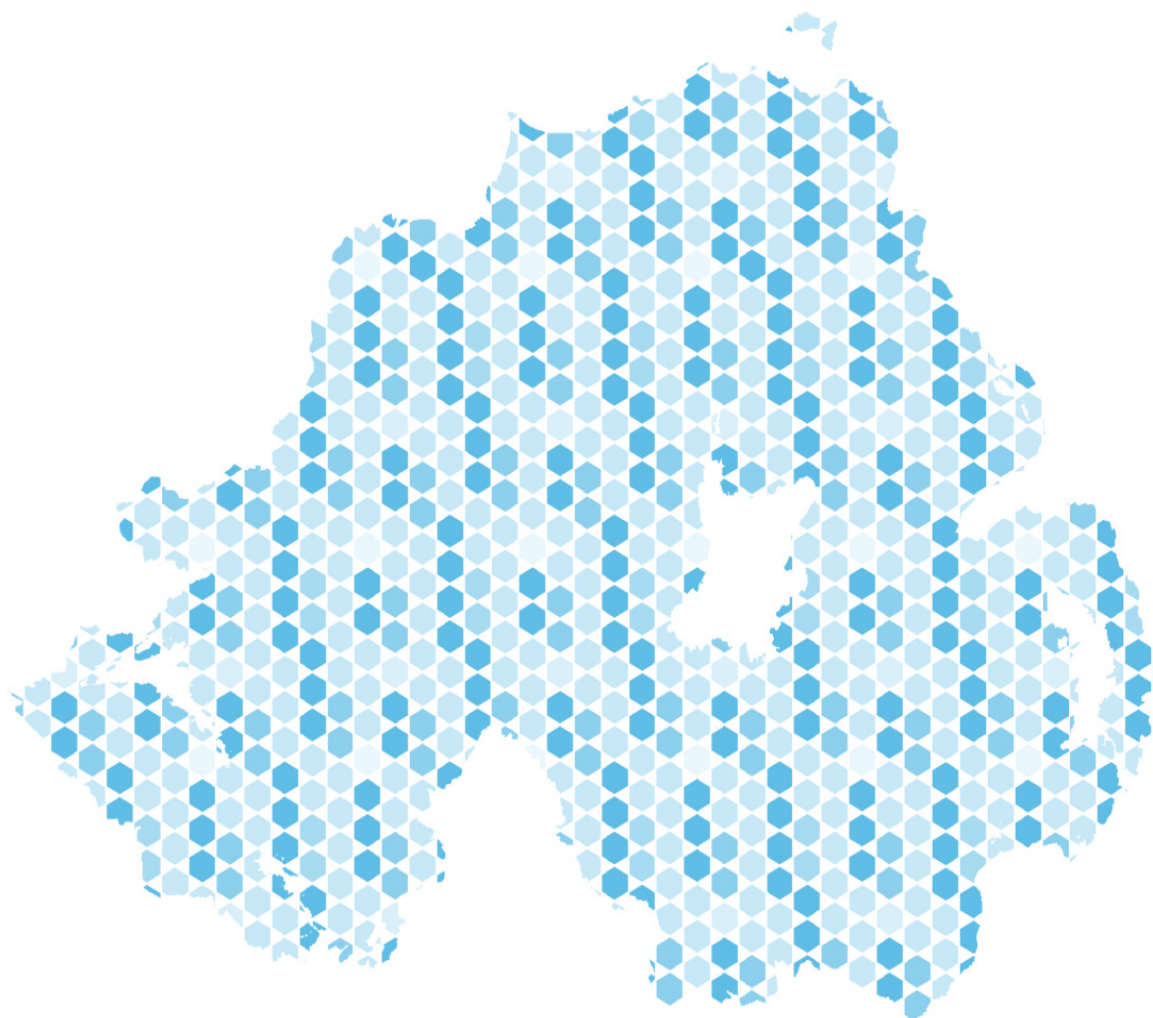


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Drumgreenagh

Report of an Inspection  
in October 2011

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 Patrick's Primary school is situated in the town land of Drumgreenagh, near Rathfriland in County Down. Most of the children who attend the school come from the surrounding rural area. The enrolment has fluctuated over the past five years and currently stands at 76; at the time of the inspection, approximately 18% of the children in the school were entitled to free school meals. The school has identified 13% of the children 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, 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 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.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

**The quality of the children's achievements and standards is very good.**

- By the end of key stage 2 the children achieve very good **standards** in English and mathematics which are in line with their ability. The children speak confidently, read with fluency and have opportunities to write in a variety of genre. Most of the children demonstrate an ability to think mathematically and are able to apply their mathematical knowledge in meaningful contexts.
- The work of the choir observed during the inspection was excellent.
- The children identified with **special educational needs** make very good progress, almost all are working in line with their ability and reach the standards of which they are capable.

### Provision for Learning

**The quality of the provision for learning is very good.**

- The **children** are motivated, enthusiastic and engage actively in their own learning. They interact confidently with their teachers and each other and respond well to the staff's high expectations. Their behaviour both in and out of the classroom is exemplary.

- The **teachers** are conscientious, hard working and work effectively as a team. They are fully committed to the care and education of all the children. They take good account in their planning of the needs of the varying abilities and age groups within the composite classes. The quality of the **teaching** observed during the inspection ranged from good to outstanding and in most of the lessons was very good.
- The provision for **special educational needs** is very good. The school identifies at appropriately early stage children who need additional support with aspects of their learning. Additional provision, either through in class or withdrawal support is matched very well to the children's needs. The support is effective and has a positive impact on learning and the standards achieved by the children.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the inclusive family ethos which permeates the school and the excellent working relationships at all levels.
- The school has very good comprehensive arrangements in place for **safeguarding children**. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**, through, for example the emphasis on healthy breaks and the good programme of physical education available to all of the children which encourage them to adopt healthy lifestyles.

### **Leadership and Management**

**The overall quality of leadership and management is very good.**

- The Principal provides very good **leadership** and is highly committed to the life and work of the school. She combines her leadership role and teaching duties effectively and provides clear realistic direction for the schools development. She is dedicated to the care of the children and to raising the standards they attain. She promotes a strong collegiality among all of the staff and places a strong emphasis on staff development.
- There is a good **school development plan** (SDP) that complies with the requirements of the School Development Plans Regulations (Northern Ireland) 2005. There are appropriate action plans to support the SDP, and the school is making good use of performance data to identify priorities for development. There is a developing culture of **self-evaluation** across the school in order to bring about 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 including the current afternoon provision for primary 3 children, in order to address the current and future needs of the children and the staff.

## **CONCLUSION**

In the areas inspected, the quality of 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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Patrick's Primary** iii. **Date of Inspection: W/B 24/10/11**  
 ii. **School Reference Number: 503-6605** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	7	14	14	9	10
<b>Enrolments</b>					
Primary	69	71	81	77	76
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% **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
 Special Educational Needs Register: 98.8%
- |   | Primary &<br>Reception | Nursery<br>Unit            | Special<br>Unit     | Irish Medium<br>Unit |
|---|------------------------|----------------------------|---------------------|----------------------|
| D. i. Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours)   | 4.12                   | 0                          | 0                   | 0                    |
| ii. PTR (Pupil/Teacher Ratio):  | 18.4                   | NI PTR: 20.2               |                     |                      |
| iii. Average Class Size:  | 10.9                   |                            |                     |                      |
| iv. Class Size (Range):   | 18 to 32               |                            |                     |                      |
| v. Ancillary Support:<br>Number of Hours <b>Per Week</b> :  |                        |                            |                     |                      |
| i. Clerical support:  |                        |                            | 16                  |                      |
| ii. Foundation Stage Classroom<br>Assistant Support:  |                        |                            | 20                  |                      |
| iii. Additional hours of other<br>classroom assistant support:  |                        |                            | 10                  |                      |
| vi. Percentage of children with statements of special educational needs:  |                        |                            |                     | 2.6%                 |
| vii. Total percentage of children on the Special Needs Register:  |                        |                            |                     | 13.1%                |
| viii. Number of children who are <b>not</b> of statutory school age:  |                        |                            |                     |                      |
| ix. Percentage of children entitled to free school meals:   |                        |                            |                     | 18.4%                |
| x. Percentage of children at the end of Key Stage 2 for 2010/11<br>who attained level 4 and above in English and mathematics,<br>and Irish (in Irish-medium schools): | <b>English</b><br>100% | <b>Mathematics</b><br>100% | <b>Irish</b><br>N/A |                      |

### **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 children from year 6 to meet with the inspectors. The Inspectors also met with representatives from the Board of Governors. The Governors expressed their strong support for the Principal and staff. In particular they highlighted the warm, welcoming, atmosphere in the school and the high level of care afforded to all the children

Forty Seven questionnaires were issued to the parents of the children in the primary school; 15 were returned to Inspection Services Branch and nine, contained additional written comments. Most of the responses to the parental questionnaires were highly affirmative indicating strong support for the life and work of the school. In particular the parents acknowledged the caring and supportive learning environment, the dedicated staff, the successes in local feiseanna and choral competitions and the importance of the school in the local community.

The few concerns that were raised in the questionnaires have been reported to and discussed with the Principal.

Five of the teachers and support staff completed confidential questionnaires. All the teaching staff and most of the support staff included additional written comments. All of the staff enjoy working in the school, consider themselves valued by the management and regard the leadership of the Principal to be effective.

The inspectors also met with a group of the year 6 children; they talked happily about their experiences at school and the support and encouragement they receive from all the staff.

The children feel safe and secure in the school; they are aware of what to do if they have any worries about their safety and well being.

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