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*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

## **Education and Training Inspectorate**

### **Report of a Short Inspection**

**St Paul's Primary School  
Cabra**

**Inspected: October 2009**

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Paul's Primary Cabra** iii. **Date of Inspection: W/B 19/10/09**  
 ii. **School Reference Number: 503-3003** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	9	11	7	9	10
<b>Enrolments</b>					
Primary	57	62	58	63	62
Reception	3	4	0	3	4
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): 96.15%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 3.8 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.37 NI PTR: 20.4
- iii. Average Class Size: 8.25
- iv. Class Size (Range): 4 to 12
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 15  
 ii. Foundation Stage Classroom Assistant Support: 20  
 iii. Additional hours of other classroom assistant support: 60
- vi. Percentage of children with statements of special educational needs: 16.66%
- vii. Total percentage of children on the Special Needs Register: 20%
- viii. Number of children who are **not** of statutory school age: 4
- ix. Percentage of children entitled to free school meals: 7.57%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above at English and mathematics: **English** 83.33% **Mathematics** 83.33%

## SCHOOL CONTEXT

St Paul's Primary School is situated in Cabra, approximately four miles from Hilltown. The enrolment has increased slightly over recent years and is currently 66. At the time of the inspection, approximately 8% of the children were entitled to free school meals and approximately 17% of the children were identified as requiring additional support with aspects of 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.

## 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 44 questionnaires issued to the parents, 27 (61%) were returned to Department of Education (DE), including 13 which contained an additional written comment. All of the parental questionnaires and written comments indicated very high levels of satisfaction with and appreciation of all aspects of school life, highlighting in particular the quality of education and care; the dedicated and approachable staff; and the regard with which the school is held in the local community.

All of the teachers responded to the online questionnaire with 4 additional written comments. Their responses were wholly positive, highlighting in particular their pride in the school and the strong sense of community.

Representatives from the Board of Governors (governors) met with members of the inspection team and expressed their appreciation of the support of the parents, the dedication and commitment of the staff and the quality of the leadership provided by the Principal.

The inspectors also met with a group of year 6 children who talked enthusiastically about the many aspects of school life they enjoy. The children are aware of what to do if they have worries about their safety or well-being.

## PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are: the extent to which the school encourages and enables the parents to support the children in their learning, and the contribution made by the staff to the children's well-being.

## CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by DE.

## HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity. The school council has introduced a healthy break programme and is encouraging the children to adopt healthy life-styles.

## CONCLUSION

The strengths of the school include:

- the positive and caring ethos which is evident in every aspect of school life;
- the support of the governors and parents;
- the good standards achieved by the majority of the children in literacy and numeracy;
- the well motivated children who respond enthusiastically to, and are keen to talk about, their learning;
- the overall quality of the teaching, which was good in all of the lessons observed; and
- the strong commitment of the Principal, ably supported by the staff, to the life and work of the school.

An area for improvement is:

- the need for more rigorous self-evaluation, at all levels, to inform whole-school planning and to promote further improvement in the learning and teaching.

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 the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

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

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