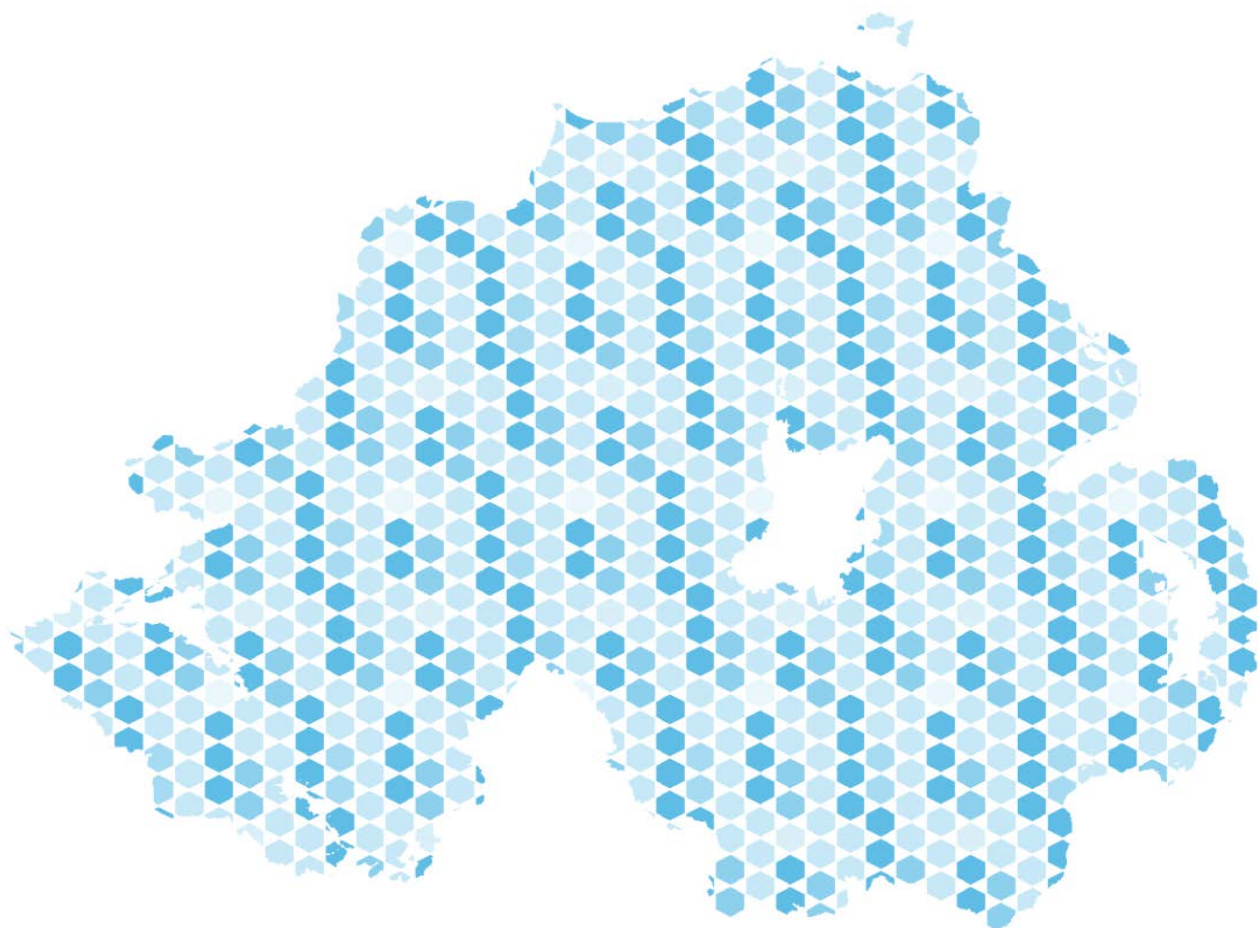


PRIMARY INSPECTION



Education and Training
Inspectorate

St Peter's and St Paul's Primary
School, Foreglen, County Derry

Maintained, co-educational

Report of an Inspection in
September 2016

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.

Contents

Section		Page
1.	Inspection method and evidence base	1
2.	Focus of inspection	1
3.	Context	1
4.	Overall findings of the inspection	2
5.	Achievements and standards	2
6.	Provision for learning	2
7.	Leadership and management	3
8.	Overall effectiveness	4

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 confidential questionnaires.

Thirty-one percent of parents and almost all of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaire endorsed the community aspect of the work of the school and the wide range of experiences provided for the children. The ETI has communicated to the principal and the chair of the board of governors the main findings 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 Peter's and St Paul's Primary School is a maintained primary school situated in the village of Foreglen, County Derry. The children who attend the school come from the village and the surrounding rural areas. The percentage of children entitled to free school meals has fluctuated over the past four years. The proportion of children requiring additional help with aspects of their learning has remained steady.

St Peter's and St Paul's Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	44	40	42	42
% School attendance	97.5	97.1	97.3	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	50	55	45	29
No. of children on SEN register	15	16	10	12
% of children on SEN register	34	40	24	29
No. of children with statements of educational need	*	*	*	*
No. of newcomers	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- Across all key stages, the standards in mathematics are good. The children in the foundation stage have a good understanding of early mathematical concepts about number, time and measures and are beginning to explore and investigate shape and space during play-based learning. As the children progress through the school, a majority, including those with special educational needs, use and apply a range of number calculations with increasing accuracy across the curriculum.
- The children's application of their thinking skills and personal capabilities is good. The children collaborate well when working in pairs and small groups. They present their work to a high standard, have good recall of factual mathematical information and use information and communication technology (ICT) with increasing confidence. However, for a majority of the children, their mathematical problem-solving strategies are under-developed.

6. Provision for learning

- The quality of the planning, learning, teaching and assessment for learning is good. The quality of learning and teaching in all of the lessons was good or very good; in most of the lessons, it was good. The planning and assessment for learning is comprehensive and focused well on the needs of individual children including those with additional needs. The teachers are clear about the intended learning and provide appropriate support for all the children and, increasingly, they use effective questioning to extend the children's thinking.

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

- The quality of the provision for numeracy is good. There is a well-balanced approach for progression in all areas of the mathematics curriculum. The children who require additional support in their numeracy are beginning to benefit from well-targeted intervention strategies to enable them to progress. The classroom assistants make a valuable contribution to the children's learning. Across the school, the teachers are developing further the consistency in the use of mathematical language to extend the children's skills and strategies to investigate and problem solve within meaningful contexts.
- The quality of the pastoral care provision is very good. The staff provide a supportive and caring environment for the children. The children's self-esteem is enhanced through the provision of a range of personal development programmes. They reflect on their behaviour and take responsibility for themselves and one another. During discussions, the children from years 5, 6 and 7 spoke positively about their involvement, through the school- and ECO-councils, in decision-making about matters which affect their learning experiences and their life in school.

7. Leadership and management

- The school development plan² (SDP) is devised in consultation with staff, parents, children and governors, and is informed by the highly effective analysis of internal performance data and a range of other first-hand evidence. The associated action plans are focused sharply on raising further the standards the children achieve particularly in the areas of developing mathematical language, reasoning and problem-solving. The curriculum co-ordinators make effective use of professional development opportunities; they monitor and evaluate rigorously the quality and consistency of the provision across all areas of the curriculum and, in particular, their work in support of children with special educational needs.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The board of governors comprises a broad range of relevant expertise and experience. The governors are continuing to develop their challenge function with a particular focus on the quality of the children's work, their dispositions for learning and thinking skills.
- 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.
- 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 years 5, 6 and 7 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

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

8. Overall effectiveness

St Peter's and St Paul's Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. There is an area for improvement that the school has demonstrated the capacity to address. The area for improvement is:

- to embed the agreed numeracy strategies which extend the children's mathematical language, and develop further their skills to investigate and problem solve within meaningful contexts.

The ETI will monitor how the school sustains improvement.

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