

PRIMARY INSPECTION



Education and Training
Inspectorate

Dunmurry Primary School and
Nursery Unit, Belfast

Report of an Inspection
in November 2011



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



CONTENTS

Section		Page
	STATISTICAL INFORMATION	
1.	INTRODUCTION	1
2.	ACHIEVEMENTS AND STANDARDS	3
3.	THE QUALITY OF PROVISION FOR LEARNING	5
4.	LEADERSHIP AND MANAGEMENT	6
5.	CONCLUSION	6
6.	THE NURSERY UNIT	8
	STATISTICAL INFORMATION (NURSERY UNIT)	

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: Dunmurry Primary** iii. **Date of Inspection: W/B 07/11/11**
 ii. **School Reference Number: 401-0788** iv. **Nature of Inspection: Focused**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	18	21	21	22	22
Enrolments					
Primary	132	138	133	132	136
Reception	0	0	0	0	0
Nursery Unit	26	26	26	26	26
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): 94.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 92.6%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 7 0.8 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.4 NI PTR: 20.2
- iii. Average Class Size: 22.7
- iv. Class Size (Range): 20 to 28
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|-------|
| i. Clerical support: | 26.25 |
| ii. Foundation Stage Classroom Assistant Support: | 35 |
| iii. Additional hours of other classroom assistant support: | 49.5 |
- vi. Percentage of children with statements of special educational needs: 2%
- vii. Total percentage of children on the Special Needs Register: 16.9%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 38.2
- 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 |
| 85% | 80% | N/A |

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Dunmurry Primary School is located on Glenburn Road, Dunmurry Lane, Dunmurry. The enrolment stands currently at 162, including 26 children in the nursery unit. Most of the children attending the school come from Dunmurry Village and a minority come from a wider catchment area. At the time of the inspection, approximately 38% of the children were entitled to receive free school meals and approximately 17% were identified by the school as having special educational needs.

1.2 FOCUS

The inspection focused on:

- the quality of the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

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, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, and the teaching and support staff, to complete confidential questionnaires prior to the inspection. In addition, the Education and Training Inspectorate held meetings with representatives from the Board of Governors (governors), a representative group of children from year 6 and children from years 4 to 7 as representatives of the school council.

One hundred questionnaires were issued to the parents; 35% were returned to the Inspection Services Branch (ISB) and eleven contained additional written comments. Almost all of the responses were very positive; the parents highlighted the caring ethos, the stimulating learning environment, the professional commitment of all staff and the high quality of the leadership by the Principal. In the nursery unit, 26 questionnaires were issued to the parents; 30% were returned to ISB and they contained additional written comments. The parental returns indicated a very high level of satisfaction with the nursery provision.

Seven of the teachers and members of the support staff responded to the online questionnaires. The responses highlighted the importance they place on staff teamwork and the school's focus on evaluating curricular development in order to raise further the standards achieved by the children.

The governors expressed their commitment to, and support for, the work of the school. They commended the Principal's leadership, the quality of the children's learning, the dedication of all of the staff to developing the children to their full potential and the excellent working relationships at all levels. The governors reported that they are informed fully about all developments in the school; they endorsed the staff's commitment to innovation and evaluation of the curriculum.

The children, in year 6, spoke confidently and positively of their experiences at school, in particular, their access to a wide range of extra-curricular activities and their enjoyment of the learning in the class lessons. The children know where to seek help if they have a concern about their safety.

The inspectors reported to the Principal and representatives of the governors the views emerging from the questionnaires and the discussions.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the primary school and the nursery unit is outstanding. The pastoral and the academic provision link intrinsically and reflect the school's mission statements, 'A learner-centred approach in which the needs of all learners are recognised, assessed and provided for and the provision of a secure and positive environment for all. The Personal Development and Mutual Understanding (PDMU) programme allows the children to explore values, talk about their feelings and develop their understanding of diversity issues. A mutually respectful ethos permeates the school; it develops through special 'Friendship' assemblies, which define the meaning, and responsibilities that build and sustain friendships. The children's behaviour is very good. The well-established school council provides the children with a formal process through which to forward their views on the life of the school and to become active participants in improving aspects of the provision. There are very good opportunities for the children to develop further their interests through a wide range of extra-curricular activities, trips and educational visits.

1.5 CHILD PROTECTION

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

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The primary school and the nursery unit give very good attention to promoting healthy eating and physical activity. The nursery unit's staff develop the children's understanding of healthy lifestyles through the nursery's routines and play activities. The primary school children are encouraged to adopt healthy lifestyles through their participation in sporting activities, particularly, the popular after-school clubs and the school council's involvement in promoting healthy eating.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

There are effective procedures in place to keep the parents well informed about their children's progress; these include written reports and formal parent-teacher consultations. In addition, the parents can arrange to meet with the teachers as the need arises. The parents receive meaningful information about school policies, events and school life through well-established curriculum meetings and newsletters. The governors and school staff seek the views of the children and the parents in a systematic manner through, for example, questionnaires regarding the quality of the provision. The primary school and the nursery unit maintain very good links with local community groups, charities and external agencies.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children are highly motivated, confident, articulate learners who achieve very good standards. They set relevant personal learning targets; this process develops well the children's effective reflection on their own learning. The children work independently and collaboratively in pairs and in groups in all classes across the key stages. They ask questions willingly and show respect in evaluating the work of their peers. The teachers provide the children with a wide range of opportunities to develop their thinking skills and to apply their knowledge and understanding to new learning experiences.

The children identified as having special educational needs (SEN) benefit significantly from the learning support that meets their individual needs. The school's internal performance data indicates that they all make good and very good progress over time.

An analysis of the key stage (KS) 2 assessment data, over the past four years, shows that the school's performance is in line with and above the Northern Ireland average. When compared with schools in a similar free school meals category, the children's attainment in English and mathematics is above the average. The school's internal performance information indicates that most of the children attain in line with their ability.

The children's ICT skills are very good; by year 7, they use a wide range of ICT applications with confidence. The school's participation in the Council for the Curriculum, Examinations and Assessment (CCEA) KS2 ICT accreditation scheme extends effectively the children's skills and improves standards. All of the year 7 children achieve Level 4 in the ICT accreditation scheme.

2.2 ENGLISH AND LITERACY

The overall quality of provision in English and literacy is outstanding.

The Literacy co-ordinator provides effective leadership of the area of learning. The action plans reflect extensive staff audits of the effectiveness of the literacy programme through an analysis of the children's work, a review of the quality of the teaching and the scrutiny of the internal performance data pertaining to English.

Throughout the three key stages, the teachers' effective planning for enquiry-based, question-based approaches to teaching provides opportunities for the children to develop both their thinking and communication skills through purposeful activities. The children are able to observe, explore, co-operate, discuss, make very good use of language, including mathematical vocabulary, and be creative across all areas of learning. The children enhance further their oral skills through the valuable participation in school assemblies and performances in school plays.

Most of the children achieve very good standards in reading. In the foundation stage (FS) and KS1, the children develop an appropriate range of reading skills through the systematic use of a phonics programme, and through shared, modelled and guided reading practices. In KS2, the children infer meaning and enjoyment from a broad range of increasingly complex texts. They read with expression, accuracy and demonstrate very good comprehension skills. In KS1 and KS2, the development of the children's research skills includes accessing Internet sources and at its most effective, this work involves the development of their skills of skimming and scanning, analysing the text, summarising key points and note making. The

children access a very good range of poetry, fiction and non-fiction books to support their independent reading from the class libraries and the well-stocked central school library. The teachers monitor closely the children's progress to ensure that their reading skills develop appropriately and that the children access reading materials, which are matched closely to their reading abilities.

Across the three key stages, the standard of the children's writing is outstanding. The significant strength of the literacy programme is the systematic development of the children's knowledge and understanding of the forms of writing through teacher-modelled, shared and guided writing sessions. The children use dictionaries and thesauri in order to become increasingly independent and more accurate writers. By year 2, the children demonstrate a very good understanding of how their writing has developed and most apply their early knowledge of phonics to write with increasing independence. In KS1 and KS2, the children write in a variety of forms and for a range of audiences, especially in the World Around Us. During the inspection, the history project provided a meaningful context for groups of year 6 and year 7 children to apply their interview techniques to an invited guest.

By the end of KS2, the overall standards in English are very good.

2.3 MATHEMATICS AND NUMERACY

The overall quality of provision in mathematics and numeracy is outstanding.

The school's mathematics co-ordinator leads effectively the development and evaluation in mathematics across the key stages. There is a comprehensive mathematics development plan consisting of a series of action plans, which are informed by the staff's analysis of the internal and external performance data of the children's attainments.

The children's mathematical experiences develop systematically through a broad and balanced programme. The work in mathematics links appropriately to class topics. An early emphasis on oral and practical activities enables the children in years 1 and 2 to gain a good understanding of number, basic number operations and an awareness of mathematics in their environment. As they progress through the school, the children's knowledge and skills develop progressively through a range of effective learning opportunities, such as, practical activities, discussion sessions, problem-solving and investigative activities. By year 7, the children attain a very good level of mathematical understanding, including place-value, calculating, estimating and measuring, presenting and interpreting data, and knowledge of the properties of a variety of two-dimensional (2-D) and 3-D shapes.

In the FS and in KS1, the children enjoy the mathematics lessons; they think mathematically and share their understanding with their peers. The lessons are well organised and the work is suitably differentiated. In KS2, the whole-class teaching is well structured to ensure that all children understand the key elements of the mathematical work. In almost all classes, the children focus well on their teachers' explanation of new concepts. The follow-on work matches well to the abilities of the children; they experience success and enjoyment in the mathematical activities.

The teachers assess regularly the children's mathematical progress; almost all of the children attain standards that are in line with their ability; for most, the standard is very good. The children's skills in mental mathematics develop well; most of the children demonstrate very good flexibility in their mathematical thinking and can talk confidently about their learning.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The wide range of written planning is of a high quality and ensures progression and continuity in the children's learning experiences. The children participate meaningfully in topic planning by negotiating the direction of the learning and the research sources. The weekly, medium and long-term planning provides excellent guidance for English and mathematics and makes purposeful connections across the areas of learning. A significant feature of all the planning is the high quality of the teachers' professional evaluation of the effectiveness of the activities and the outcomes in relation to the children's learning, individual education plans (IEPs) support effectively the children identified as having special educational needs.

3.2 TEACHING

During the inspection, almost all of the teaching observed was good or better and in two-thirds of the lessons, it was very good or outstanding. The teachers employed a wide range of teaching strategies that provided the children with very good active learning experiences. Consequently, the children applied effectively their thinking skills and worked well in pairs and groups to progress and consolidate their learning during the lessons. The work was well paced, imaginative and was matched closely to the needs and abilities of the children in the class; the teachers' expectations of the children's learning were realistically high. The teachers were supported ably, in their work with the children, by the skill and commitment of the classroom assistants.

3.3 ASSESSMENT

The Principal, the Vice-principal as assessment co-ordinator and the staff apply a coherent approach to the use of formative, summative and diagnostic forms of assessment throughout the school. They assess rigorously the children's levels of achievement and set relevant strategic targets for aspects of literacy and numeracy through the analysis of an extensive range of standardised and non- standardised data. The progress of each child is carefully tracked and evaluated; the assessment outcomes are also used to very good effect by individual teachers to evaluate the effectiveness of their own practice and to inform their future planning and teaching.

The staff implement a range of appropriate assessment for learning strategies that make the children more independent at improving the quality of their own and their peers' work. The teachers mark regularly the children's written responses and annotate the work with evaluative comments indicating how, if necessary, their work could be improved.

3.4 SPECIAL EDUCATIONAL NEEDS

The overall quality of the provision to support children who require additional support with aspects of their learning is outstanding.

The teachers identify, at an early stage, the children who require additional learning support through a combination of the teachers' observations, diagnostic tests and the analysis of assessment data. The IEPs contain specific targets that evolve through meaningful consultation between the class teachers, the children and the special educational needs co-ordinator (SENCO). The staff review regularly the IEP targets and they inform fully the parents about their child's progress. The school operates an early intervention system whereby the children receive additional support sessions from their class teachers; the children's learning benefits significantly from this on-going support. An analysis of the IEPs

and the school's internal performance data demonstrates that the children make good and very good progress in line with the IEP targets and, on occasion, the children make sufficient progress to be removed from the SEN register. The school provides literacy enrichment sessions for those children on the gifted and talented register; these lessons provide the children with additional challenge in their learning and help them achieve their full potential. By the end of KS2, there is evidence that all of the children leave the school having reached standards commensurate with their ability.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management at all levels is outstanding. The Principal provides outstanding strategic leadership. She creates, by example, the positive and purposeful tone evident throughout the school that ensures the children's holistic development is paramount in all aspects of the work of the school. The Principal fosters a team approach that builds on the strengths of the staff; she works with them to set realistically high expectations for the quality of their teaching. The Vice-principal and the co-ordinators demonstrate outstanding leadership capabilities in the implementation of curricular change that is underpinned by a rigorous self-evaluative process focused firmly on raising the standards of learning and teaching and the children's achievements throughout the school.

4.2 PLANNING FOR IMPROVEMENT

The school's improvement process links to a well-constructed School Development Plan (SDP) which takes account of the views of a range of stakeholders within the school community. The school meets fully, the requirements of the School Development Plans Regulations (Northern-Ireland) 2005. The Principal, Vice-principal and the co-ordinators evaluate continually the progress of the action plans, including the nursery unit's plans.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are highly committed to the welfare of the children, their families and the staff and to the inclusive ethos, which underpins the work of the school. They are well-informed and involved in the strategic planning and policy development for the school, including the review of the targets for improvement and the monitoring of the progress made against the agreed priorities.

4.4 ACCOMMODATION

Very good use is made of all the available space in the school and the staff work well to create stimulating learning environments in the classrooms and in the corridors that celebrate the children's work. The outdoor learning environment is very good. The school premises are clean and well-maintained.

5. CONCLUSION

5.1 The strengths of the school include:

- the outstanding quality of the pastoral care provision which develops children who are highly motivated, respectful, confident and articulate learners;
- the high quality of the teaching in the primary school and the nursery unit;

- the very good standards achieved by the children in English and mathematics;
- the outstanding quality of the provision for children with special educational needs;
- the Principal's outstanding leadership in all areas of school life; and
- the outstanding leadership of the Vice-principal and the co-ordinators.

5.2 In the areas inspected, the quality of education provided by the primary school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

6. THE NURSERY UNIT

6.1 KEY FINDINGS

- There is a very happy, caring atmosphere in the nursery unit. The working relationships at all levels are excellent.
- The staff provide a varied programme for the children based on themes and topics. There are very good opportunities for learning in all areas of the pre-school curriculum. Particular strengths of the programme include the promotion of the children's oral language and listening skills, the promotion of their personal, social and emotional development, and their understanding of early mathematical language.
- The quality of the interaction between the staff and the children is consistently of a high standard. The staff engage the children in purposeful discussion about their learning. The written planning guides the staff effectively in their work with the children; they evaluate their planning to take account of the children's responses and to ensure that their differing needs are met. The staff have identified appropriately the need to develop further the planning for outdoor play sessions to ensure greater variety, challenge and progression in the learning throughout the year.
- The staff use a systematic approach to observing and recording the children's progress; the information on their progress is shared regularly with the parents. There is excellent liaison between the teachers in the nursery unit and in the foundation stage (FS), to help to ensure that the children make a smooth transition from the nursery unit to the primary school.
- The leadership within the nursery unit is very good; there is an effective team approach. The nursery unit's action plans are an integral part of the SDP; they include appropriate priorities for improvement as identified through an effective self-evaluation process.

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

STATISTICAL INFORMATION ON DUNMURRY PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	26	0
Under 3 years of age*	0	0
With statement of SEN**	0	0
At CoP stages 3 or 4***	0	0
At CoP stages 1 or 2***	2	0
With English as an additional language	8	0

* On 1 July.

** Special Educational Needs.

*** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	7.7%
Average attendance for the previous year.	89.7%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
-	3 hours	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	0	1
Nursery Assistants	0	0
Qualified Nursery Assistants	0	1

Number of: ****	
Students	0
Trainees	2

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	26
Percentage returned	30%
Number of written comments	2

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

