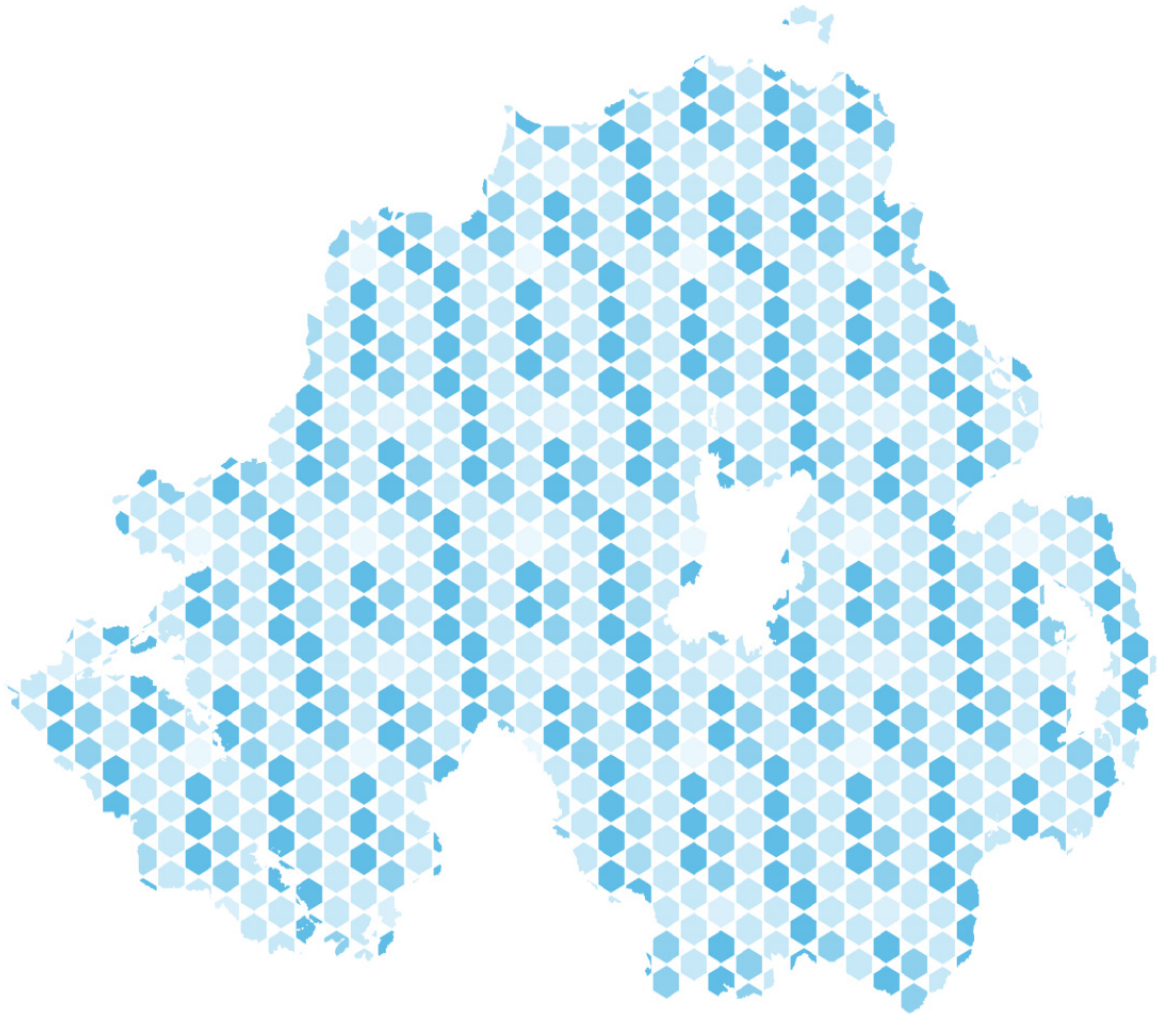


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Anne's Primary School,  
Donaghadee

Report of an Inspection  
in April 2012



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:

| <b>DESCRIPTOR</b> |
|-------------------|
| Outstanding       |
| Very Good         |
| Good              |
| Satisfactory      |
| Inadequate        |
| Unsatisfactory    |

## SCHOOL CONTEXT

St Anne's Primary School is situated on the Millisle Road in Donaghadee, County Down. The children travel from the surrounding rural area within an eight mile radius. The enrolment has fluctuated over the past five years and currently stands at 34. In addition, in the foundation stage (FS) class there are currently five children in a reception class who are below the statutory school age. At the time of the inspection, approximately 29 % of the children were entitled to free school meals. The school has identified 29% of the children as requiring additional support with aspects of their learning. The school has a high number of children for whom English is an additional language. (EAL)

## 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 the education provided by this school is good and the pastoral care is very good. The school is meeting 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 good.

- Most of the **children** settle quickly to their work and demonstrate good levels of interest and enjoyment in their learning; they respect and care for each other and are able to work collaboratively in groups and in pairs.
- The children progress well in their learning and by the end of key stage (KS) 2 they achieve very good **standards** in English and good standards in mathematics.

### Provision for Learning

The quality of the provision for **learning** is good.

- The provision for learning in the school is organised into three composite classes, one for each KS. The programme for learning for the primary school children is appropriately differentiated within the classes to meet their differing needs. The FS class also includes five pre-school children in a reception group. The provision for the group of children in reception is inadequate. The staff needs to ensure that the provision in the reception class is of good quality, well resourced and in line with the programme outlined in the Preschool Curricular Guidance.

- The school promotes a strong sense of inclusion in which every child is valued. The **teachers** are dedicated and hard-working; they are committed to the education and well-being of all of the children and are supported well by the **classroom assistants**.
- During the inspection, the quality of the **teaching** observed ranged from outstanding to satisfactory; a majority was good or better. In the more effective lessons: the teachers' expectations of what the children could achieve were appropriately high; there was a very good structure to the lesson; and the teachers used skilful questioning to engage the children actively, to promote their thinking and enjoyment in their learning. In the less effective lessons, the activities were over directed by the adults and there were missed opportunities for the children to develop their thinking and oral skills; the level of challenge was too low and not matched closely enough to the ability of all of the children. In addition, the pre-school children were not provided with a sufficient range and choice of play-based activities.
- The quality of the arrangements for **pastoral care** is very good; this is evident through: the inclusive ethos within the school that embraces the wide range of cultural and religious diversity of all of the children. The behaviour of the children is exemplary; the staff makes every effort to ensure that the regular celebration of the children's successes builds their self-esteem and the provision of a good range of extra-curricular opportunities enhances further the children's learning and social development.
- The quality of the provision for special educational needs (**SEN**) is good. The SEN classroom assistant provides valuable withdrawal sessions for those children who require additional support with aspects of their learning. She works in close collaboration with the teachers and is skilful in supporting the children in their learning. Realistic targets are set to enhance further the provision for individual children. There is evidence that the children who have engaged in the Reading Partnership programme have made good progress in their reading skills.
- The school has satisfactory arrangements for **safeguarding** children. These arrangements broadly reflect the guidance issued by the Department of Education (DE). The school needs to formalise the arrangements for intimate care and share the procedures with the parents.
- The school gives good attention to promoting **healthy eating and physical activity**; the children are encouraged to have healthy lunches and they have regular opportunities to engage in outdoor physical activity. This provision encourages the children to adopt healthy lifestyles.

### **Leadership and Management**

**The quality of leadership and management is good.**

- **The Principal** is committed to the welfare of the children and the staff. He carries out a substantial teaching commitment in addition to his leadership and management responsibilities. The Principal sets the very positive tone for the school through his caring, collegial approach. He is committed to developing the life and work of the school and linking with the local community. He has made a good start to developing further the roles and responsibilities within the school.

- The newly appointed **co-ordinators** for literacy and numeracy have made a good start in reviewing the provision of literacy and numeracy across the school. They have identified appropriately the need to review the associated policies and to develop their roles of responsibility further as a key priority for action.
- The current **school development plan** (SDP) has appropriate associated action plans. The Principal needs to ensure that the new SDP, and the use of data within the school, is informed by ongoing and rigorous self-evaluation which includes extensive consultation with the governors, parents and children. The governors support well the Principal and teachers in the implementation of the SDP.
- It will be important that the employing authority, school governors, and the staff plan for, and manage, issues related to the size and sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff. In addition, more account needs to be taken of the impact of the enrolment of the Reception children throughout the year. In particular account needs to be taken of the impact of their enrolment on the children in FS, the teacher in the FS and any funded provision from which they are drawn.

## **CONCLUSION**

In the areas inspected the quality of the education provided by this school is good and the pastoral care is very good. The school is meeting 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 Anne's Primary** iii. **Date of Inspection: W/B 17/04/12**  
 ii. **School Reference Number: 403-3008** iv. **Nature of Inspection: Short**

B.

| School Year       | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake     | 4       | 3       | 5       | 4       | 4       |
| <b>Enrolments</b> |         |         |         |         |         |
| Primary           | 33      | 29      | 28      | 31      | 34      |
| Reception         | 1       | 2       | 0       | 0       | 5       |
| 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): 93.8% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.3%

| Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---------------------|--------------|--------------|-------------------|
|---------------------|--------------|--------------|-------------------|

- D. i. Number of Teachers (including the principal and part-time teachers): 3.4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 10 NI PTR: 20.2
- iii. Average Class Size: 11.3
- iv. Class Size (Range): 9 to 13
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |       |
|---|-------|
| i. Clerical support:  | 12    |
| ii. Foundation Stage Classroom Assistant Support:           | 16.25 |
| iii. Additional hours of other classroom assistant support: | 15    |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 29%
- viii. Number of children who are **not** of statutory school age: 5
- ix. Percentage of children entitled to free school meals: 29%
- 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 | Mathematics | Irish |
|---------|-------------|-------|
| 75%     | 75%         | 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 | Year 2 | Year 3 |
|--------|--------|--------|
| 4      | 3      | 0      |

**THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, 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.

Twenty-four questionnaires were issued to the parents; 13 were returned to the Department of Education (DE), and eight contained additional written comments. The parents indicated high levels of satisfaction with all aspects of the educational and pastoral provision of the school. In particular, they praised the Principal and the staff for the caring learning environment within the school, the standards achieved and the range of extra-curricular opportunities provided for the children. A small number of the teaching and support staff completed the confidential online questionnaire; all of their responses were wholly positive indicating very strong support for the work and life of the school. The governors expressed their high regard for the overall quality of education and pastoral care provided for the children and, in particular, the commitment of the Principal and the staff.

The inspectors also met with a group of the children from years 6 and 7; they reported that they feel happy and secure in school, and are aware of what to do if they have worries about their safety and well-being.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

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