



*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

Education and Training Inspectorate

Report of a Short Inspection

**St Mary's Primary School
Newtownbutler**

Inspected: October 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Mary's Primary School** iii. **Date of Inspection: W/B 12/10/2009**
ii. **School Reference Number: 203-1869** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	20	16	23	18	22
Enrolments					
Primary	148	144	147	135	141
Reception	3	3	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): | 94.1% |
|----|---|-------|

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
<p>100%</p> <p>98%</p> <p>97%</p> <p>96%</p> <p>95%</p> <p>94%</p> <p>93%</p> <p>92%</p> <p>91%</p> <p>90%</p> <p>89%</p> <p>88%</p> <p>87%</p> <p>86%</p> <p>85%</p> <p>84%</p> <p>83%</p> <p>82%</p> <p>81%</p> <p>80%</p> <p>79%</p> <p>78%</p> <p>77%</p> <p>76%</p> <p>75%</p> <p>74%</p> <p>73%</p> <p>72%</p> <p>71%</p> <p>70%</p> <p>69%</p> <p>68%</p> <p>67%</p> <p>66%</p> <p>65%</p> <p>64%</p> <p>63%</p> <p>62%</p> <p>61%</p> <p>60%</p> <p>59%</p> <p>58%</p> <p>57%</p> <p>56%</p> <p>55%</p> <p>54%</p> <p>53%</p> <p>52%</p> <p>51%</p> <p>50%</p> <p>49%</p> <p>48%</p> <p>47%</p> <p>46%</p> <p>45%</p> <p>44%</p> <p>43%</p> <p>42%</p> <p>41%</p> <p>40%</p> <p>39%</p> <p>38%</p> <p>37%</p> <p>36%</p> <p>35%</p> <p>34%</p> <p>33%</p> <p>32%</p> <p>31%</p> <p>30%</p> <p>29%</p> <p>28%</p> <p>27%</p> <p>26%</p> <p>25%</p> <p>24%</p> <p>23%</p> <p>22%</p> <p>21%</p> <p>20%</p> <p>19%</p> <p>18%</p> <p>17%</p> <p>16%</p> <p>15%</p> <p>14%</p> <p>13%</p> <p>12%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>8%</p> <p>7%</p> <p>6%</p> <p>5%</p> <p>4%</p> <p>3%</p> <p>2%</p> <p>1%</p> <p>0%</p>	<p>100%</p> <p>98%</p> <p>97%</p> <p>96%</p> <p>95%</p> <p>94%</p> <p>93%</p> <p>92%</p> <p>91%</p> <p>90%</p> <p>89%</p> <p>88%</p> <p>87%</p> <p>86%</p> <p>85%</p> <p>84%</p> <p>83%</p> <p>82%</p> <p>81%</p> <p>80%</p> <p>79%</p> <p>78%</p> <p>77%</p> <p>76%</p> <p>75%</p> <p>74%</p> <p>73%</p> <p>72%</p> <p>71%</p> <p>70%</p> <p>69%</p> <p>68%</p> <p>67%</p> <p>66%</p> <p>65%</p> <p>64%</p> <p>63%</p> <p>62%</p> <p>61%</p> <p>60%</p> <p>59%</p> <p>58%</p> <p>57%</p> <p>56%</p> <p>55%</p> <p>54%</p> <p>53%</p> <p>52%</p> <p>51%</p> <p>50%</p> <p>49%</p> <p>48%</p> <p>47%</p> <p>46%</p> <p>45%</p> <p>44%</p> <p>43%</p> <p>42%</p> <p>41%</p> <p>40%</p> <p>39%</p> <p>38%</p> <p>37%</p> <p>36%</p> <p>35%</p> <p>34%</p> <p>33%</p> <p>32%</p> <p>31%</p> <p>30%</p> <p>29%</p> <p>28%</p> <p>27%</p> <p>26%</p> <p>25%</p> <p>24%</p> <p>23%</p> <p>22%</p> <p>21%</p> <p>20%</p> <p>19%</p> <p>18%</p> <p>17%</p> <p>16%</p> <p>15%</p> <p>14%</p> <p>13%</p> <p>12%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>8%</p> <p>7%</p> <p>6%</p> <p>5%</p> <p>4%</p> <p>3%</p> <p>2%</p> <p>1%</p> <p>0%</p>	<p>100%</p> <p>98%</p> <p>97%</p> <p>96%</p> <p>95%</p> <p>94%</p> <p>93%</p> <p>92%</p> <p>91%</p> <p>90%</p> <p>89%</p> <p>88%</p> <p>87%</p> <p>86%</p> <p>85%</p> <p>84%</p> <p>83%</p> <p>82%</p> <p>81%</p> <p>80%</p> <p>79%</p> <p>78%</p> <p>77%</p> <p>76%</p> <p>75%</p> <p>74%</p> <p>73%</p> <p>72%</p> <p>71%</p> <p>70%</p> <p>69%</p> <p>68%</p> <p>67%</p> <p>66%</p> <p>65%</p> <p>64%</p> <p>63%</p> <p>62%</p> <p>61%</p> <p>60%</p> <p>59%</p> <p>58%</p> <p>57%</p> <p>56%</p> <p>55%</p> <p>54%</p> <p>53%</p> <p>52%</p> <p>51%</p> <p>50%</p> <p>49%</p> <p>48%</p> <p>47%</p> <p>46%</p> <p>45%</p> <p>44%</p> <p>43%</p> <p>42%</p> <p>41%</p> <p>40%</p> <p>39%</p> <p>38%</p> <p>37%</p> <p>36%</p> <p>35%</p> <p>34%</p> <p>33%</p> <p>32%</p> <p>31%</p> <p>30%</p> <p>29%</p> <p>28%</p> <p>27%</p> <p>26%</p> <p>25%</p> <p>24%</p> <p>23%</p> <p>22%</p> <p>21%</p> <p>20%</p> <p>19%</p> <p>18%</p> <p>17%</p> <p>16%</p> <p>15%</p> <p>14%</p> <p>13%</p> <p>12%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>8%</p> <p>7%</p> <p>6%</p> <p>5%</p> <p>4%</p> <p>3%</p> <p>2%</p> <p>1%</p> <p>0%</p>	<p>100%</p> <p>98%</p> <p>97%</p> <p>96%</p> <p>95%</p> <p>94%</p> <p>93%</p> <p>92%</p> <p>91%</p> <p>90%</p> <p>89%</p> <p>88%</p> <p>87%</p> <p>86%</p> <p>85%</p> <p>84%</p> <p>83%</p> <p>82%</p> <p>81%</p> <p>80%</p> <p>79%</p> <p>78%</p> <p>77%</p> <p>76%</p> <p>75%</p> <p>74%</p> <p>73%</p> <p>72%</p> <p>71%</p> <p>70%</p> <p>69%</p> <p>68%</p> <p>67%</p> <p>66%</p> <p>65%</p> <p>64%</p> <p>63%</p> <p>62%</p> <p>61%</p> <p>60%</p> <p>59%</p> <p>58%</p> <p>57%</p> <p>56%</p> <p>55%</p> <p>54%</p> <p>53%</p> <p>52%</p> <p>51%</p> <p>50%</p> <p>49%</p> <p>48%</p> <p>47%</p> <p>46%</p> <p>45%</p> <p>44%</p> <p>43%</p> <p>42%</p> <p>41%</p> <p>40%</p> <p>39%</p> <p>38%</p> <p>37%</p> <p>36%</p> <p>35%</p> <p>34%</p> <p>33%</p> <p>32%</p> <p>31%</p> <p>30%</p> <p>29%</p> <p>28%</p> <p>27%</p> <p>26%</p> <p>25%</p> <p>24%</p> <p>23%</p> <p>22%</p> <p>21%</p> <p>20%</p> <p>19%</p> <p>18%</p> <p>17%</p> <p>16%</p> <p>15%</p> <p>14%</p> <p>13%</p> <p>12%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>8%</p> <p>7%</p> <p>6%</p> <p>5%</p> <p>4%</p> <p>3%</p> <p>2%</p> <p>1%</p> <p>0%</p>

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|----|----|---|-----|---|---|---|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 7.6 | 0 | 0 | 0 |
|----|----|---|-----|---|---|---|

- | | | | |
|-----|----------------------------|------|--------------|
| ii. | PTR (Pupil/Teacher Ratio): | 18.5 | NI PTR: 20.4 |
|-----|----------------------------|------|--------------|

- iii. Average Class Size: 17.6

- iv. Class Size (Range): 14 to 24

- | | | | |
|-----------------------------------|--|---|----|
| v. Ancillary Support: | | | |
| Number of Hours Per Week : | | i. Clerical support: | 30 |
| | | ii. Foundation Stage Classroom Assistant Support: | 35 |
| | | iii. Additional hours of other classroom assistant support: | 55 |

- vi. Percentage of children with statements of special educational needs: 2.8%

- vii. Total percentage of children on the Special Needs Register: 22.6%

- viii. Number of children who are not of statutory school age: 0

- ix. Percentage of children entitled to free school meals: 29%

- | | | | |
|----|---|-----------------------|---------------------|
| x. | Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above at English and maths: | English
90% | Maths
90% |
|----|---|-----------------------|---------------------|

**ST MARY'S PRIMARY SCHOOL, NEWTOWNBUTLER, CO FERMANAGH, BT92 8JJ
(203-1869)**

SCHOOL CONTEXT

St Mary's Primary School is situated in the village of Newtownbutler, Co Fermanagh. The school welcomes newcomer children and almost all of the children come from the local and surrounding rural area. The enrolment has remained constant over the past five years and 29% of the children are entitled to free school meals (FSM). There are 23% of the children identified 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.

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

The arrangements for the inspection included an opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6. One hundred and eight questionnaires were issued to the parents of the primary school; 34% were returned to the Department of Education (DE) and 17 contained additional written comments. The responses from the questionnaires indicated that the parents appreciate the excellent leadership of the Principal, the approachable staff and the progress made by the children. The few issues arising from the parental questionnaires, about information on the children's progress, greater involvement of the parents and the local community and matters relating to homework, were shared with the Principal and the Chair of the governors and most are addressed in the body of the report.

On the first day of the inspection, a representative of the governors met the inspection team and expressed appreciation for the work of the Principal, the Vice-principal and the staff, and praised the children's high standards of academic attainment and effective staff team-work to meet the needs of the children. Concerns were appropriately raised about the poor quality of the school accommodation and its fitness of purpose to meet the requirements of the curriculum.

Almost all the teaching staff responded to the online teacher questionnaire, including one that included positive written comment about the life and work of the school. The responses were totally positive about all aspects of the school. Additionally, four support staff responded to the support staff questionnaire and one provided written comment; all expressed high levels of satisfaction with the life and work of the school.

The year 6 children spoke with confidence about what to do if they have worries about their safety or homework and reported that they find the teaching and support staff approachable and caring if they have concerns.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding; the inclusive atmosphere is welcoming to all and a strong community ethos permeates the school. All staff are committed to the care and welfare of the children and work together effectively to promote and maintain a well-organised and supportive environment for learning.

Relationships are excellent at all levels and the children respond well to the staff's high expectations for good behaviour. A whole-school approach to promoting and rewarding positive behaviour encourages the children to develop their talents and raises their self-esteem and confidence. The bright and attractive displays in the classrooms and in the corridors celebrate the children's work and achievements and enliven the school environment.

The children benefit from very good opportunities provided through the Extended Schools Programme to participate in a range of extra curricular activities including music, drama and sports. There is a strong commitment to the development of education for mutual understanding and the children are participating in a Shared Education Programme designed to build better community relations among the children and their families within the local community. The teaching staff is consulting with the children about greater involvement in the school and is developing further the student council. The school has employed a counsellor to support children experiencing personal, social and emotional difficulties.

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, for example, through providing healthy school meals and a successful breakfast club which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the outstanding quality of the pastoral care and the effective involvement of the parents in their children's education;
- the quality of the teaching observed during the inspection, most of which was good or better and one in five lessons were outstanding;
- the very good standards attained by the children in literacy and numeracy including, their above average attainments in key stage 2 assessments for English and mathematics;
- the hard-working and approachable teaching and support staff who co-operate effectively in the lessons to sustain the children's thinking and understanding and as a result enhance the quality of their learning, progress and development;

- the outstanding leadership of the Principal, ably-supported by the Vice-principal and the co-ordinators in the development of a collegiate approach to teaching and learning and curriculum development; and
- the very good processes established for self-evaluation and school development planning including the commitment and effectiveness of the work of the governors in the promotion of school improvement.

In the areas inspected, the quality of the 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.

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

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