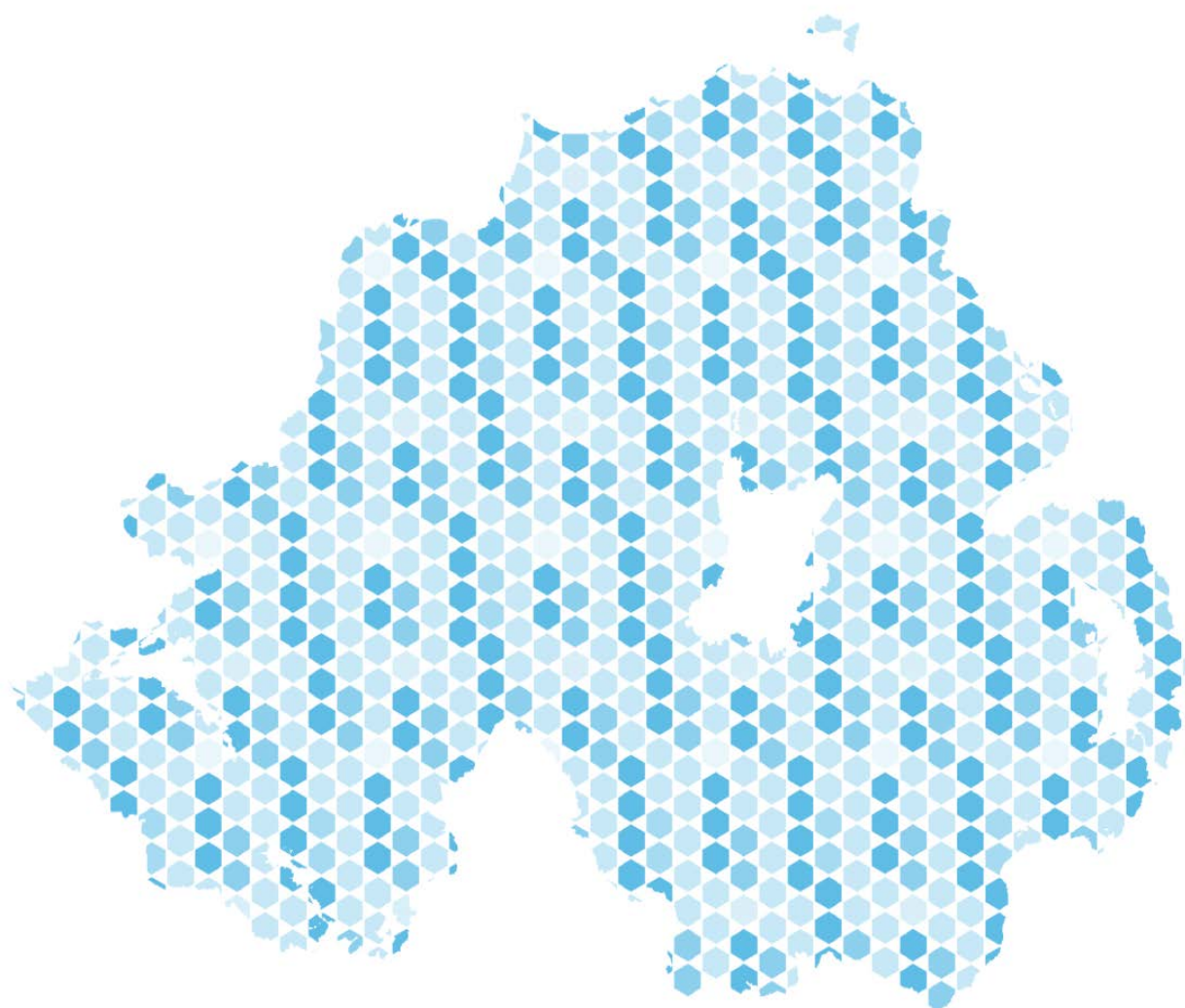


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

St Joseph's Primary School,
Galbally, Co Tyrone

Report of an Inspection in
January 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
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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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

The responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the caring principal and staff, the very effective teaching and the excellent pastoral care across the school. The small number of issues raised was discussed with the principal and the chair of governors. Most of the staff completed questionnaires and their responses were wholly positive. In discussions, the chair of governors emphasised the child-centred ethos and his high regard for the principal and staff.

2. 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 underachievement where applicable;
- the quality of provision for numeracy in the school; and
- the quality of leadership and management.

3. Context

St Joseph's Primary School is situated in the townland of Galbally, five miles from Dungannon in County Tyrone. All of the children come from the local community within a three mile radius. The enrolment has increased in four of the last five years and currently stands at 209 children. At the time of the inspection, approximately 31% of the children were entitled to free school meals and around 12% of the children had been identified by the school as requiring additional support with aspects of their learning.

St Joseph's Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	181	174	192	209
% Attendance (NI Average)	95.6	95.7	96.5	97.4
FSME Percentage ¹	22	27	25	31
% (No) of children on SEN register	20 (36)	16 (28)	17 (33)	12 (25)
No. of children with statements of educational needs	*	*	*	5
No. of newcomers	8	7	9	9

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

5. Achievements and standards

- The children are highly motivated and are enthusiastic about their learning. They are independent and, in many instances, lead their peers in learning activities. They participate effectively in group and paired work, and enjoy working together to solve problems and complete research projects. The children's behaviour is exemplary; they engage readily with one another and with adults.
- The school's internal performance data shows clearly that almost all of the children, including those who require additional support with their learning, make very good progress in mathematics and English in line with their ability or above expectation.
- By the end of year 7 in mathematics, the children have a very good knowledge and understanding of the key concepts across the mathematics curriculum. They apply a range of strategies to mental mathematics problems and complete investigations well.
- All of the children use ICT confidently and competently and, by the end of year 7, are prepared well for the next stage of their learning.

6. Provision

- The teachers' two-weekly planning is comprehensive and rigorous; it is well-informed by the teachers' in-depth knowledge of the children's individual needs and sharply focused on progressing their learning.

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

- The teaching across the school is highly effective. The teachers make skilful use of questioning to develop the children's oral communication and critical thinking skills. A range of interesting real life contexts are used imaginatively to connect areas of the curriculum, to build on prior learning and to deepen the children's understanding. A particular strength of the provision is the play-based learning within the foundation stage. The highly skilled classroom assistants support very well the children's learning in all key stages.
- The children who require additional support with aspects of numeracy are identified early and benefit from very effective intervention strategies. In particular, the children who are making slower progress than their peers across the ability range gain significantly from their participation in the highly effective withdrawal sessions.
- The teachers make very good use of high quality practical resources and activities to develop the children's confidence in, and enjoyment of, mathematics. The children develop their core skills within a well-balanced and progressive whole-school programme.
- The quality of the arrangements for pastoral care in the school is very good. The school has a warm, welcoming and inclusive ethos with excellent working relationships at all levels. The principal and staff have created a calm, purposeful learning environment where mutual respect and care for all are paramount. The children's contribution to the life and work of the school is valued and encouraged actively and it is appropriate that this is being developed further through the recently established pupil council.
- The school gives very good attention to promoting healthy eating and physical activity, thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The principal has a clear strategic vision and has been highly effective in leading whole school improvement and managing change in recent years. The co-ordinators lead effectively their respective areas of responsibility and are working together to develop their leadership roles in the areas of monitoring and evaluation.
- The school development planning process is very effective. It is inclusive of the views of the wider school community and is informed by the rigorous analysis of performance data. The school development plan is comprehensive in its scope, but needs a stronger evaluative dimension.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- 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 children reported that they feel very secure and happy in school and know what to do if they have any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

Health and safety

1. There is a need to conduct an urgent review of the traffic outside the school at drop-off and pick-up times, in the absence of any traffic calming measures at present. The current arrangements present a risk to the health and safety of the children.

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