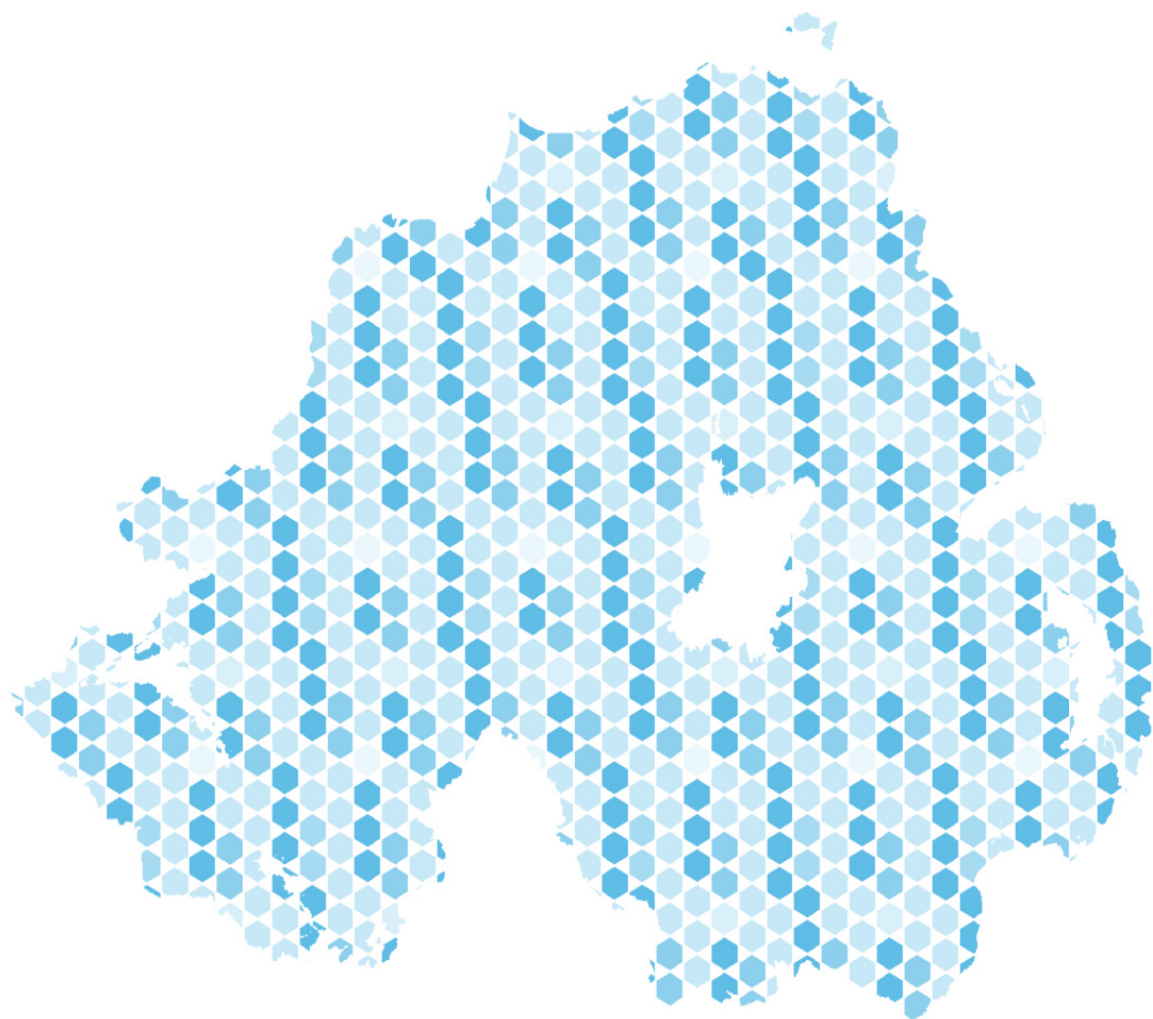


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Saul, Downpatrick

Report of an Inspection
in February 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 in the village of Saul, just outside Downpatrick. The children come from the Parish of Saul and Ballee and the surrounding local area. In the last four years the enrolment has risen from 157 to 176 children. At the time of the inspection just over 15% of the children were entitled to free school meals. The school has identified almost 22% of the children as having additional needs in 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.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of the 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.

- In English and mathematics, almost all of the children attain **standards** in line with their ability. Their oral and written communication is of a consistently high standard across the year groups. The children demonstrate confidence and flexibility in their mathematical thinking and can apply their knowledge and understanding well in a range of contexts.
- The children identified as having **special educational needs** make good progress and achieve standards in line with their ability.

Provision for Learning

The provision for learning is very good.

- The **children's** behaviour is exemplary; they are highly motivated and display a positive attitude to their learning. They work well independently and co-operate well with one another in pairs and groups.
- All of the **teaching** observed was good or better, with a majority of the lessons being very good. The lessons were well structured and had a clear focus on how the children's knowledge, skills and understanding were to be progressed through a good range of learning approaches. The teachers used skilful questioning to develop the children's thinking and to consolidate their learning at

appropriate intervals throughout the lesson. The teachers' planning was detailed, systematic and included well-focused differentiation which meets the needs of all of the children. The classroom assistants engaged actively with the children and provided them with appropriate support in their learning.

- The provision for **special educational needs** is very good. The children's needs are identified early and a variety of appropriate programmes of support is in place; this includes effective in-class and withdrawal sessions.
- The quality of the arrangements for **pastoral care** is outstanding. The inclusive ethos is characterised by mutual respect and excellent working relationships at all levels. Every child is valued and encouraged to achieve their full potential.
- The school has very good arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating** through the effective emphasis placed on healthy breaks and lunches. The children have very good opportunities for physical activity, in particular through the wide range of extra-curricular activities available to them.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** provides very good strategic and pastoral leadership which is clearly focused on raising standards further and managing curricular change and development. He receives very good support from the Vice-principal, all members of the staff and the parents.
- The whole-school **self-evaluation** and **school development planning** processes are very good. The well-focused action plans are informed by the effective analysis and use of the school's performance data.
- The **Vice-principal** and the **co-ordinators** provide effective leadership in their areas of responsibility.

CONCLUSION

In the areas inspected, the quality of the 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, Saul** iii. **Date of Inspection: W/B 20/2/2012**
ii. **School Reference Number: 403-1526** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	23	27	29	28	29
Enrolments					
Primary	140	151	157	166	176
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): 95.6% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95.26%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
<p>1. Mathematics</p> <p>2. Science</p> <p>3. History</p> <p>4. Geography</p> <p>5. Art</p> <p>6. Music</p> <p>7. Physical Education</p> <p>8. Language</p> <p>9. Religion</p> <p>10. Health</p> <p>11. Information Technology</p> <p>12. Environmental Studies</p> <p>13. Social Studies</p> <p>14. Personal, Social and Health Education (PSHE)</p> <p>15. Other</p>	<p>1. Mathematics</p> <p>2. Science</p> <p>3. History</p> <p>4. Geography</p> <p>5. Art</p> <p>6. Music</p> <p>7. Physical Education</p> <p>8. Language</p> <p>9. Religion</p> <p>10. Health</p> <p>11. Information Technology</p> <p>12. Environmental Studies</p> <p>13. Social Studies</p> <p>14. Personal, Social and Health Education (PSHE)</p> <p>15. Other</p>	<p>1. Mathematics</p> <p>2. Science</p> <p>3. History</p> <p>4. Geography</p> <p>5. Art</p> <p>6. Music</p> <p>7. Physical Education</p> <p>8. Language</p> <p>9. Religion</p> <p>10. Health</p> <p>11. Information Technology</p> <p>12. Environmental Studies</p> <p>13. Social Studies</p> <p>14. Personal, Social and Health Education (PSHE)</p> <p>15. Other</p>	<p>1. Mathematics</p> <p>2. Science</p> <p>3. History</p> <p>4. Geography</p> <p>5. Art</p> <p>6. Music</p> <p>7. Physical Education</p> <p>8. Language</p> <p>9. Religion</p> <p>10. Health</p> <p>11. Information Technology</p> <p>12. Environmental Studies</p> <p>13. Social Studies</p> <p>14. Personal, Social and Health Education (PSHE)</p> <p>15. Other</p>

- | | | | | | | |
|----|----|---|-----|---|---|---|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 8.5 | 0 | 0 | 0 |
|----|----|---|-----|---|---|---|

- | | | |
|--------------------------------|-------|--------------|
| ii. PTR (Pupil/Teacher Ratio): | 20.70 | NI PTR: 20.2 |
|--------------------------------|-------|--------------|

- iii. Average Class Size: 25.14

- iv. Class Size (Range): 21 to 29

- | | | |
|-----------------------|--|-------|
| v. Ancillary Support: | | |
| Number of Hours | Per Week: | |
| i. | Clerical support: | 28 |
| ii. | Foundation Stage Classroom Assistant Support: | 25 |
| iii. | Additional hours of other classroom assistant support: | 107.5 |

- vi. Percentage of children with statements of special educational needs: 3.4%

- vii. Total percentage of children on the Special Needs Register: 21.5%

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

- ix. Percentage of children entitled to free school meals: 15.34%

- | | | | |
|----|--|--------------------------|------------------------------|
| 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
88.24% | Mathematics
94.12% |
|----|--|--------------------------|------------------------------|

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 127 questionnaires issued to the parents, 52 (41%) were returned to Inspection Services Branch including 23 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the welcoming and inclusive ethos; the high expectations of the staff who are committed to the children's holistic development; and the leadership of the Principal. Nine members of staff, including the teachers and the support staff, responded very positively to the staff questionnaires. The key messages from all of the questionnaires have been shared with the Principal and a representative of the Board of Governors.

The inspectors also met with a group of the year 6 and 7 children; they talked very positively about the "Buddy" system, the reward books and the wide range of extra-curricular activities available to them. They reported that they felt very secure in school and knew what to do if they had any concerns about their safety and well-being.

ACCOMMODATION

The current use of a resource area to serve as a year 5 classroom is inappropriate. There is a need for alternative provision to accommodate this class, in particular in light of the increasing enrolment in the foundation stage and key stage 1.

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