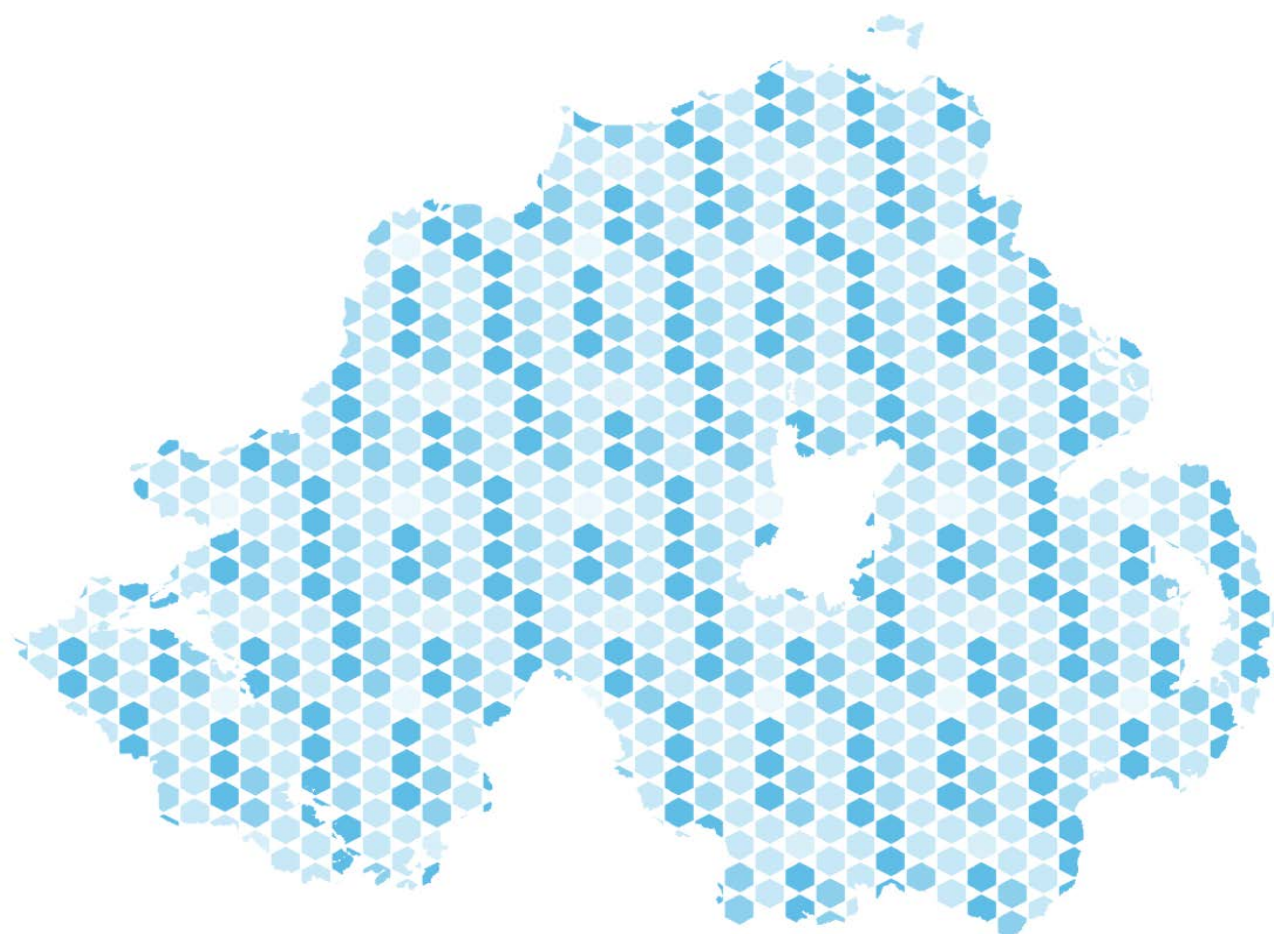


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Moneymore, County Derry

Report of an Inspection in
February 2016

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



CSE



Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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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 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 learning and teaching, 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.

Fifty-one percent of parents and all staff responded to the confidential questionnaire. The responses to the parental confidential questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted how happy their children are at school, the commitment of the staff to the children's all round development and well-being, and the regular and helpful information on their children's progress. The staff responses were also very positive; they emphasised: the quality of the working relationships and effective communication at all levels; the supportive parents; and the child-centred learning environment. The ETI has reported to the principal and representatives of the board of governors the very few issues emerging from the questionnaires.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

St Patrick's Primary School is a maintained primary school situated in the village of Moneymore, five miles from Magherafelt. Almost all of the children attending the school come from the village itself, and the remainder from the surrounding rural area. Over the past four years the enrolment has declined slightly; the school operates at almost 75% capacity. Over the same period the number of children entitled to free school meals has increased slightly.

The school has important links with the local controlled primary school and the children have appropriate opportunities to learn together about community relations, equality and diversity. The school also participates in an online project with a controlled primary school in a neighbouring county.

St Patrick's Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	88	84	82	80
% School attendance	94.4	94.8	95.4	96.7
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	55	54	57	58
No. of children on SEN register	19	15	19	16
% of children on SEN register	22	18	23	20
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	12	14	14	11

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Very good
Provision for learning	Very good
Leadership and management	Outstanding

5. Achievements and standards

- The children are very welcoming and respectful towards one another, the staff and visitors to the school. Their behaviour is exemplary; they take pride in their achievements and present their work neatly. When given the opportunity, the children work with independence and manage their own learning successfully; they support one another well when working in pairs and groups.
- The school's performance data shows that all children, including those who require additional support with aspects of their learning, make progress in English and mathematics in line with their ability or above expectation.
- Throughout the school, the children engage enthusiastically with investigative, problem-solving activities, using a wide range of resources to support their learning. They apply their learning in numeracy meaningfully across other areas of the curriculum, most notably, in the World Around Us. By year 7, the most able children demonstrate a secure understanding of all areas of the mathematics curriculum and are flexible in their thinking and use of mathematical strategies.

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

- The children use information and communication technology (ICT) confidently and competently to extend and demonstrate their learning through, for example, film and animation projects.

6. Provision for learning

- There is a coherent and consistent approach to planning, learning, teaching and assessment across the school. All of the lessons observed were effective in progressing the children's learning; most were very good. The strengths in the teaching and learning include: the very positive learning environment; the excellent working relationships between the children and the adults; and learning contexts which reflect well the children's interests, experiences and stage of development. The teachers mark the children's work regularly and, in the best practice, provide constructive feedback which enables the children to improve further their work.
- The provision for the children who require additional support with aspects of their learning is a significant strength of the school. The children contribute appropriately and individually to the very effective planning and subsequent evaluation of their progress. They are supported in their learning very well by the highly skilled classroom assistants. Of particular note is the use of a wide range of assessment information to inform and evaluate the learning and teaching, and to track the children's progress.
- The comprehensive, detailed planning for numeracy provides a clear line of development and progression in the children's learning. The teachers set the learning in real-life, purposeful contexts taking appropriate account of the children's prior learning both in numeracy and in other areas of the curriculum. In the foundation stage, the children's mathematical knowledge and understanding is developed through effective play-based learning. The current priorities for development, outlined in the numeracy action plan, are evident in the teachers' planning and practice.
- The quality of pastoral care is outstanding. The children's needs are central to the work of the school, and the staff are highly committed to their holistic development. Relationships at all levels are positive and there is a caring and inclusive ethos where everyone is valued, thus creating a strong sense of identity. The school's motto 'Believe Achieve' is reflected in the children's engagement with the learning and the standards they achieve. The school promotes the children's health and well-being creatively throughout the curriculum, and through an extensive after-schools programme.

7. Leadership and management

- The senior leadership and management of the school is highly effective and, through clear strategic guidance underpinned by professional knowledge, has developed the capacity of all staff to bring about improvement. This has resulted in a shared vision for, and collegial approach to, raising further the standards achieved. The coordinators carry out their roles with enthusiasm and professionalism; they support and challenge their colleagues appropriately and guide effectively the developments in their pastoral and curricular areas of responsibility.

- The school development planning² process is rigorous and inclusive. It uses effectively a wide range of quantitative data, classroom observations and consultation to identify areas for further development, set realistic targets, track progress and evaluate the impact on provision and standards.
- Based on the evidence available at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are very well informed about the life and work of the school and carry out their support and challenge functions effectively.
- 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 in year 6 reported that they are happy and secure in school and know what to do if they have 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. Overall effectiveness

St Patrick's Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

Health and Safety

1. There are no viewing panels on the classroom doors.

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