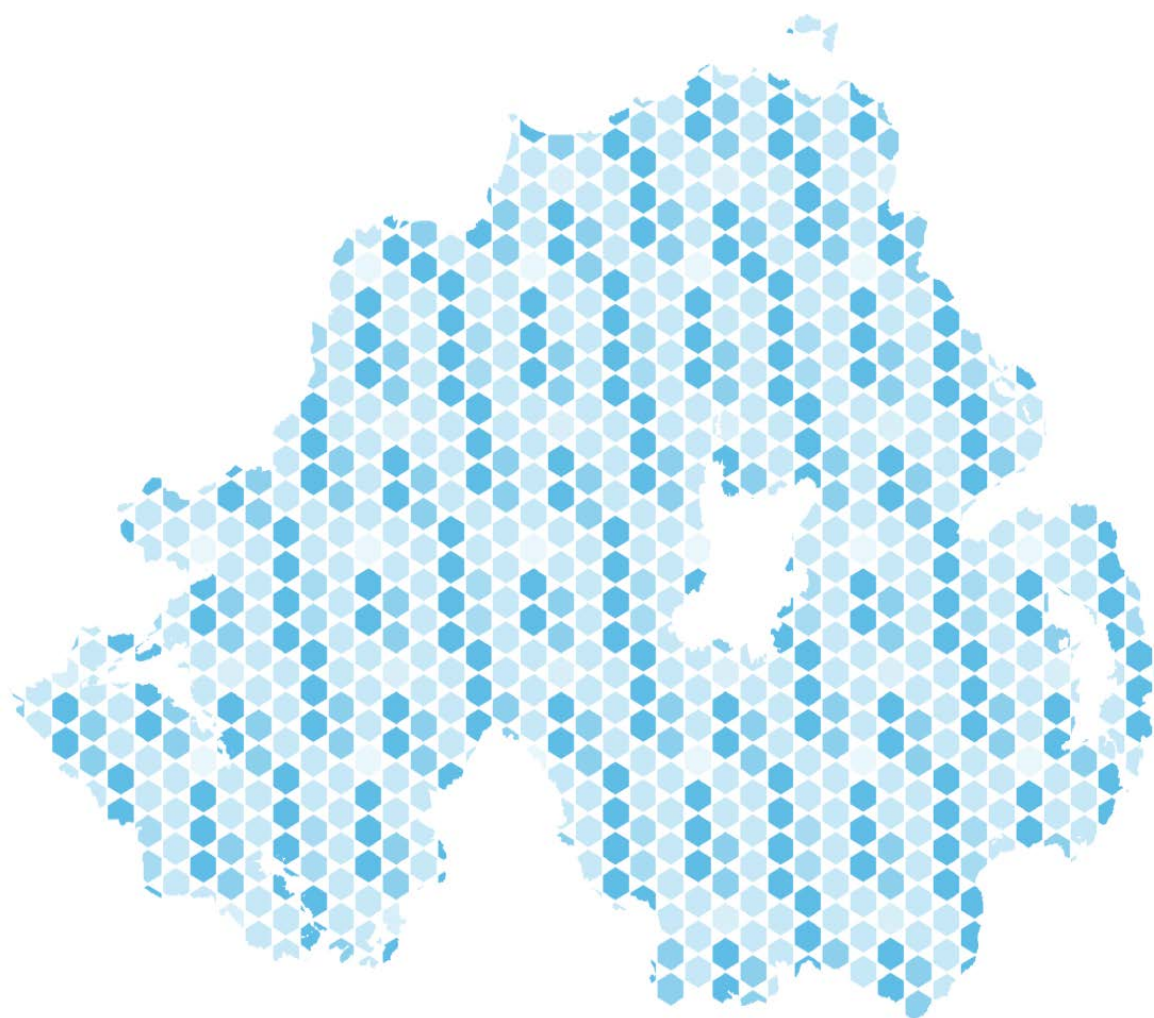


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Patrick's Primary School,  
Dunamanagh

Report of an Inspection  
in September 2013

## 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	24	10	42%	*
Teachers	*	*		*
Support Staff	*	*		*

\* fewer than 5

The 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.

## 2. Context

- St Patrick's Primary School is situated on the Plumbridge Road in the village of Dunamanagh in County Tyrone. The children attending the school come from the village and the wider rural local area. The school has a fully inclusive ethos; a small number of the children have been identified as requiring additional support with aspects of their learning.
- There are two composite classes in the school; one caters for 16 children and comprises of three year groups across foundation stage (FS) and key stage (KS) 1. The second class caters for 21 children and comprises of four year groups encompassing (KS) 1 and KS2. In order to raise standards further, the school has secured additional teaching resources to provide part-time support for literacy and numeracy.

St Patrick's Primary School, Dunamanagh	2010/11	2011/12	2012/13	2013/14
Enrolment	37	42	41	
% Attendance (NI Average)	95.9	96.5	95	
FSME Percentage <sup>1</sup>	38	30	35	32
% (No) of children on SEN register	8.1	14.3	14.6	10.8
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 findings

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

### Key findings of the inspection

#### 5. Achievements and standards

- The children settle quickly to their work and demonstrate good levels of interest and enjoyment in their learning; they respect each other and co-operate well on paired and group tasks. As they progress through the school, the children demonstrate increasing independence in their learning and they develop a wide range of social and interpersonal skills. The presentation of the children's work is of a very high standard.

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

- An analysis of the end of KS2 performance data, in three of the past four years, shows that the school's performance is consistently above the Northern Ireland (NI) average and the average for schools in the same free school meals (FSM) category in both English and mathematics. The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, achieve standards in English and mathematics in line with their ability or above expectation.\* \*\*
- The school places a high priority on providing children with access to a wide range of information and communication technology (ICT) in support of their learning in literacy and numeracy. The children achieve good outcomes in the Council for the Curriculum, Examinations and Assessment (CCEA) information and communication technology (ICT) Accreditation scheme.

## **6. Provision for learning**

- The composite nature of the classes places considerable demands on the teachers in terms of planning to meet the children's differing needs, and classroom organisation. The planning for both English and mathematics is detailed and guides the staff effectively in their teaching; the planning for the play based learning sessions needs to be developed to take more account of progression in the children's learning across the wide range of ages and ability. In particular, every opportunity needs to be provided for the children to develop further their independence and decision making opportunities.
- The majority of the teaching observed was good or very good. In the best practice, the teachers engaged the children purposefully in their learning and helped them to see how they could improve their work. Classroom assistants were purposefully employed and were facilitators to the children's learning.
- The provision for special educational needs is very good. The children who require additional support with their learning integrate fully with all aspects of school life. They work well alongside their peers and make good progress in their learning.
- The quality of the arrangements for pastoral care in the school is very good; this is evident through the exemplary behaviour of the children, the celebration of the children's work and achievements and the provision of a broad range of extra-curricular opportunities to enhance further the children's social development.
- The school gives good attention to promoting healthy eating and physical activity; the children are encouraged to eat healthy lunches and they have regular opportunities to engage in outdoor physical activity. The provision encourages the children to adopt healthy lifestyles.

\* The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

\*\* 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.

## **7. Leadership and management**

- Although the staff have to share multiple areas of responsibility; they manage the challenges of leading a small school well and provide very effective curricular and pastoral leadership. The school has very good processes for whole school evaluation and school development planning. The staff consult widely with the school community to set a clear and realistic direction based on a knowledge of, and vision for, the school.
- The action plans focus appropriately on improving literacy and numeracy provision and standards; the actions are underpinned by the effective use of the school's assessment data. The quality of self-evaluation leading to improvement and school development planning is very good,
- Based on the evidence provided at the time of the inspection, the Education and Training Inspectorate's (ETI) evaluation is that the parents, staff and the school community can have a high degree of confidence in the aspects of the 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 felt 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 this school is very good. The school is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.

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