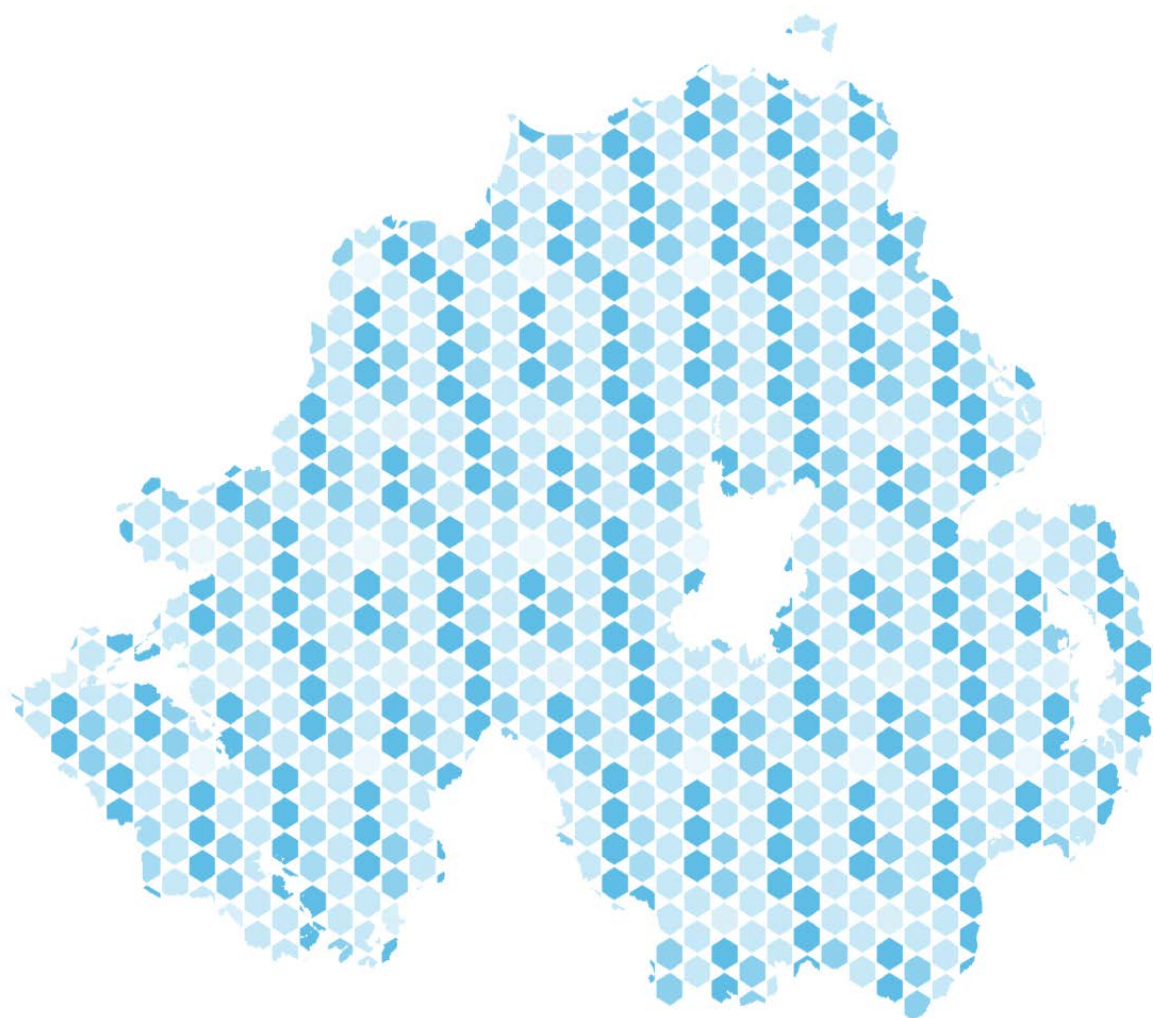


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Drumadonnell Primary School,  
Banbridge

Report of an Inspection  
in November 2012

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## Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

## 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%

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

## 1. School context

Drumadonnell Primary School is situated in the town land of Ballyrone, approximately 10 miles from Banbridge, County Down. The enrolment has increased from 188 in 2008 to the current enrolment of 204. At the time of the inspection 13% of the children were entitled to free school meals and 15% of the children were identified as requiring help with aspects of their learning.

Due to the increase in enrolment, the Principal's post has, in this academic year, become a non teaching post.

## 2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school; 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.

### OVERALL FINDING OF THE INSPECTION

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

#### Summary of key findings

Achievements and standards	Very good
Quality of provision	Very good
Leadership and management	Very good

### KEY FINDINGS OF THE INSPECTION

## 3. Achievements and Standards

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

- The children respond enthusiastically to the planned and incidental learning opportunities and to the high expectations set by almost all of the adults in the school; they take appropriate responsibility for their own learning demonstrating very good organisational skills and levels of independence. They work collaboratively in pairs and small groups; can make realistic assessments of their learning and can discuss possible ways to improve the quality of their work. They take pride in their personal efforts and successes and show appreciation and respect for the achievements of their peers.

- An analysis of the end of key stage 2 assessment data over the past four years shows that the school's performance in English and mathematics has been in line with or above the Northern Ireland average in three of the four years. Compared to schools in the same free school meals category, the levels of attainment in English have been in line with or above the average in three of the four years and, in mathematics, have been in line with the average in two of the four years.
- The children attain very good standards in both literacy and numeracy. Across all key stages the children demonstrate enjoyment, confidence and increasing self reliance in literacy; they express themselves confidently and articulately, read with fluency and good understanding and can write extended responses to a range of stimuli. In mathematics, almost all of the children can use mental mathematics strategies confidently; they demonstrate flexibility in their mathematical thinking, are competent in their use of accurate mathematical language and have a good understanding of key concepts across the mathematics curriculum.
- The children in the school who have been identified with special educational needs are making good progress against their individual learning targets. Those children provided with additional withdrawal and in-class support in literacy and numeracy make very good progress in their learning.
- Throughout the school, the children make effective use of ICT to develop their research skills. All of the children in years 4 and 7 have participated in the Council for the Curriculum Examinations and Assessments (CCEA) ICT Accreditation Scheme, with most attaining very good standards when compared with those achieved in schools across Northern Ireland.

#### **4. Provision for Learning**

**The quality of the provision for learning is very good.**

- During the inspection, the quality of most of the teaching observed was good or better; in approximately one third of the lessons it was very good and in almost one quarter it was outstanding. In a small number of lessons there was a need for improvement in the quality of teaching. There is a comprehensive and well-integrated approach to assessment, planning, learning and teaching in almost all year groups. In the most effective practice, the teachers take account of the children's prior learning; they use the outcomes from their observations of the children at work, together with the evaluations of the children's learning, to identify the needs of groups and individuals and to inform their future planning. In these classes, the teachers promote enjoyment in learning and nurture within the children a sense of enquiry; they are creative in connecting the children's learning across the curriculum and in relating it to practical contexts. In the less effective practice, the teachers' planning does not take sufficient account of the wide range of ability within the class and does not provide the necessary detail to guide the adults in their daily practice with the children. As a result, there are missed opportunities to enrich and extend the children's learning.

- Literacy and numeracy are promoted effectively across the curriculum and the teaching of both literacy and numeracy is of a very good standard. The teachers work hard to ensure the holistic development of the children's skills in talking, listening, reading and writing. The well planned mathematical experiences are stimulating and varied and have an appropriate emphasis on developing connected learning through problem-solving and investigative activities. Good use is made of appropriate games, practical activities and set tasks to promote the children's mathematical thinking and language and to consolidate and extend their knowledge. In the most effective practice in the Foundation Stage, well-planned play-based learning provides valuable opportunities to develop the children's early literacy and numeracy skills. The teachers need to ensure that the activities provided for the younger children take more sufficient account of the children's previous learning experiences. Information and communication technology is effectively integrated into classroom activities to support, enrich and extend the children's learning.
- The quality of the arrangements for pastoral care in this school is very good. This is evidenced, for example, through the supportive and inclusive ethos of mutual respect which permeates the school and through the strong team work between the teachers and support staff. The children have the opportunity to hold roles of responsibility in a range of contexts including participation in the school council and the 'Friendly Faces' scheme.
- The quality of the provision for special educational needs is very good. The class teachers make good use of the individual education plans to guide teaching, to monitor the children's progress and to inform future learning. The withdrawal sessions are linked well to the classroom learning and are appropriately flexible to address the needs of the individual children.
- The school gives very good attention to healthy eating and physical activity through a clear reward system for healthy breaks and an appropriate range of physical activities within and beyond the curriculum.

## **5. Leadership and Management**

**The quality of leadership and management is very good.**

- The staff works very effectively as a team to guide developments in learning and teaching and to ensure high quality outcomes for the children. Purposeful consultation with the parents and children and consideration of the school's internal data, complemented by robust professional discussion and teacher judgement, form the basis of the school's ongoing self-evaluation to promote improvement. The school development plan reflects the priorities identified through self-evaluation and is supported by a range of well-focused action plans which are reviewed regularly. The staff has, appropriately, identified the need to develop further the role of co-ordinators in monitoring and evaluating the quality of learning and teaching within their areas of responsibility.
- The school places high importance on assisting parents and families to support their children's learning. The parents are kept well-informed of their children's progress through planned interviews in terms 1 and 2, through informal meetings with the class teacher and through an annual written progress report. Most of the annual written reports provide the parents with a comprehensive evaluation

of their children's progress and attainment and, importantly, indicate what the children need to do to make improvements in their learning. In addition, a range of literacy and numeracy programmes, focused on supporting the children's learning, is organised annually. The school liaises very effectively with a range of educational, health and statutory agencies in order to support individual children.

- The governors support the Principal and staff well in the implementation of the school development plan and make a very positive contribution to the life and work of the school.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

## CONCLUSION

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

### 6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued to the school (Based on 09/10 Enrolment)	101
Number of Questionnaires Returned	57
Percentage of Returns	56.44%
Number of Comments	27

Almost all of the responses from the parental questionnaire indicated a high level of satisfaction with the provision in the school. In particular, the parents highlighted the supportive, family learning environment and the caring, professional Principal and whole school staff. In addition, they expressed their appreciation of the programmes offered by the school to assist them in supporting their children's learning at home. The small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed their appreciation of the work of the whole staff.

The inspectors also met with a group of the year 6 children. The children expressed enjoyment in their learning and reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	9
Number of Comments	7

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	10
Number of Comments	6

All of the teachers and support staff completed the questionnaire indicating high levels of support for the Principal and the ongoing work of the school. A key feature of the written comments was the strong teamwork.



## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Drumadonnell Primary** iii. **Date of Inspection: W/B 05/11/12**
- ii. **School Reference Number: 501-6616** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	29	31	25	31	31
<b>Enrolments</b>					
Primary	188	200	196	202	204
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<br>(expressed as a percentage): | 96.6% | <b>NI Avg Att: 94.7%</b> |
|----|---|-------|--------------------------|

Average Attendance for those children on the Special Educational Needs Register: 97%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
---------------------	--------------	--------------	-------------------

- |    |       |  |                         |                             |                     |   |
|----|-------|--|-------------------------|-----------------------------|---------------------|---|
| D. | i.    | Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours)  | 8.71                    | 0                           | 0                   | 0 |
|    | ii.   | PTR (Pupil/Teacher Ratio):   | 23.4                    | NI PTR: 20.2                |                     |   |
|    | iii.  | Average Class Size:  | 29                      |                             |                     |   |
|    | iv.   | Class Size (Range):  | 26 to 32                |                             |                     |   |
|    | v.    | Ancillary Support:<br>Number of Hours <b>Per Week</b> :  |                         |                             |                     |   |
|    |       | i. Clerical support:   |                         | 30                          |                     |   |
|    |       | ii. Foundation Stage Classroom Assistant Support:  |                         | 40                          |                     |   |
|    |       | iii. Additional hours of other classroom assistant support:  |                         | 102.5                       |                     |   |
|    | vi.   | Percentage of children with statements of special educational needs:   |                         | 1.5%                        |                     |   |
|    | vii.  | Total percentage of children on the Special Needs Register:  |                         | 15.2%                       |                     |   |
|    | viii. | Number of children who are <b>not</b> of statutory school age:   |                         | 0                           |                     |   |
|    | ix.   | Percentage of children entitled to free school meals:  |                         | 12.3%                       |                     |   |
|    | 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): | <b>English</b><br>87.5% | <b>Mathematics</b><br>87.5% | <b>Irish</b><br>N/A |   |

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