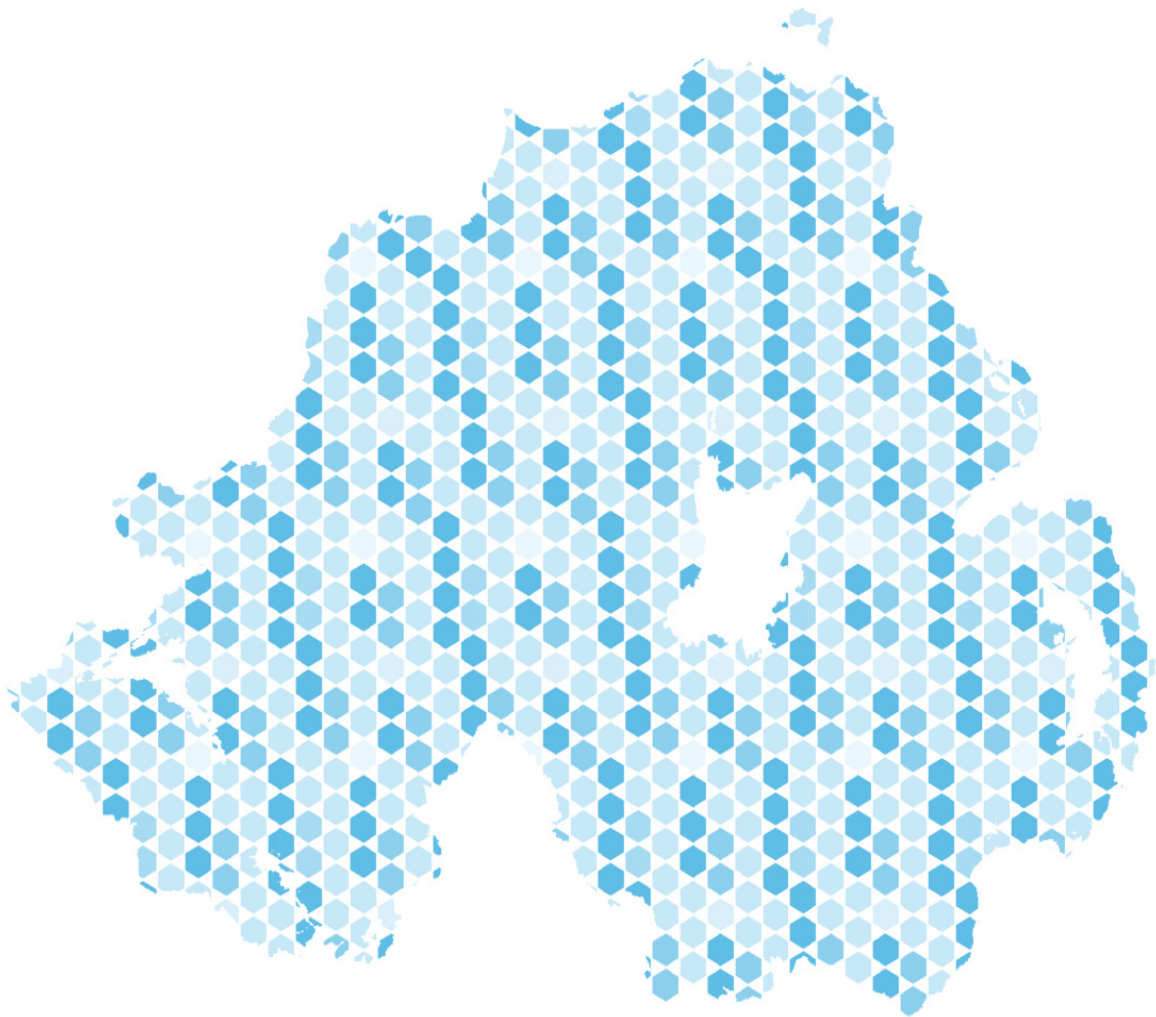


PRIMARY INSPECTION



Education and Training
Inspectorate

Aughamullan Primary School,
Dungannon

Report of an Inspection
in February 2012



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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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Aughmullan Primary** iii. **Date of Inspection: W/B 20/02/12**
 ii. **School Reference Number: 503-2714** iv. **Nature of Inspection: Focused**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	20	15	12	5	6
Enrolments					
Primary	78	85	81	83	79
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): 95.3% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 94%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|--------------------------------|---------------------|---------------------|--------------------------|
|--|--------------------------------|---------------------|---------------------|--------------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 5 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 15.8 NI PTR: 20.2
- iii. Average Class Size: 11.2
- iv. Class Size (Range): 11 to 20
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 20 |
| ii. Foundation Stage Classroom Assistant Support: | 10 |
| iii. Additional hours of other classroom assistant support: | 40 |
- vi. Percentage of children with statements of special educational needs: 3.8%
- vii. Total percentage of children on the Special Needs Register: 17.7%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 30.4%
- 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 | 100% | Mathematics | 100% | Irish | N/A |
|----------------|------|--------------------|------|--------------|-----|

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Aughamullan Primary School is situated on Coole Road, approximately three miles from Coalisland, County Tyrone. The majority of the children come from the local area. Following an earlier significant growth in the enrolment, it has now remained steady over recent years and currently stands at 79. At the time of the inspection, approximately 30% of the children were entitled to free school meals. The school has identified approximately 18% of the children as requiring additional support with aspects of their learning.

1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS 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 meetings with representatives from the Board of Governors (governors) and the children from year 6.

Fifty-three questionnaires were issued to the parents; approximately 59% were returned to the Inspection Services Branch, and 14 included additional written comments. Almost all of the responses to the questionnaires indicated a very high level of satisfaction with the provision and support for the school. In particular, the parents highlighted the dedicated and approachable staff and the care and attention given to the individual needs of the children. Almost all of the teachers and all of the support staff completed the confidential online questionnaire and the responses were wholly positive about all aspects of the work of the school. They highlighted their support for the Principal, the team approach to developing the provision with the children at the centre, and their enjoyment of working in the school.

The governors spoke of the school's high standing in and support from the local community, the happy caring atmosphere in the school, and commended all of the staff for their hard work and dedication to the children's well-being. They paid particular tribute to the Principal for her leadership in overseeing the growth of the school and in leading curricular developments.

The year 6 children talked enthusiastically about the many aspects of school life that they enjoy. They feel safe in school are aware of what to do if they have any worries about their well-being.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. There is an inclusive and welcoming ethos where each child is valued and nurtured. The staff know the children well and are attentive to their needs. The children are friendly and show respect for others, their behaviour is very good and they take on responsibilities with maturity and confidence. The school values the children's contributions and has established a school council as a more formal means of involving the children in decision-making and school improvement.

1.5 CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. The school provides a healthy break and after school sporting activities. The children are taught about the importance of following a healthy lifestyle and are involved in growing vegetables in the school garden.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school places a high value on communication with the parents and on developing links with the local community which have raised the profile of the school. The Parents' Association raises funds which are used to purchase additional resources to support and extend the learning experiences for the children. The parents receive a regular newsletter and can access the school's website for information. The school also uses a text service to communicate with parents. The school has effective links with the local post-primary schools which aids the transition of the children to the next stage of their education.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children settle quickly to work and display a high level of enthusiasm. They organise themselves well and show independence in their learning. The children enjoy working in pairs and groups; they interact well with one another, listen attentively and respond positively to what the others have said. The children who require support with aspects of their learning work confidently alongside their peers, make good progress and achieve standards in literacy and numeracy that are in line with their abilities.

An analysis of the key stage (KS) 2 assessment data shows that, in three out of the past four years, the standards in English and mathematics are above both the Northern Ireland (NI) average and the average for schools in the same free school meals category

2.2 ENGLISH AND LITERACY

The overall quality of the provision for English is very good.

In the foundation stage (FS), the teachers provide the children with regular and sustained opportunities for talking and listening through sensitive and inclusive interaction. The children take on roles and responsibilities, and develop respect for each other through talking and listening. In KS1 and KS2, the children are encouraged to participate in a

meaningful manner with their teachers and their peers through skilful, open ended questioning and effective plenary sessions. The children listen and are listened to, and avail of regular opportunities to communicate, for example, through the excellent assembly play on bullying observed during the inspection.

The teaching of reading is well developed in the school. In the FS, “big books” are used effectively to develop the children’s sight vocabulary and phonic skills. In KS1, the children read a variety of fiction and non-fiction books, and use the internet and a variety of software programs to develop reading and communication skills effectively. In KS2, the children attain a high standard of reading, reading with fluency and confidence; the more accustomed readers read with expression, and demonstrate good skills in reading non-familiar texts. The children enjoy class novels, fiction and non-fiction material. The children in KS2 speak enthusiastically about their reading, voicing their preferences for different authors.

The children develop their writing skills across the curriculum through a wide range of styles and genres. In the FS, the children are given formal and in-formal opportunities to write, and experience letters and words. Play-based learning is used very effectively to develop the children’s confidence and ability to write independently. In KS1, the children write for a range of purposes, and with increasing accuracy. In the best practice observed, the children worked well collaboratively to gather words that would allow them to use writing frames independently. In KS 2, the children write enthusiastically, with purpose and an awareness of audience. There are well-planned opportunities for widening the writing experiences through the World Around Us and ICT is used effectively to support the children’s learning.

Overall, the standards in English are very good. Most of the children achieve a very good standard by year 7, and most make good year-on-year progress.

2.3 MATHEMATICS AND NUMERACY

The overall quality of the provision for mathematics is very good.

The teachers set the learning in mathematics in meaningful contexts which are based on the children’s experiences and interests. A key strength of the provision is the focus on practical, investigative activities which engage the children in the learning and are supported by a wide range of resources, including ICT. Mental mathematics sessions are an integral part of the lessons and effective questioning and opportunities for the children to discuss and explain their strategies broaden the children’s understanding of key concepts and vocabulary in mathematics. This work supports well the school’s focus on developing the children’s understanding of processes in mathematics and thinking skills.

The children experience a broad and balanced curriculum and demonstrate confidence in and enjoyment of mathematics. In the FS, the teachers develop the children’s early mathematical language, concepts and understanding through a range of well-resourced and well-planned play-based activities, and make effective use of routines, everyday situations and incidental opportunities to promote using mathematics. Throughout KS1 and KS2, the children engage enthusiastically with practical problem-solving tasks and investigative activities based on real-life situations and across other areas of the curriculum.

During the inspection, the children were observed using a range of resources with confidence and enthusiasm, including interactive games, websites and programmable devices to support their learning in numeracy. They demonstrated very good knowledge and understanding of important mathematical ideas and concepts and flexibility in their thinking

Overall, the standards in mathematics are very good and by the end of KS 2 most of the children achieve standards that are in line with their abilities.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The teachers plan conscientiously through yearly overviews which provide progression, and detailed half-termly planners which facilitate a very good structure for the lessons, but the planning and subsequent evaluations do not always focus sufficiently on the learning and the expected outcomes for the children.

3.2 TEACHING

The teaching observed during the inspection ranged from satisfactory to very good. Most of the teaching was good or very good. The teachers deploy a wide range of teaching strategies and resources, including ICT, to engage the children in their learning and build effectively on their prior knowledge. The classroom assistants provide sensitive and well-directed support and contribute significantly to the children's progress.

The most effective practice was characterised by skilful questioning by the teacher which developed well the children's thinking skills, allowed for extended responses and ensured appropriate pace and challenge in the children's learning. A small number of the lessons observed were overly-teacher directed, the learning intentions were unclear and the tasks were not well enough matched to the individual needs of the children.

3.3 ASSESSMENT

The teachers make good use of standardised assessments, observations and other information, including, attendance, punctuality and completion of homework, to monitor the progress and attainments of the children. This information is also used to identify, at an early stage, those children who are under-achieving or are having difficulty with aspects of their learning. It is appropriate that the school has prioritised the effective use of data as an ongoing area for development.

The progress made by the children who require additional support with aspects of their learning is well monitored and reviewed in a timetabled manner throughout the year by the special educational needs co-ordinator and the teachers, and where appropriate, adjustments are made to the individual educational plans.

In the best practice, the teachers make supportive oral and written comments on the children's written work and clearly indicate how it can be further improved.

The parents are kept well informed about their children's progress through regular updates, consultations with the teachers and an annual written report.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management in the school is very good.

The Principal has been in post for eight years, in which time she has overseen and managed well a significant period of growth and led important curricular developments leading to improvement. She has a very good understanding of the needs of the school and the local community and is well supported by the staff and governors who share her vision for school improvement. She and the senior teacher carry out their roles and responsibilities to a high

standard; they monitor and evaluate the quality of the provision in literacy and numeracy through the scrutiny of the teachers' planning, lesson observation, the analysis of data and the sampling of the children's work. There is a strong sense of collegiality in the school which has led to a culture of openness and willingness to learn with and from each other, in order to improve further the learning experiences for, and the standards achieved by, the children.

4.2 PLANNING FOR IMPROVEMENT

The school improvement process is clearly focused on improving further the provision for the children and the school development plan is currently being reviewed in line with The Education (School Development Plans) Regulations (Northern Ireland) 2010. In order to take this work forward, it will be important to develop further the capacity of all the staff in carrying out more rigorous self-evaluation, and more strategic monitoring and evaluating of the provision and the progress made in the identified areas for improvement.

4.3 ACCOMMODATION

The accommodation is maintained to a high standard and comprises an assembly/dining hall, two classrooms, a staff room and two offices in the main building, and three mobile classrooms. The school makes effective use of the assembly/dining hall and outside garden area to support learning and teaching, and has made creative use of the corridor to establish a library area within the main building. The children's work and achievements are displayed attractively and celebrated in the corridors and rooms.

4.4 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are highly supportive of the school community and are well informed about all aspects of the school's provision.

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.

5. CONCLUSION

5.1 The strengths of the school include:

- the inclusive and welcoming ethos where each child is valued and nurtured;
- the children's enthusiasm for learning, independence and positive interaction with their peers;
- the very good provision for literacy and numeracy and the standards achieved by the children;
- the good or very good teaching in most of the lessons observed;
- the collegial approach to school improvement; and
- the very good leadership of the Principal.

5.2 In the areas inspected, the quality of education provided by the school is very good. The school is meeting very effectively the educational and pastoral needs of all of the children and has demonstrated its capacity for sustained self-improvement.

HEALTH AND SAFETY

- The side doors of the school are not secured and therefore open to access by unauthorised personnel.
- The mobile classrooms are open to access by unauthorised personnel.
- The perimeter fence is in a state of disrepair.
- The accommodation does not meet the Special Educational Needs and Disability Order (SEND O) requirements.

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