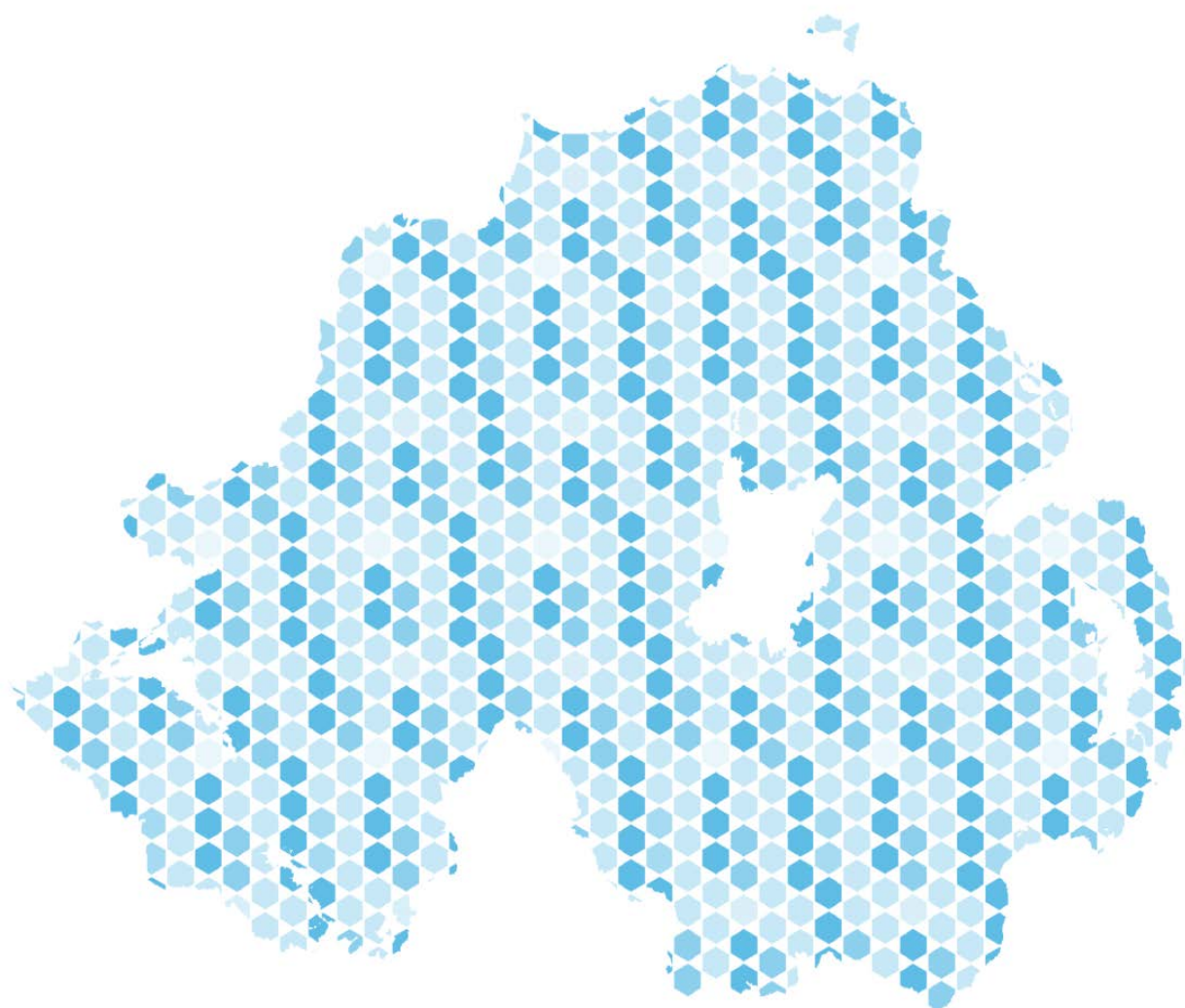


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Derrygonnelly Primary School,
Enniskillen, Co Fermanagh

Report of an Inspection in
October 2014

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
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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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Forty percent of parents responded to the questionnaires and they indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the caring ethos of the school, their very positive working relationships with staff and the high standard of learning experiences enjoyed by the children. One-half of the staff completed questionnaires and their responses are highly positive. ETI has reported to the principal and a representative of the board of governors the responses from the questionnaires.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for numeracy in the school; and
3. the quality of leadership and management.

3. Context

Derrygonnelly Primary School is situated in the village of Derrygonnelly, approximately 10 miles from Enniskillen. All of the children come from the local community. The enrolment has increased over the last four years and now stands at 48 children. The school has well-established shared education links with St Patrick's Primary School, Derrygonnelly and Killyhommon Primary School.

Derrygonnelly Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	36	37	44	48
% Attendance (NI Average)	90%	90%	90%	90%
FSME Percentage ¹	27%	27%	22%	31%
% (No) of children on SEN register	13%	16%	20%	14%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding

5. Achievements and standards

- The children are highly motivated and engage effectively with their learning. They persevere well with problem solving activities and have high levels of confidence and independence in their learning. The children's behaviour is exemplary and they display pride in their work and their school.
- The school's performance data shows that almost all of the children make very good progress in English and mathematics in line with their assessed ability or above expectation.
- Throughout the school, the children demonstrate a very good recall of mathematical facts. They show high levels of engagement and enthusiasm and work both collaboratively and independently, to complete investigations and evaluate their learning. By year 7, the children use a good range of strategies to solve mathematical problems and acquire systematically the key concepts across all of the areas of the mathematics curriculum. They demonstrate proficient levels of attention to accuracy in the application of mathematical knowledge when solving problems or transferring understanding within related curricular areas.
- All of the children who require additional support with aspects of their learning make very good progress and are able to use independently a broad range of self-help strategies for reading and spelling in particular.
- All of the children use information and communication technology (ICT) confidently to enhance their learning.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

6. Provision

- The teachers' planning is comprehensive and rigorous; in particular, long-term and medium-term planning is detailed, shows clear progression and identifies opportunities for higher levels of challenge. The teaching observed was consistently highly effective; the classroom assistants support very well the children's learning.
- The children who require additional support with aspects of mathematics are identified at an early stage and benefit from an appropriate range of differentiated strategies and interventions.
- A key feature of the mathematics provision is the effective differentiation and the sensitive intervention provided by staff which ensures that the children are making very good progress in their learning. The teachers are skilful in their questioning and use open-ended questions to develop the children's thinking skills and give very effective feedback to the children during the lessons, ensuring that they understand the concepts and processes well. The effective and open communication between the teachers and the children during the well-planned plenary sessions enables the children to develop an awareness of their areas for improvement and set focused personalised targets.
- The quality of pastoral care is outstanding. A caring, friendly and inclusive ethos is evident throughout the school. There are excellent working relationships at all levels and the children are respectful of each other and adults. The school staff are highly collegiate and child-centred in their practice, involving well parents and the local community. The school has established productive relationships with post-primary schools in the area. The children's contribution to the life and work of the school is valued and celebrated.
- The school gives outstanding attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles, particularly through a wide range of sporting activities in the community.

7. Leadership and management

- The leadership and management have a clear strategic vision for school improvement and the improvement process makes good use of wide consultation, internal school data and ongoing professional discussion of learning and teaching leading to appropriate well-paced priorities for improvement. The staff have very good knowledge of their areas of responsibility and their action plans clearly focus on further improvements for learning; they analyse and evaluate effectively planning and practice and disseminate consistently good practice throughout the school on a regular basis.
- The children in the foundation stage participate in a well-established shared physical education programme with St Patrick's Primary School in Derrygonnelly. The children and staff in key stages (KS) 1 and 2 take part regularly in effective and productive projects with Killyhommon Primary School which include literacy, music and drama.

- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors provide rigorous scrutiny of the school development plan, policies and school finance and provide a challenge function for the further development of school resources.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.
- 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.

8. Conclusion

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

1. A review of the controlled access system is required and the mobile accommodation located beside the main school requires a suitable safety system.

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