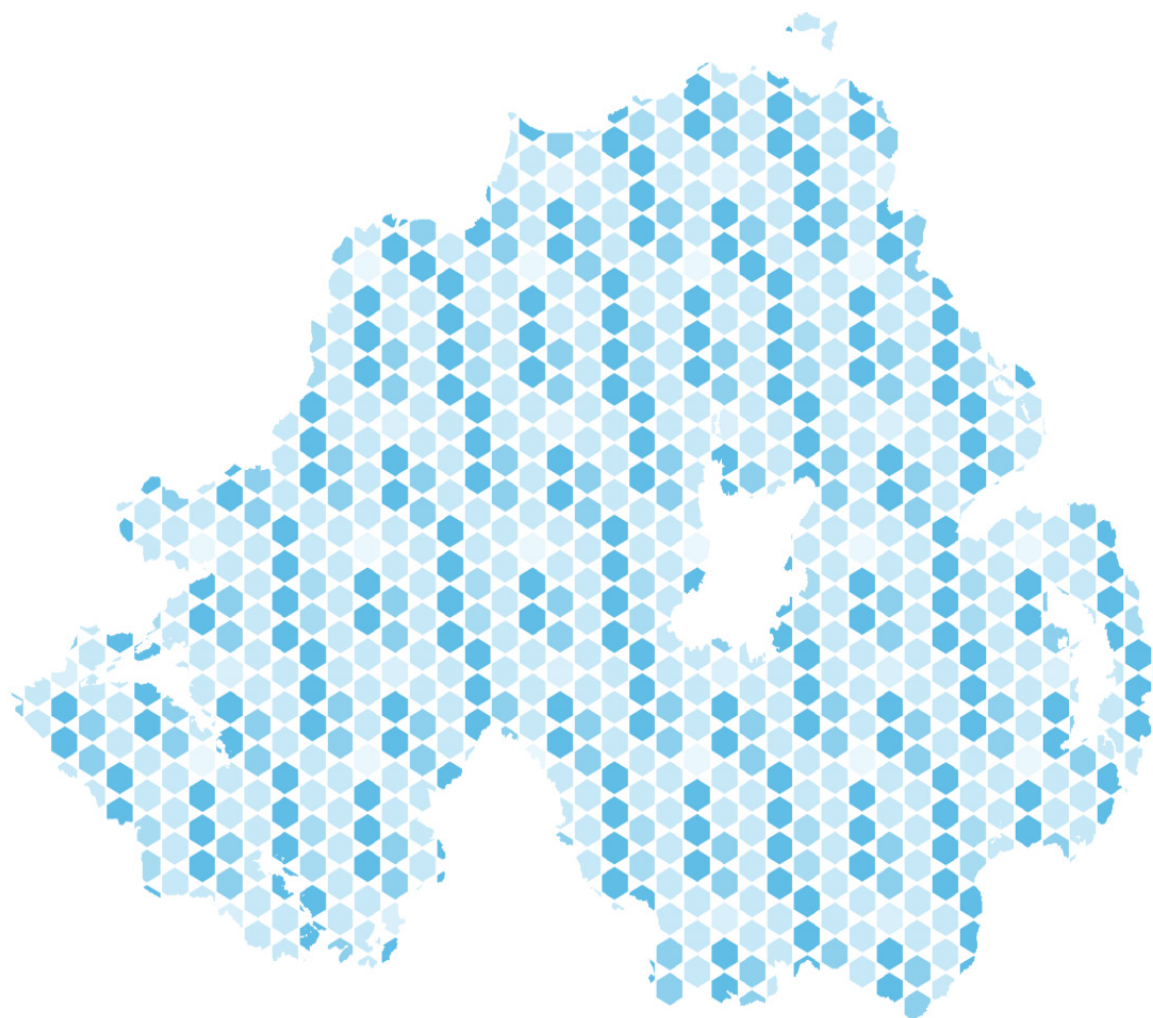


PRIMARY INSPECTION



Education and Training
Inspectorate

St Paul's Primary School,
Ahoghill

Report of an Inspection
in September 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 Paul's Primary School is situated on the edge of the village of Ahoghill in County Antrim. All of the children attending the school come from the village and surrounding rural area. The enrolment has fluctuated in recent years and currently stands at 27. At the time of the inspection, approximately 22% of the children in the school were entitled to free school meals. The school has identified eleven children (41%) who require additional support with aspects of their learning, three of whom have statements of educational need.

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 good.

- In English and mathematics, most of the children attain standards in line with their ability. The teachers have introduced the setting of learning targets for each child to raise standards further. These targets are identified appropriately through teacher observation and the analysis of standardised tests.
- The children who have special educational needs (SEN) make very good progress and reach the standards of which they are capable. By key stage 2 they demonstrate self-reliance and confidence in their ability to succeed.

Provision for Learning

The provision for learning is very good.

- The children are highly motivated, confident and engaged in their learning. They interact well with one another in paired and group work and are given well planned opportunities to work towards their individual learning targets. The children demonstrate progression in their learning and in the acquisition and development of social, personal and thinking skills.

- The quality of the teaching observed ranged from good to outstanding. In the best practice the teachers have realistically high expectations, provide the children with appropriate challenge and support, and adapt well their teaching to match the work closely to the abilities and understanding of the individual children.
- The provision for those children who have SEN is very good. The children are supported in their learning through well-planned in-class support and, when appropriate, this is supplemented by withdrawal for literacy and numeracy which supports well the work of the class teacher.
- The quality of the arrangements for pastoral care is outstanding. The school has an inclusive ethos where all members of the school community are valued. The teachers recognise the uniqueness of each child and support them in the development of their individual talents. The children develop self-confidence and personal skills and capabilities through the rich learning experiences and the regular opportunities for the children to contribute to key decisions about the work and life of the school.
- 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 and physical activity, for example, through the cooking programme which is linked to the children's topic based learning.

Leadership and Management

The quality of leadership and management is very good.

- The Principal provides clear and realistic direction for the school and inspires confidence and respect amongst the staff and the local community. She has an excellent knowledge of the children's personal, social and academic needs. Through whole-school participation in continuous professional development she enables the teachers and classroom assistants to address the various barriers to learning faced by the children.
- The whole-school self-evaluation and school development planning (SDP) processes are very good. The school are in the process of finalising the new SDP based on a thorough evaluation of their previous plan, which met the requirements of the School Development Plans Regulations (Northern Ireland) 2005. The actions to promote improvement are underpinned by a process of rigorous self-evaluation and consultation with teachers, parents and children to identify the key priorities for the new SDP with a clear focus on raising standards.
- The co-ordinators monitor and evaluate the quality of provision through lesson observations and the scrutiny of children's books to identify appropriate areas for further development.

- 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.

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 Paul's Primary** iii. **Date of Inspection: W/B 26/09/11**
 ii. **School Reference Number: 303-6683** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	4	4	5	2
Enrolments				
Primary	27	30	34	27
Reception	0	0	0	0
Nursery Unit	0	0	0	0
Special Unit	0	0	0	0
Irish Medium Unit	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): 95.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 94.1%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 2 0 0 0
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 13.5 NI PTR: 20.2

- iii. Average Class Size: 14

- iv. Class Size (Range): 14 to 17

- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|------|
| i. Clerical support: | 6.5 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 37.5 |

- vi. Percentage of children with statements of special educational needs: 11%

- vii. Total percentage of children on the Special Needs Register: 40.7%

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

- ix. Percentage of children entitled to free school meals: 22.2%

- 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 | Mathematics | Irish |
| 71.4% | 71.4% | N/A |

THE VIEWS OF THE PARENTS, GOVERNORS, TEACHERS, 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 21 questionnaires issued to the parents, 12 (57%) were returned to the Department of Education and there were 12 additional written comments. 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 total confidence in the school in particular the support given to individual children to ensure they reach their potential.

The inspection team met with a parent and two governors on the first day of the inspection who expressed their strong support for the work of the staff and the ethos of the school which is welcoming to all children within the local community.

The teacher and eight members of the support staff responded very positively to the staff questionnaires.

The year 6 and 7 children also met with the inspectors; they talked positively and enthusiastically about their experiences at school, including the help they receive from the teachers to support their learning. The children spoke favourably of their involvement in key decisions about the life and work of the school, such as, their role in the 'Playground Buddy' scheme. The children are aware of what to do if they have worries about their safety and well-being.

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