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*The Education and Training Inspectorate -
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Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Short Inspection

**St Comgall's Primary School
Bangor**

Inspected: March 2007

ST COMGALL'S PRIMARY SCHOOL, BANGOR, CO DOWN, BT20 3DS (403-6146)

St Comgall's Primary School is located on a site adjacent to St Comgall's Church on the Brunswick Road in Bangor, Co Down. Enrolment numbers have remained steady in recent years. The school has identified that 3.7% of the children are entitled to free school meals.

The arrangements for the inspection of pastoral care and child protection included the completion of confidential questionnaires by the parents as well as a meeting with a group of children in year 6. The responses from the questionnaires were discussed with the Principal and indicated that almost all the parents regard highly the school's work; a significant number included written comments praising the staff and the work of the school. The children indicated that they feel safe and happy in school and know whom to turn to if they have any concerns.

The school has procedures in place which implement fully the guidance outlined in the Department of Education (DE) Circular 1999/10, 'Pastoral Care in Schools: Child Protection' and in Circular 2003/13, 'Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003'.

The strengths of the school include:

- the very positive ethos and the good relationships at all levels and the friendly and welcoming atmosphere throughout the school;
- the attractive, stimulating learning environment; with effective use made of the displays of the children's work to promote learning and support teaching;
- the exemplary behaviour and good manners of the children, their motivation and interest and their willingness to talk about their learning;
- the very high quality of the pastoral care; a comprehensive range of policies relating to pastoral care and child protection has been developed, reviewed and communicated to the school community;
- the very good or excellent standards achieved by nearly all of the children, the good responses from them and their positive attitude to their work;
- the broad range of curricular and extra-curricular activities provided for the children;
- the effective leadership provided by the management team and their significant input and influence in developing the staff and all aspects of the work of the school;
- the hard-working, enthusiastic and well-prepared teachers;
- the dedicated Principal who promotes a strong sense of collegiality amongst the teaching, learning support and non-teaching staff;

- the quality of the teaching observed which was consistently good and often excellent;
- the excellent quality of the school's development plan and associated action plans;
- the good use of quantitative data for monitoring, evaluating and target-setting as an integral part of the schools self-evaluation process;
- the valuable contribution made by the non-teaching staff;
- the support of the parents, Board of Governors and wider community for the work of the school; and
- the quality of the accommodation, resources, caretaking and cleaning.

CONCLUSION

The Principal, management team and the teachers work together to review and develop important aspects of the schools provision and, through the process of self-evaluation, are implementing effective procedures to promote continuous improvement in learning and teaching.

The quality of the education provided in this school is excellent. The educational and pastoral needs of the children are very well met. The parents and local community can have confidence in the school's capacity for sustained self-improvement.

No follow-up inspection is required.

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

| | |
|---------------|----------------------------|
| More than 90% | - almost/nearly all |
| 75%-90% | - most |
| 50%-74% | - a majority |
| 30%-49% | - a significant minority |
| 10%-29% | - a minority |
| Less than 10% | - very few/a small number. |

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