



*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



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Education and Training Inspectorate

Report of a Short Inspection

**St Paul's Primary School
Irvinestown**

Inspected: March 2008

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Paul's Primary Irvinestown** iii. **Date of Inspection: 05.03.08**
 ii. **School Reference Number: 203-1898** iv. **Nature of Inspection: Short**

B.

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 1 Intake	22	23	31	25	34
Enrolments					
Primary	209	201	207	208	208
Reception	0	0	0	0	0
Nursery Class/Classes	26	26	25	26	26
Special 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): 95.3%

Primary & Reception	Nursery Unit	Special Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 10 1 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.8 NI PTR: 20.8
- iii. Average Class Size: 23.1
- iv. Class Size (Range): 15 to 33
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 1 |
| ii. Official Making A Good Start Support: | 15 |
| iii. Additional hours of other classroom assistant support: | 0 |
- vi. Percentage of children with statements of special educational needs: 4.8%
- vii. Total percentage of children on the Special Needs Register: 17.30%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 21.63%

**ST PAUL'S PRIMARY SCHOOL, IRVINESTOWN, CO FERMANAGH, BT94 1EY
(203-1898)**

St Paul's Primary School is situated in the town of Irvinestown in County Fermanagh. The enrolment has remained very steady over the past years and currently sits at 208. Approximately 20% of the children are entitled to free school meals; the school has identified around 17% of the children to be in need of additional support with aspects of their learning.

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 95 questionnaires issued to the parents, 50 (53%) were returned to the Department of Education (DE), of which 20 contained additional written comments. Almost all of the parental questionnaires and written comments indicated high levels of satisfaction with all aspects of school life. A number of issues raised by a few parents were discussed with the Principal and the governors. All of the teachers responded to the questionnaires; their responses, including the written comments, were wholly positive. Three members of the Board of Governors (governors) met with the inspection team; they spoke very favourably about the work of the school, and, in particular, the important role of the school within the community. The inspectors also met with two groups of children; a group of year 6 children reported that they feel safe and happy in school and know what to do in the event of a concern, and the year 7 children spoke knowledgeably about issues relating to healthy lifestyles and general well-being.

The quality of the arrangements for pastoral care and child protection in the school is excellent. The school has procedures in place which implement fully the guidance outlined in the relevant DE circulars. The governors, staff, parents and children are fully aware of the school's procedures and have had the opportunity to contribute to a range of effective policies which guide the work of the school. Among the strengths are the wide range of strategies used to promote the children's self-esteem and confidence, the programme of extra-curricular activities and the effective contribution of outside agencies to support important aspects of the work of the school.

The school gives excellent attention to promoting health and well-being, including opportunities for healthy eating and physical activity. There are effective policies and programmes in place, for example; the breakfast club, the provision and promotion of healthy breaks, the Health Promoting Schools Gold Award, and the development of a healthy eating website which encourages children to adopt healthy lifestyles.

The strengths of the school include:

- the very good behaviour of the children, their high levels of motivation, and the overall standards they attain in their work;
- the extremely caring and supportive atmosphere within the school, and the excellent working relationships at all levels;
- the quality of the teaching observed, which was always satisfactory, often good and at times excellent: of note was the wide range of teaching strategies employed, including those developed from the school's participation in the Dyslexia Friendly School initiative;

- the vision and very effective leadership and management of the Principal and her commitment to continuous school improvement; and the support and hard work of the Vice-principal;
- the rigorous process of self-evaluation, including the detailed use of school and pupil performance data to set targets and monitor the standards attained by the children; and
- the strong support of the parents, the governors and the wider community for the work of the school.

In the areas inspected, the quality of education provided in this school is very good. The educational and pastoral needs of the children are being very well met. The parents and local community can have confidence in the school's capacity for sustained self-improvement.

No follow-up inspection is required.

NECARNE COMMUNITY NURSERY

1. Necarne Community Nursery is situated in purpose-built accommodation within the grounds of St Paul's Primary School, Irvinestown. The nursery has recently experienced a number of staffing changes. At the time of the inspection, a substitute teacher and a substitute nursery assistant were deployed in the nursery.

2. The parents and staff were given the opportunity to express their views about the nursery through the inspection questionnaires. The responses have been taken into account as part of the inspection and any issues raised have been shared with the Principal and the staff. Those parents who responded expressed very high levels of satisfaction with the work of the nursery.

3. The quality of the arrangements for pastoral care and child protection is very good. The nursery has appropriate policies and procedures for child protection that comply with Department of Education circulars and guidance. The inspection evidence indicates that these policies and procedures are implemented effectively and consistently to safeguard the children.

4. The nursery gives very good attention to promoting healthy eating and physical activity, and has effective policies and programmes in place to encourage the children to adopt healthy lifestyles.

5. **The main strengths within the nursery's educational and pastoral provision are as follows.**

- The nursery has a warm, friendly atmosphere and a very positive ethos based on good relationships at all levels. The staff are caring and supportive; the children show high levels of confidence and self-esteem. The children respond well to the staff's expectations and their behaviour is very good.
- The staff have created a bright, attractive learning environment, both indoors and in the outdoor play area. Good use is made of the space and resources available to stimulate and sustain the children's interest in the play activities.
- The daily timetable provides extended periods of free play and a suitable balance between child-initiated and adult-led activities. Transitions are managed very effectively and the routines help promote the children's independence and personal development.
- The quality of the interactions between the staff and the children is very good; through skilful questioning and natural conversations, they meet the children's needs and interests and promote co-operative and purposeful play.
- Appropriate systems of planning have been developed which guide the staff in their day-to-day work with the children; the expected learning intentions within the short-term plans are very clearly outlined and there is evidence of progression within the planned themes and topics.

- There are good opportunities for learning across all areas of the pre-school curriculum. Early mathematical ideas are introduced very naturally through the play activities and there is a good emphasis on promoting the children's language development and their understanding of the world around them.

6. The teacher currently in charge of the nursery provides a very good role-model in her work with the children. The staff work well together as a team and they receive valuable and well-focused support and guidance from the Principal. The nursery has a very comprehensive development plan which identifies appropriate areas for review and improvement, including the methods used to monitor and record the children's progress. Detailed action plans are regularly evaluated and there is evidence of ongoing improvement in provision and practice.

7. The quality of education provided in this nursery is very good. The educational and pastoral needs of the children are being well met. The parents and the local community can have confidence in the nursery's capacity for sustained self-improvement.

No follow-up inspection is required.

STATISTICAL INFORMATION ON NECARNE COMMUNITY NURSERY

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	26	0
Under 3 years of age*	0	0
With a statement of special educational needs	1	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	0	0
With English as an additional language	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	7.6%
Average attendance for the previous year.	97.5%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
-	2½ hours	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	0	1
Nursery Assistants	0	0
Qualified Nursery Assistants	0	2

Number of: ***	
Students	0
Trainees	1

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	26
Percentage returned	50%
Number of written comments	5

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