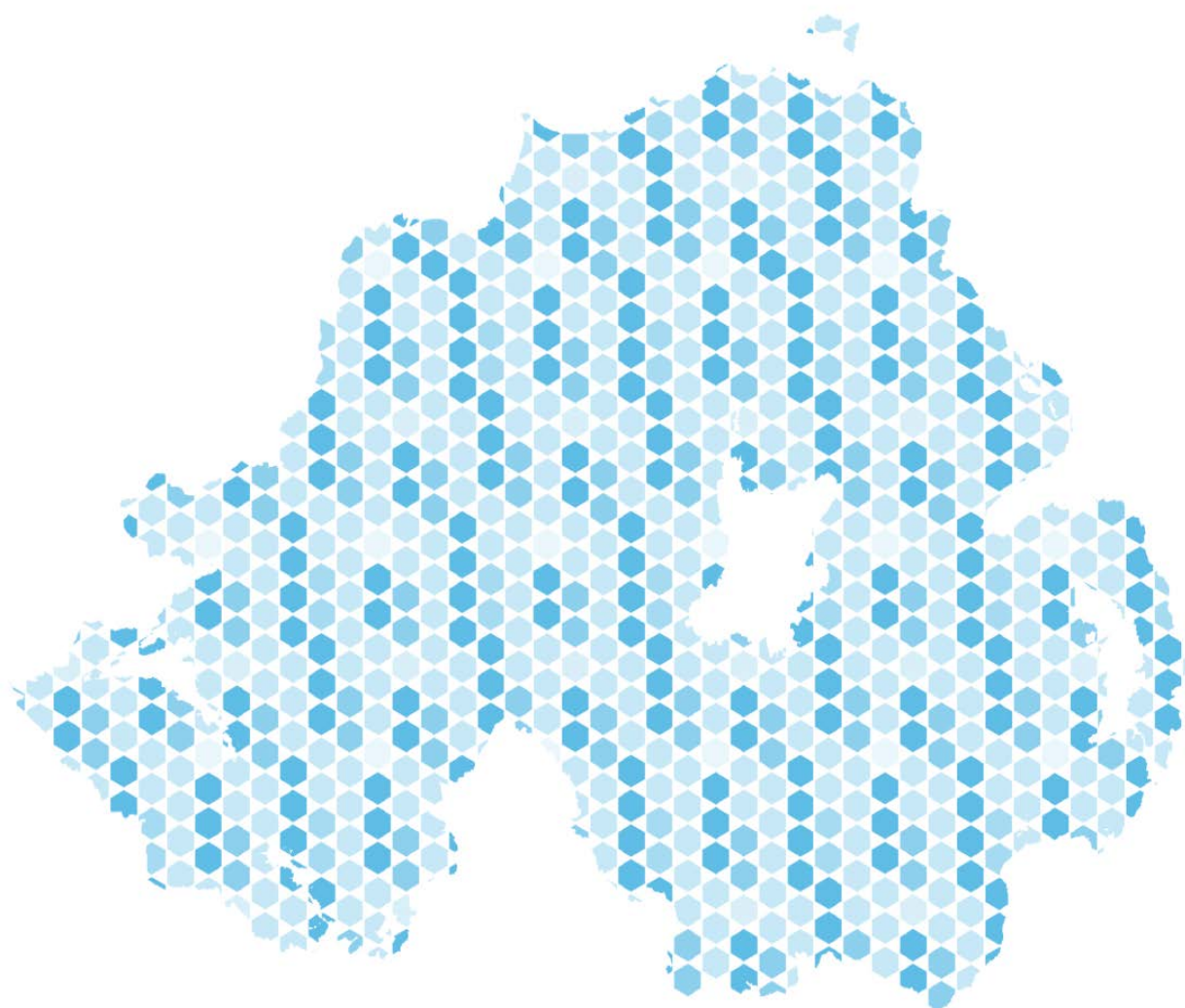


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

St Eugene's Primary School,  
Tircur, Omagh, Co Tyrone

Report of an Inspection in  
May 2015

*eti*

*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

CUSTOMER  
SERVICE  
EXCELLENCE



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

All parents (19 in total) responded to the questionnaire. Thirteen parents provided written comments, all of which were wholly positive about the life and work of the school. In particular, the parents commented on: the welcoming and inclusive ethos of the school; the excellent quality of the learning experiences provided for the children, both during and after school; the high standards attained by the children; and, the commitment and expertise of the teaching and support staff. Eighty-nine percent of the staff (six in total) responded to the questionnaire. The staff commented positively on: the inclusive ethos of the school; the excellent attitudes and dispositions of the children; the strong links with parents; and, the strong sense of teamwork. The nature of the responses has been reported to the principal and two representatives of the board of governors.

## **2. Focus of inspection**

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for literacy in the school; and
3. the quality of leadership and management.

## **3. Context**

The school is situated on a large site in the rural area of Tircur on the outskirts of Omagh. All of the children come from the local area. Enrolment has declined by 37% over the last four years; however, year 1 enrolment has increased for the current academic year. The school has identified a small percentage of children as requiring additional support with their learning and no child has free school meals entitlement. At the time of the inspection, the principal had been in post for five months in an acting capacity.

St Eugene's Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	35	29	20	22
% Attendance (NI Average)	98.3 (95.2)	96.9 (94.9)	98.1 (95.6)	n/a
FSME Percentage <sup>1</sup>	*	*	*	*
% (No) of children on SEN register	*	*	*	*
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*

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

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Performance Level</b>	<b>Good</b>
<b>Achievements and Standards</b>	<b>Very good</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Good</b>

#### 5. Achievements and standards

- The children have excellent attitudes and dispositions to learning; they are conscientious and attentive in class. They can solve problems and challenges and, as they progress through the school, develop well their creative, critical and reflective thinking. They demonstrate high levels of respect and empathy for their teachers and each other.
- The school's performance data shows that almost all of the children make good progress in English in line with their ability or above expectation. All of the children make good progress in mathematics in line with their ability or above expectation.
- The children achieve very good standards in literacy. They demonstrate confidence in their interactions with adults and their peers and are very competent in talking about their learning. By year 7, the most able children read fluently and discuss knowledgeably and with enthusiasm their favourite authors. Throughout the school, the children write well for a range of purposes and audiences across other areas of learning.
- The small number of children who require additional support with aspects of their learning make good progress. They interact well with others and, with the help of the teacher, can assess their own work.
- The children's achievements and standards in information and communication technology (ICT) are very good. They have many opportunities to present their work using a range of programmes and applications, to explore new topics using ICT and to exchange information with children from other schools.

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

## 6. Provision

- The teaching was effective at promoting successful learning in all of the lessons observed. In the most effective practice, which was in most of the lessons observed: lessons were well paced and the level of challenge was appropriate to meet the range of ages and abilities within each of the composite classes; teachers used creatively a range of stimulus material to engage the children and took ongoing account of the children's needs and responses; and, the children assessed their own work and the work of others, using clearly defined success criteria. The children's work is marked regularly and supportively, and identifies clearly their strengths.
- The long-term and medium-term planning does not inform the teaching sufficiently and needs to be developed further. The school has identified appropriately the need to improve the planning in order to provide a more coherent and balanced curriculum across all areas of learning and to promote steady progression in the children's learning.
- The needs of the small number of children identified as requiring additional support with their learning are met effectively through early identification and appropriate intervention. The individual education plans are informed well by the teachers' knowledge of the children's needs, interests and abilities; however, the targets identified for the children need to be more specific and short-term to enable the children to experience success more regularly. The classroom assistants work alongside the teaching staff to provide effective support in class and through withdrawal sessions. The children's progress in the withdrawal sessions is monitored closely and evaluated regularly. There is effective liaison and appropriate sharing of information between school staff and outside agencies to support the children's learning.
- The school's programme for language and literacy is balanced across the areas of talking and listening, reading and writing and takes due cognisance of the children's interests. By the end of the foundation stage, the children's phonological awareness is well developed and they are confident in attempting to express their ideas in simple sentences. As the children move through the key stages, they use spelling, punctuation and grammar with increasing accuracy and write well for a range of audiences. A key strength in the provision is the steady development of the children's talking and listening skills across all areas of the curriculum. The teachers make very effective use of ICT as a tool for learning and to set the work in interesting, contemporary contexts.
- The arrangements for pastoral care in the school are highly effective. There is a very caring and inclusive ethos, with all members of the school community showing a strong commitment to the welfare of the children and the staff. The school is highly responsive to the pastoral needs of the children, with the individual needs of the children being addressed well through an appropriate range of in-school and external support services.
- The school gives very good attention to promoting healthy eating and physical activity through the healthy breaks initiative and the taught programme. The wide range of extra-curricular activities available is tailored to meet the children's interests thereby encouraging them to adopt healthy lifestyles.

## 7. Leadership and management

- The senior leadership team, including the governors, has high expectations for the children and has a sound knowledge of, and a clearly articulated vision for, the school. In the short period that the acting principal has been in post, she has led effectively the review of key policies and practices, such as the child protection arrangements and the promotion of positive behaviour policy, which has led to significant improvements in the provision for the children. The monitoring and evaluation of the provision by staff at all levels is effective and collegial.
- The current school development plan (SDP) and the associated action plans do not guide sufficiently the improvement work of the school. As part of the review of the school development plan, and in preparation for the next academic year, the acting principal has undertaken appropriate consultation with parents and staff to help develop more rigorous self-evaluation processes and to ensure that targets identified for future development are appropriate and agreed by all. She has also analysed well the school's performance data to help inform this process. It is important that the senior leadership now focus on the development and effective outworking of appropriate action plans to ensure the actions taken bring about the intended improvement.
- The school has excellent links with the parents and the local community. The parents receive regular and detailed information on the progress of their child. The expertise, talents and entrepreneurship of parents are harnessed well to support and enrich the children's learning experiences. Collaborative links with a number of local community organisations have been developed to provide useful resources for the school and the local community.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are involved actively in the life and work of the school and are committed to securing strong, collaborative links with the parents and the wider community that the school serves. They have a clear understanding of the challenges and opportunities faced by the school. There are aspects of governance to review, namely to put in place more effective arrangements to monitor and evaluate the outworking of the school development plan and its associated action plans in order to support more fully the school's improvement work.
- 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 the discussions with the inspectors, the year 6 children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.
- 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.

## **8. Conclusion**

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 area for improvement is to:

- improve the quality of planning at all levels to ensure the needs of all of the children are met effectively.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress in addressing the area for improvement.



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