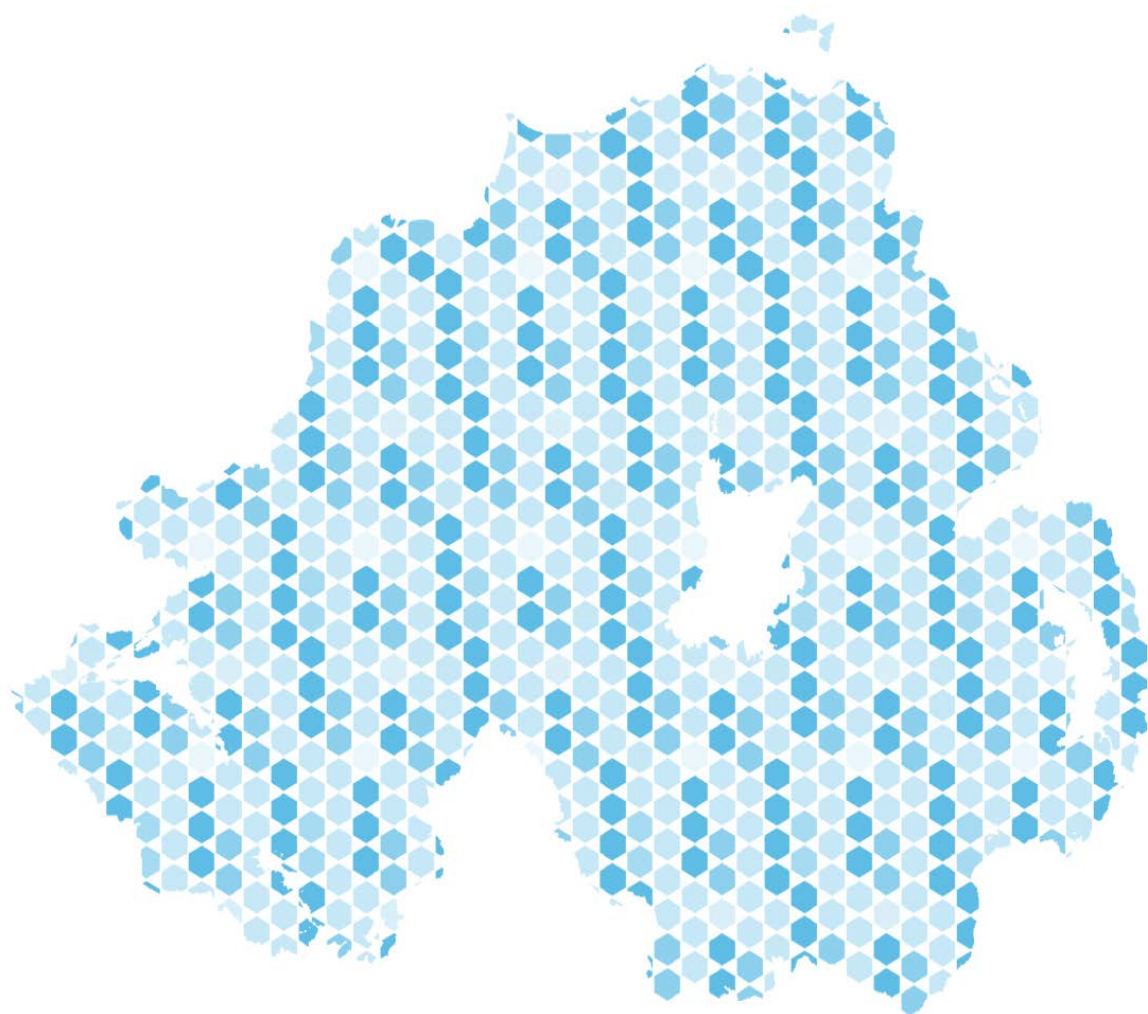


PRIMARY INSPECTION



Education and Training
Inspectorate

Derryhale Primary School,
Portadown, Co Armagh

Report of an Inspection in
February 2014

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

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	60	12	12	9
Teaching staff	10	10	100	*
Support staff	*	*	*	*

* fewer than 5

A majority of the written responses from the parent questionnaires were positive about the friendly, welcoming ethos and the progress made by their children. The staff responses were positive about almost all areas of the school and highlighted the effective team spirit among all staff. The matters raised in the questionnaires and in the written responses were discussed with the principal and the representatives of the board of governors.

2. Context

Derryhale Primary School is a controlled primary school situated in a rural area approximately three miles from Portadown. The enrolment of the school has remained steady over the past four years and has increased slightly in the current academic year; all of the children come from the surrounding rural area. At the time of the inspection, one member of the teaching staff was seconded to work with the Southern Education and Library Board.

Derryhale Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	82	86	86	91
% Attendance (NI Average)	95	97	96.9	96.3
FSME Percentage ¹	12	9	9	11
% (No) of children on SEN register	20.7	20.9	18.6	17.5
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	5

Source: data as held by the school.

* fewer than 5

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

3. Focus of inspection

The inspection focused on:

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

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Good
Provision	Very Good
Leadership and Management	Very Good

Key findings of the inspection

5. Achievements and standards

- The children are highly motivated and enthusiastic learners; they are confident in taking risks in their learning activities. In all classes, the children work well in pairs, small groups and independently; they listen respectfully to each other's ideas and opinions and make constructive assessments of their own work and that of their peers. The children reported that they enjoy the range of activities provided by their teachers and the challenges set for them.
- An analysis of the end of Key Stage (KS) 2 performance data in three of the past four years* shows that in English, the school's performance is above the Northern Ireland (NI) average and the average of schools in the same free school meals (FSM) category in one of the last four years**. In mathematics, the school's performance was above the Northern Ireland (NI) average in two of the last four years and below the average of schools in the same FSM category over the same period of time.
- The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics in line with their ability or above expectation.

* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

** The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

- Throughout the school the children communicate articulately and confidently. They write to a good standard across a range of forms and almost all of the children read at a level appropriate to their age. The most able children in year 4 and 7 read with very good fluency and expression; are enthusiastic about reading and are keen to discuss their favourite authors and novels. In mathematics, across all stages, the children show a high level of enjoyment and engagement in their mathematical activities. By year 7, the most able children are secure in their understanding of number and place value and can apply their mathematical knowledge competently. When encouraged, the children can draw on a range of strategies to complete accurately mental calculations.

6. Provision

- The quality of the teaching ranged from good to very good; almost half of the lessons were very good. A key feature of the teaching across the school was the skilful use of effective questioning to challenge the children and to extend their thinking. The teachers make very good use of real-life contexts to provide creative and meaningful learning opportunities for the children. The classroom assistants provide valuable support, guidance and challenge to the children in their care.
- The teachers plan effectively to provide a broad and balanced programme and use appropriate differentiation to ensure that all the children's needs are met. The opportunities for the children to develop their thinking skills and manage their learning are suitably incorporated into the planning and teaching. The teachers evaluate their planning regularly, with a clear focus on the children's learning, and they make good use of these evaluations to inform their future planning. All of the teachers mark the children's work regularly and give the children appropriate guidance on how to improve their work. In the best practice, they give the children opportunities to respond to the guidance provided and make the improvements to their work.
- The school identifies appropriately, at an early stage, children who require additional support with aspects of their learning. The children benefit from well-targeted withdrawal sessions providing support for both literacy and numeracy. The individual education plans, which are drawn up in consultation with the class teacher and the special educational needs co-ordinator, are regularly reviewed and updated. The staff have identified a small number of children who are potentially underachieving in numeracy or literacy; they are implementing a suitable range of intervention strategies and involve the children in setting their individual learning targets.
- The pastoral care in the school is of a high quality. The school's vision, "Give our children time to be children," is evident throughout the life and work of the school. Throughout the inspection, there was a friendly, welcoming ethos and the children's behaviour was exemplary. The children benefit greatly from the opportunities provided to take part in external competitions and from a broad range of educational visitors and sporting and musical activities, all of which extend and enhance their learning experiences. The children contribute to the

decision-making processes in the school through the school council and the eco council. They have good opportunities to develop a sense of responsibility and caring for younger children through their participation as 'Playground Pals' and 'Reading Buddies.' The school encourages the children to have a strong focus on caring for others through their charity work by raising awareness and funds.

- The school gives very good attention to promoting healthy eating and encourages the children to adopt healthy lifestyles with a wide range of visitors to support and enhance the personal development and mutual understanding programme within the school. There are good opportunities to take part in sporting activities both during and after school.

7. Leadership and management

- The Principal and co-ordinators provide a strategic approach to school improvement which is child-centred and clearly focused on improving teaching and learning to raise further the standards achieved by all of the children. There is a very good team approach and effective staff development opportunities are provided for all teaching staff including classroom assistants.
- The school development planning process is well informed by a thorough analysis of internal performance data and self-evaluation. The associated action plans have a clear focus on improving further the provision for the children and raising the standards they attain. The co-ordinators work well together to develop a consistent and coherent approach to curriculum development. They are well informed about their area of learning through the effective monitoring and evaluation of classroom practice.
- Based on the evidence presented at the time of the inspection, the parents, staff and school community can have a high degree of confidence in the aspects of the governance evaluated. The governors are actively involved in the school development planning process and provide a challenge function in relation to standards and achievements, finance and the curriculum.
- 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 year 6 children, they reported that they feel safe and secure in school and know who to talk to if they have 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 the 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 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.

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