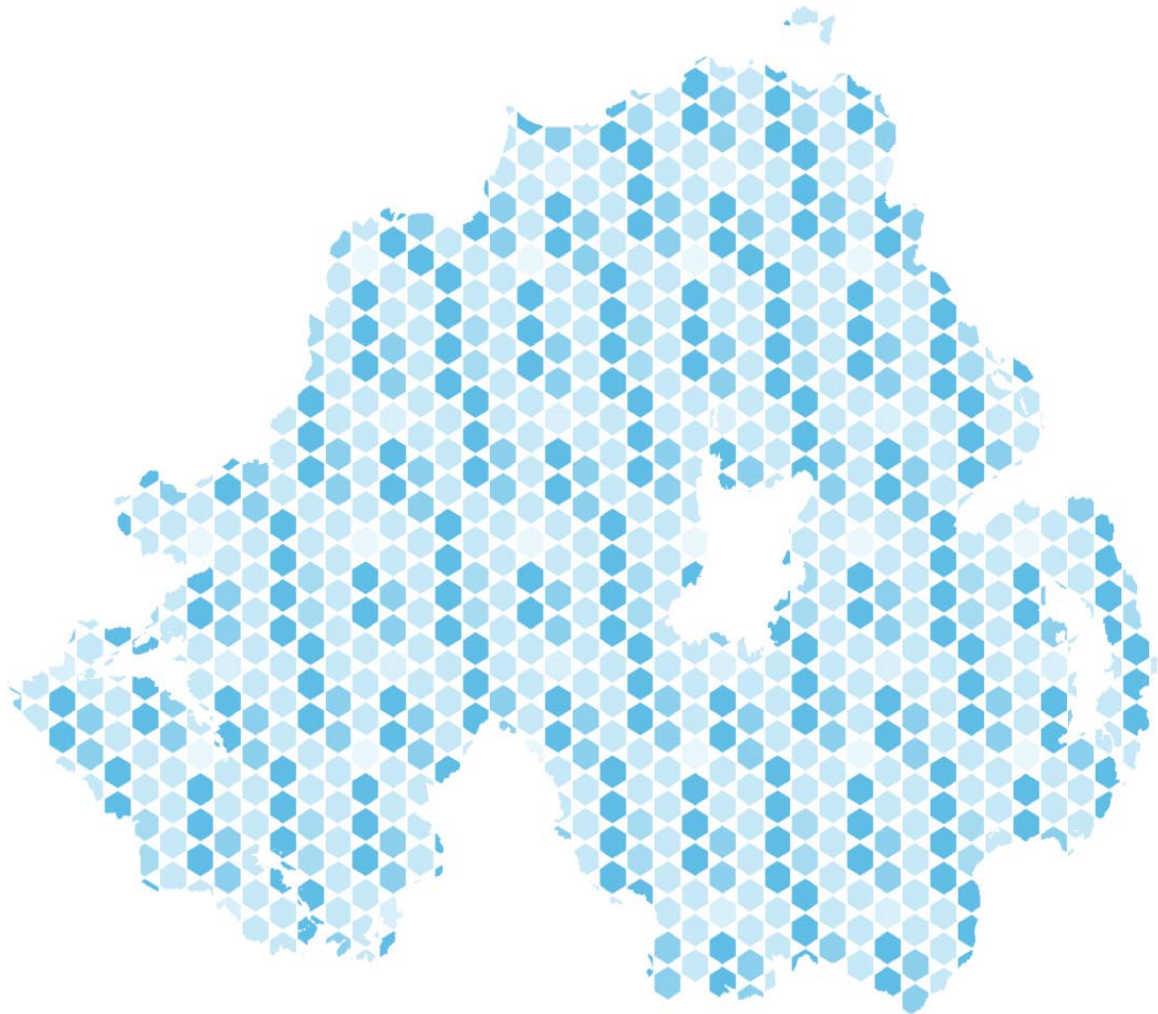


PRIMARY INSPECTION



Education and Training
Inspectorate

St Brigid's (Drumilly) Primary
School, Newry

Report of an Inspection
in January 2010

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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: St Brigid’s (Drumilly) Primary Newry | iii. Date of Inspection: W/B 11/01/10 |
| ii. School Reference Number: 503-1169 | iv. Nature of Inspection: Short |

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	10	11	11	8	9
Enrolments					
Primary	59	65	69	65	70
Reception	1	4	2	2	2
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):

95.4%

NI Avg Att: 94.9%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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D.

i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)	5	0	0	0
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ii. PTR (Pupil/Teacher Ratio):	17.5	NI PTR: 20.4
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iii. Average Class Size:	23.3
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iv. Class Size (Range):	21 to 28
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v. Ancillary Support:

Number of Hours Per Week:	i. Clerical support:	10
	ii. Foundation Stage Classroom Assistant Support:	30
	iii. Additional hours of other classroom assistant support:	30

vi. Percentage of children with statements of special educational needs:	0.01%
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vii. Total percentage of children on the Special Needs Register:	11%
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viii. Number of children who are not of statutory school age:	2
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ix. Percentage of children entitled to free school meals:	10%
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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%	100%

ST BRIGID'S (DRUMILLY) PRIMARY SCHOOL, NEWRY, CO DOWN, BT35 7QL (503-1169)

SCHOOL CONTEXT

St Brigid's Primary School is situated in a rural location close to Camlough, Co Down. Almost all of the children come from the local and surrounding rural area. The enrolment has remained steady over recent years and currently stands at 70. At the time of the inspection, approximately 10% of the children were entitled to free school meals and 11% of the children were identified 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.

THE VIEWS OF THE PARENTS, TEACHERS AND CHILDREN

The arrangements for the inspection included an opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection. Of the 41 questionnaires issued to the parents, 22% were returned to Inspection Services Branch and four contained additional written comments. All of the parental responses were highly affirmative, indicating very strong support for the work and life of the school and highlighting, in particular, the hard-working and dedicated staff, the progress made by the children, and the caring ethos within the school. The teachers' responses were all very positive commenting on the collegial working relationships between the staff and the school's value in the local community.

In discussions, the children from years 6 and 7 reported that they 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 their involvement in a range of after school activities including art, hurling and Irish dancing.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are: the consultation with the children, for example, in the negotiation of the school rules, the caring and supportive ethos and the extent to which the school informs and enables the parents to support the children in their education.

CHILD PROTECTION

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

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, through, for example, the Smiles for Schools Programme and health information evening for parents, which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the active involvement of the parents in the life and work of the school;
- the quality of teaching, which was good or very good in nearly all of the lessons observed;
- the good standards attained by the children in literacy and numeracy and their enhanced learning experiences through the use of information and communication technology;
- the quality of provision for the children who require additional support with aspects of their learning;
- the hard-working teaching and support staff who co-operate effectively to support the children's progress and development; and
- the very good leadership provided by the Principal and the school's approach to self-evaluation, development planning and improvement.

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.

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.

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