

# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Michael's Primary School,  
Clady

Report of an Inspection  
in March 2010

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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Michael's Primary Clady** iii. **Date of Inspection: W/B 03/03/10**  
 ii. **School Reference Number: 503-1166** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	6	6	6	10	8
<b>Enrolments</b>					
Primary	55	54	52	53	51
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):

92.4%

**NI Avg Att: 94.9%**

<b>Primary &amp; Reception</b>	<b>Nursery Unit</b>	<b>Special Unit</b>	<b>Irish Medium Unit</b>
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- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4 0 0 0  
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 12.75 NI PTR: 20.4

- iii. Average Class Size: 7

- iv. Class Size (Range): 5 to 10

- v. Ancillary Support:

<b>Number of Hours Per Week:</b>	i. Clerical support:	8
	ii. Foundation Stage Classroom Assistant Support:	20
	iii. Additional hours of other classroom assistant support:	50

- vi. Percentage of children with statements of special educational needs: 6%

- vii. Total percentage of children on the Special Needs Register: 24%

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

- ix. Percentage of children entitled to free school meals: 48%

- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: **English 72.72%** **Mathematics 72.72%**

**ST MICHAEL'S PRIMARY SCHOOL, MOWHAN, CLADY, CO ARMAGH, BT60 2EP  
(503-1166)**

**SCHOOL CONTEXT**

St Michael's Primary School is situated in the hamlet of Clady, approximately five kilometres south of Markethill, Co Armagh. The enrolment has remained fairly steady in recent years and currently stands at 51. The children come from the hamlet and surrounding rural area. Almost 48% of the children are entitled to free school meals and approximately 24% are on the special needs register.

**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 a meeting with a representative from the Board of Governors (governors) and all of the children in year 6. Thirty questionnaires were issued to the parents of the primary school; 33% were returned to Inspection Services Branch and six contained additional written comments. The responses from the questionnaires indicated that almost all of the parents were highly supportive of the work of the school. They mentioned the approachability of the staff, the quality of the educational experiences provided and the caring ethos.

Prior to the inspection, a representative of the governors met with a member of the inspection team and expressed a strong appreciation for the quality of the work of the Principal and the staff, the good educational and pastoral provision, the happy children and the good levels of communication; in addition, he mentioned the significant role the school plays in the community.

All four of the teaching staff responded positively to the online teacher questionnaire and two provided written comments; four support staff responded to the support staff questionnaire and all provided written comments; all expressed high levels of satisfaction with the life and work of the school. The information and comments from both the surveys and parental questionnaires have been shared with the Principal.

The children in year 6 were very clear about what they should do if they had worries about their safety, and reported that they found the teaching and support staff approachable and caring if they had any concerns.

## PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good; the school is warm and welcoming, and a strong inclusive family and community ethos is evident. All the staff are committed to the care and welfare of the children and they work effectively together to promote and maintain a well-organised and supportive environment for learning. Matters of concern from parents are followed up and resolved efficiently and effectively.

Working relationships are very good at all levels, there is a relaxed and caring atmosphere throughout the school and visitors are made to feel very welcome. The behaviour of the children is excellent. There is a whole-school approach to promoting and rewarding positive behaviour and success which encourages the children to develop their talents and raises their self-esteem and confidence. The bright and attractive displays in the classrooms, and in other areas, celebrate the children's work and achievements well and enliven the school environment; in addition the displays are often used to support learning and teaching.

## CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. In the Foundation Stage snack-time is integrated into morning play; drinking water is available throughout the school; the weekly dinner menu is discussed with the children in class; external agencies visit the school regularly to discuss the importance of healthy foods and diets with the children and teaching schemes contain reference to physical activities. There are many opportunities for the children to take part in sporting activities through the formal curriculum and as part of the extra-curricular programme; for example, excellent use is made of the expertise from external coaching bodies including the Gaelic Athletic Association.

## CONCLUSION

The strengths of the school include:

- the very good quality of the pastoral care and the inclusive family ethos;
- the excellent behaviour of the children and their motivation to learn;
- the good or very good quality of the teaching observed in almost all of the lessons, which provided a range of good experiences in literacy and numeracy, and the contribution of support staff in promoting the children's learning;
- the good standards achieved by the children, including those requiring additional support with their learning, in both literacy and mathematics by the end of key stage 2, which is commensurate with their ability;
- the strong support of the parents and their high level of confidence in the school; and
- the effective team-work promoted by the Principal, in managing and developing a collegiate approach to decision-making, learning and teaching, and curriculum development.

## AREA FOR IMPROVEMENT

The need to:

- continue the very good start being made in the analysis and use of performance data, to inform whole-school planning and target setting for individual children, and to promote the further improvement in standards of attainment.

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.

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 an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

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