.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** sets a positive tone for the working of the school through his excellent professional relations with the children, parents and staff. In this role, he receives very good support from the Vice-principal. Together they set very high expectations for the whole school community and are committed and dedicated to providing the highest possible standards of education for all the children.
- The whole-school **self-evaluation** and **school development planning (SDP)** processes are very good. The SDP addresses very well the needs of the school and is clearly focused on raising further the high standards achieved by the children in literacy and numeracy.
- All of the co-ordinators, including the **SENCO**, provide very good leadership and management. Good processes have been developed to assess and track all of the children's progress in learning.

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 learners and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Our Lady of Lourdes Primary Greencastle** iii. **Date of Inspection: W/B 22/11/10**
 ii. **School Reference Number: 203-6415** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	12	11	15	14	15
Enrolments					
Primary	120	108	101	101	105
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): 97.1% **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):
(Full-time equivalent = 25 teaching hours) | 5.2 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 21 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 21 | | | |
| iv. Class Size (Range): | 19 to 22 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | | | | |
| i. Clerical support: | | | 25 | |
| ii. Foundation Stage Classroom Assistant Support: | | | 35 | |
| iii. Additional hours of other classroom assistant support: | | | 0 | |
| vi. Percentage of children with statements of special educational needs: | | | 3.81% | |
| vii. Total percentage of children on the Special Needs Register: | | | 14.28% | |
| viii. Number of children who are not of statutory school age: | | | 0 | |
| ix. Percentage of children entitled to free school meals: | | | 16.19% | |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English
91.67% | Mathematics
100% | | |

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 staff to complete a confidential questionnaire prior to the inspection. Almost 32% of the parental questionnaires from the primary school were returned to Inspection Services Branch (ISB). Six returns included additional written comments. The parents expressed a high level of satisfaction with the educational and pastoral provision provided by the school. In particular, they acknowledged the leadership of the Principal, and the high quality of care and support provided by the staff. A very few concerns raised through the questionnaires were shared with the Principal.

All of the teachers and five members of the support staff responded to the online questionnaires. These responses were very positive and highly affirmative of the work of the school.

In discussions, the children in year 6 reported that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being. They talked enthusiastically about many aspects of school life and about the support and care provided by the teachers and the support staff.

HEALTH AND SAFETY

- The security of the school and the external classrooms is inadequate.

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