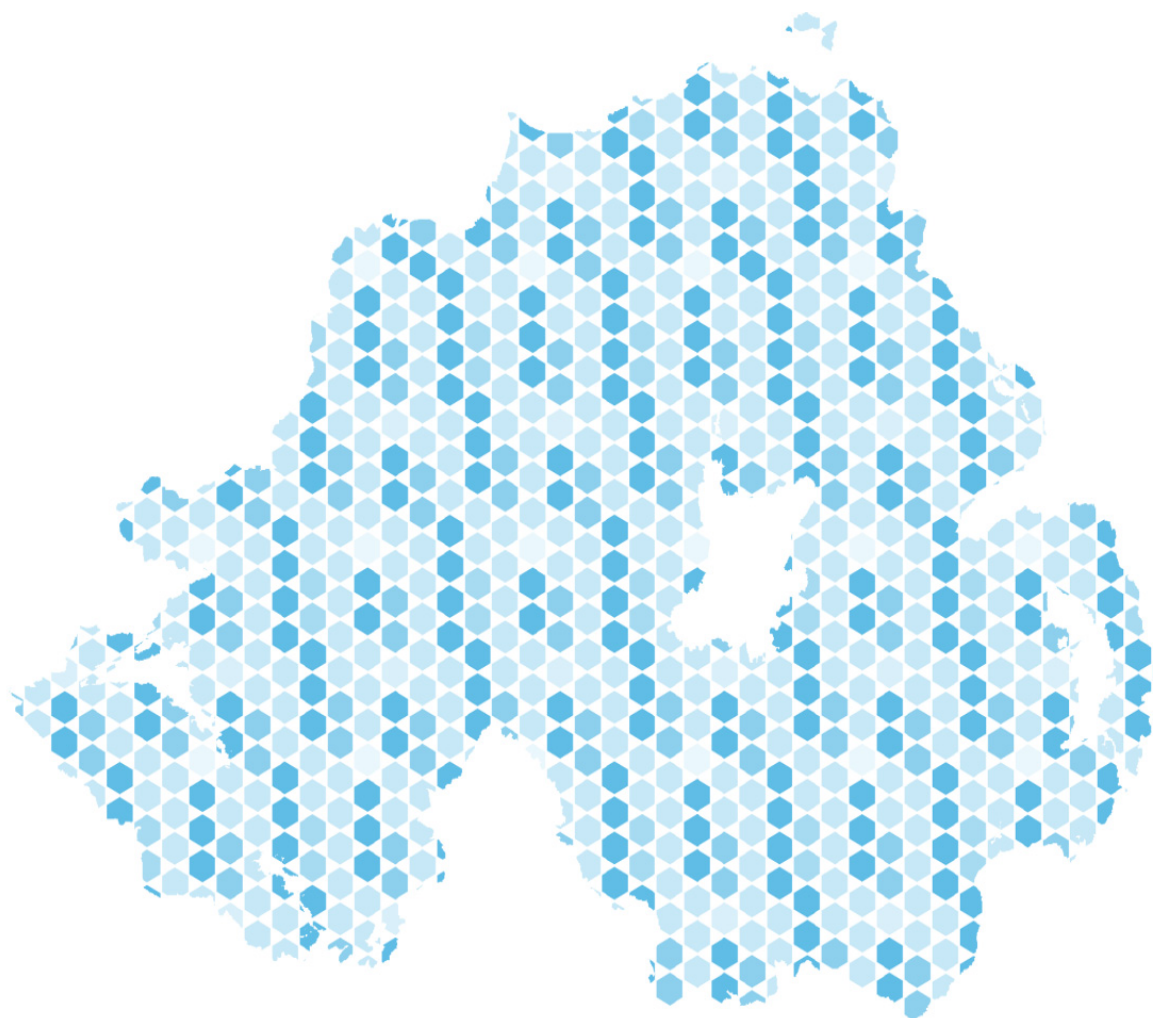


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Ballygalget, Portaferry

Report of an Inspection  
in June 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

## CONTEXT

St Patrick's Primary School, Ballygalget is situated in a rural location four miles from Portaferry. The school enrolment has increased steadily over the past five years from 88 children in 2007 to the 117 at the time of the inspection. In addition, there were six children, under compulsory school age, attending reception provision. Approximately 14% of the children are entitled to free school meals and the school has identified 13.8% of the children as requiring support with aspects of their learning.

This inspection completes work that began in February 2012. The inspection was incomplete at that stage due to action being taken by the staff not to co-operate with the Education and Training Inspectorate on advice from their teaching union.

## 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 FINDINGS 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 standards by the end of key stage (KS) 2 which are in line with their ability or above expectation.

The children, throughout the school, produce high quality pieces of writing in a variety of genre and for a range of audiences. The children's ability to use **mathematical language** to explain their thinking and the strategies they use is excellent. The children's **creative work** is also very well developed and integrated effectively across the curriculum.

The children with **special educational needs** are identified early and are supported well; these children make significant progress in their learning.

The children enjoy using a range of practical resources including information and communication technology (**ICT**) to support their learning.

### Provision for Learning

The quality of the provision for learning is outstanding.

There is a very stimulating and attractive, language-rich learning **environment** both indoors and outdoors. The classrooms are well organised to develop the children's independence and self-management skills. The children's work is celebrated and valued through attractive displays.

The quality of the **teaching** observed overall was of a very high standard. All of the teaching observed was good with the majority being outstanding. The teachers have appropriately high expectations of what the children can achieve and provide suitable challenge and progression in the learning and teaching. They make excellent use of questioning and prompts to encourage the children to explain their thinking and develop their language from the earliest age.

There are very comprehensive systems in place to **assess** and track the children's progress. The children are encouraged to reflect on their own learning and strive to improve and attain high standards.

The provision to identify and support children with **special educational needs** is excellent. The provision is flexible and responsive to the needs of the child.

The quality of the arrangements for **pastoral care** is outstanding. Key strengths include the positive climate for learning, the children's excellent behaviour and the caring working relationships between the staff and the children. The range of extra curricular opportunities provided give opportunities for the children to develop responsibilities and contribute effectively to their health, well being and personal development.

Based on the information made available at the time of the inspection, the school has very comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.

### **Leadership and Management**

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

The **Principal** provides excellent leadership. She leads by example and fosters a collaborative approach which values the contribution of all members of the hard-working staff. The **co-ordinators** carry out their roles to a high standard.

There is a collegial approach to **school improvement**. The Principal leads an effective cycle of review leading to the identification of relevant priorities and actions to be taken to bring about continuous improvement in the school's educational and pastoral provision.

### **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 Patrick's Primary** iii. **Date of Inspection: 7-8/06/12**  
**Ballygalget, Portaferry**  
 ii. **School Reference Number: 403-3028** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	18	29	19	20	10
<b>Enrolments</b>					
Primary	88	102	109	126	122
Reception	8	2	5	1	5
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): 96.9% **NI Avg Att: 94.7%**

Average Attendance for those children on the  
 Special Educational Needs Register: 96.8%

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

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 7 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.6 NI PTR: 20.2
- iii. Average Class Size: 20.5
- iv. Class Size (Range): 15 to 30
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 25  
 ii. Foundation Stage Classroom Assistant Support: 50  
 iii. Additional hours of other classroom assistant support: 35
- vi. Percentage of children with statements of special educational needs: 1.7%
- vii. Total percentage of children on the Special Needs Register: 13.8%
- viii. Number of children who are **not** of statutory school age: 6
- ix. Percentage of children entitled to free school meals: 13.8%
- 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 80%    Mathematics 80%    Irish n/a**
- 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 9    Year 2 0    Year 3 0**

## **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 the children from year 6 to meet with the inspectors.

Of the 81 questionnaires issued to the parents, 24 were returned to Inspection Services Branch (ISB). Thirteen included additional written comments.

Overall the parents expressed a very high level of satisfaction with all aspects of the schools provision. In particular the parents reported their appreciation of the caring and hard working staff, the good progress being made by children of all abilities, the opportunities to participate in extra curricular activities and the high standard of pastoral care.

The group of year 6 children who were interviewed talked enthusiastically about their school and they reported that they felt safe and secure in school and know whom to turn to if they have any concerns.

The very small number of responses from the teachers and support staff indicated a pride in the work of the school, the hard-working staff and the holistic education being provided for the children.

The governors expressed their appreciation of the hard working staff and the very effective lines of communication developed between the principal and the governors.

The very few issues raised through the questionnaires have been shared with the Principal and the Chair of the Board of Governors.

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