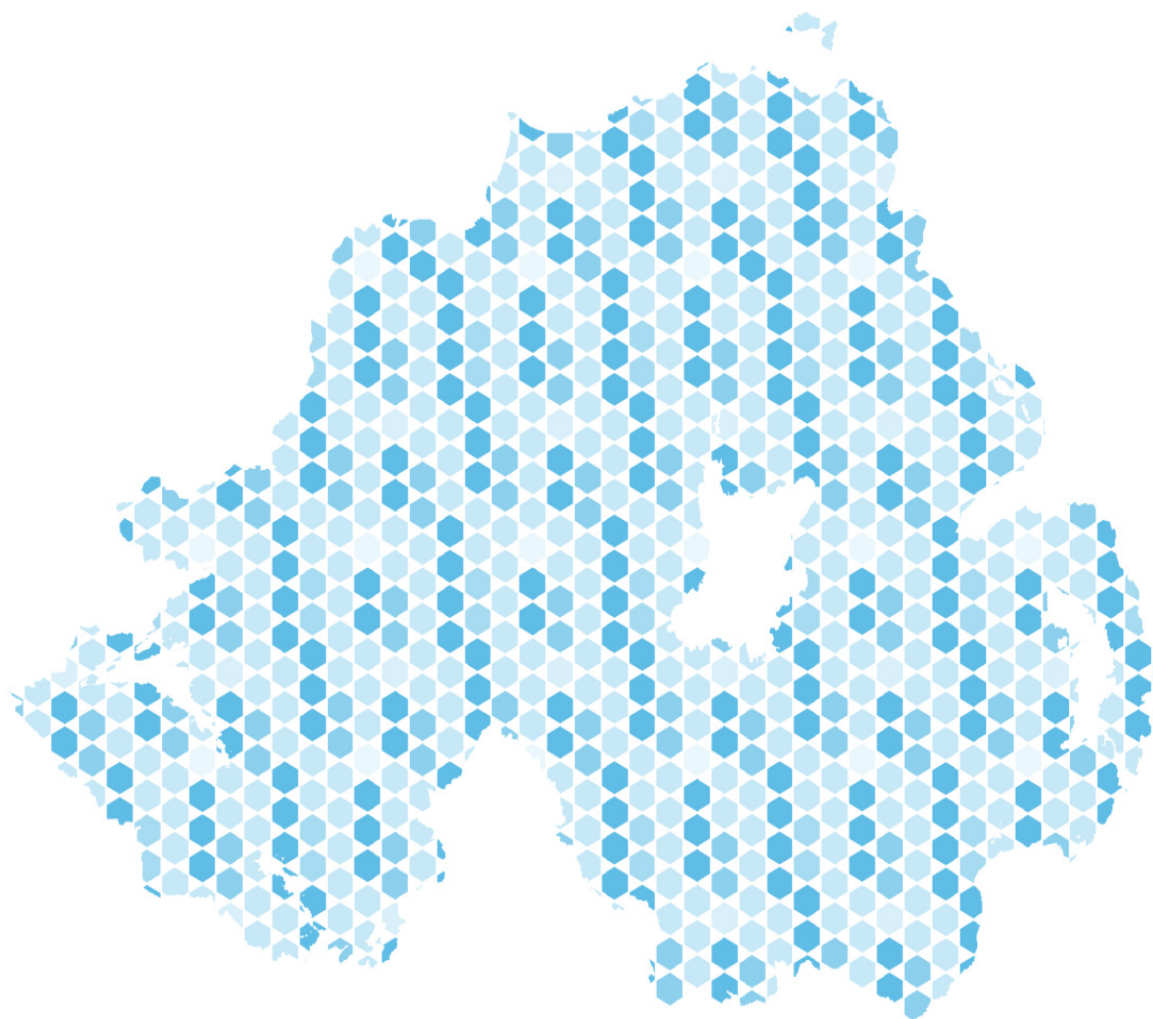


PRIMARY INSPECTION



Education and Training
Inspectorate

St Martin's Primary School,
Garrison

Report of an Inspection
in September 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 Martin's Primary School is situated in the town of Garrison in County Fermanagh. The children attending the school come from the town and surrounding rural areas. The school enrolment has risen from 84 to 100 over the last five years; currently there are 100 children enrolled in the primary school. At the time of the inspection, 27% of the children in the school were entitled to free school meals. The school has registered 24% of the children as having special educational needs.

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 the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate (Inspectorate) will monitor the school's progress on the areas for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In **English and mathematics**, by the end of key stage (KS) 2, most of the children attain standards in line with their age and ability. The children are able to express their thoughts and feelings orally and through the use of a range of writing approaches. Most of the children are able to apply their numeracy skills within meaningful contexts. In addition, the children participate in inter-school sporting and cultural competitions, and enjoy personal and team achievements.
- Most of the children identified with **special educational needs** make good progress through the school year groups and achieve standards in line with their ability. Recently, 7% of the children were able to exit the special needs register and continue to make progress in their year groups.

Provision for Learning

The provision for learning is **good**.

- The **children's behaviour** is exemplary; they are consistently polite and courteous. In most of the classes they are well-motivated and have positive attitudes to their learning. Planning for progression in learning through play and for the development of the skills of reading, writing and numeracy is underdeveloped in Foundation Stage (FS) and KS1 and as a result a small number of the children are insufficiently challenged for their age and ability.

- The **quality of the teaching** observed ranged from satisfactory to outstanding; in a majority of the lessons observed it was good or better and in one-quarter it was satisfactory. In the best practice, the lessons had good pace and challenge and the management of the learning promoted the children's thinking skills and personal capabilities.
- The provision for **special educational needs** is good. The children benefit from early identification and effective in-class support to meet the wide range of different educational needs in literacy. The provision to support the children identified with numeracy difficulties is underdeveloped.
- The quality of the arrangements for **pastoral care** is very good. The whole-school approach to the programme for Personal Development and Mutual Understanding is evident in the school ethos. The Buddy System develops effectively the children's understanding of how they can support the year 1 children to settle into the primary school. The School Council provides good opportunities for the children to develop their communication skills and involves them in some meaningful decision-making within 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**. There is an appropriate emphasis on healthy lunches and a strong focus on the provision for energetic physical activity for the children.

Leadership and Management

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

- The school improvement process is effective and the **teaching Principal** maintains a positive learning environment. She has led the implementation of many educational initiatives to extend the children's experiences, and facilitated participation in effective shared education programmes with a cross-border school.
- The **school governors** are highly committed to the school. 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. The school accommodation is well-maintained.
- The **co-ordinators** provide effective curricular leadership; they use target-setting and action-planning to promote improvement. They have identified appropriately the need for a broader range of teaching strategies and further parental involvement in order to raise further the children's standards in literacy and numeracy.
- The whole-school **self-evaluation and school development planning** processes are underpinned by a culture of collecting and analysing data to identify low and under-achievement which helps to inform planning to raise standards.

CONCLUSION

The areas for improvement include the need:

- to work more collaboratively in order to plan for progression in the development of the children's reading, writing and numeracy skills in FS and KS1; and
- to develop further the provision for more challenging play-based learning to meet the children's developmental needs.

OVERALL FINDING OF THE INSPECTION

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 areas for improvement which the school has demonstrated the capacity to address. The Inspectorate will monitor the school's progress on the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Martin's Primary School** iii. **Date of Inspection: W/B 26/09/11**
 ii. **School Reference Number: 203-6105** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	12	13	19	15	19
Enrolments					
Primary	84	91	101	92	99
Reception	0	1	0	0	1
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): 95.7% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 94.14%

**Primary &
Reception** **Nursery
Unit** **Special
Unit** **Irish Medium
Unit**

- D. i. Number of Teachers
 (including the principal and part-time teachers): 5 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20 NI PTR: 20.2
- iii. Average Class Size: 20
- iv. Class Size (Range): 15 to 24
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 17.5
 - ii. Foundation Stage Classroom Assistant Support: 25
 - iii. Additional hours of other classroom assistant support: 10
- vi. Percentage of children with statements of special educational needs: 5%
- vii. Total percentage of children on the Special Needs Register: 2%
- viii. Number of children who are **not** of statutory school age:
- ix. Percentage of children entitled to free school meals: 27%
- 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 | Mathematics | Irish |
| 85% | 85% | 0% |
- 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 | Year 2 | Year 3 |
| 19 | 15 | 7 |

APPENDIX 2

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, and for a group of children from year 6 and two year 7 representatives of the school council to meet the inspectors.

Sixty-five questionnaires were issued to the parents and 28 were returned to Inspection Services branch and a small number contained additional written comments. Most of the responses from the questionnaire were affirmative of the school. The few concerns raised about the children's school experiences and parental supports to help the children with their work were shared with the Principal and the representative of the governors.

The **teaching and support staff** completed confidential questionnaires and all the staff were positive about all aspects of the school. In addition, written comments were provided indicating satisfaction with high staff morale, the supportive Principal and the child-centred school.

Representatives of the **governors** met with the inspection team and expressed confidence in the school.

The inspectors met a **group of year 6 children and representatives of the school council**; they talked readily about their enjoyable educational experiences and about the support and care provided by the teachers and the support staff. The children are aware of what to do if they have worries about their safety and well-being.

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