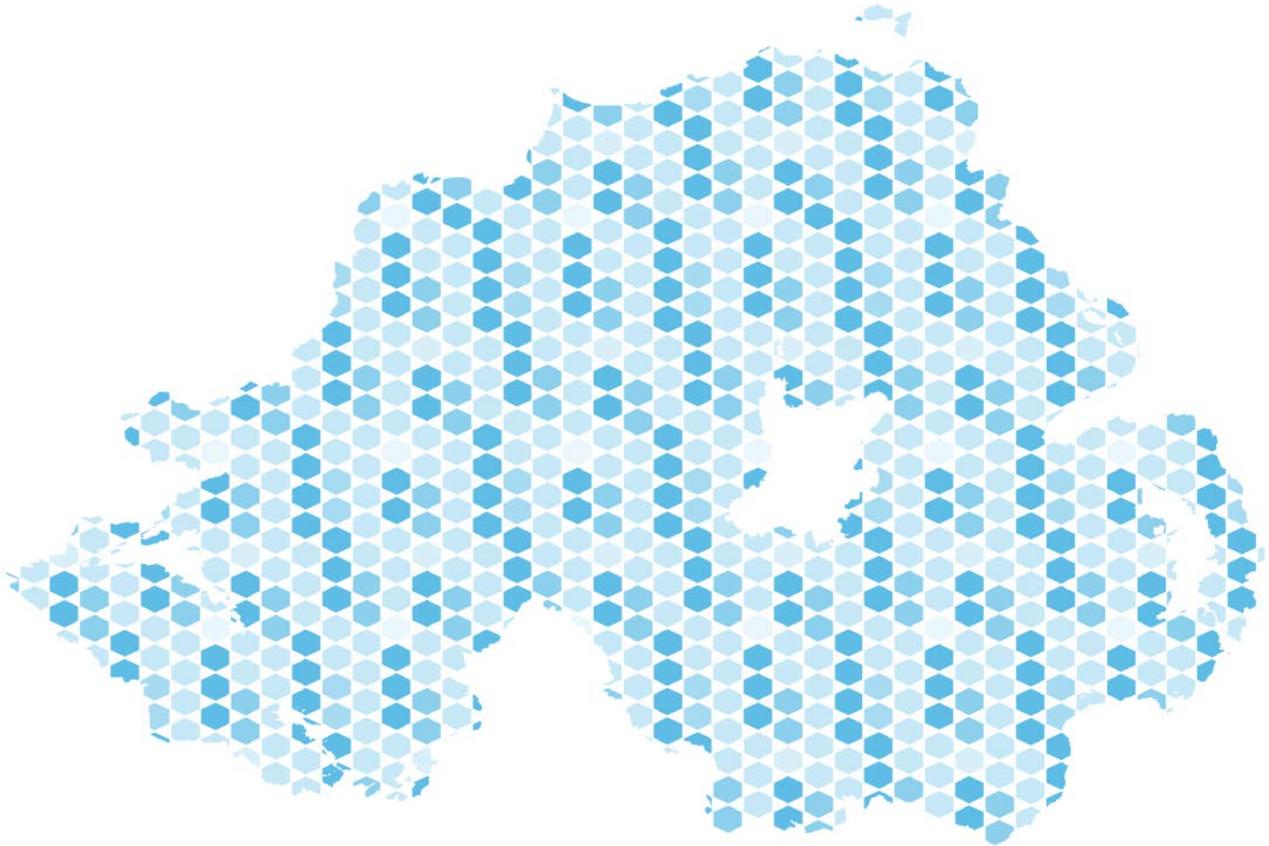


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Léim an Mhadaidh,
Limavady, County Derry

Irish-medium, co-educational

Report of an Inspection in
November 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Gaelscoil Léim an Mhadaidh is an Irish-medium primary school situated in Limavady, County Derry. A majority of the children attending the school come from Limavady and the remainder from surrounding rural areas. Over the past four years, the enrolment has increased significantly year-on-year and currently stands at 92 children.

Gaelscoil Léim an Mhadaidh	2014-15	2015-16	2016-17	2017-18
Enrolment	54	68	82	92
% School attendance	95.8	96.6	96.4	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	23	24	28	23
No. of children on SEN register	7	8	10	11
% of children on SEN register	12.96	11.74	12.19	11.95
No. of children with statements of educational need	0	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of children, parents and staff

Fifty percent of parents and 100% of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaire were also positive and endorsed the effective working relationships within the school. The responses to the year 7 online children's questionnaire indicated their enjoyment of the learning activities in school and the supportive and helpful teachers. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on literacy (Irish and English) including across the curriculum;
- quality of provision with a particular focus on literacy (Irish and English); and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good

KEY FINDINGS

5. Outcomes for learners

- The children achieve very good standards in all aspects of literacy, in both Irish and English. They read and write to a high standard, for a range of purposes and audiences, and take pride in the presentation of their written work. The year 7 children read with fluency, expression and understanding, in both Irish and English, and talk confidently about their favourite authors and reading preferences. Throughout the school, the children speak Irish competently and confidently with their peers and with adults, both during lessons and socially during break and lunch.
- The children make consistent progress in their learning as they move through the school, acquiring and developing skills, concepts, understanding and knowledge which build effectively upon their experiences and their previous learning.
- The children are well behaved, respectful and supportive of others. They engage with interest in their learning and work well both independently and with each other. The children are proud of their school and of the Irish language and talk maturely about how speaking two languages makes them feel more confident.

6. Quality of provision

- The children benefit from a well-balanced, inclusive and meaningfully connected curriculum, throughout which the cross-curricular skills of literacy, numeracy and information communication technology are integrated progressively and to good effect.
- The planning for learning is detailed and guides well the learning and teaching in all classes; weekly evaluations of the learning inform effectively future planning and practice. Most of the lessons observed during the inspection were good in developing high quality learning and teaching and a majority were very good. In these lessons: the teachers used a range of stimulating teaching strategies; the level of challenge was suitably high; and, the teachers skilfully facilitated opportunities for the children to develop their talking and listening, in Irish and English, across the curriculum.
- The school identifies appropriately the individual learning needs of the children and has effective interventions, strategies and support mechanisms in place to meet their needs in a wholly supportive and inclusive environment.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

7. Leadership and management

- The leadership, at all levels, has a shared, strategic vision for ongoing school improvement which ensures consistent high standards in the quality of the learning and teaching and in the children's outcomes. Qualitative and quantitative data is used systematically to identify whole-school improvement priorities, track progress and plan for improvement at whole-school, class and individual children's level.
- The school development plan (SDP) is well informed by the school's effective self-evaluation processes, including the analysis of the school's internal data and very good levels of consultation with the children, parents, staff and governors. The SDP is underpinned by clear and appropriate action plans, in literacy and assessment in particular, which guide well the improvement work.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors bring a variety of skills to their work; they are fully committed to their role, participate in the school improvement process and are well informed about the life and work of the school
- 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.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

9. Overall effectiveness

Gaelscoil Léim an Mhadaidh has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the school sustains improvement.

Health and safety

1. The school needs to carry out a risk assessment and seek advice from the Education Authority (EA) to ensure that the height of the perimeter wall at the back of the school does not pose a health and safety risk to the children.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

² And the overall provision in a unit, as applicable.

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