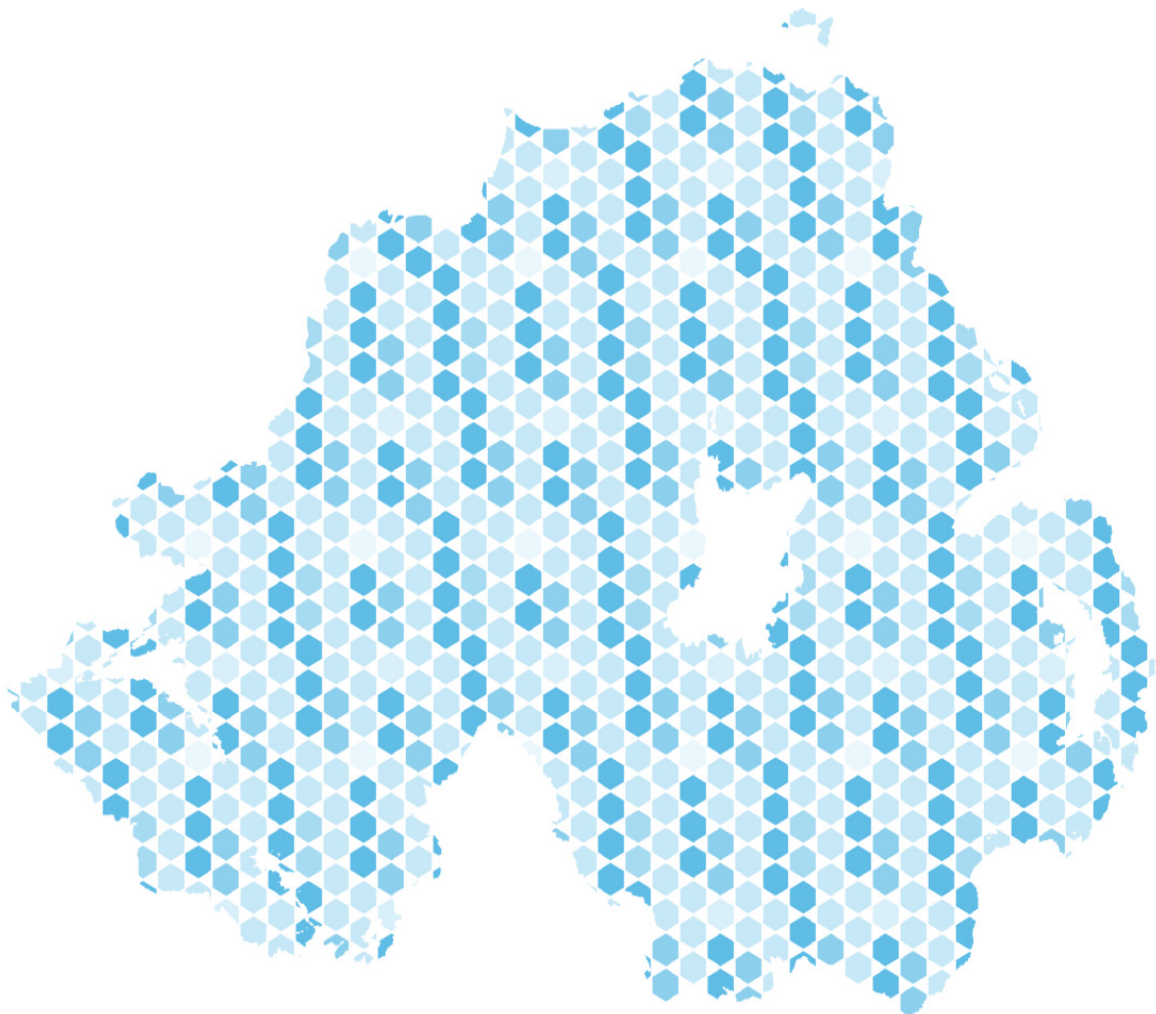


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Teresa's Primary School,  
Loughmacrory

Report of an Inspection  
in February 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 Teresa's Primary School is situated in the village of Loughmacrory in County Tyrone. The children attending the school come from the local area. The enrolment has increased in recent years and currently stands at 141. At the time of the inspection, approximately 37.5% of the children in the school were entitled to free school meals. The school has identified 23% of the children 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 very good; the quality of pastoral care is 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 very good.**

- In English and mathematics, almost all of the children attain very good **standards** in line with their ability or above expectation. The children demonstrate confidence in talking, listening, reading and writing in meaningful contexts across the curriculum. They display an ability to think mathematically across all areas of the numeracy programme and to talk confidently about their learning.
- The children identified with **special educational needs** make very good progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7.

### Provision for Learning

**The provision for learning in the school is very good.**

- The **children** are well behaved and mannerly and settle quickly to their work. They interact confidently with their teachers and each other and respond well to the staff's expectations.
- The teachers and support staff are conscientious and hard-working. They work effectively as a team and are fully committed to the education and care of the children. The quality of the **teaching** observed ranged from satisfactory to outstanding. In almost all the lessons observed it was good or better.

- The provision for **special educational needs** is very good. The children's needs are identified at an early stage and well-focused education plans provide appropriate guidance for their work. The progress made by each child is monitored and reviewed regularly by the special educational needs co-ordinator (SENCO), the teachers, the parents and the children.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the strong inclusive and community ethos, the excellent working relationships at all levels and the extent to which the school informs and involves the parents and community in the life and work of the school.
- The school has very good 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, for example, through the provision of healthy breaks, regular physical activity sessions and a range of extra curricular activities.

### **Leadership and Management**

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

- The **Principal** provides excellent leadership. She is fully committed to the life and work of the school and has led the staff successfully in establishing an effective approach to continuous improvement.
- The **Board of Governors** are well-informed about and make a positive contribution to the life and work of the school.
- The **co-ordinators** provide very good leadership; they give helpful 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 very good. The Principal, staff and children have developed a whole school culture of self-evaluation and reflection which identifies appropriately the priorities for improvement.

### **CONCLUSION**

In the areas inspected, the quality of education provided by this school is very good. The quality of pastoral care is outstanding. The school has demonstrated its capacity for sustained self-improvement

No follow-up inspection is required.

**BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS**

- A. i. **School: St Teresa's Primary** iii. **Date of Inspection: W/B 06/02/12**  
 ii. **School Reference Number: 203-2731** iv. **Nature of Inspection: Short**

B.

<b>School Year</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Year 1 Intake	24	21	16	24	16
<b>Enrolments</b>					
Primary	133	136	138	147	144
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): 97% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95.3%

**Primary & Reception    Nursery Unit    Special Unit    Irish Medium Unit**

- D. i. Number of Teachers (including the principal and part-time teachers): 8    0    0    0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18    NI PTR: 20.2
- iii. Average Class Size: 20
- iv. Class Size (Range): 15 to 23
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 22  
 ii. Foundation Stage Classroom Assistant Support: 40  
 iii. Additional hours of other classroom assistant support: 40
- vi. Percentage of children with statements of special educational needs: 1.3%
- vii. Total percentage of children on the Special Needs Register: 23%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 37.5%
- 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, 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. Of the 86 questionnaires issued to the **parents**, 34 (39.5%) were returned to Inspection Services Branch, including 13 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In particular they acknowledged the high level of care provided by the Principal and staff, the warm and friendly ethos and the importance of the school in the community. The very small number of issues raised by the parents was discussed with the principal. All of the **teachers** and **support staff** responded to the staff questionnaires and submitted written comments. The responses were wholly positive. An analysis of the findings and the written comments were shared with the Principal.

The inspectors also met with a **group of the year 6 children**; they talked happily and enthusiastically about their experiences at school and are aware of what to do if they have worries about their safety and well-being.

A number of the **governors** met with the inspection team and expressed strong support for the work of the principal and staff.

**HEALTH AND SAFETY**

- Visibility panels are absent from a number of the internal classroom doors.

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