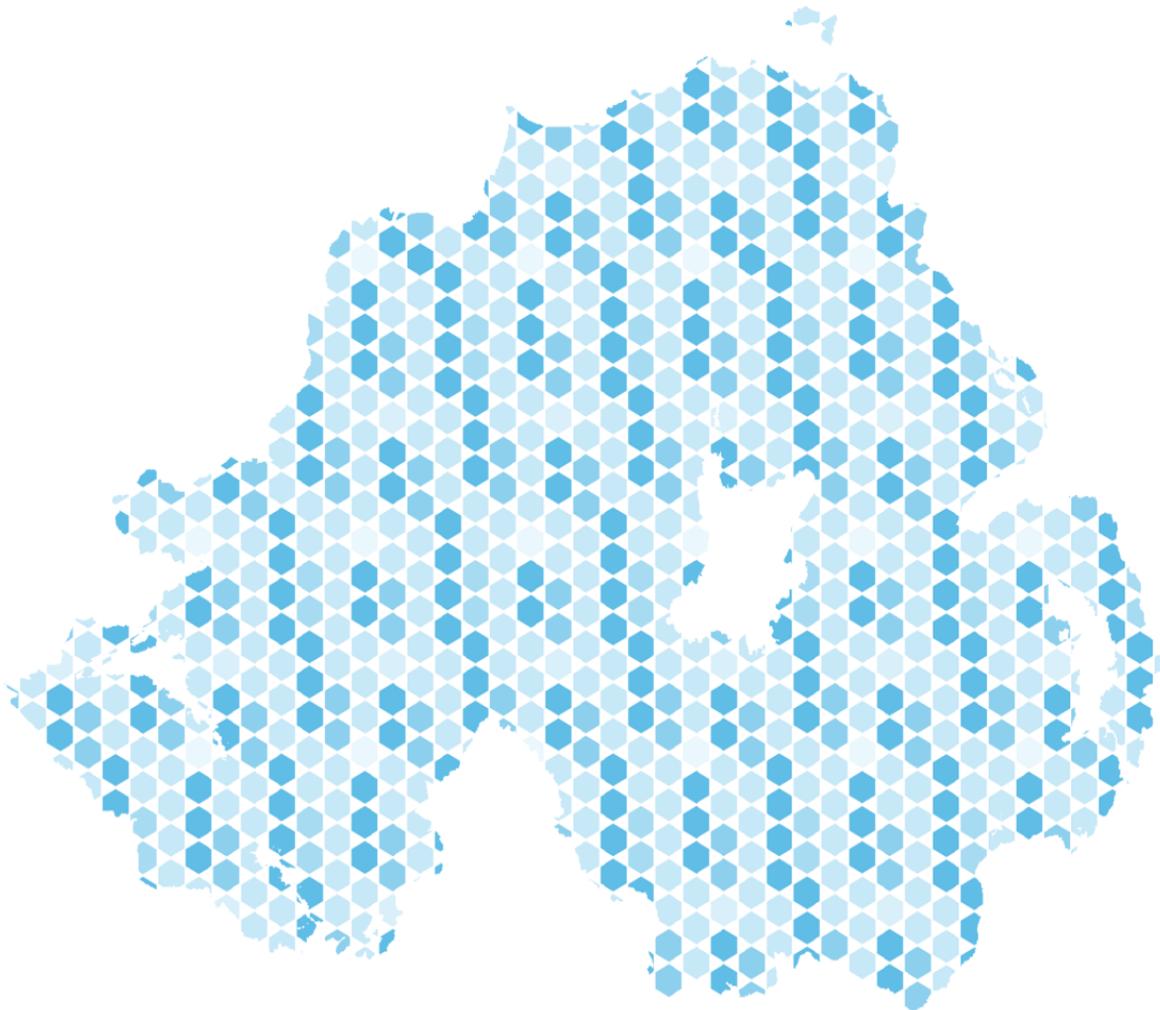


PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's Primary School,
Crossgar

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 Joseph's Primary School is a maintained primary school situated on the outskirts of Crossgar, County Down. Almost all of the children attending the school come from the village and the surrounding area. The enrolment has fluctuated over the past five years and currently stands at 81. The school has identified 22% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 22% of the children were entitled to free school meals.

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 school is meeting very 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 very good.

- In English and mathematics, most of the children achieve standards in line with or above their ability. The children are confident in talking and listening and by the end of key stage 2; they read competently and are able to write for a variety of audiences and purposes. They use mental mathematics strategies confidently, show flexibility in their mathematical thinking and have a good knowledge of shape and space and number, including place value.
- The children who require **additional support** with aspects of their learning work well alongside their peers and make steady progress in reaching the identified targets in their individual education plans; most attain standards in line with their ability.

Provision for Learning

The provision for learning is very good.

- **The children's** behaviour is exemplary. In all classes they are well-motivated and participate enthusiastically in the lessons. They have high levels of independence and a sense of responsibility for aspects of their learning. They demonstrate good social and interpersonal skills and work well in pairs and groups across all key stages.

- The majority of the **teaching** observed was very good or better. The lessons are planned well and provide interesting and enjoyable activities and, in almost all of the lessons observed, were well-matched to the needs and abilities of all of the children. The teachers interact very well with the children in order to develop their thinking and learning. They set high expectations for the children's achievements and the presentation of their work and provide them with constructive feedback to progress their learning.
- Play-based learning is used very well to promote the children's learning in all aspects of the curriculum.
- The **classroom assistants** make a valuable contribution to the children's learning in class and also through their involvement in the literacy support programme.
- The provision for **special educational needs** is very good. The targets within the individual education plans are well focused and provide effective guidance to the teachers and the parents.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the inclusive and supportive ethos, the excellent working relationships at all levels and the children's participation in a wide range of extra-curricular provision. There is evidence that the children's views are valued and acted upon through the class and school councils.
- The school gives a high priority to promoting **healthy eating** and physical activity through both the curriculum and extra-curricular activities.
- 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.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** leads the school very effectively. He is highly committed to the school and promotes a team ethos in which all members of the school community are involved in the decision-making process. He combines his leadership role and teaching duties well and provides clear, realistic direction for the school's development.
- The **co-ordinators** are committed to their roles, provide support and guidance to the staff and have identified appropriate priorities for development within their respective areas of responsibility. Appropriately, the school has identified the need to re-structure and clarify the co-ordinator roles to meet better the changing needs of the school.
- The whole school **self-evaluation** and **school development planning (SDP)** processes are very good. Appropriate areas for improvement are identified and the associated action plans are well informed by the effective analysis and use of the school's performance data.

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 very good. The school is meeting very 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 Joseph's Primary** iii. **Date of Inspection: W/B 18/09/12**
 ii. **School Reference Number: 403-1550** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	13	9	9	14	9
Enrolments					
Primary	94	85	78	85	81
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): 94.8% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.4%

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): 4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.25 NI PTR: 20.2
- iii. Average Class Size: 20.25
- iv. Class Size (Range): 15 to 23
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 20 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 20 |
- vi. Percentage of children with statements of special educational needs: 2.5%
- vii. Total percentage of children on the Special Needs Register: 22.2%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 22.2%
- 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 |
| 100% | 100% | N/A |

THE VIEWS OF THE PARENTS, TEACHERS, 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, as well as a meeting with a group of year 6 children.

Of the 59 questionnaires issued to the parents, 31 (52%) were returned to Inspection Services Branch and 17 contained additional written comments. Almost all of the responses were very positive; the parents highlighted the friendly welcoming ethos, the good methods of communication between school and home, the hard working and approachable staff and the good range of extra-curricular activities provided by the school.

All of the teachers and almost all of the support staff completed questionnaires and indicated high levels of satisfaction for the work of the school.

The year 6 children spoke enthusiastically about their experiences at school and the support they receive from the staff. They feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Principal the views emerging from the questionnaires and the discussions.

HEALTH AND SAFETY

- There is a lack of car parking facilities and traffic calming measures on the main road outside the school; this presents serious congestion at key times of the school day and a significant health and safety risk for the children and their parents.

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