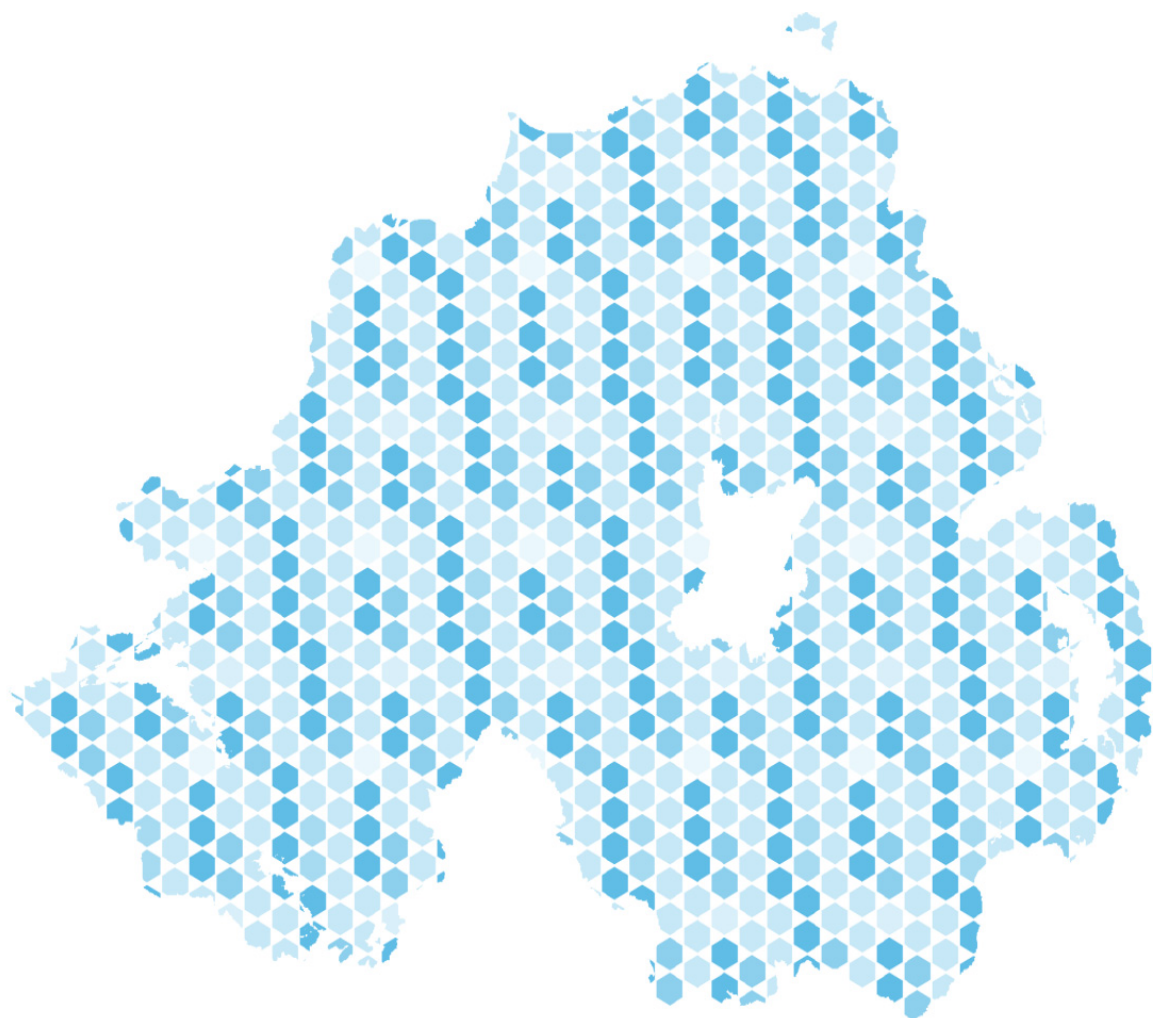


PRIMARY INSPECTION



Education and Training
Inspectorate

Edendork Primary School,
Dungannon

Report of an Inspection
in November 2011

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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: Edendork Primary** iii. **Date of Inspection: W/B 07/11/11**
 ii. **School Reference Number: 503-2585** iv. **Nature of Inspection: Focused**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	32	33	39	38	50
Enrolments					
Primary	247	249	259	256	274
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): 95.9% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 94.3%

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): 12.6 0 0 0
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio): 21.75 NI PTR: 20.2

- iii. Average Class Size: 25

- iv. Class Size (Range): 21 to 29

- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 36 |
| ii. Foundation Stage Classroom Assistant Support: | 58 |
| iii. Additional hours of other classroom assistant support: | 14 |

- vi. Percentage of children with statements of special educational needs: 1.09%

- vii. Total percentage of children on the Special Needs Register: 17.5%

- viii. Number of children who are **not** of statutory school age:

- ix. Percentage of children entitled to free school meals: 24.45%

- 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 |
| 80% | 67.15% | N/A |

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Edendork Primary School is situated on the main road between the towns of Coalisland and Dungannon. The enrolment of the school has increased steadily over the last five years and currently stands at 274 children. The majority of the children come from the immediate Edendork area and the parish of Dungannon and a small number travel from neighbouring parishes. At the time of the inspection approximately 24% of the children within the school were entitled to free school meals (FSM). The school has identified 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, 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, as well as meetings with representatives from the Board of Governors (governors) and a group of the children from year 6.

One hundred and twenty-eight questionnaires were issued to the parents in the primary school; approximately 55% of the parental questionnaires were returned to the Inspection Services Branch and 33 contained additional written comments. The responses from the parental questionnaires indicated that almost all of the parents are very supportive of the life and work of the school. In particular, the parents acknowledge the professional, dedicated and supportive staff and the child-centred ethos which permeates all aspects of school life. A small number of parents expressed concerns in relation to the school building and safety of access to the school at the start and end of the school day. These views were reinforced by the governors.

The questionnaire responses and a summary of the written comments made by the parents and the staff were shared with the Principal and the governors.

Twelve teachers and eight support staff completed the confidential online questionnaire. The majority of the teachers and support staff also submitted additional written comments. All of the teachers and support staff were very positive about all aspects of the life and work of the school; in particular they acknowledged the strong community ethos, the effective leadership of the Principal and the excellent working relationships at all levels.

The governors expressed their strong support for the school; in particular their appreciation of the work of the Principal and the commitment of all the staff to every child in the school. They reported that they were kept well-informed by the Principal and had a good understanding of the priorities outlined in the school development plan (SDP).

The children in year 6 children talked very openly and positively about their experiences in school. They value the help and support of their teachers and feel that their views are listened to by the adults in the school. The children indicated that they are happy and secure in school and that they know what to do if they have any concerns about their safety and well-being.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding.

A strong sense of community exists in the school and this is underpinned by a caring, supportive and inclusive ethos. Each child is valued and supported by all of the adults and the children's views are respected and mediated through the well established school council and eco club. The children's work and achievements are celebrated throughout the school and there are excellent working relationships at all level.

The Personal Development and Mutual Understanding (PDMU) programme is well-conceived and enhances the development of the personal and social skills of the children, complementing well their academic progress. The positive approach to the promotion of good behaviour is embedded throughout the school; it supports effectively the children's sense of personal responsibility, resulting in confident children whose behaviour during the inspection was exemplary. The children develop their personal interests through a range of extra-curricular activities, sports competitions and visits. The children are very proud of their school.

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 (DE).

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity through, for example, the healthy-break initiative, the provision of playground games and a wide range of extra-curricular physical activities which encourage the children to adopt healthy lifestyles.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school successfully promotes, develops and maintains effective links with the parents, local businesses and the wider community. There are very good procedures for keeping the parents well-informed about the school and their children's progress, for example, an annual written report, formal parent-teacher consultations, newsletters and an informative school web-site. The school engages meaningfully with neighbouring primary and post-primary schools to promote a shared partnership between the schools, parents and the community to support the children in the process of life-long learning. In addition the children benefit from the valuable links made with the post primary schools in modern language and reading partnerships which help prepare them well for the next stage of their learning.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

Almost all the children are highly motivated and demonstrate very good levels of engagement and enjoyment in their learning. The level of their oral communication is often outstanding. They interact confidently with their teachers and demonstrate interest and skill in learning collaboratively through group and paired work. Most of the teachers have high expectations of the children which is evident in the very good progress they make in their learning.

In the foundation stage (FS), the teachers skilfully blend the structured learning programme with play-based learning to promote the children's sense of enquiry, to support the development of their language and communication skills and to develop their early mathematical skills, language and concepts. The children in key stage (KS) 1 and 2 demonstrate a willingness to take risks in their learning and to learn from their mistakes. They are able to transfer their skills and capabilities to other meaningful contexts.

Throughout the school the children make effective use of ICT, use a range of applications and their ICT skills are very good. By the end of KS2 most of the children achieve level 4 in the Curriculum Council and Examination ICT Accreditation Scheme.

Most of children with special educational needs (SEN) make very good progress. Early intervention enables them to become more independent and confident as they progress through KS1. By the end of KS2 most of the children are achieving standards in literacy and numeracy in line with their ability. They show increasing self confidence, high levels of self esteem and are secure and happy in their classes.

An analysis of the KS2 assessment data over the past four years shows a consistency in the standards achieved by the children in literacy and numeracy. In the last four years the schools' performance in English was in line with or above the Northern Ireland average. In Mathematics the school's performance was above the Northern Ireland average in three of the last four years.

2.2 ENGLISH AND LITERACY

The overall quality and effectiveness of provision for English and literacy is outstanding.

The school has developed a literacy rich environment to support the children's learning. Literacy is promoted effectively across the curriculum and the teaching of literacy is of a very high standard. The teachers prepare very well for lessons employing a range of suitable activities and quality resources to support teaching and learning. The children are encouraged to develop and use skills in talking, listening, reading and writing in meaningful contexts. Information and communication technology is effectively integrated into classroom activities.

The children demonstrate excellent talking and listening skills. The teachers encourage the children to give extended answers and develop their language through effective questioning, paired, group and whole class discussion. Almost all of the children engage confidently and enthusiastically in class discussions and activities.

The school stimulates an enjoyment of reading amongst the children and they have regular opportunities to read for research, personal interest and pleasure. As they progress through the school the children are introduced to a broad range of texts including fiction, non-fiction and poetry. They read with enjoyment, appropriate intonation, fluency and understanding of the text. They speak with enthusiasm of their favourite books, characters and authors. The children achieve very good standards in reading. By the end of KS2 almost all the children are reading at a level in line with, or above their ability.

The standard of written work achieved by the children is excellent. The children have opportunities to develop their writing skills by writing in different forms including, poems, letters, reports, stories and instructions. As they progress through the school they write with increasing independence and have opportunities to publish their work in the 'Leavers Book' and in the school newspaper, 'The Edendork Times'. The children take pride in producing their best work and make very good use of ICT to present their work to a very high standard.

The literacy co-ordinator provides excellent curricular leadership and is supported effectively by the literacy team. She monitors and evaluates effectively the provision for literacy to ensure high quality, relevant learning experiences are provided for all the children. The action plans for literacy focus appropriately on ensuring consistency and progression in the children's learning and on improving further the children's standards and achievements.

2.3 MATHEMATICS AND NUMERACY

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

The mathematics programme provides appropriate guidance for the teachers to plan effectively for balanced coverage of the mathematics curriculum. The teachers' well-evaluated planning supports progression in the children's learning. An important feature of the children's on-going development of their numeracy skills is the link made with parents on how they can support their child's progress through enjoyable mathematics activities which can take place at home.

The teachers make effective use of a wide range of practical equipment, including ICT, to support the children in their learning and provide good opportunities for the children to apply their learning in a variety of contexts. In almost all of the lessons observed, the teachers used effective questioning to engage and challenge the children, and encouraged them to reflect on and explain their thinking using the appropriate mathematical language.

The children work with enthusiasm and enjoyment, particularly during mental mathematics sessions. In addition, they develop the skills to complete problem-solving and practical activities which are set in meaningful contexts and in other areas of the curriculum. During the inspection the highest attaining children in years 4 and 7 demonstrated very good knowledge of important ideas and concepts and flexibility in their mathematical thinking.

The numeracy co-ordinator, supported well by the numeracy team, monitors and evaluates effectively the quality of the provision through the scrutiny of the teachers' planning, analysis of data, and sampling of the children's work. She is leading an important review of the programme which focuses appropriately on areas for improvement identified through an effective self-evaluation process. The ongoing development of the provision for mathematics and numeracy continues to be prioritised within the School Development Plan.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The quality of the teachers' medium-term planning to support the learning and teaching is very good. They have developed themes and topics which support very effectively connected learning across the curriculum. They complete very comprehensive evaluations of the children's learning which they use well to inform their future practice and choice of learning activities.

The teachers work closely with the Special Educational Needs Co-ordinator (SENCO) to produce high quality Individual Education Plans (IEPs) for those children identified as requiring additional support with aspects of their learning. The IEPs are focused and include well-informed, realistic individual targets for all the children. They are continually reviewed and updated by the teachers through effective monitoring and evaluation of the children's learning and progress.

3.2 TEACHING

The quality of the teaching observed in the school ranged from outstanding to good. The majority of the teaching was very good or better with a quarter being outstanding.

All of the teachers work extremely hard, are highly committed and understand the learning needs of the children. In the most effective practice, opportunities to develop the children's thinking skills and personal capabilities were very well integrated into the lessons and effective questioning was used to develop extended responses and understanding. The lessons were well-paced and opportunities for incidental learning within the lessons were exploited fully. The teachers provided appropriate levels of challenge in the lessons to meet the needs of all children effectively.

In-class and withdrawal support is provided, in both literacy and numeracy for those children identified as having additional learning needs. A particular feature of the provision is the extent to which the teachers providing the withdrawal support plan co-operatively with the class teachers; ensuring that the work covered in the withdrawal sessions complements and supports the work the children are doing in class.

The teaching and learning observed in the withdrawal sessions was of a very high quality; the sessions are conducted in a supportive environment and the learning support teachers provide an effective balance of support and challenge for all the children.

3.3 ASSESSMENT

The arrangements for assessment and target setting are excellent. The teachers use a range of standardised testing and performance data outcomes to evaluate the children's learning and progress. The effective analysis of performance data informs the setting of whole-school targets for improvement in aspects of literacy and numeracy. This combined with the competent professional judgement of the teachers is used well to track the children's progress, identify those children who are underachieving and to provide appropriate early intervention for those requiring additional support with their learning.

An effective whole school marking policy guides the teachers in the marking of the children's work. The teachers mark the children's work thoroughly with a focus on improving the quality and standard of the work produced. They provide constructive feedback to the children, orally or in writing on how the children can improve the quality of their work. In almost all of the classes the teachers also make very good use of a range of strategies which encourage the children to reflect on and assess both their own work and that of their peers, in a positive and supportive manner.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management within the school is outstanding.

The Principal who has been in post for three years is highly respected and regarded by the governors, staff and parents. She is fully committed to meeting the needs of all the children and the wider community. She provides excellent strategic leadership, has a clear vision for school and leads by example; setting high expectations for herself, staff and children. The Principal has developed an effective team spirit amongst the staff and promotes a collegiate approach to decision-making within the school. She provides the staff with very good support and guidance and facilitates effectively their continuous professional development.

The co-ordinators are hard working, highly effective and lead their teams very well. They have a clear and shared understanding of their roles and work collaboratively to develop clear links across the curriculum. They are well-informed of their area of learning through comprehensive staff audits, the very good analysis of data and effective monitoring and evaluation.

The quality of the leadership within SEN is outstanding. The vision provided by SENCO, and the supporting structures she has in place ensures that all staff place a high priority on meeting the needs of all of the children who are having difficulty with their learning. The SENCO provides excellent support for all the staff.

4.2 PLANNING FOR IMPROVEMENT

The school improvement process is clearly linked to a well-constructed school development plan (SDP) underpinned by rigorous self-evaluation. There are effective processes for consultation about the school development plan within the school community. These consultations along with the efficient use of data, effective target-setting and benchmarking are used effectively to inform well-constructed action plans which are appropriately focused on raising the standards of learning and teaching. The school meets the requirements of the School Development Plans Regulations (Northern Ireland) 2005 and a new SDP is currently in process.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are fully involved in the life and work of the school and support effectively the Principal, Vice-principal and the staff in raising the profile of the school and maintaining links with the parents and the local community.

4.4 ACCOMMODATION

The school accommodation comprises of a main building with six classrooms and a multi-purpose hall and six mobile classrooms. The school buildings and grounds are well-maintained and the standard of caretaking is excellent.

5. CONCLUSION

5.1 The strengths of the school include the:

- highly motivated, well behaved children who are enthusiastic learners, display flexibility in their thinking and apply their skills effectively in real life contexts;
- very good culture of and processes for self-evaluation which ensure that the quality of teaching and children's learning continues to improve;
- quality of the teaching observed which was very good or outstanding in the majority of lessons;
- very good standards achieved by the children in Literacy and Numeracy;
- highly effective leadership at all levels and in particular the outstanding leadership of the Principal; and
- inclusive ethos which is underpinned by the outstanding quality of pastoral care provision and the excellent working relationships at all levels.

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

HEALTH AND SAFETY

- There is a need for an urgent review of the children's safety at drop off and pick up times due to limited car parking at the main entrance and the difficulties in accessing the school safely from the main road.
- The Principal has highlighted the need to review the current arrangements for controlling access to all school buildings and the need to install visibility panels in the doors of the infant classrooms and the Principal's office. It will be important, for the safety and security of all children, that this is completed at the earliest opportunity.

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