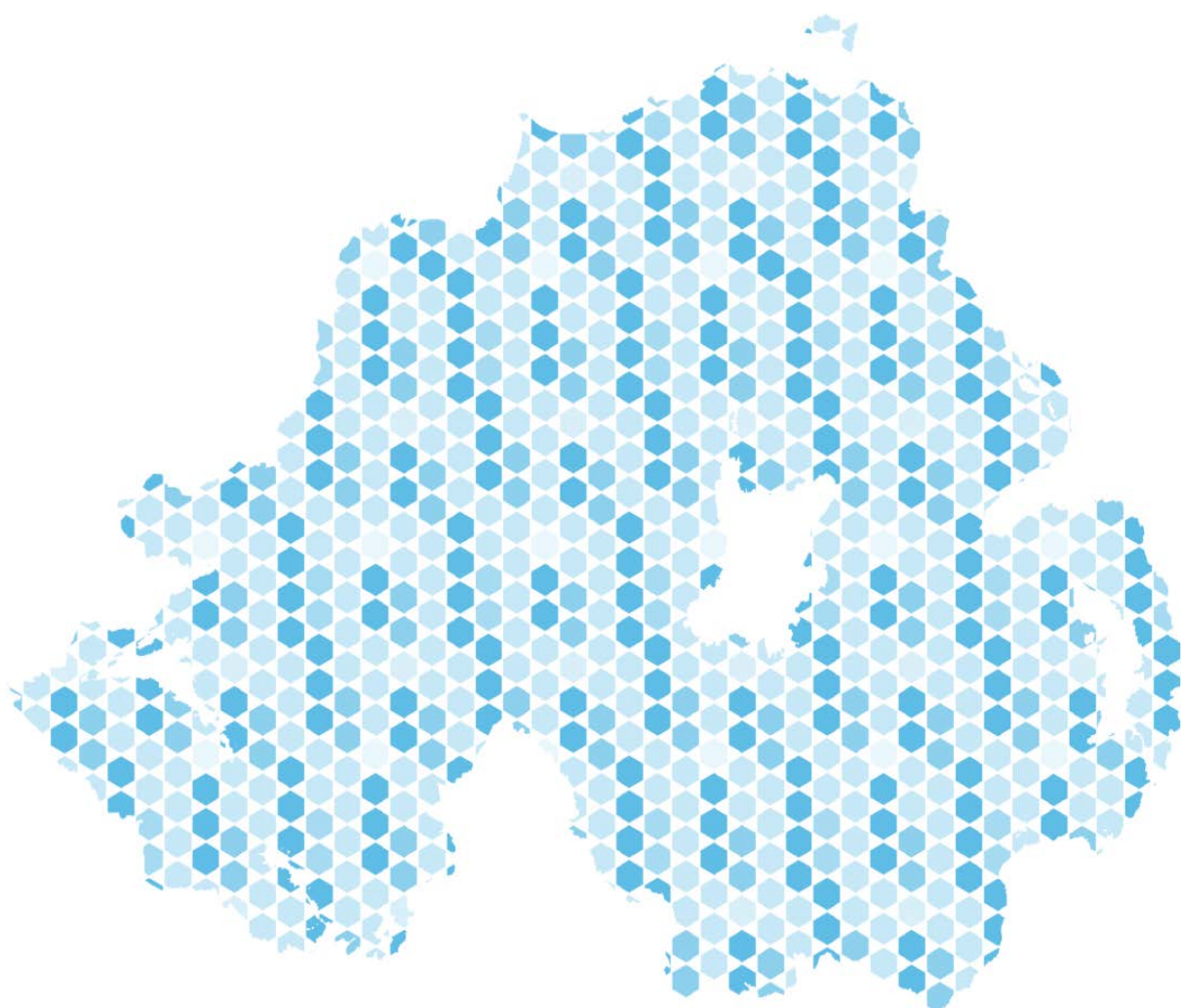


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Drumlish Primary School,
Dromore, Co Tyrone

Report of an Inspection in
May 2015

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
SERVICE
EXCELLENCE



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 |

Contents

| Section | Page |
|--|-------------|
| 1. Inspection method and evidence base | 1 |
| 2. Focus of inspection | 1 |
| 3. Context | 1 |
| 4. Overall findings of the inspection | 2 |
| 5. Achievements and standards | 2 |
| 6. Provision | 3 |
| 7. Leadership and management | 4 |
| 8. Conclusion | 4 |

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 seven per cent of parents responded to the questionnaire. All the responses, including the written comments, were wholly positive, supportive and appreciative of the work of the school. In particular, the parents praised the excellent levels of communication and the quality and range of the children's learning experiences. Particular praise was given to the school's involvement with the Shakespeare in schools and Lion King initiatives. Similarly, the staff who completed the questionnaires were wholly positive and supportive of the work of the school. In the inspectors' discussions with the chair of governors, the strong family ethos of the school, the school's continuous improvement and the high regard the school commands in the community were presented strongly.

2. 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 for numeracy in the school; and
- the quality of leadership and management.

3. Context

Drumlish Primary School is a co-educational Catholic maintained primary school situated in the town-land of Drumlish, which is in the parish of Dromore, six miles from Omagh in County Tyrone. All of the children attending the school come from a two mile radius of the school. The enrolment is steady and the school operates at full, or near-full, capacity. The school lives out well its motto: *children at the heart of our school: school at the heart of our community*, as endorsed by the questionnaire returns and the wider inspection findings. The percentage of children entitled to free school meals has reduced in the past four years while the proportion who require additional help with aspects of their learning has risen significantly.

| Drumlish Primary School | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--|----------------|----------------|----------------|----------------|
| Enrolment | 54 | 52 | 57 | 56 |
| % Attendance | 97.2 | 96.5 | 97.1 | n/a |
| FSME Percentage ¹ | 16.7 | 15.4 | 14 | 7.1 |
| % of children on SEN register | 7.4 | 13.5 | 22.8 | 32.1 |
| No. of children with statements of educational needs | * | * | * | * |

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

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

5. Achievements and standards

- The children are friendly, well-motivated and settle to their work quickly and with focus. They have excellent dispositions to learning and interact well with staff and one another. The children benefit regularly from engaging learning experiences that are underpinned with appropriately high expectations and individual learning support. They are keen learners, who can apply their knowledge and skills in a range of appropriate contexts. Consequently, they take pride and pleasure in their achievements and present their work to a high standard.
- The school's internal assessment data shows that most of the children make very good progress in English and mathematics, which is in line with their ability, or exceeding expectations. The standard of work in the children's books is also very good.
- By year 7, the children have a secure and confident understanding of the key areas of mathematics; they can apply their mathematical knowledge in meaningful contexts and can demonstrate very good flexibility in their thinking and reasoning.
- The children who require additional support with aspects of their learning are making very good progress, meeting the targets outlined in their individual education plans, and the majority reach the standards of which they are capable. The school has identified appropriately the need to improve the provision further for the most able to provide additional stretch and challenge.
- The children achieve good standards in information and communication technology (ICT) and use it adeptly in class to develop their learning.

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

6. Provision

- There is a coherent, whole-school approach to planning, learning, teaching and assessment throughout the school. The teachers' planning is well informed by the evaluation of the children's previous learning and knowledge of their individual needs and has breadth, coherency and progression. All of the lessons observed were effective in extending learning and most were highly effective. Such lessons were paced briskly with ample opportunities for active learning through very effective paired and group work; teacher expectations were high and learning was set in meaningful contexts. Teachers correct the children's work regularly and the best examples have supportive comments, which also make good suggestions for further improvement.
- The provision for children with additional educational needs is inclusive and well-informed through a range of performance data, specialist diagnostic assessments and additional pastoral information. Those who require additional support with aspects of their learning are identified early; the provision through in-class, withdrawal and external agency support is matched closely to needs. The effective quality of this support confirms that the children with additional learning needs are valued and this assistance has a positive impact on the children's learning, confidence and achievement.
- All areas of the mathematics curriculum are taught with appropriate regularity throughout the school, thereby extending the children's mathematical understanding and securing sound progression. There is a good range of learning and teaching strategies used to encourage the children to engage with and enjoy their mathematics. Key strengths include: the promotion of the children's arithmetical reasoning; the promotion of a specialised lexicon; the systematic acquisition of mental mathematics strategies and the well integrated use of mathematics in other areas of the curriculum.
- In the foundation stage, the children enjoy activities which engage their interest, promote very good self-management and inter-personal capabilities and develop sound early literacy and numeracy understanding.
- The quality of pastoral care is very good. The varied range of activities provided for the children, within and beyond the classroom, enhances the quality of their learning experiences and contributes very well to the children's personal, social, spiritual and emotional development. The emphasis placed on improving the children's outcomes, skills and personal capabilities reflects well on the pastoral provision. The school's community links are of a good quality and form an important part of the Personal Development and Mutual Understanding programme, supporting both local and international fund-raising efforts that are meaningful to the children.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt and maintain healthy lifestyles.

7. Leadership and management

- The leadership and management of the school is highly effective. There is a clear strategic direction for school improvement, underpinned by appropriate leadership and management practices and a well-communicated shared vision for improvement. All of the staff work very cohesively and collegially as a team and are highly committed to meeting the academic and pastoral needs of the children.
- School improvement is informed by an appropriately detailed and evaluative school development plan which was developed with widespread consultation. The key priorities of the school development plan focus appropriately on improving further the quality of the children's learning experiences and the standards that they attain. The school has identified specific aspects of the literacy, numeracy and ICT provision as core drivers for development, in order to improve learning experiences and raise standards further.
- Self-evaluation is sufficiently rigorous and is underpinned by effective analysis and understanding of pertinent qualitative and quantitative data; consequently, the school can demonstrate that past adjustments to the provision have led to improvement.
- The governors play an active role in the life and work of the school, providing good support and appropriate challenge, when necessary. They are fully committed to ensuring the school plays an important role in the community and to supporting continuous improvements to the provision. The governors carry out their roles conscientiously and understand well the challenges and opportunities facing the school. Based on the evidence presented at the time of inspection, there can be a high degree of confidence in the aspects of governance evaluated.
- 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, a group of year 6 and 7 children reported that they feel happy and secure in school and know what to do if they have any concerns about their safety or well-being.
- There are very effective arrangements in place for consulting and communicating with parents to involve them appropriately in their children's education. There are purposeful links with other schools, external agencies, local businesses and the wider community, which broaden the curriculum and enhance the children's learning experiences.
- It is 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 very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

© CROWN COPYRIGHT 2015

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