

# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Teresa's Primary School,  
Tullyherron, Armagh

Report of an Inspection  
in March 2010

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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Teresa's Primary Tullyherron** iii. **Date of Inspection: W/B 08/03/10**  
 ii. **School Reference Number: 503-1107** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	6	1	9	3	8
<b>Enrolments</b>					
Primary	42	40	39	37	42
Reception	0	2	0	3	3
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): 89% **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): 2.8 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 15.7 NI PTR: 20.4
- iii. Average Class Size: 15
- iv. Class Size (Range): 14 to 17
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- |                                                             |    |
|-------------------------------------------------------------|----|
| i. Clerical support:                                        | 6  |
| ii. Foundation Stage Classroom Assistant Support:           | 10 |
| iii. Additional hours of other classroom assistant support: | 30 |
- vi. Percentage of children with statements of special educational needs: 6.8%
- vii. Total percentage of children on the Special Needs Register: 24.4%
- viii. Number of children who are **not** of statutory school age: 3
- ix. Percentage of children entitled to free school meals: 38.6%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: **English** 66.67% **Mathematics** 100%

## **ST TERESA'S PRIMARY SCHOOL, ARMAGH, BT60 2UF (503-1107)**

### **SCHOOL CONTEXT**

St Teresa's Primary School is situated in the rural townland of Tullyherron within the parish of Loughgilly, approximately two miles south of Mountnorris. The enrolment has remained steady over recent years and is currently 45. At the time of the inspection, approximately 39% of the children were entitled to free school meals and 24% of the children were on the special educational needs register. During the inspection the Principal was absent on sick leave.

### **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.

The school's arrangements for pastoral care and child protection were also evaluated.

### **THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 40 questionnaires issued to the parents; 22% were returned to Inspection Services Branch, including three which contained additional written comments. Almost all of the parental questionnaires and written comments indicated good levels of satisfaction with all aspects of school life; highlighting in particular the important role the school plays within the local community and the work done by teachers in developing each child both educationally and socially. The very few issues raised were discussed with the Acting-principal.

The inspectors also met with a group of year 6 and year 7 children; they talked enthusiastically about the many aspects of school that they enjoy including the variety of after-school activities and the help and support given by the teachers. The children are aware of what to do if they have worries about their safety and well-being.

### **PASTORAL CARE**

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the welcoming, friendly hospitable atmosphere; the positive working relationships at all levels which foster an inclusive and supportive ethos throughout the school; the encouragement given to the older children to support younger children in class and the playground; the very good behaviour of the children; and the good range of extra-curricular activities.

## CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department but the following area needs to be addressed:

- review of the code of conduct for staff and the vetting arrangements for governors, to ensure they comply fully with Department of Education (DE) circulars.

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives satisfactory attention to developing aspects of healthy eating and physical activity, for example, through the healthy school meals and introduction of free fruit at break time during Lent. The area for improvement identified is the need to establish greater links with the wider community and external agencies, and to develop the children's knowledge and understanding of basic nutritional concepts and healthy eating messages further.

## CONCLUSION

### **The strengths of the school include:**

- the quality of the teaching observed which ranges from satisfactory to very good, with two-thirds of the lessons good or very good;
- the very good behaviour of the children and the high levels of motivation which they display in their work;
- the very good arrangements for pastoral care characterised by the welcoming, caring and inclusive ethos; and
- the hard-work and dedication of the teaching and non-teaching staff to the school and to the children.

### **Areas for Improvement include the need:**

- to review and develop curriculum policies and programmes to reflect more fully the requirements of the Northern Ireland Curriculum;
- to raise further the standards of attainment in literacy and numeracy; and
- for leadership to have higher expectations for what the children can achieve, to focus more clearly on the quality of the children's learning, and to implement strategies which will ensure improvements in the standards they attain.

In most of the areas inspected the quality of education provided by this school is satisfactory; the strengths outweigh areas for improvement. The inspection has identified areas for improvement in standards and leadership and management which need to be addressed if the needs of all learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

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. In addition, the school needs to review its practice of admitting under-age children in line with DE policy.

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