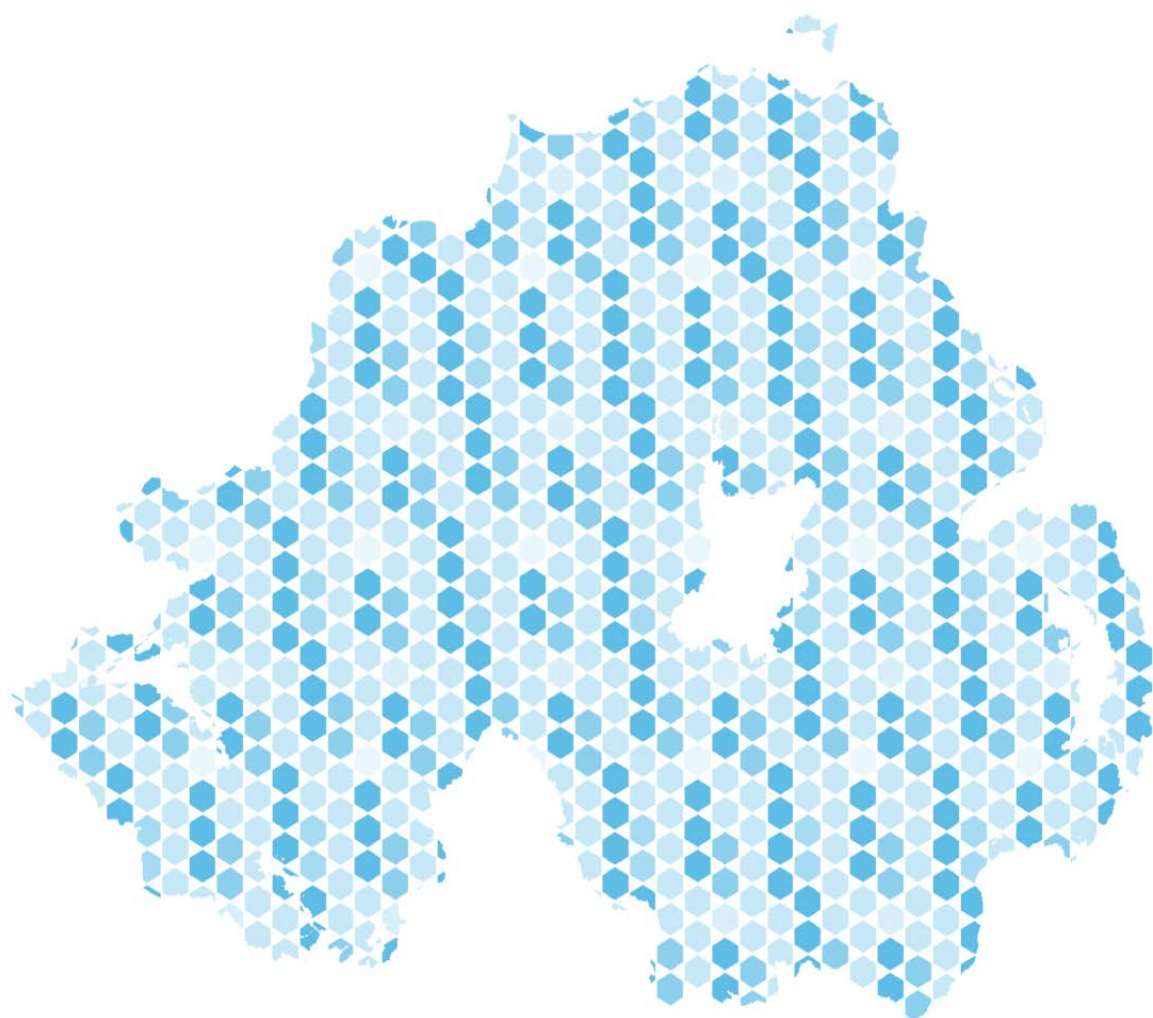


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Eskra, Co Tyrone

Report of an Inspection in  
April 2014



Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



## Quantitative terms

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%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	50	25	50%	13
Teaching staff	*	*	100%	*
Support staff		*	*	*

\* fewer than 5

ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

Almost all of the responses to the parental questionnaires and all of the responses from the teachers and support staff were highly affirmative about the work of the school. They emphasised, in particular, that their children were happy and contented because of the care and professionalism shown by the principal and the staff, that the school is well resourced for learning both indoors and outdoors, and is held in high regard by the local community. Any matters arising from the questionnaire responses were discussed with the principal and governors.

## 2. Context

St Patrick's Primary School, is situated in the parish of Eskra in the townland of Lisnareable, approximately eleven miles southeast of Omagh, County Tyrone. Almost all of the children travel to school by bus or car from the surrounding rural area. The enrolment has increased in the last four years from 74 in 2010 to the current enrolment figure of 81. Approximately 20% of the children are entitled to free school meals and 17% of the children have been identified by the school as requiring additional support with aspect of their learning.

St Patrick's Primary School, Eskra	2010/11	2011/12	2012/13	2013/14
Enrolment	74	72	75	81
% Attendance (NI Average)	97.4	97.8	98.2	
FSME Percentage <sup>1</sup>	9.5	22.2	24	19.8
% (No) of children on SEN register	16.2	29.2	23.1	17.3
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

### 3. Focus of inspection

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

### 4. Overall finding

<b>Overall Performance Level</b>	<b>Outstanding</b>
<b>Achievements and Standards</b>	<b>Outstanding</b>
<b>Provision</b>	<b>Outstanding</b>
<b>Leadership and Management</b>	<b>Outstanding</b>

### Key findings of the inspection

#### 5. Achievements and standards

- The children are enthusiastic and well-motivated learners. They collaborate productively in group learning situations and are able to apply highly developed thinking and self-management skills to solve problems creatively and to express their own ideas.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the end of key stage (KS) 2 assessment data over three years<sup>2</sup> shows that in English and mathematics, the school's performance is above, both the Northern Ireland (NI) average and the average for schools in the same free schools meals (FSM) category for two out of the three years. The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- The children enjoy reading classic novels, for example, 'Great Expectations' by Charles Dickens, and are able to write comprehensive reviews of a range of novels read across key stage (KS) 2. In mathematics, they are able to apply a wide range of mathematical skills across the curriculum, use accurate mathematical language and complete mental calculations flexibly.
- The children achieve excellent standards in their use of information and communication technology (ICT). By the end of KS2, all of the children entered, achieve the expected level in the Council for the Curriculum, Examinations and Assessment (CCEA), accreditation and enjoy using information and communication technology (ICT) in their learning.

## **6. Provision for learning**

- The teachers' planning is comprehensive and guides well a holistic and connected learning experience for the children and is related to the children's interests within the local rural area. The planning for literacy and numeracy is evaluated systematically and robustly giving specific attention to adjustments where appropriate to meet the individual needs of the children.
- The quality of the learning and teaching in the lessons observed was always very good to outstanding; almost three-quarters of the lessons were outstanding. The teachers use assessment for learning strategies very effectively in their teaching to build on the children's prior learning and transitions from one year to the next. Planned and incidental opportunities for the children to talk about what they have learned, and the effective questioning of the teachers, encourage the children to give reflective and extended responses. Creative use is made of ICT to engage the children, to support their learning and to develop their critical thinking and recording skills.
- The school identifies, at an early stage, the children who need additional support with aspects of their learning. The support for literacy and numeracy is planned carefully through a range of effective in-class and booster support programmes and is guided by the children's well-targeted individual education plans. A key strength of the provision is the regular consultations with the parents and the children.

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<sup>2</sup> Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year. In addition, KS2 performance data from small schools should be interpreted to reflect that there may be variations from year to year due to the small numbers.

- The quality of the provision for pastoral care is outstanding. The child-centred and welcoming ethos evident throughout the school community is one of nurture, care and mutual respect which helps to develop each child spiritually, emotionally, socially and academically. The children are provided with high quality learning experiences which include, personal development opportunities to investigate and explore the eco- cycle within their local environment which fosters effectively their sense of responsibility and understanding of sustainable living. The school has important cross-community links with local schools which forms an integral part of the Personal Development and Mutual Understanding (PDMU) programme.
- The school has established close pastoral, curricular and extra-curricular links with the local pre-school centre, primary and post primary schools. The learning experiences arising from the links enhance significantly the children's confidence and all-round development.
- The school gives outstanding attention to promoting healthy lifestyles through the curriculum topics and the appropriate emphasis placed on healthy eating and the importance of physical exercise. The use of visitors and sporting role models within the local community stimulates learning about the link between physical health and well-being.

## **7. Leadership and management**

- The leadership and management of the school are strategic and clearly focused on innovative learning approaches and the well-being and holistic development of the children within a whole-school community. The principal and vice-principal are leaders of learning, outstanding role models as classroom practitioners and inspire confidence and respect among the children, parents, staff, governors and wider school community.
- The co-ordinators are highly collegiate, well motivated and work assiduously to continually improve the learning and teaching and to improve the standards and achievements for all the children. They carry out their leadership roles with great diligence and are supported very effectively by the support staff who play an integral role in developing learning and teaching throughout the school.
- The school's rigorous and robust self-evaluation procedures, including consultation with the staff, parents, children and governors, are used well to inform the identification of appropriate improvement priorities for the school development plan<sup>3</sup>. Highly effective use is made of a wide range of performance data to monitor the children's progress over time and to identify those children who may be underachieving or require additional support with aspects of their learning. The associated action plans are monitored regularly and have a clear focus on improving further the provision for the children and raising the standards they attain.

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<sup>3</sup> The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- The school has an effective partnership with the parents and the local community. The parents are involved fully in their children's learning and an active and valued parent teacher association makes a significant contribution to the life and work of the school.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated; the governors are very well informed about the school and carry out effectively their support and challenge functions.
- 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 staff.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the year 6 and 7 children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

## **8. 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.



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