

# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Augher

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 Patrick's Primary Augher** iii. **Date of Inspection: W/B 10/03/10**  
 ii. **School Reference Number: 503-2697** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	10	8	9	10	4
<b>Enrolments</b>					
Primary	61	61	61	62	60
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): 96.1% **NI Avg Att: 94.9%**
- |  | Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit | Irish Medium<br>Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- 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): 15 NI PTR: 20.4
- iii. Average Class Size: 9
- iv. Class Size (Range): 4 to 11
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- |   |    |
|---|----|
| i. Clerical support:  | 13 |
| ii. Foundation Stage Classroom Assistant Support:           | 20 |
| iii. Additional hours of other classroom assistant support: | 0  |
- vi. Percentage of children with statements of special educational needs: 5%
- vii. Total percentage of children on the Special Needs Register: 21.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 5%
- x. Percentage of children at the end of Key Stage 2 for 2008/09  
 who attained level 4 and above in English and mathematics:
- |                |                    |
|----------------|--------------------|
| <b>English</b> | <b>Mathematics</b> |
| 100%           | 100%               |

## **ST PATRICK'S PRIMARY SCHOOL, AUGHER, CO TYRONE, BT77 0ET (503-2697)**

### **SCHOOL CONTEXT**

St Patrick's Primary School is situated in a rural location close to Augher, Co Tyrone. Almost all of the children come from the local rural area and the villages of Augher and Clogher. The enrolment has remained steady over recent years and currently stands at 60. At the time of the inspection, approximately 5% of the children were entitled to free school meals and 22% of the children were identified as requiring 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.

The school's arrangements for pastoral care and child protection were also evaluated.

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

The arrangements for the inspection included an opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection. Of the 40 questionnaires issued to the parents, 65% were returned to Inspection Services Branch and 15 contained additional written comments. Nearly all of the parental responses were highly affirmative, indicating very strong support for the work and life of the school and highlighting, in particular, the hard-working and dedicated staff, the good communications between the school and the parents, and the opportunities provided for the children to participate in extra-curricular activities. The very few issues raised have been shared with the Principal.

A representative from the Board of Governors met with the inspection team, commented on the central role the school plays in the local community and expressed her appreciation for the quality of leadership provided by the Principal, and the happy and caring ethos within the school. All of the teachers and four members of the support staff responded to the online questionnaires. Their responses were highly supportive of the work of the school.

In discussions, the children from years 6 and 7 reported that they feel safe and secure and are aware of what to do if they have concerns about their safety or well-being. They talked enthusiastically about many aspects of school life including the range of after-school activities and the high quality of the school meals.

### **PASTORAL CARE**

The quality of the arrangements for pastoral care in the school is outstanding.

The strengths of the provision include:

- the strong community ethos within the school;
- the excellent behaviour, and very high levels of motivation, engagement and enjoyment of learning demonstrated by all of the children;
- the extent to which the school informs and involves the parents in the life and work of the school;
- the excellent working relationships at all levels; and
- the effective contribution made by the support staff to the children's well-being.

## 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.

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives outstanding attention to promoting healthy eating and physical activity, for example through Health Promoting Weeks and the strong links that exist between the teaching and catering staff in the school, reinforcing the positive health messages promoted in the classroom and encouraging the children to adopt healthy lifestyles.

## CONCLUSION

The strengths of the school include:

- the good quality of all the teaching observed, the majority of which was outstanding;
- the excellent standards attained by the children in literacy and numeracy;
- the outstanding provision for the children who require additional support with aspects of their learning;
- the hard-working and dedicated teaching and support staff who co-operate effectively to support the children's progress and development;
- the very good processes established for self-evaluation and school development planning leading to improvement; and
- the outstanding leadership of the Principal and the very high expectations she sets for all aspects of the school's work.

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.

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.

**HEALTH AND SAFETY**

- There is no secure access to the outside classrooms and main school.

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