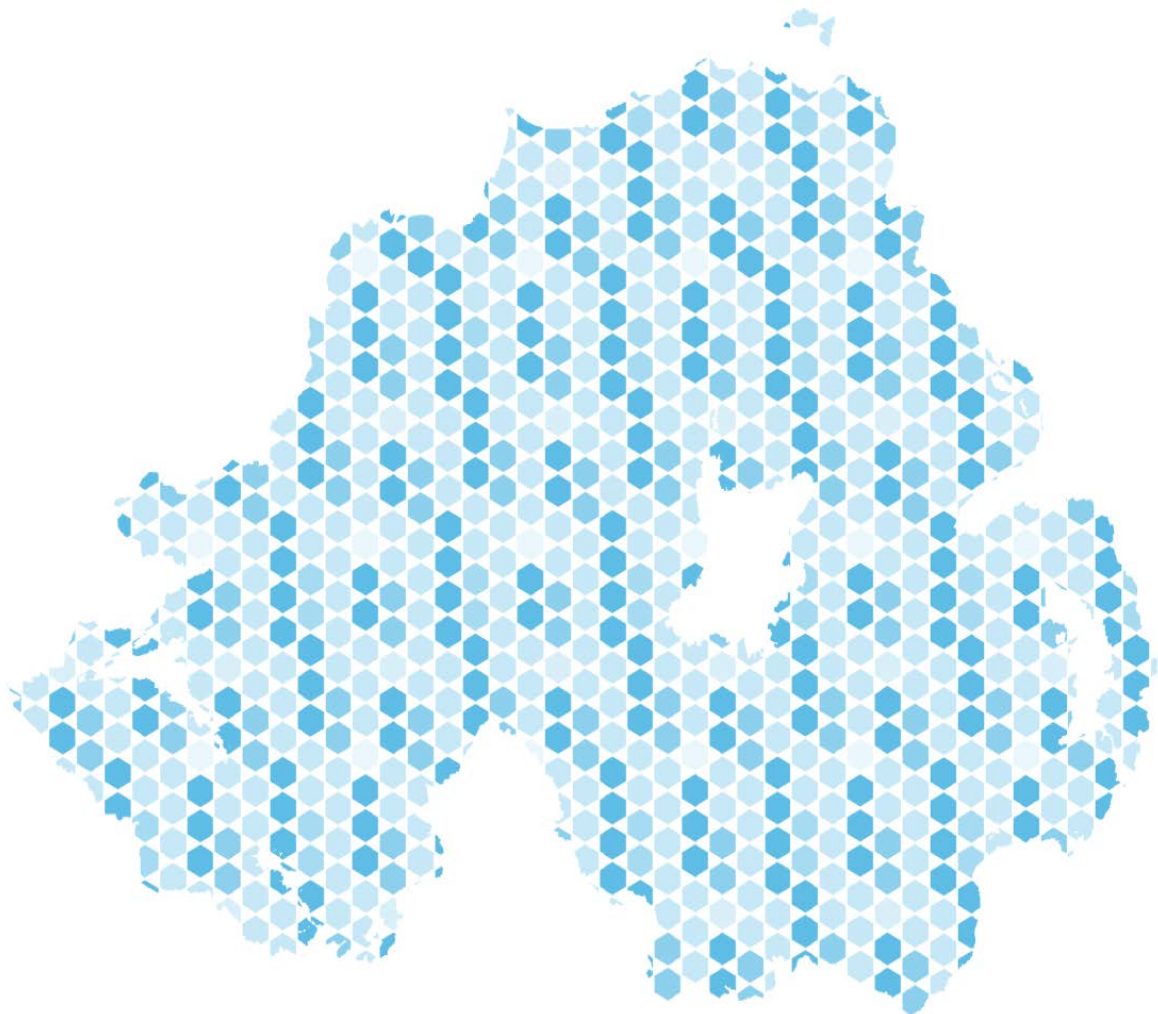


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Glenariff

Report of an Inspection
in September 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

SCHOOL CONTEXT

St Patrick's Primary school is situated on the outskirts of the village of Waterfoot, in County Antrim. All of the children who attend the school come from the village and the surrounding rural area. The enrolment has fluctuated over the past five years and currently stands at 105; at the time of the inspection, approximately 10% of the children in the school were entitled to free school meals. The school has identified 12% 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 express themselves confidently and articulately. They participate well in class discussion, read with fluency and write competently for a range of audiences and purposes. Most of the children demonstrate an ability to think mathematically and are able to apply their mathematical knowledge in meaningful contexts.
- The children identified with **special educational needs** make good progress in their learning. Most of the children are working in line with their ability and reach the standards of which they are capable.

Provision for learning

The provision for learning is very good.

- Most of the **children** are well motivated, enthusiastic and engage actively in their own learning. As they progress through the school they develop a wide range of personal and social skills and are well prepared for the next stage of their education.

- During the inspection, the quality of the **teaching** observed ranged from good to very good; in the majority of the lessons it was very good. In the most effective practice the teachers built effectively on the children's prior knowledge and experience. They provide clear instructions about the planned learning activities and make skilful use of open ended questions to develop further the children's understanding. A key strength is the learning taking place beyond the classroom; effective use is made of the local environment and its natural beauty, including the beach and the forest to contextualise, extend and enrich the learning experiences for all the children.
- The provision for **special educational needs** is good. The class teachers and special needs co-ordinator identify at an early stage children who require additional support with aspects of their learning. Additional provision, either through in-class support or the recent introduction of withdrawal sessions, is matched well to the children's needs. The children benefit from this support which has a positive impact on their self-esteem and learning.
- The quality of the arrangements for **pastoral care** is very good. The staff provide a friendly, welcoming atmosphere for children, parents and visitors and create a caring, inclusive ethos in the school.
- On the basis of the evidence available at the time of the inspection 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 good attention to promoting **healthy eating and physical activity**, through, for example the emphasis on healthy breaks and the good range of sporting activities available to all of the children which encourage them to adopt healthy lifestyles.
- The school buildings and grounds are well-maintained and the standard of caretaking is excellent.

Leadership and management

The quality of leadership and management is very good.

- The Principal provides very good **leadership** and clear realistic direction for the schools development. She has developed an effective team spirit amongst staff and promotes a collegiate approach to decision-making within the school. She is highly committed to the life and work of the school and dedicated to the care of the children and to raising the standards they attain.
- There is a detailed **school development plan** (SDP) that complies with the requirements of the School Development Plans Regulations (Northern Ireland) 2010. 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.

- The **co-ordinators** provide good guidance and support for the teachers within their respective areas; they work collaboratively to effect improvement in their areas of responsibility.

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 24/09/12**
 ii. **School Reference Number: 303-6131** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	23	12	23	15	14
Enrolments					
Primary	122	109	106	108	105
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): 97.2% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 92.2%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|------------------------|----------------------------|---------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours) | 7 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 21 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 21 | | | |
| iv. Class Size (Range): | 14 to 30 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 15 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 15 |
| iii. Additional hours of other classroom assistant support: | | | | 15 |
| vi. Percentage of children with statements of special educational needs: | | | | 0% |
| vii. Total percentage of children on the Special Needs Register: | | | | 11.55% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 9.45% |
| 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
100% | Mathematics
100% | Irish
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.

Of the 69 questionnaires issued to the parents, 23 (33%) were returned to Inspection Services Branch (ISB) including 14 which contained additional written comments.

Most of the parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular the parents acknowledged the caring and supportive learning environment, the helpful, approachable staff, the schools commitment to meeting the needs of all the children and the importance of the school in the local community.

All of the teaching and support staff responded very positively to the staff questionnaires. They indicated that they enjoy working in the school and feel valued by the management.

The inspectors also met with a group of the year 6 children. They spoke enthusiastically about many aspects of school life including their enjoyment of learning, the kind, supportive teachers and their appreciation with the wide range of extra-curricular activities open to them. They also indicated that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being.

The small number of concerns that were raised in the questionnaires have been reported to and discussed with the principal.

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