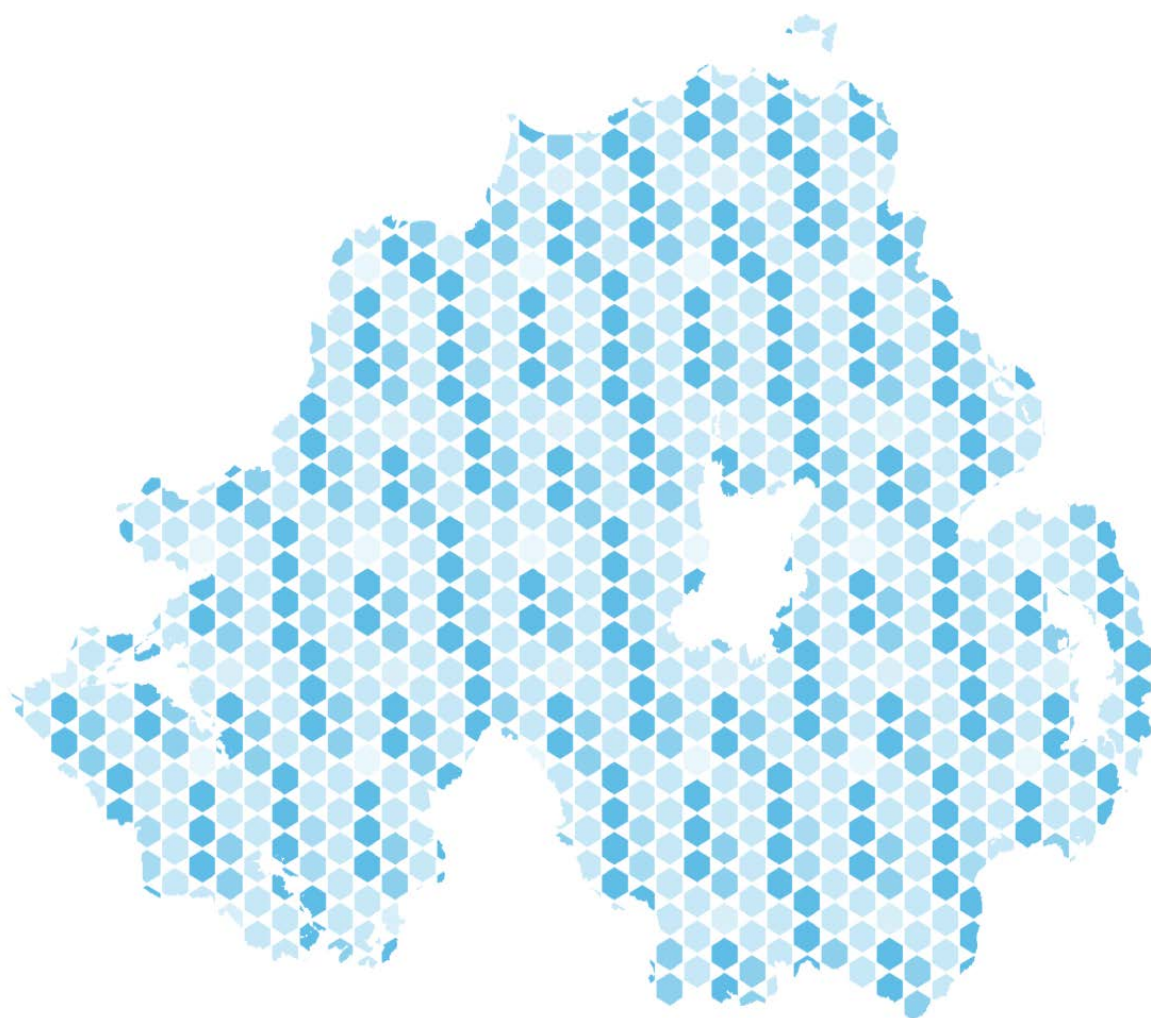


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Magheralin, Co Down

Report of an Inspection in
December 2013

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, parent and staff with specific responsibilities.

The arrangements for this inspection included:

- 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	88	23	26%	16
Teachers	6	6	100%	6
Support staff	8	*	*	*

* fewer than 5.

The ETI is trialling a range of methods to collect the views of parents/carers and, as a result, the response rate may be low.

The responses from the parental questionnaires were overall very positive, particularly about their children's progress and their enjoyment of school. There were positive comments from the staff about their work; they indicated that they would welcome the opportunity for increased leadership roles. The questionnaire responses have been shared with the principal and the chair of the board of governors.

2. Context

St Patrick's Primary School is situated in a rural location on the outskirts of Magheralin village, County Down. The children come from a wide catchment area which serves the Parish of Magheralin Village and the surrounding areas of Moira, Dollingstown, Waringstown and Donaghcloney.

Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	130	132	145	141
% Attendance	95.7%	97.1%	96.3%	-
FSME Percentage ¹	6.1%	7.57%	7.58%	9.92%
% (No) of children on SEN register	12.3%	13.6%	8.96%	9.21%
	16	18	13	14
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 underachievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall finding

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

Key findings of the inspection

5. Achievements and standards

- The children are highly motivated and engaged in their learning from the earliest years. They work well, both independently and collaboratively, in paired and group work. The children talk confidently about their work using a good range of vocabulary. They read with fluency and expression and enjoy writing for a wide range of purposes and audiences. The children acquire systematically the mathematical skills, knowledge and understanding relevant to the Primary mathematics curriculum. By the end of key stage (KS) 2, they use a good range of strategies to solve mathematical problems.

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

- The standards achieved by the children in English and mathematics are very good. An analysis of the end of key stage (KS) 2 performance data shows that in English and in mathematics, the school's performance is consistently above the Northern Ireland (NI) average.* When compared with schools in the same free school meals band, the benchmarking data ranged from the lower quartile to the median in English and mathematics in three of the past four years. The school's internal performance data indicates that, by the end of KS2, approximately two-thirds of the children are working in line with their ability, with almost one-third achieving above their expected level in both English and mathematics. The children, identified as requiring additional support, make very good progress in their learning.
- The children achieve good standards in their use of information and communication technology (ICT) in line with their age and ability. The children use information and communication technology (ICT) creatively and with confidence as an integral part of their learning.

6. Provision

- The school provides a broad and balanced curriculum; it focuses appropriately on the holistic development of the child including the very good development of the children's creativity. In the most effective practice, the children assess their own work independently and through peer-evaluation in group activities. There is a need for the staff to evaluate their lessons and schemes of work to focus more consistently on the outcomes of the children's learning and to use the evaluations to inform their planning for future learning.
- The quality of the teaching ranged from good to very good with half of the lessons being very good. In the most effective practice, the teaching and learning was well matched to the ability range of the children and the classroom activities provided suitable challenge and extension to their learning. In addition, the effective questioning by the staff encouraged the children's critical thinking and their extended oral responses.
- The school identifies effectively the children who require additional support with their learning. The children, where appropriate, are involved in the process of setting and evaluating their own learning targets. There is very good evidence that the interventions in place, such as the numeracy booster classes, are raising the children's achievements and standards.
- The quality of the arrangements for pastoral care in the school is very good. Key features of the current arrangements include the children's very good behaviour, the caring and inclusive ethos, and the child-centred approach to the curricular provision. The children contribute to the decision-making processes in the school through, for example, the school's council and they have access to a good range of extra-curricular experiences which enhance further their personal development. During discussions with the children, they reported that they value the reward system, feel safe in school and they know who to talk to if they have any concerns.

* 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.

- The school gives very good attention to promoting healthy eating and physical activity through, for example, the relevant topics in the curriculum, the breakfast club, the healthy breaks initiative and the regular opportunities for sport and physical activity.

7. Leadership and management

- The leadership and management have a clear vision for the continual raising of standards and achievement for all of the children. The school development plan meets the Department of Education's (DE) School Development Plans Regulations (NI) 2010. The extensive analysis of the performance data is used very effectively to track the children's progress and to set relevant and well-focused whole school, group and individual learning targets. The school recognises the need for the staff and the senior leadership to review co-ordinator roles and responsibilities and to build a collegial approach to school leadership and management.
- Based on the evidence at the time of the inspection, the parents, staff and school community can have confidence in the aspects of governance inspected. The governors are committed to supporting continuous improvement within the school.
- 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 (DE).

8. Conclusion

In the areas inspected, the quality of education and pastoral care 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.

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