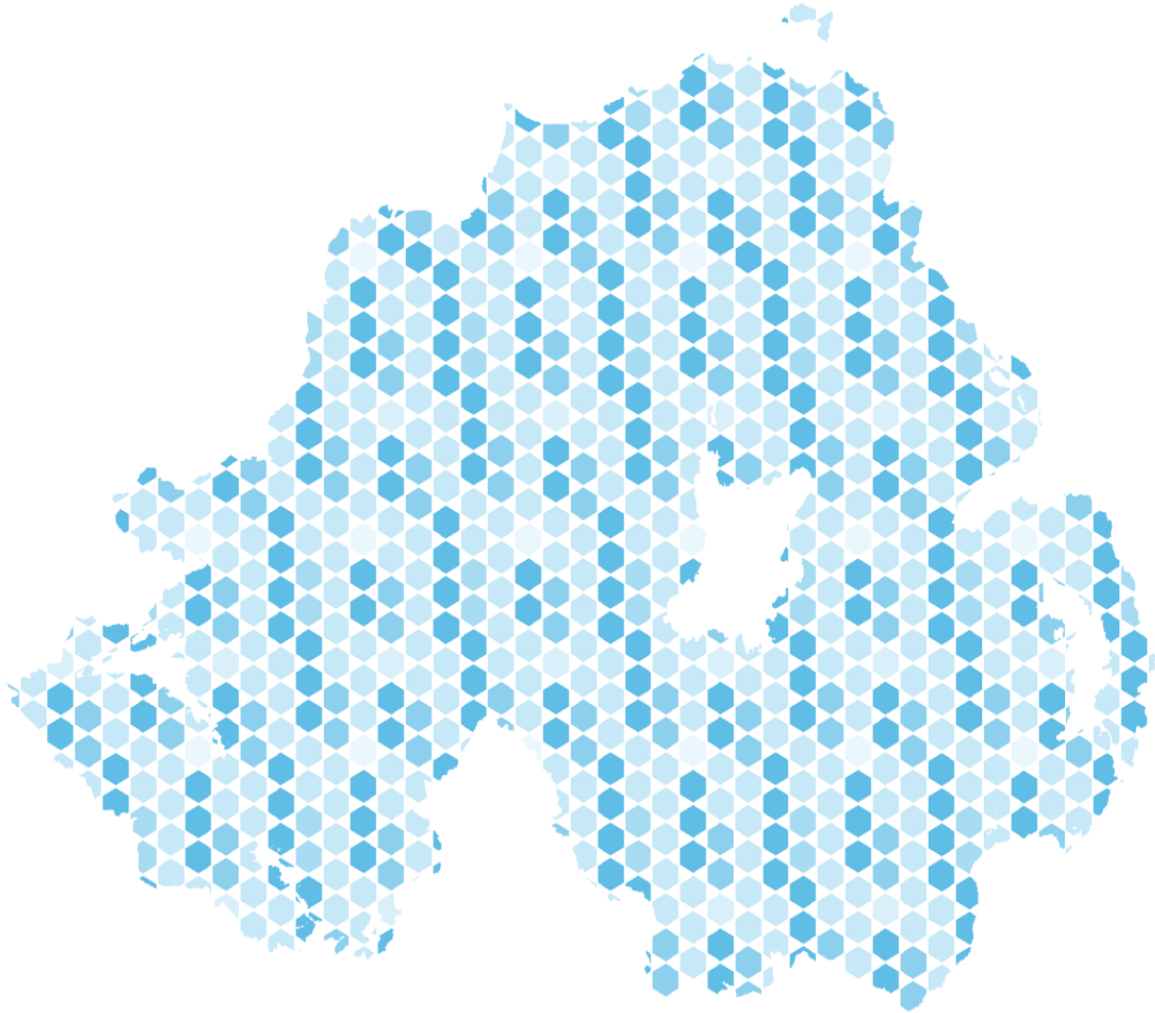


PRIMARY INSPECTION



Education and Training
Inspectorate

St John Bosco Primary School,
Ballynease

Report of an Inspection
in September 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:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

St John Bosco's Primary School is situated in the townland of Ballynease approximately three miles outside Bellaghy. The enrolment has increased over the past four years and stands currently at 105 children with a further five in the reception class. Approximately 11% of the children are entitled to free school meals and 8% of the children have been identified by the school as requiring additional support with aspects of 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 FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school 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 **outstanding**.

- The children are highly motivated in their learning and they engage well with one another and with the adults. They work cooperatively in groups and are able to think creatively and understand how their learning can be applied in different contexts. The children achieve **high standards** in literacy, numeracy and Information and Communication Technology.
- The children are confident, articulate, participate well in discussions and can express well their own opinions and respect the views of others. The children show a strong interest in reading and read with fluency and expression.
- The children talk with confidence about their mathematical learning and thinking and can explain clearly the strategies they employ.
- Almost all of the children with **special educational needs** work are making good progress and achieving the standards of which they are capable.

Provision for Learning

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

- The **quality of the teaching** observed was always good or better; most of the teaching was very good or outstanding. The teachers make excellent use of assessment to identify individual need and inform future learning and have high expectations for the standards and achievements of every child. They plan appropriately to meet the needs of individual children and connect the learning naturally across all areas of the curriculum.
- There is an appropriate programme in place for the children in **reception**. The children have good opportunities to be creative and to develop their independence.
- The quality of the arrangements for **pastoral care** is excellent. There is a welcoming, inclusive ethos which actively reflects the school motto in setting high standards for all members of the school community. The children avail of a wide range of appropriate opportunities to share their views and opinions on the life and work of the school. An atmosphere of mutual respect permeates the school and is characterised by the very good working relationships at all levels.
- 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.
- The school gives very good attention to promoting **healthy eating and physical activity** through, for example, the healthy break time routines and the wide range of after-school activities which enhance further the school's physical education curriculum.
- The quality of the provision for **special educational needs** is excellent. The children's needs are identified early and appropriate interventions and strategies are put in place to ensure that the children can effectively overcome any barriers to learning.

Leadership and Management

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

- The Principal, who has a teaching role in a key stage 2 class, leads by example and inspires confidence and respect among the children, staff and the wider school community. She has a clear vision for promoting improvement based on her thorough knowledge of the school and the needs of every child. She is highly reflective in her practice and promotes a strong collegiality amongst the staff.
- The school's processes for **self-evaluation** leading to improvement are very well embedded in the school. There is a strong culture of collecting and analysing all available data to inform and effect further improvements in the standards achieved by the children.
- The **co-ordinators** provide very effective leadership in their curricular areas. They monitor and evaluate the quality of the provision through an appropriate variety of methods and have identified suitable targets for future development.

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 outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St John Bosco Primary Ballynease** iii. **Date of Inspection: W/B 26/09/12**
 ii. **School Reference Number: 303-2246** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	13	11	20	19	15
Enrolments					
Primary	90	88	98	98	105
Reception	6	11	7	5	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): 96.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.6%

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): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18.3 NI PTR: 20.2
- iii. Average Class Size: 16
- iv. Class Size (Range): 10 to 21
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 23
 ii. Foundation Stage Classroom Assistant Support: 50.5
 iii. Additional hours of other classroom assistant support: 27.5
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 8%
- viii. Number of children who are **not** of statutory school age: 5
- ix. Percentage of children entitled to free school meals: 10.9%
- 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
- 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 15 **Year 2** 0 **Year 3** 0

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, 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.

Of the 70 questionnaires issued to the parents, 58 (83%) were returned to Inspection Services Branch and 24 contained additional written comments. Almost all of the responses were very positive; the parents highlighted the caring and welcoming ethos, the very good communication between the school and the parents, the dedicated and hard-working staff and the strong links between the school and the local community.

All of the responses from the teachers and the support staff were very positive.

The inspectors met with the Chairman of the Board of Governors who expressed his strong support for the Principal and all of the staff, and for the high standard of learning and teaching provided within the school.

The inspectors also met with the year 6 children who spoke very enthusiastically about their experiences at school. The children feel safe in school and are aware of what to do if they have any worries or concerns.

The Inspectors reported to the Principal and a representative of the governors the views emerging from the questionnaires and the discussions.

HEALTH AND SAFETY

- Access to the rear of entrance the main school building and the mobile classroom is not secure and needs to be risk assessed.

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