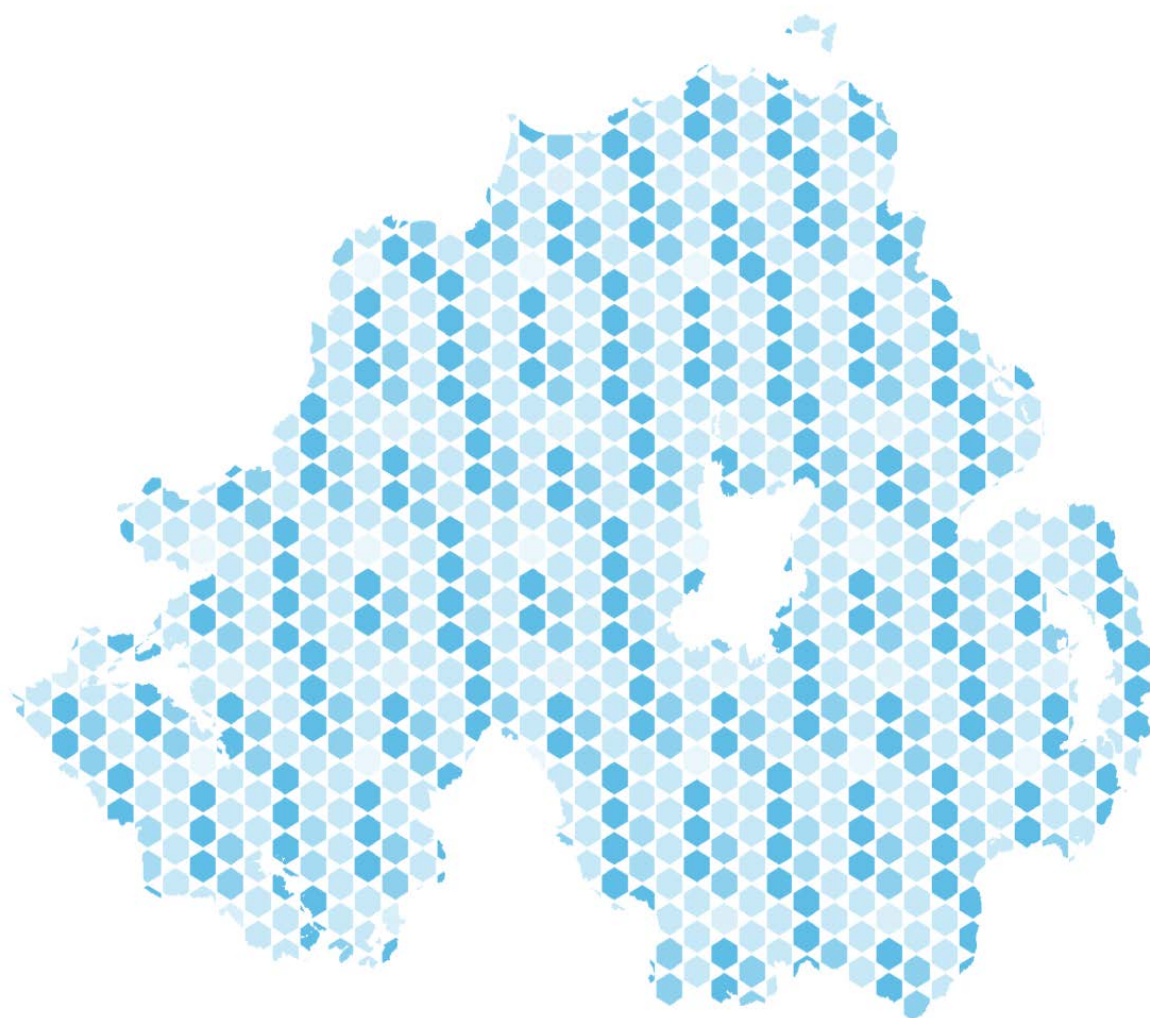


PRIMARY INSPECTION



Education and Training
Inspectorate

St Mary's Primary School,
Killiclogher, Co Tyrone

Report of an Inspection in
November 2013

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms

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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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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 Education and Inspectorate's 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 teaching and learning, 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 a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents/carers		22		14
Staff		11		*

* fewer than 5

The ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

Almost all the responses from the parents praised the welcoming ethos in the school and the nursery unit and the friendly, supportive approach of the principal and staff. The parents value greatly the close attention paid to the welfare of the children and the high standards of work and behaviour. The responses of the staff indicated a very good appreciation of the positive working relationships across the school and of the child-centred approach of the principal and the senior management team (SMT). The staff value greatly the leadership and guidance provided by the principal and senior management team (SMT) and their shared high expectations for the children's behaviour and achievements.

2. Context

St Mary's Primary School is a maintained, co-educational primary school situated in the village of Killyclogher, on the outskirts of Omagh, County Tyrone. The enrolment has remained steady over the past five years. The nursery unit, designed for 26 pre-school children, has been regularly, heavily over-subscribed in the last few years.

St Mary's Primary School	2009/10	2010/11	2011/12	2012/13
Enrolment	407	395	388	384
% Attendance	95.2%	96.1%	96.0%	95.5%
FSME Percentage ¹	21.9	27.8	28.9	28.4
% of children on SEN register	12.3	20.3	14.4	11.2
No. of children with statements of educational needs	12	11	9	8
No. of newcomers	8	1	1	2

Source: data as held by the school.

* fewer than 5

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
- the quality of provision in the school and nursery unit; and
- the quality of leadership and management.

4. Overall finding

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding
Nursery Unit	Outstanding

Key findings of the inspection

5. Achievements and standards

- Throughout the foundation, stage (FS), key stage (KS) 1 and key stage (KS) 2, the children attain very high levels in all aspects of their literacy and numeracy and the school can demonstrate the significant improvement to the outcomes for individual children at all levels of ability. The children are confident, well-motivated learners whose behaviour is exemplary. They enjoy engaging in their lessons, display high levels of independence and self-management, and collaborate well with one another in pairs or small groups. The children in the nursery unit are well

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

behaved, their levels of concentration are consistently good, and they show a readiness to learn. By the end of KS2, the children display high levels of maturity, resilience and perseverance and critically reflect on their own learning.

- An analysis of the KS2 assessment data over three years² shows that in English and mathematics, the school's performance was below the Northern Ireland (NI) average in one year and above the average in two years. Compared with schools in the same free school meals (FSM) category, the children's performance in English and mathematics has been above the average in two out of the three years. The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- The children who require additional help with their learning make very good progress in literacy and numeracy. They appear happy, are secure and display an increasing self-confidence and high self-esteem. The overall progress of the children who require additional help with their learning, in the nursery and the primary classes, is monitored rigorously, and the teachers put appropriate individual programmes in place.
- Children in all classes are developing good skills in information and communication technology (ICT). Good use is made of technology to facilitate explicit teaching and practise of new skills. The year 4 and year 7 children who have participated recently in the Council for the Curriculum, Examinations and Assessment (CCEA) ICT accreditation scheme achieved standards consistently in line with or above the Northern Ireland (NI) average.

6. Provision

- The children enjoy reading; they can access a range of styles and read with fluency, expression and understanding. Across the school, the children's creative and well-structured written work is of a very high standard. In mathematics, the children talk with confidence about the processes they use in their problem solving and investigations. The children are highly articulate; they think flexibly and imaginatively, listen to, reflect and interact confidently with others, and express their ideas with clarity and enthusiasm. The children's use of mathematical language is well developed. The many instances of appropriate interactions by the staff with the children in the nursery unit result in sustained involvement in play and effective ongoing development of the children's skills.

² Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

- The quality of the teaching observed ranged from satisfactory to outstanding; most was very good or outstanding. The children have enriched opportunities to develop their language in literacy and numeracy across the curriculum through play, experiential visits, activity-based learning and the practical investigations provided for them by the teachers. A key strength of the provision is the focus placed on meeting the children's individual learning needs through rigorous assessment of and for their learning needs, effectively linked to the planning of purposeful activities and engaging lessons. There is a developing culture of self and peer assessment which is evident in all classes. The emphasis on creative writing, on purposeful reading and on the development of language to communicate clearly is effectively developing the children as confident, competent readers and writers.
- The quality of the provision for the children who require additional help with their learning is outstanding. The individual education plans are of a high standard and enable every child to be included in lessons at an appropriate level. The teachers monitor very effectively the progress made by these children at very regular intervals. 'Booster' support classes in literacy and numeracy, facilitated by the foundation stage (FS) teachers, are imaginative, challenging and well paced.
- The quality of provision for pastoral care in the school and the nursery unit is outstanding. The staff support the holistic development of every child within an inclusive and caring school community. Across the school, there is an outstanding range of informative programmes to develop the children's personal development and social skills. The children have very good opportunities to make decisions about their school through, for example, the school council and the eco council.
- The school gives very good attention to promoting healthy eating and physical activity, through the health education programme and a wide range of sporting events, which encourage the children to adopt, healthy lifestyles.

7. Leadership and management

- The principal leads by example, provides strategic leadership and management, and has a clear vision for the educational and pastoral development of the school community. She has established a highly effective leadership team in which the contribution of each member of staff is valued. She has empowered staff to develop considerable leadership and management skills and has deployed them effectively.

- The culture of self-evaluation and action planning for improvement is well embedded and underpins all levels of school leadership. The staff contribute willingly to the whole-school development planning process. They monitor the children's standards with specific attention to ensuring that all the staff have a shared understanding of policy, planning and assessment strategies. Thorough analysis of all the data, a key strength of the school, is used appropriately to identify and address low and underachievement.
- There are outstanding links and partnerships established with external agencies to ensure a cohesive and inclusive educational experience for all children.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors have a broad range of skills which are appropriately deployed to ensure effective governance and management of the school; they apply their challenge function, support and advise the principal and the staff in the best interests of the children.
- Parents are encouraged to become involved in promoting their children's learning and they are encouraged to participate in school events and programmes. The staff have produced high quality materials to inform parents how they can help their children's learning.
- 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 reported that they feel very secure in school and know what to do if they have any concerns about their safety and well-being.

8. 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.

Accommodation

- Currently, the school campus has very limited green space to facilitate the high demand by the children for sports events and physical activity.

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