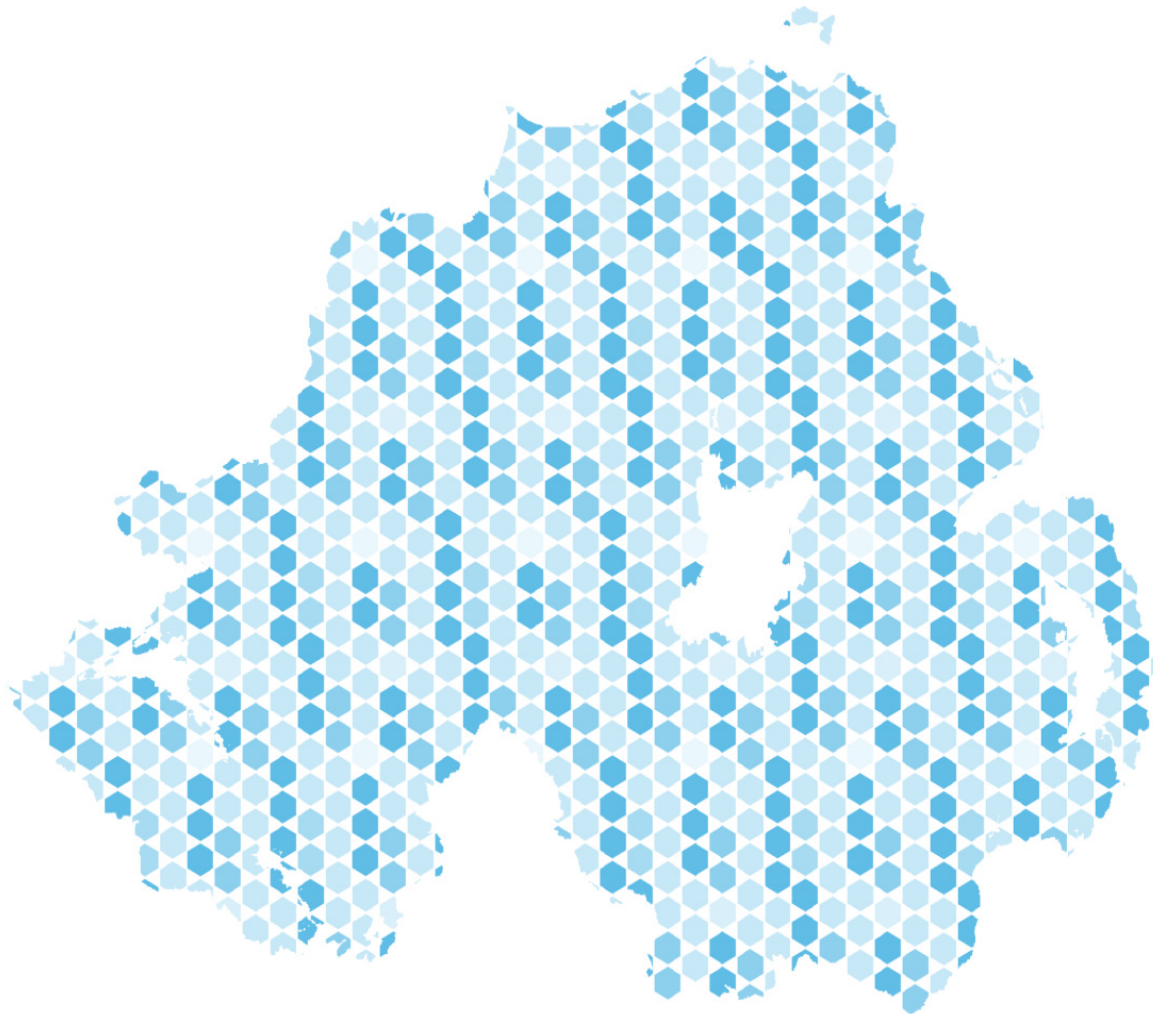


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Cortamlet Primary School,  
Newry

Report of an Inspection  
in November 2010

*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## **SCHOOL CONTEXT**

Cortamlet Primary School is situated in the townland of Altnamachin approximately three miles from Newtownhamilton in County Armagh. The children attending the school come from the surrounding rural area. The enrolment has increased in recent years and currently stands at 87 including four children of reception age who are funded by the Department of Education (DE). At the time of the inspection, approximately 10% of the children in the school were entitled to free school meals. The school has identified 13 children who require additional support with aspects of their learning.

## **FOCUS**

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school's processes for self-evaluation leading to improvement.

## **OVERALL FINDING OF THE INSPECTION**

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.

## **KEY FINDINGS OF THE INSPECTION**

### **Achievements and Standards**

The quality of the children's achievements and standards is very good.

In English and mathematics, most of the children attain standards in line with their ability. The school has identified a small number of children who are underachieving and has put in place a range of appropriate strategies which are having a positive impact on their learning and the standards that they attain.

The children identified with special educational needs make very good progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7. A number of the children have overcome very complex difficulties as a result of the support which they have received from both the teachers and the classroom assistants competently led by the special educational needs co-ordinator.

### **Provision for Learning**

The provision for learning is very good.

The children's behaviour is exemplary; they engaged happily and enthusiastically in all of the learning activities observed. The children have regular opportunities to participate in group work to which they respond very positively.

The teachers are very conscientious and hard-working. They work effectively as a team and are fully committed to the education and care of the children; they are well supported by the classroom assistants. The quality of the learning and teaching observed ranged from good to outstanding, it was very good or better in two thirds of the lessons observed.

The provision for special educational needs is outstanding. The children's needs are identified early and they benefit greatly from a variety of carefully researched and considered programmes of support.

The quality of the arrangements for pastoral care is outstanding. There is a strong Christian ethos which permeates the life and work of the school. The parents, governors, staff and the local community work together in the best interests of all of the children.

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the child protection guidance issued by DE.

The quality of the provision for the reception children is good.

### **Leadership and Management**

The quality of leadership and management is very good.

The Principal provides outstanding leadership. She has been in post for five years and has worked tirelessly and been successful in implementing a whole school improvement agenda. Her thoughtful approach to management fosters team spirit at all levels; she sets very high standards for herself, the staff and the children.

The whole-school self-evaluation and school development planning processes are very good. All of the teachers reflect regularly upon the quality of the learning experiences for the children and use this information to effect further improvement in learning and teaching. The Principal values the views and opinions of the whole school community and uses them to plan for the continued improvement of the school.

The numeracy, literacy, pastoral-care and special educational needs co-ordinators provide strong leadership in their respective areas; they monitor and evaluate the progress and development of each child and set appropriately challenging targets to bring about improvement.

### **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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cortamlet Primary Newry** iii. **Date of Inspection: W/B 11/11/10**  
 ii. **School Reference Number: 501-1175** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	12	9	14	12	15
<b>Enrolments</b>					
Primary	64	62	80	79	83
Reception	4	4	5	6	4
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.3% **NI Avg Att: 94.9%**
- |  | Primary & Reception | Nursery Unit       | Special Unit | Irish Medium Unit |
|--|---------------------|--------------------|--------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)      | 5                   | 0                  | 0            | 0                 |
| ii. PTR (Pupil/Teacher Ratio):   | 17.4                | NI PTR: 20.7       |              |                   |
| iii. Average Class Size:   | 21.75               |                    |              |                   |
| iv. Class Size (Range):  | 19 to 26            |                    |              |                   |
| v. Ancillary Support:  |                     |                    |              |                   |
| Number of Hours <b>Per Week</b> :  |                     |                    |              |                   |
| i. Clerical support:   |                     |                    |              | 25                |
| ii. Foundation Stage Classroom Assistant Support:  |                     |                    |              | 20                |
| iii. Additional hours of other classroom assistant support:  |                     |                    |              | 50                |
| vi. Percentage of children with statements of special educational needs:   |                     |                    |              | 5%                |
| vii. Total percentage of children on the Special Needs Register:   |                     |                    |              | 15%               |
| viii. Number of children who are <b>not</b> of statutory school age:   |                     |                    |              | 4                 |
| ix. Percentage of children entitled to free school meals:  |                     |                    |              | 10.3%             |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | <b>English</b>      | <b>Mathematics</b> |              |                   |
|  | 81.8%               | 81.8%              |              |                   |

### THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

- The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 53 questionnaires issued to the parents, 36 (68%) were returned to Inspection Services Branch, including five which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the life and work of the school. In the written comments, they praised highly the excellent staff, the quality and range of the after school activities, the very good relationships at all levels and the strong sense of community spirit in the school. The very few issues arising from the parental questionnaires were shared with the Principal.
- All of the teachers and one member of the support staff responded extremely positively to the staff questionnaires and indicated very high levels of satisfaction with all aspects of school life particularly the pastoral and professional support provided by the Principal.
- A small number of the parents met with the inspectors on the second day of the inspection; the parents expressed their appreciation of the improvements which have taken place in recent years and the value placed on the school within the community.
- The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school, and the friendship, support and encouragement they receive from their peers and the staff. The children are aware of what to do if they have worries about their safety and well-being.

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