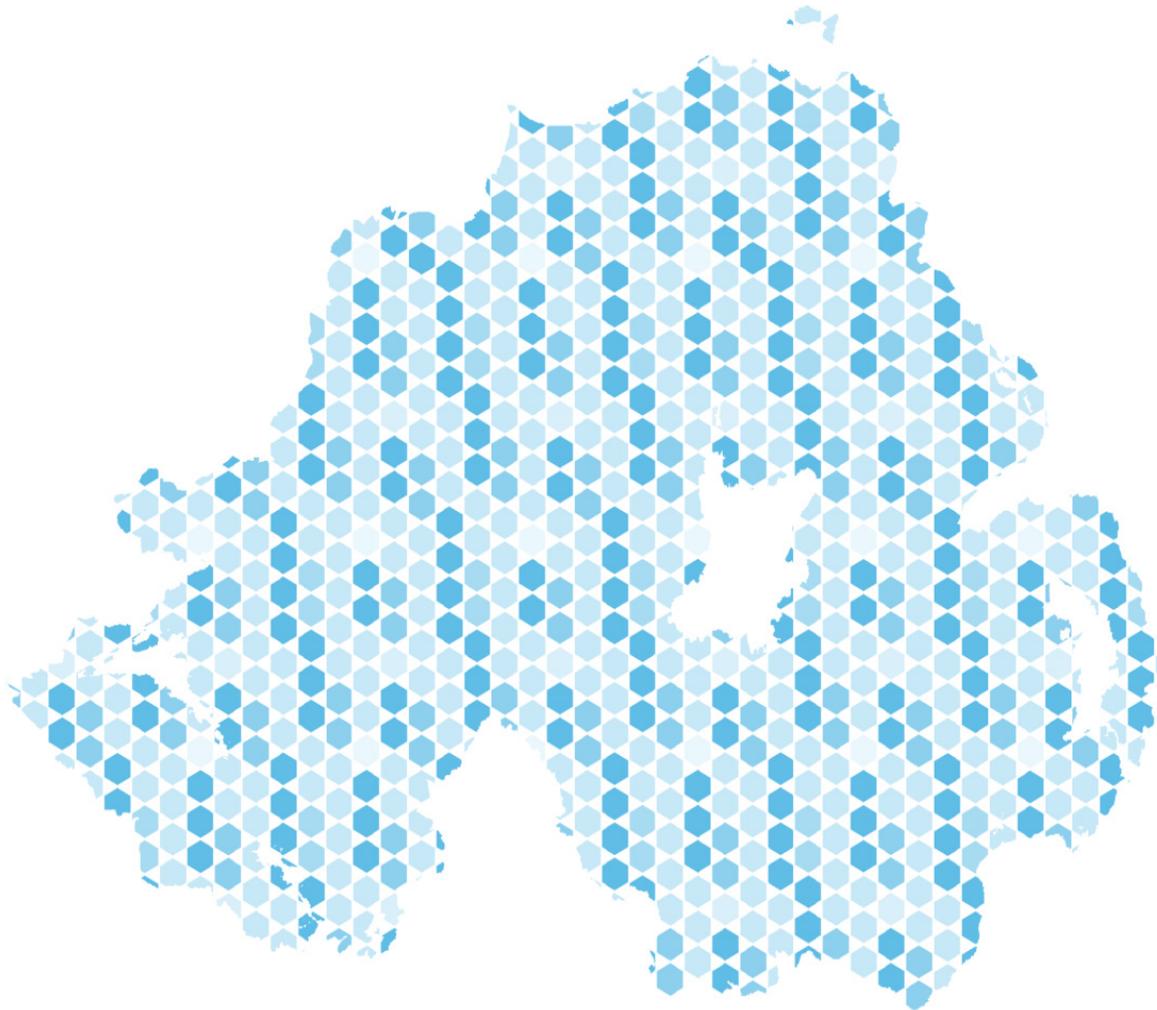


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Finlough's Primary School,  
Limavady

Report of an Inspection  
in February 2011

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*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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. Finlough's Primary School, Sistrakeel is situated in a rural location in Glack, less than three miles from Ballykelly in County Londonderry. All of the children attending the school come from the wider rural area. The enrolment has increased significantly over the last year and currently stands at 57. At the time of the inspection, approximately 10% of the children in the school were entitled to free school meals. The school has identified 14 children who require 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.

## 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.

No follow-up inspection is required.

## KEY FINDINGS OF THE INSPECTION

### ACHIEVEMENT AND STANDARDS

**The quality of the children's achievements and standards is good.**

- The children achieve good **standards** in English and mathematics. Most of the children attain standards that are in line with their ability and a significant minority achieve very good standards. Appropriately, the school has put in place effective strategies to raise the standards further, particularly in the children's writing.
- The **children** demonstrate positive attitudes to learning and present their work to a very high standard. They participate enthusiastically in well-planned activities and are able to work both independently and with others. They demonstrate very good acquisition of thinking and problem-solving skills, and achieve very good standards in information and communication technology (ICT). They are able to evaluate their own work and that of their peers.
- Most of the children who require **support with aspects of their learning** make good progress and reach the standards of which they are capable.

### PROVISION FOR LEARNING

The provision for learning in the school is very good

- The **children's behaviour** is exemplary and they contribute enthusiastically to all aspects of school life.

- The **teachers** are very hard-working and fully committed to meeting the needs of all of the children. They are well-supported by the classroom assistants. The teachers' individual planning is very good and lessons were well resourced.
- The quality of the **learning and teaching** observed ranged from satisfactory to outstanding and in the majority of lessons it was very good or better. In the best practice, the activities were relevant to the lives and interests of the children; the children agreed the criteria for the successful achievement of the learning intentions; they contributed meaningfully to group tasks, and they were able to consolidate their learning and assess their own progress through the effective use of ICT.
- The provision for **special educational needs** is very good. The children who require additional support are identified early and a range of effective intervention programmes and strategies are used to address their learning, social and emotional needs. Individual education plans are used well by the teachers to match the work to the needs of the children. This support is making a positive impact on the children's learning.
- The quality of the arrangements for **pastoral care** is outstanding as evidenced through the friendly and welcoming ethos within the school and the very good working relationships at all levels. The teachers take great cognisance of the health and emotional well-being of the children. The children are encouraged to develop positive attitudes and behaviours through initiatives such as the Behaviour and Attitudes Team. Their opinions and suggestions are sought and acted upon through both the School Council and Eco-committee.
- The school has very good arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating** and physical activity, for example through the health promoting messages in the World Around Us topics, the achievements of the Health Promoting Schools Gold Award and the Smart Snacks Award, the Walking Bus and the wide range of sporting opportunities available to the children, which encourage them to adopt healthy lifestyles.

## LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good.

- The **Principal** has been in post for eight years and provides very good leadership. She effectively combines her leadership role with her teaching duties. The Principal sets a clear direction for the work of the school and is strongly committed to the care of all the children and to raising further the standards they attain. She fosters a strong sense of collegiality amongst the staff and places a strong emphasis on staff development.

- The processes for effective **self evaluation** and **school development planning** are very well embedded in the school. The priorities are based on the outcomes of the systematic auditing, monitoring and evaluation of all aspects of the provision. The improvement plans include a sharp focus on the strategies to be used in order to improve further the standards in literacy and numeracy.
- The **co-ordinators**, including the **Special Educational Needs Co-ordinator** provide very good leadership in their areas. They monitor and evaluate the quality of the provision through a variety of methods including the effective use of assessment data, and they report regularly to the teachers, the Principal and governors.

## **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 learners and has demonstrated its capacity for sustained self-improvement.

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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: St Finlough's Primary** iii. **Date of Inspection: 21/02/2011**  
 ii. **School Reference Number: 203-6149** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	8	6	8	3	8
<b>Enrolments</b>					
Primary	49	47	49	46	57
Reception		0		0	3
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%

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): 3.4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19
- iii. Average Class Size: 19
- iv. Class Size (Range): 16-24
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |              |
|---|--------------|
| i. Clerical support:  | 6.25 hours   |
| ii. Foundation Stage Classroom Assistant Support:           | 20 hours     |
| iii. Additional hours of other classroom assistant support: | SEN 30 hours |
- vi. Percentage of children with statements of special educational needs: 3,5
- vii. Total percentage of children on the Special Needs Register: 24.56%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 10.52%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English** 85.7% **Mathematics** 85.7%

**THE VIEWS OF THE PARENTS, TEACHERS, 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 40 questionnaires issued to the parents, 19 (48%) were returned to Inspection Services Branch, including eleven which contained additional written comments. All of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents highlighted the family atmosphere in the school, the dedication of the teaching and non-teaching staff to meeting the individual needs of the children, and the high regard that the local community has for the school.

Three of the teachers and six members of the support staff responded to the online questionnaire with the three teachers providing additional written comments. They were wholly supportive of the work of the school and the Principal.

A parent and two members of the governors met with the inspection team. They expressed their strong support for the work of the school and spoke positively about the school's close links with the local community and the role of the Parent Teacher Association in raising significant funds to support the work of the school. The governors are very well-informed about all aspects of the school's work.

The inspectors also met with the year 6 children; they talked enthusiastically about their enjoyment of a wide range of learning experiences in both curricular and extra-curricular activities, and the opportunities they have to contribute to decisions about aspects of school life that affect them. They also stated that they feel happy in school and know what to do if they have any worries about their safety and well-being.

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