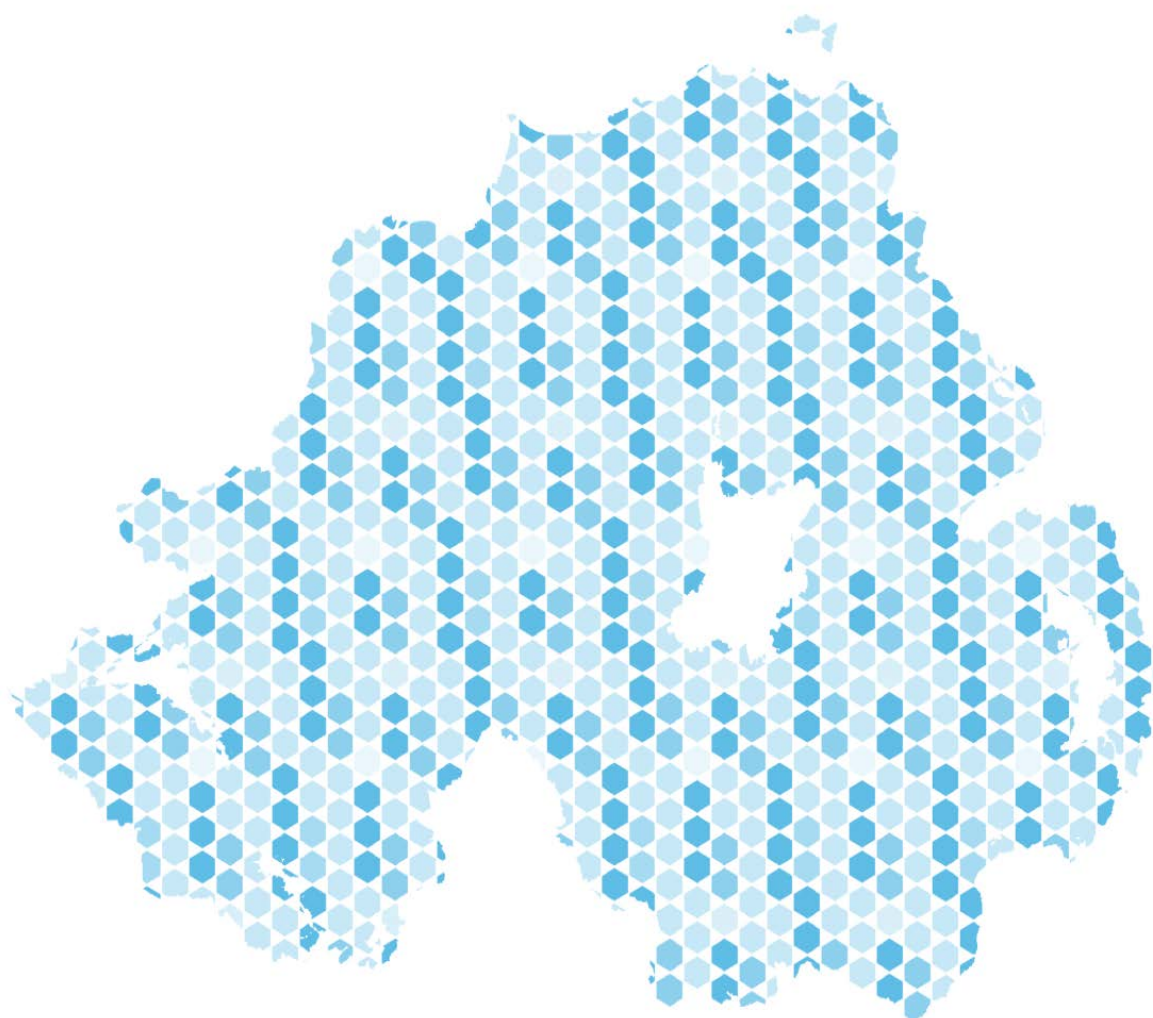


PRIMARY INSPECTION



Education and Training
Inspectorate

St Mary's Primary School,
Killesher, Enniskillen

Report of an Inspection
in September 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 Mary's Primary School is a maintained primary school situated in the townland of Derrylester in the parish of Killesher, Co Fermanagh. The children attending the school come from a wide rural catchment area. The enrolment has risen over the past four years and stands currently at 81. The school has identified 27% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 22% of the children attending the school were entitled to free school meals.

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 outstanding; the quality of pastoral care is also outstanding. The school 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 outstanding.

- In English and mathematics, almost all of the children attain excellent **standards** in line with or above their ability. The children are confident in talking, listening, and reading and writing and show this in meaningful contexts across the curriculum. They are competent in their use of appropriate mathematical language and are able to employ flexible thinking strategies when presented with a mathematical problem.
- The children identified with **special educational needs (SEN)** make excellent progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7.

Provision for Learning

The quality of the provision for learning is outstanding.

- The quality of **the teaching** observed was always very good or better; the majority of which was outstanding. The teachers plan well and make very effective use of all learning opportunities; they have appropriately high expectations of what the children can achieve and are supported very effectively by the **classroom assistants**.

- The quality of the arrangements for **pastoral care** is outstanding. The child-centred and welcoming ethos evident throughout the school community is one of nurture, care and mutual respect which helps develop each child spiritually, emotionally, socially and academically.
- 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 excellent attention to **promoting healthy lifestyles** through the curriculum, healthy breaks and the regular opportunities provided to participate in an extensive range of sports, physical activities and extra curricular activities.
- The provision for those children **identified as having SEN** is excellent. The children's needs are identified at an early stage and well focused education plans provide appropriate guidance for their work. The progress made by each child is monitored and reviewed regularly by the special educational needs coordinator and teachers, parents and children.
- **Play-based learning** is used very well to promote the children's learning in all areas of the curriculum.

Leadership and Management

The quality of leadership and management is outstanding.

- The **Principal** has a clear and shared vision for the development of the school. The effective outworking of this vision was clearly evident during the inspection, both in the children's learning behaviour and in the excellent standards attained. He is fully committed to the life and work of the school, to the children and to their families and sets very high standards for himself and the whole school community.
- The **Vice-principal and coordinators** provide strong curricular leadership; they lead by example and work very effectively as a team to promote high quality learning experiences for all of the children and to provide appropriate opportunities for the parents to become involved in the children's learning.
- There is a well-embedded and highly effective culture of **self evaluation** in place throughout the school community. The teachers make extensive and systematic use of a wide range of qualitative and quantitative data, including teacher observations, standardised tests and DE benchmarking information to monitor the progress and attainments of the children, to inform teaching strategies and to identify promptly, those children who are underachieving or are having difficulty with aspects of their learning.
- The **school development plan** meets the requirements of DE regulations and is informed appropriately by regular consultation with children, parents staff and governors.

CONCLUSION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Mary's Primary** iii. **Date of Inspection: W/B 26/09/12**
 ii. **School Reference Number: 203-1884** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	14	12	11	10	12
Enrolments					
Primary	67	71	70	74	81
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): 95.5% **NI Avg Att: 94.7%**

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

- | | 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 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 18 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 20.25 | | | |
| iv. Class Size (Range): | 7 to 15 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 10 | |
| | ii. Foundation Stage Classroom
Assistant Support: | | 0 | |
| | iii. Additional hours of other
classroom assistant support: | | 35.5 | |
| vi. Percentage of children with statements of special educational needs: | | | | 0% |
| vii. Total percentage of children on the Special Needs Register: | | | | 27% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 22% |
| 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 | |

THE VIEWS OF THE GOVERNORS, PARENTS, TEACHERS, 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 46 questionnaires issued to the parents, 36 (78%) were returned to Inspection Services Branch (ISB), including 13 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In particular they acknowledged the high level of care provided by the staff and the high regard the school is held within the community. The very small number of issues raised by the parents were discussed with the Principal. Most of the teachers and support staff responded to the staff questionnaires; the responses were wholly positive. An analysis of the findings and the written comments were shared with the Principal.

The inspectors also met with a group of the year 6 and 7 children; they talked positively and enthusiastically about their experiences at school and are aware of what to do if they have worries about their safety and well-being.

A member of the governors met with the inspection team and expressed strong support for the work of the Principal and staff. He emphasised the pivotal role the school plays in the parish community.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

