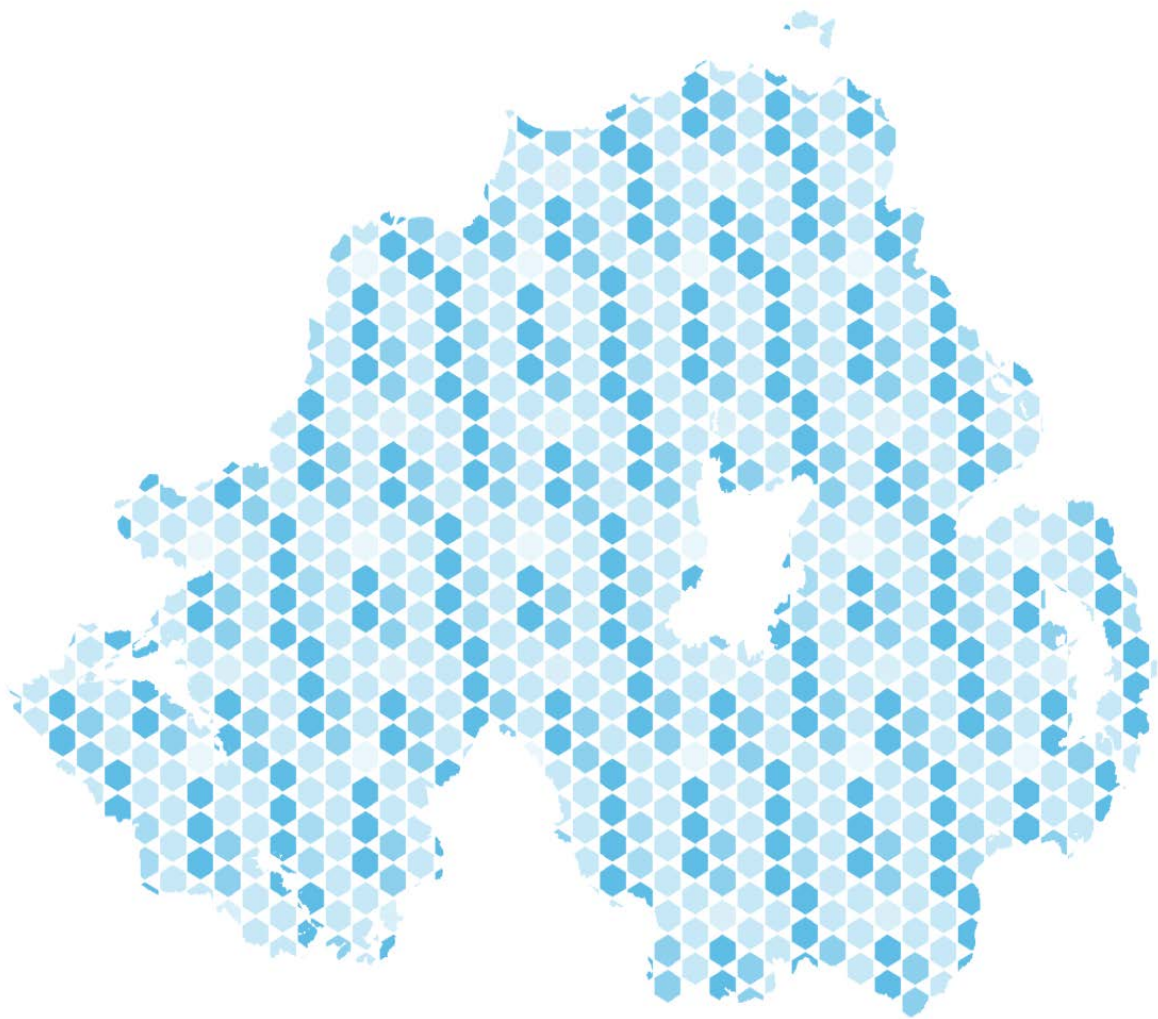


PRIMARY INSPECTION



Education and Training
Inspectorate

Sacred Heart Primary School,
Omagh

Report of an Inspection
in September 2012



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

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

Sacred Heart Primary School is a maintained primary school situated in the hamlet of Tattyreagh approximately five miles outside Omagh, County Tyrone. Most of the children attending the school come from the surrounding area. The enrolment has remained steady over the past five years and currently stands at 92. The school has identified almost 15% of the children as requiring additional support with aspects of their learning. At the time of the inspection, around 9% were entitled to free school meals.

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, almost all of the children achieve **standards** in line with their ability. The children demonstrate confidence in talking, listening reading and writing in meaningful contexts across the curriculum. They can apply their mathematical knowledge in a range of contexts and show flexibility in their mathematical thinking. The children use ICT competently to enhance their learning.
- The children who require **additional support** with aspects of their learning work well alongside their peers and most make steady progress in reaching their identified targets.

Provision for Learning

The provision for learning is very good.

- **The children's** behaviour is exemplary; they are highly motivated and display very positive attitudes to their learning. They support one another and work well both individually and collaboratively.

- The quality of the **teaching** observed ranged from good to very good; two-thirds of the lessons observed were very good. The very good quality of the teachers' planning ensures that work is well matched to the children's needs, interests, experiences and abilities. The teachers interact very well with the children in order to develop their thinking and learning.
- The teachers have high expectations for the children's achievements and the presentation of their work; they provide the children with constructive feedback which enables the children to progress their learning.
- Play-based learning is used very well to promote the children's learning in all aspects of the curriculum.
- The **classroom assistants** make a valuable contribution to the children's learning in class and through their involvement in the literacy support programmes.
- The quality of the provision for **special educational needs** is good. The children benefit from intensive short-term and long-term interventions which help to improve the standards they attain in literacy and numeracy.
- The quality of the arrangements for **pastoral care** is very good. This is evident in the strong, inclusive ethos and the excellent working relationships at all levels within the school community. The children's views are sought and acted upon through the well-developed, whole-school PDMU programme and the school's eco-council.
- The school gives a high priority to promoting **healthy eating** and physical activity both through the curriculum and extra-curricular activities.
- 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.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** is highly committed to the school and to improving the learning experiences of the children. He combines his leadership role and teaching duties effectively and provides clear, realistic direction for the school's development.
- The **co-ordinators** provide valuable support and guidance to the staff and have identified appropriate priorities for development within their respective areas of responsibility.
- The whole school **self-evaluation** and **school development planning (SDP)** processes are good. The well-focused action plans are informed by the available performance data and teacher observation; they identify a range of appropriate strategies which are having a positive impact on the children's learning and the standards that they attain.

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.

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: Sacred Heart Primary** iii. **Date of Inspection: W/B 17/09/12**
 ii. **School Reference Number: 203-2721** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	12	15	10	16	12
Enrolments					
Primary	88	91	93	94	92
Reception	0	0	0	0	0
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): 98.4% **NI Avg Att: 94.7%**

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

- | | 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) | 4.6 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 23.1 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 23 | | | |
| iv. Class Size (Range): | 18 to 30 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 22 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 25 | |
| | iii. Additional hours of other classroom assistant support: | | 20 | |
| vi. Percentage of children with statements of special educational needs: | | | | 1.08% |
| vii. Total percentage of children on the Special Needs Register: | | | | 15% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 9% |
| 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 | |

APPENDIX 2

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

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as a meeting with a group of year 6 children.

Of the 60 questionnaires issued to the parents, 43 (72%) were returned to Inspection Services Branch and 19 contained additional written comments. Almost all of the responses were very positive; the parents highlighted the welcoming and friendly ethos, the commitment of the staff to meeting the individual needs of the children, the very good range of extra-curricular activities provided by the school and the high standing of the school in the local community.

All of the teachers and almost all of the support staff completed questionnaires. All of the responses were very positive and, in the additional written comments, the staff highlighted their appreciation of the support they receive from the Principal and the teamwork evident in all aspects of the work of the school.

The year 6 children spoke positively about their experiences at school and the support they receive from the staff. They reported that they feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Principal the views emerging from the questionnaires and the discussions.

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