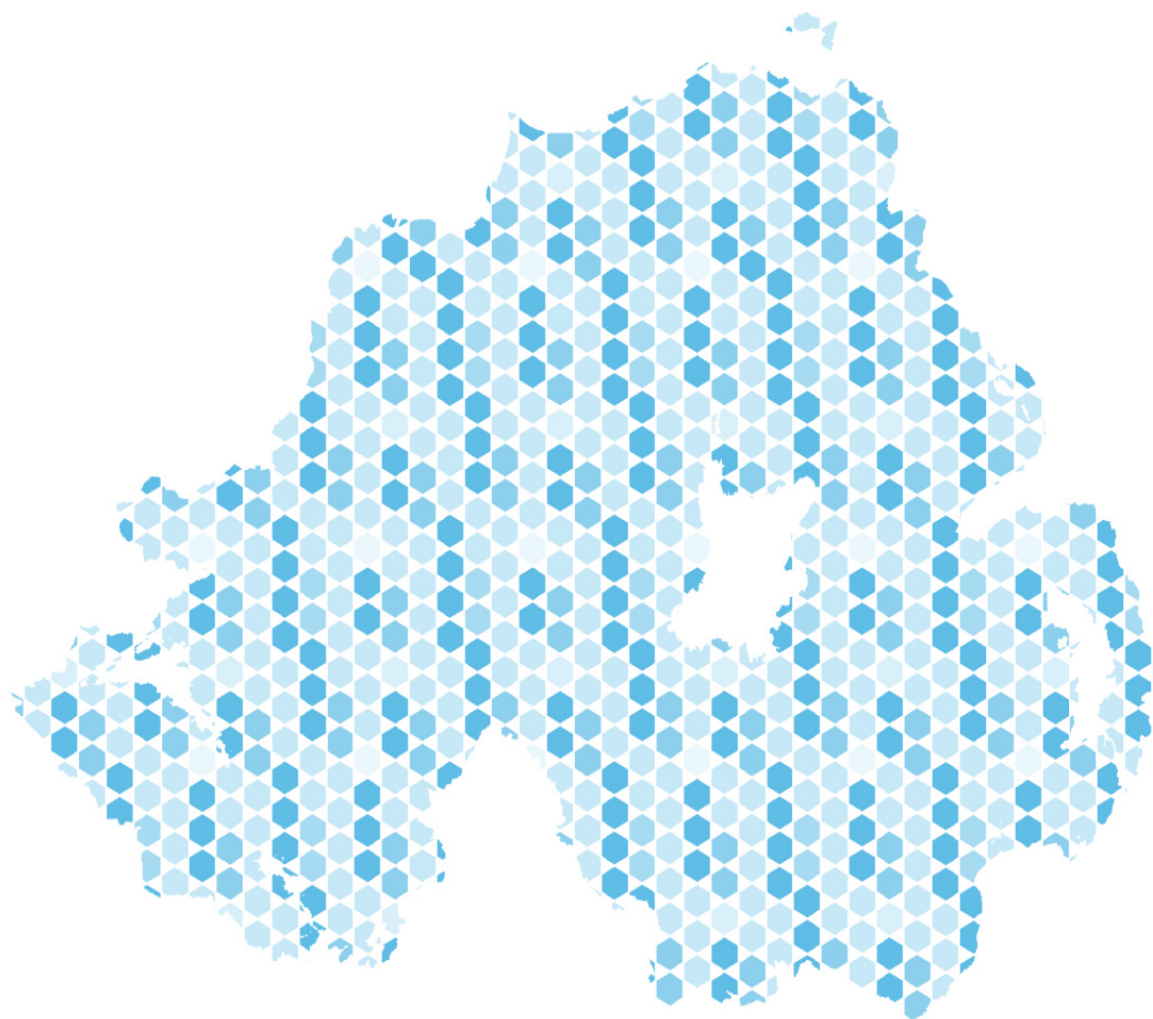


PRIMARY INSPECTION



Education and Training
Inspectorate

St John's Eglsh Primary
School, Armagh

Report of an Inspection
in May 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

St John's Primary School, Eglish is located on the Eglish Road about seven miles from Portadown, County Armagh. The school is accommodated within two classrooms and is on a split site. Almost all of the children come from the surrounding rural area. The enrolment has increased over the last three years and currently stands at 42, including seven children who are not yet of statutory school age.

At the time of the inspection, approximately 26% of the children in the school were entitled to free school meals and a small number of the children were identified as requiring additional support with aspects of their learning.

There are two composite classes in the school: one class caters for 27 children and comprises 5 year groups, including a pre-school reception class; a second class of 15 children comprises the three year groups in key stage (KS) 2.

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 satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching, and leadership and management which the school needs to address if the needs of all the children are to be met more effectively.

It will be important that the employing authority, the 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 addition, the governors and staff need to review the provision for the children in the reception class and to monitor the extent to which the current arrangements for the enrolment of reception children impact on the provision for the other children in the class and on the demands on the teacher's time.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

By the end of KS 2, most of the children attain satisfactory standards in literacy and numeracy. The children can express themselves clearly and articulately, read with accuracy and fluency, and create some extended pieces of writing across a range of genres. The children require more opportunities for independent writing as they progress across the key stages. In mathematics the children can complete written exercises accurately but are less secure in choosing mental mathematics strategies and in applying mathematics within real life contexts.

The children identified with **special educational needs** make satisfactory progress in their learning. The targets outlined in the Individual Education Plans (IEPs) need to be more specific and measurable in order to track and evaluate the children's overall progress across the curriculum.

Most of the children attain good standards in **information and communication technology** (ICT).

The school has, appropriately, identified the need to develop further the use of all of the information available in relation to the children's learning, including the internal performance data, to set more specific targets for individuals, to inform planning and teaching and to ensure that all of the children attain standards in line with their ability.

Provision for Learning

The provision for learning is satisfactory.

The **children** are co-operative, attentive and very well behaved. They are keen to learn, and, when given the opportunity, they can work together purposefully in pairs and in small groups to complete the planned tasks.

During the inspection, the quality of the **teaching** in all of the lessons observed was satisfactory and in a very small number of lessons it was good. In the more effective practice, the teachers linked the children's learning across the curriculum and used skilful questioning to help the children consolidate their understanding of key concepts. In the less effective practice, the lessons were over-directed by the teacher; there was an over-emphasis on the use of work sheets and there was insufficient differentiation to meet the wide range of abilities in the composite classes.

The provision for **special educational needs** is satisfactory. The teachers identify at an early stage those children who require additional support with aspects of their learning; they implement appropriate intervention programmes to meet the children's needs and the school's records indicate that the children make good progress against the targets set in these programmes. There is a need for the teachers to ensure that the planned learning activities for the class also take account of, and make provision for, the children with additional needs.

The quality of the arrangements for **pastoral care** is good. This is evidenced through, for example, the caring, community ethos, and through the opportunities for the children to make suggestions and ideas about the life and work of the school.

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).

Leadership and Management

The quality of leadership and management is satisfactory.

The Principal and the assistant teacher manage effectively their respective areas of responsibility and provide an appropriately broad and balanced curriculum for the children; they are dedicated and committed to meeting the needs of all of the children. The composite nature of the classes places considerable demands on the teachers in terms of planning, classroom organisation, and the monitoring and evaluation of the quality of the children's learning.

The teachers have begun the process of **self-evaluation** to bring about improvement through, for example, the collation of internal and external data, and the regular consultation with the children, the parents and the governors. They have identified the need to develop further the processes of self evaluation in order to inform better the **school development planning** (SDP) processes and to continue to improve the quality of the learning and teaching.

The **school governors** play a supportive role in the life and work of the school. It will be important that the employing authority, the 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 satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in, standards, learning and teaching, and leadership and management which the school needs to address if the needs of all the children are to be met more effectively.

The areas for improvement include the need to:

- ensure there is sufficient differentiation in the learning and teaching to meet more appropriately the needs of all of the children and to raise further their levels of attainment; and
- review the provision for the children in the reception class and monitor the extent to which the current arrangements for the enrolment of the reception children impact on the provision for the other children in the class and on the demands on the teacher's time.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St John's English Primary** iii. **Date of Inspection: W/B 01/05/12**
ii. **School Reference Number: 503-0958** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	4	2	4	4	8
Enrolments					
Primary	30	25	24	31	35
Reception	0	0	2	2	7
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% | NI Avg Att: 94.7% |
|----|---|-----|--------------------------|

Average Attendance for those children on the Special Educational Needs Register: 98%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
<p>1.1.2020</p> <p>1.2.2020</p> <p>1.3.2020</p> <p>1.4.2020</p> <p>1.5.2020</p> <p>1.6.2020</p> <p>1.7.2020</p> <p>1.8.2020</p> <p>1.9.2020</p> <p>1.10.2020</p> <p>1.11.2020</p> <p>1.12.2020</p> <p>1.1.2021</p> <p>1.2.2021</p> <p>1.3.2021</p> <p>1.4.2021</p> <p>1.5.2021</p> <p>1.6.2021</p> <p>1.7.2021</p> <p>1.8.2021</p> <p>1.9.2021</p> <p>1.10.2021</p> <p>1.11.2021</p> <p>1.12.2021</p> <p>1.1.2022</p> <p>1.2.2022</p> <p>1.3.2022</p> <p>1.4.2022</p> <p>1.5.2022</p> <p>1.6.2022</p> <p>1.7.2022</p> <p>1.8.2022</p> <p>1.9.2022</p> <p>1.10.2022</p> <p>1.11.2022</p> <p>1.12.2022</p> <p>1.1.2023</p> <p>1.2.2023</p> <p>1.3.2023</p> <p>1.4.2023</p> <p>1.5.2023</p> <p>1.6.2023</p> <p>1.7.2023</p> <p>1.8.2023</p> <p>1.9.2023</p> <p>1.10.2023</p> <p>1.11.2023</p> <p>1.12.2023</p> <p>1.1.2024</p> <p>1.2.2024</p> <p>1.3.2024</p> <p>1.4.2024</p> <p>1.5.2024</p> <p>1.6.2024</p> <p>1.7.2024</p> <p>1.8.2024</p> <p>1.9.2024</p> <p>1.10.2024</p> <p>1.11.2024</p> <p>1.12.2024</p> <p>1.1.2025</p> <p>1.2.2025</p> <p>1.3.2025</p> <p>1.4.2025</p> <p>1.5.2025</p> <p>1.6.2025</p> <p>1.7.2025</p> <p>1.8.2025</p> <p>1.9.2025</p> <p>1.10.2025</p> <p>1.11.2025</p> <p>1.12.2025</p> <p>1.1.2026</p> <p>1.2.2026</p> <p>1.3.2026</p> <p>1.4.2026</p> <p>1.5.2026</p> <p>1.6.2026</p> <p>1.7.2026</p> <p>1.8.2026</p> <p>1.9.2026</p> <p>1.10.2026</p> <p>1.11.2026</p> <p>1.12.2026</p> <p>1.1.2027</p> <p>1.2.2027</p> <p>1.3.2027</p> <p>1.4.2027</p> <p>1.5.2027</p> <p>1.6.2027</p> <p>1.7.2027</p> <p>1.8.2027</p> <p>1.9.2027</p> <p>1.10.2027</p> <p>1.11.2027</p> <p>1.12.2027</p> <p>1.1.2028</p> <p>1.2.2028</p> <p>1.3.2028</p> <p>1.4.2028</p> <p>1.5.2028</p> <p>1.6.2028</p> <p>1.7.2028</p> <p>1.8.2028</p> <p>1.9.2028</p> <p>1.10.2028</p> <p>1.11.2028</p> <p>1.12.2028</p> <p>1.1.2029</p> <p>1.2.2029</p> <p>1.3.2029</p> <p>1.4.2029</p> <p>1.5.2029</p> <p>1.6.2029</p> <p>1.7.2029</p> <p>1.8.2029</p> <p>1.9.2029</p> <p>1.10.2029</p> <p>1.11.2029</p> <p>1.12.2029</p> <p>1.1.2030</p> <p>1.2.2030</p> <p>1.3.2030</p> <p>1.4.2030</p> <p>1.5.2030</p> <p>1.6.2030</p> <p>1.7.2030</p> <p>1.8.2030</p> <p>1.9.2030</p> <p>1.10.2030</p> <p>1.11.2030</p> <p>1.12.2030</p> <p>1.1.2031</p> <p>1.2.2031</p> <p>1.3.2031</p> <p>1.4.2031</p> <p>1.5.2031</p> <p>1.6.2031</p> <p>1.7.2031</p> <p>1.8.2031</p> <p>1.9.2031</p> <p>1.10.2031</p> <p>1.11.2031</p> <p>1.12.2031</p> <p>1.1.2032</p> <p>1.2.2032</p> <p>1.3.2032</p> <p>1.4.2032</p> <p>1.5.2032</p> <p>1.6.2032</p> <p>1.7.2032</p> <p>1.8.2032</p> <p>1.9.2032</p> <p>1.10.2032</p> <p>1.11.2032</p> <p>1.12.2032</p> <p>1.1.2033</p> <p>1.2.2033</p> <p>1.3.2033</p> <p>1.4.2033</p> <p>1.5.2033</p> <p>1.6.2033</p> <p>1.7.2033</p> <p>1.8.2033</p> <p>1.9.2033</p> <p>1.10.2033</p> <p>1.11.2033</p> <p>1.12.2033</p> <p>1.1.2034</p> <p>1.2.2034</p> <p>1.3.2034</p> <p>1.4.2034</p> <p>1.5.2034</p> <p>1.6.2034</p> <p>1.7.2034</p> <p>1.8.2034</p> <p>1.9.2034</p> <p>1.10.2034</p> <p>1.11.2034</p> <p>1.12.2034</p> <p>1.1.2035</p> <p>1.2.2035</p> <p>1.3.2035</p> <p>1.4.2035</p> <p>1.5.2035</p> <p>1.6.2035</p> <p>1.7.2035</p> <p>1.8.2035</p> <p>1.9.2035</p> <p>1.10.2035</p> <p>1.11.2035</p> <p>1.12.2035</p> <p>1.1.2036</p> <p>1.2.2036</p> <p>1.3.2036</p> <p>1.4.2036</p> <p>1.5.2036</p> <p>1.6.2036</p> <p>1.7.2036</p> <p>1.8.2036</p> <p>1.9.2036</p> <p>1.10.2036</p> <p>1.11.2036</p> <p>1.12.2036</p> <p>1.1.2037</p> <p>1.2.2037</p> <p>1.3.2037</p> <p>1.4.2037</p> <p>1.5.2037</p> <p>1.6.2037</p> <p>1.7.2037</p> <p>1.8.2037</p> <p>1.9.2037</p> <p>1.10.2037</p> <p>1.11.2037</p> <p>1.12.2037</p> <p>1.1.2038</p> <p>1.2.2038</p> <p>1.3.2038</p> <p>1.4.2038</p> <p>1.5.2038</p> <p>1.6.2038</p> <p>1.7.2038</p> <p>1.8.2038</p> <p>1.9.2038</p> <p>1.10.2038</p> <p>1.11.2038</p> <p>1.12.2038</p> <p>1.1.2039</p> <p>1.2.2039</p> <p>1.3.2039</p> <p>1.4.2039</p> <p>1.5.2039</p> <p>1.6.2039</p> <p>1.7.2039</p> <p>1.8.2039</p> <p>1.9.2039</p> <p>1.10.2039</p> <p>1.11.2039</p> <p>1.12.2039</p> <p>1.1.2040</p> <p>1.2.2040</p> <p>1.3.2040</p> <p>1.4.2040</p> <p>1.5.2040</p> <p>1.6.2040</p> <p>1.7.2040</p> <p>1.8.2040</p> <p>1.9.2040</p> <p>1.10.2040</p> <p>1.11.2040</p> <p>1.12.2040</p> <p>1.1.2041</p> <p>1.2.2041</p> <p>1.3.2041</p> <p>1.4.2041</p> <p>1.5.2041</p> <p>1.6.2041</p> <p>1.7.2041</p> <p>1.8.2041</p> <p>1.9.2041</p> <p>1.10.2041</p> <p>1.11.2041</p> <p>1.12.2041</p> <p>1.1.2042</p> <p>1.2.2042</p> <p>1.3.2042</p> <p>1.4.2042</p> <p>1.5.2042</p> <p>1.6.2042</p> <p>1.7.2042</p> <p>1.8.2042</p> <p>1.9.2042</p> <p>1.10.2042</p> <p>1.11.2042</p> <p>1.12.2042</p> <p>1.1.2043</p> <p>1.2.2043</p> <p>1.3.2043</p> <p>1.4.2043</p> <p>1.5.2043</p> <p>1.6.2043</p> <p>1.7.2043</p>			

- | | | | | | | |
|----|-------|--|------------------------|----------------------------|---------------------|--------------------|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 2.2 | 0 | 0 | 0 |
| | ii. | PTR (Pupil/Teacher Ratio): | 21 | NI PTR: | 20.2 | |
| | iii. | Average Class Size: | 22 | | | |
| | iv. | Class Size (Range): | 15 to 27 | | | |
| | v. | Ancillary Support:
Number of Hours Per Week : | | | | |
| | | i. Clerical support: | | 6 | | |
| | | ii. Foundation Stage Classroom Assistant Support: | | 5 | | |
| | | iii. Additional hours of other classroom assistant support: | | 6 | | |
| | vi. | Percentage of children with statements of special educational needs: | | 0% | | |
| | vii. | Total percentage of children on the Special Needs Register: | | 10% | | |
| | viii. | Number of children who are not of statutory school age: | | 7 | | |
| | ix. | Percentage of children entitled to free school meals: | | 26% | | |
| | 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 | |
| | xi. | If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups: | Year 1
8 | Year 2
5 | Year 3
4 | Year 4
3 |

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

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection. Of the 29 questionnaires issued to the parents, 16 were returned to Inspection Services Branch, including seven which contained additional written comments. All of the parents expressed high levels of satisfaction with the work of the school. In the written comments, they highlighted the approachability of the staff and their appreciation of the care and support their children receive in the school.

The teachers and members of the support staff responded very positively to the confidential online questionnaires. Their written comments acknowledged the strong sense of team-work amongst the staff.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

The inspectors also met with a group of the children from year 6. The children stated that they feel happy and secure in school, and are aware of what to do if they have concerns about their safety and well-being.

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