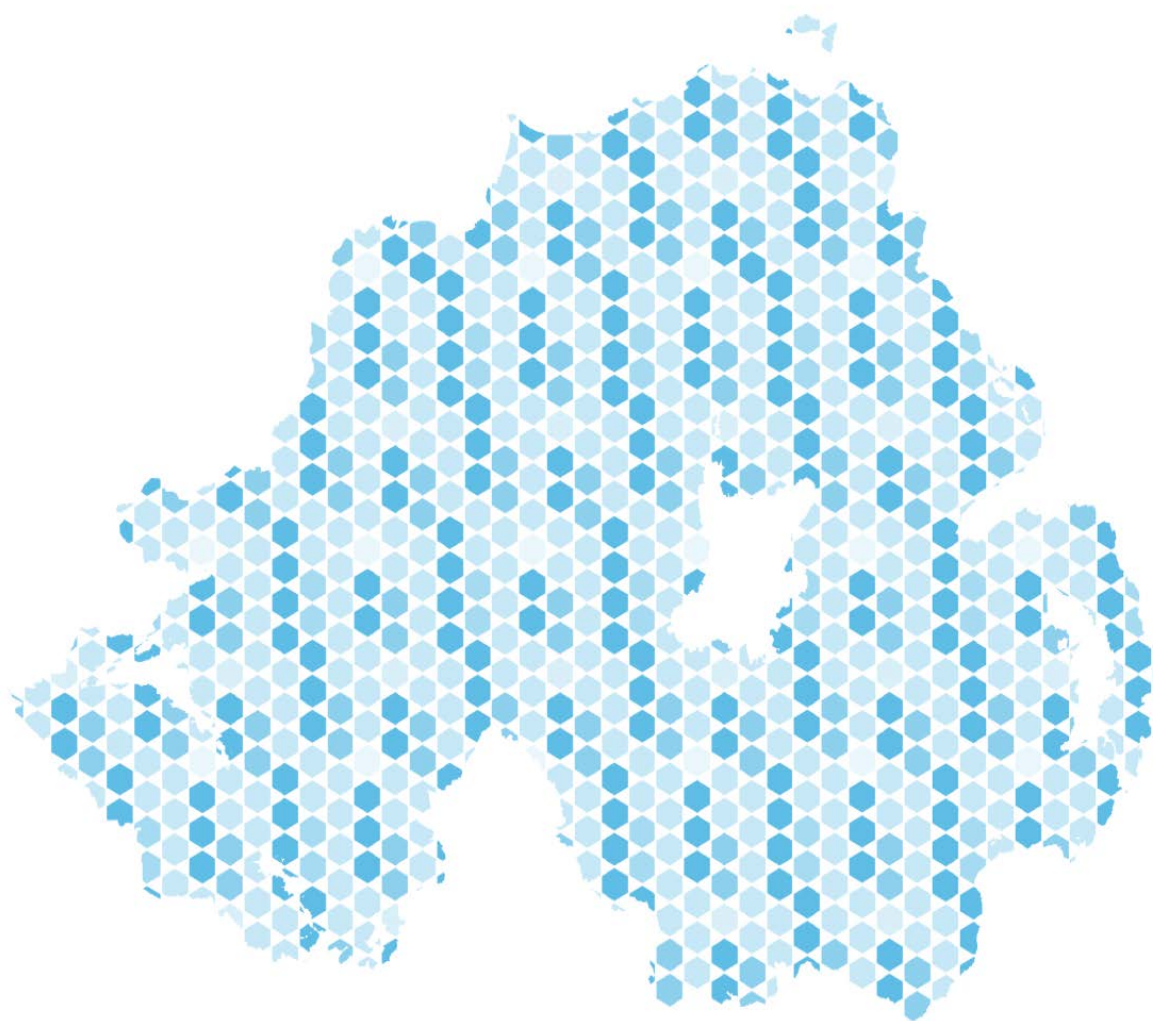


PRIMARY INSPECTION



Education and Training
Inspectorate

St John the Baptist Primary
School, Belleek

Report of an Inspection
in February 2013



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

St. John the Baptist Primary School is situated in a rural location just outside the village of Belleek, County Fermanagh. All the children come from the village and the surrounding rural area. The enrolment has decreased from 74 and currently stands at 54 children, including four children in the reception group. At the time of the inspection, approximately 12% of the children in the school were entitled to free school meals. The school has identified 38% of the children as requiring additional support with 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 FINDINGS 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** the children attain very good standards and most are acquiring literacy and numeracy skills commensurate with their ability. They have a secure understanding of key mathematical concepts and are able to calculate accurately. The children are good readers with interests in a range of authors. They work independently and collaboratively in class and are confident to express their ideas and able to justify their opinions. The reception age children are well-settled and are developing very good social, language and mathematical skills.
- The achievements and standards in information and communication technology (ICT) are good. The children in year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) ICT accreditation scheme and last year all achieved standards similar for the expected level for primary schools.
- The children identified with special educational needs make steady progress through their individual education plans (IEPs) and most are attaining appropriate levels in literacy and numeracy by year 7.

Provision for Learning

The quality of the provision is good.

- The children are well-motivated and engage productively in their work. Their **behaviour** is exemplary; they are friendly and considerate to the needs of one another. They take pride in their school and participate well in a wide range of extra-curricular activities and competitions. The programme for Personal Development and Mutual Understanding supports very well the children's sense of personal responsibility and mutual respect for the differing views of others. The children's learning experiences are enriched through the many shared learning opportunities with children from a local school in the community.
- The teaching and support staff are hard-working and plan diligently for lessons. In all of the lessons observed, the **quality of the teaching** ranged from satisfactory to very good with most of the lessons being good or very good. In the most effective lessons, the teachers sensitively built on the children's prior learning or areas of individual need. Their techniques of effective questioning and well-paced activities sustained and developed the children's language and understanding. The interaction of the adults with the reception and foundation stage children is very good during play-based activities and this approach needs to be developed further to maximise the children's dispositions for learning in the early years.
- In a few of the less effective lessons, there were missed opportunities to differentiate the learning, and to encourage the children to provide extended responses or to make decisions about their learning. In both key stages, the children's learning needs to be enhanced further through greater integration of literacy and numeracy skills across the curriculum.
- The children identified with **special educational needs (SEN)** benefit from early identification and interventions are in place that supports them effectively in their learning. The review of SEN is appropriately identified as an area for development; it is timely to revise the format of the IEPs in order to include the voice of the child in the setting of more specific targets for the evaluation of their own learning.
- The quality of the arrangements for **pastoral care** is very good. There is a caring and inclusive ethos in the school and relationships are excellent at all levels. The older children have opportunities to take on roles and responsibilities, for example to support the younger children, and as members of the School and ECO Councils. The children's work and achievements are celebrated regularly through the whole school merit system.
- The school gives very good attention to promoting **healthy eating and physical activity**. There is good provision for energetic physical activity and a strong emphasis is placed on active learning in the outdoors: the children have a well-developed awareness of sustainable living and have grown a wide range of vegetables and flowers in the school grounds.

Leadership and Management

The quality of leadership and management is very good.

- The **teaching Principal** fosters a strong team ethos amongst the staff and provides strategic leadership to manage the small school in the community through collaborative arrangements with other schools. She has overseen the development of significant policies and procedures to enhance the educational and pastoral provision.
- The **co-ordinators** have multiple roles and are developing effective leadership skills for their areas of responsibility. The school **self-evaluation** and **school development planning process** is underpinned by the effective use of performance data and appropriate whole-school priorities for improvement are identified in the school development plan.
- The **governors** support the development of the school and have committed to a collaborative partnership with a local school to strengthen the quality of shared education in the community and to explore arrangements for a joint faith school. It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the size of the school and the reception provision in order to address the current and future needs of the children and the staff.
- 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.

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: St John the Baptist Primary** iii. **Date of Inspection: W/B 06/02/13**
 ii. **School Reference Number: 203-1887** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	9	7	5	5	7
Enrolments					
Primary	74	65	63	51	54
Reception	0	0	2	1	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): 96.8% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 97%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 3 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18 NI PTR: 20.2
- iii. Average Class Size: 18
- iv. Class Size (Range): 4 to 9
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 15
 ii. Foundation Stage Classroom Assistant Support: 20
 iii. Additional hours of other classroom assistant support: 37.5
- vi. Percentage of children with statements of special educational needs: 3.7%
- vii. Total percentage of children on the Special Needs Register: 38%
- viii. Number of children who are **not** of statutory school age: 4
- ix. Percentage of children entitled to free school meals: 11.11%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
English 100% **Mathematics** 100% **Irish** N/A
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
Year 1 7 **Year 2** 5 **Year 3** 6

APPENDIX 2

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, (SUPPORT STAFF) AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching staff and the support staff to complete a confidential questionnaire prior to the inspection. Of the 38 questionnaires issued to parents, 26 (64.4%) were returned to Inspection Services Branch, including a small number which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the life and work of the school; in particular they commented on the quality of the support provided by the teachers and their children's happiness in school. A summary of the findings and comments were shared with the Principal and governors.

The teachers and the support staff responded positively to the staff questionnaires and indicated high levels of satisfaction with almost all aspects of school life.

Two governors met with the inspectors and indicated their satisfaction with all aspects of the life and work of the school.

The inspectors also met with a group of year 6 children; they talked readily about the range of enjoyable learning experiences and clubs in the school. They value the support and care provided by all the staff. The children are aware of what to do if they have worries about their safety and well-being.

HEALTH AND SAFETY

- There is no controlled access to the KS2 mobile classroom.
- The classroom doors need to have visibility panels to ensure that when adults are working with the children they are in full view.

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