

PRIMARY INSPECTION



Education and Training
Inspectorate

St Ronan's Primary School and
Nursery Unit, Lisnaskea

Report of an Inspection
in June 2011



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

CUSTOMER
SERVICE
EXCELLENCE



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 Ronan's Primary School and Nursery Unit is situated in the town of Lisnaskea in County Fermanagh. The children attending the school come from the town and surrounding rural areas. The school enrolment remains constant and over the last five years has peaked at 245; currently there are 220 children enrolled in the primary school and 53 children in the nursery unit. At the time of the inspection, approximately 24% of the children in the school were entitled to free school meals. The school has registered 26% of the children as having special educational needs.

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 outstanding; the quality of pastoral care is also outstanding. The school 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 **outstanding**.

- In **English and mathematics**, by the end of key stage 2, almost all of the children are confident orally, can read competently and are able to write for a range of purposes and audiences. Most of the children are able to use their numeracy skills and strategies competently to solve mathematical problems.
- The children identified with **special educational needs** make steady progress from the nursery through the school year groups 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 consistently polite and courteous. In almost all of the classes they are well-motivated and have very positive attitudes to their learning; there are many examples of the children's creative writing, artwork and photographs which celebrate their many achievements. There are effective links made with other schools and tutors to extend the children's experiences; the programmes for information communication and technology, modern languages, sport, art and music are enhancing the breadth of the provision for learning.

- The teaching and support staff are hard-working and fully committed to the well-being of the children. The **quality of the teaching** observed ranged from satisfactory to outstanding; in most of the lessons observed it was very good or better and in one-quarter it was outstanding.
- The provision for **special educational needs** is excellent. The children benefit from early identification in the nursery and effective in-class support to meet the range of different educational needs. Significant features of the provision include the effective role of the classroom assistants, the strong links with external agencies and the effective parental partnership established by the school and nursery to support the children's language development.
- The quality of the arrangements for **pastoral care** is outstanding in the nursery and the school. There is an inclusive ethos throughout the school community; for example, newcomer children and their families are welcomed and barriers to their learning surmounted. The staff works hard to ensure that every child is valued within an atmosphere of mutual respect in the nursery and school.
- The school and nursery have very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating**. There is an appropriate emphasis on healthy lunches and the provision of physical activity for the children.

Leadership and Management

The quality of leadership and management is **outstanding**.

- The **Principal** provides excellent leadership and management of the school and nursery based on a clear vision for education designed to meet most effectively the holistic needs of the child. In addition, she has implemented many educational initiatives to extend the children's experiences and has provided strategic direction for the school in maintaining a strong focus on improvement.
- The **Board of Governors** plays a very supportive and strategic role that is underpinned by a sound knowledge and understanding of the life and work of the school. The school accommodation is well-maintained and includes a purpose-built nursery; the resources in the school and the nursery are excellent.
- The **Vice-principal and the co-ordinators**, provide effective curricular leadership; they promote collaborative approaches to policy development and planning for progression in the key stages to raise standards in literacy and numeracy.
- The whole-school **self-evaluation and school development planning** processes are very good. There is a culture of collecting qualitative and quantitative data to identify low and under-achievement which helps to inform planning and effect further improvements in the standards attained by the children in literacy and numeracy.

CONCLUSION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

No follow-up inspection is required.

ST RONAN'S PRIMARY SCHOOL NURSERY UNIT

Key Findings of the Inspection

- The children enjoy their activities and are able to play independently and collaboratively for sustained periods of time.
- There are many examples of very good and outstanding staff interaction and involvement with the children which support the development of the children's language and learning.
- The broad and balanced programme provides very good to outstanding opportunities to learn in all areas of the pre-school curriculum. The standard of the children's awareness of the world around them and the development of language are particular strengths of the nursery.
- Excellent provision is made for those children with additional learning needs and they make very good progress. The nursery has effective links with relevant agencies in order to support these children and their families.
- The programme for play is very well planned and informed effectively by the very good use made of ongoing observations and assessments and, in particular, the interests and opinions of the children.
- The nursery teacher is an excellent leader and role model for the staff. She is very well-supported by the hardworking staff who work very effectively as a team.

In the areas inspected the quality of education provided by this nursery is outstanding. The nursery 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 Ronan's Primary** iii. **Date of Inspection: W/B 01/06/11**
 ii. **School Reference Number: 203-1901** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	40	37	28	25	31
Enrolments					
Primary	228	238	245	225	220
Reception	0	0	0	0	0
Nursery Unit	52	52	48	51	53
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): 93.5% **NI Avg Att: 94.9%**
- | | 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) | 12 | 1 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 18.3 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 22 | | | |
| iv. Class Size (Range): | 15 to 26 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 30 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 50 |
| iii. Additional hours of other classroom assistant support: | | | | 40 |
| vi. Percentage of children with statements of special educational needs: | | | | 1.36% |
| vii. Total percentage of children on the Special Needs Register: | | | | 26% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 24% |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English | Mathematics | | |
| | 89.2% | 89.2% | | |

STATISTICAL INFORMATION ON ST RONAN'S PRIMARY SCHOOL NURSERY UNIT, LISNASKEA

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	27	26
Under 3 years of age*	0	3
With statement of SEN**	1	0
At CoP stages 3 or 4***	1	3
At CoP stages 1 or 2***	2	2
With English as an additional language	3	3

* On 1 July.

** Special Educational Needs.

*** 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.	6%
Average attendance for the previous year.	71%

2. Duration of Sessions

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

3. Details of Staff

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

Number of: ****	
Students	2
Trainees	1

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	51
Percentage returned	29%
Number of written comments	7

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 and two year 7 representatives of the school council to meet the inspectors.

One hundred and thirteen questionnaires were issued to the parents of the children in **the primary school**: 37 were returned to Inspection Services branch (ISB) and 13 contained additional written comments. Almost all of the responses from the questionnaire were highly affirmative of the school and the nursery. The written comments were mostly positive and praised the dedicated Principal and the professional staff particularly in ensuring that the children are happy and settled in school. A few concerns raised about the children's school experiences were shared with the Principal and the chair of the governors.

In **the nursery**, 51 questionnaires were issued to the parents of the children; 15 were returned to ISB and seven contained additional written comments. The comments indicate that the parents value the nursery provision highly; they appreciate the caring staff and the progress made by the children in the nursery.

The chair of the **governors** met with the inspection team and emphasised the importance of the school ethos in the community. He expressed confidence in the leadership of the Principal and praised the commitment of the staff and the parents to ensuring that the provision in the nursery and the primary school was of the highest standard.

Twelve of the **teachers** and seven of the **support staff** completed confidential questionnaires and almost all of the teachers and all of the support staff were highly positive about all aspects of the school. In addition, seven of the teachers and four of the support staff included written comments indicating high levels of satisfaction with the pleasant working environment, the good resources and supportive Principal.

The inspectors met a **group of year 6 children and two representatives of the school council**; they talked readily about their enjoyable educational experiences and about the support and care provided by the teachers and the support staff. The children are aware of what to do if they have worries about their safety and well-being.

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