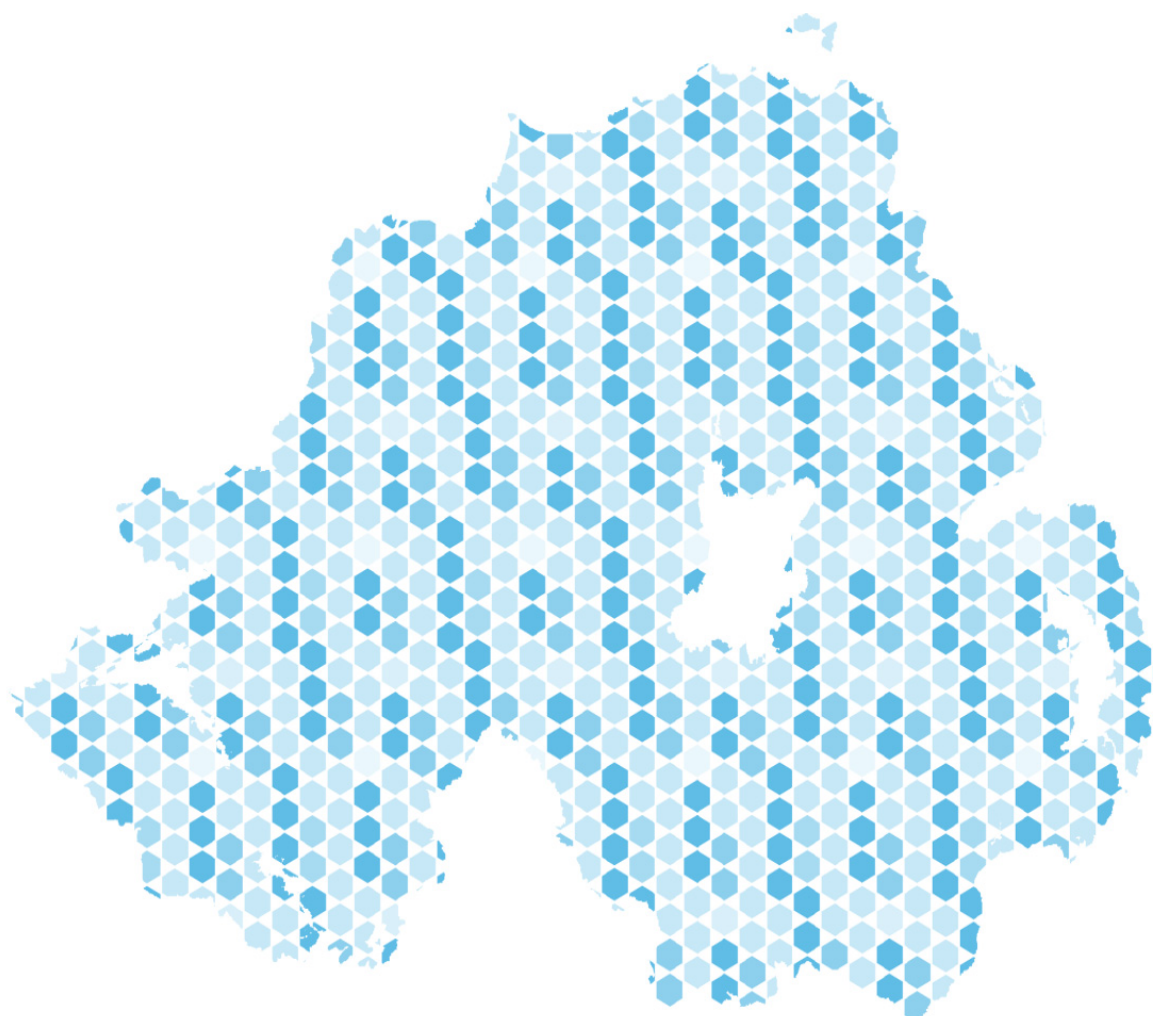


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Joseph's Primary School,  
Carnacaville

Report of an Inspection  
in February 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

St Joseph's Primary School, Carnacaville, is situated on a pleasant rural site on the outskirts of Newcastle and near the village of Maghera. The enrolment has remained steady in recent years; at present 154 children are enrolled. At the time of the inspection, approximately 16% of the children were entitled to free school meals. The school has identified 20 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.

## OVERALL FINDINGS 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 make good progress and attain consistently high **standards**. They communicate well and are able to use their ICT and numeracy skills across the other areas of learning.
- The children identified with **special educational needs** make good progress and reach the standards of which they are capable.

### Provision for Learning

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

- The **children** are courteous, very well-behaved and highly motivated to learn. They work well independently, in pairs and in small groups. They are developing well their thinking skills and personal capabilities and, in particular their ability to manage their own learning and to make decisions.
- The quality of the **teaching** observed ranged from satisfactory to outstanding, with most of the lessons being good or better. The teachers have high expectations of the children, provide stimulating activities for them and utilise well the work of the classroom assistants to support the children's learning.

- The provision for **special educational needs** is very good. The children's needs are identified early and appropriate support is provided. The individual education plans are reviewed regularly by the special educational needs co-ordinator (SENCO), the teachers and the parents.
- The quality of the arrangements for **pastoral care** is outstanding. The school focuses on meeting the full range of the children's needs. The warm, inclusive ethos is exemplified by the excellent working relationships throughout the school and by the older children's support for the younger ones.
- 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 (DE).
- The school gives very good attention to promoting **healthy eating** and physical activity. Healthy breaks are encouraged, timetabled physical activity sessions are provided for all classes and the children participate in a wide range of different sports.

### **Leadership and Management**

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

- The **Principal** leads the school very effectively; he is committed to sustaining the high quality of provision within the school and the high standards achieved by the children in English and mathematics. He is capably supported by the dedicated and hard-working Vice-principal. The Principal enjoys the strong support of all the staff, the parents and the governors.
- The whole-school **self-evaluation** and **school development planning** processes are good. The associated action plans identify appropriate areas for improvement and the processes to address them. The culture of development leading to improvement is well embedded.
- The **SENCO**, the **literacy co-ordinator** and the **numeracy co-ordinator** lead and manage their areas of responsibility very competently. They have good processes in place for monitoring the quality of provision and the children's progress.

### **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: St Joseph's Primary Carnacaville** iii. **Date of Inspection: W/B 07/02/11**  
 ii. **School Reference Number: 403-1663** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	25	17	20	19	20
<b>Enrolments</b>					
Primary	147	146	143	146	142
Reception	4	4	4	7	12
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): 96.1% **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): 7.8 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 22 NI PTR: 20.7
- iii. Average Class Size: 22
- iv. Class Size (Range): 15 to 26
- 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: | 35 |
- vi. Percentage of children with statements of special educational needs: 2.6%
- vii. Total percentage of children on the Special Needs Register: 9.1%
- viii. Number of children who are **not** of statutory school age: 12
- ix. Percentage of children entitled to free school meals: 16.2%
- 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** 92.31% **Mathematics** 80.77%
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- |               |               |               |
|---------------|---------------|---------------|
| <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> |
| 20            | 19            | 22            |

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 111 questionnaires issued to the parents, 23 (21%) were returned to the Inspection Services Branch (ISB), including 13 which contained additional written comments. Most 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 supportive, nurturing ethos; the approachable, helpful teachers; and the progress made by the children. Five of the teachers and nine members of the support staff responded very positively to the staff questionnaires. The very few concerns raised in the questionnaires have been shared with the Principal and governors.

The inspectors also met with a group of the year 6 children; they talked positively about the many activities they enjoyed in school, both inside and outside the classroom. They reported they felt very secure in school and were well aware of what to do if they had any concerns about their safety and well-being.

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