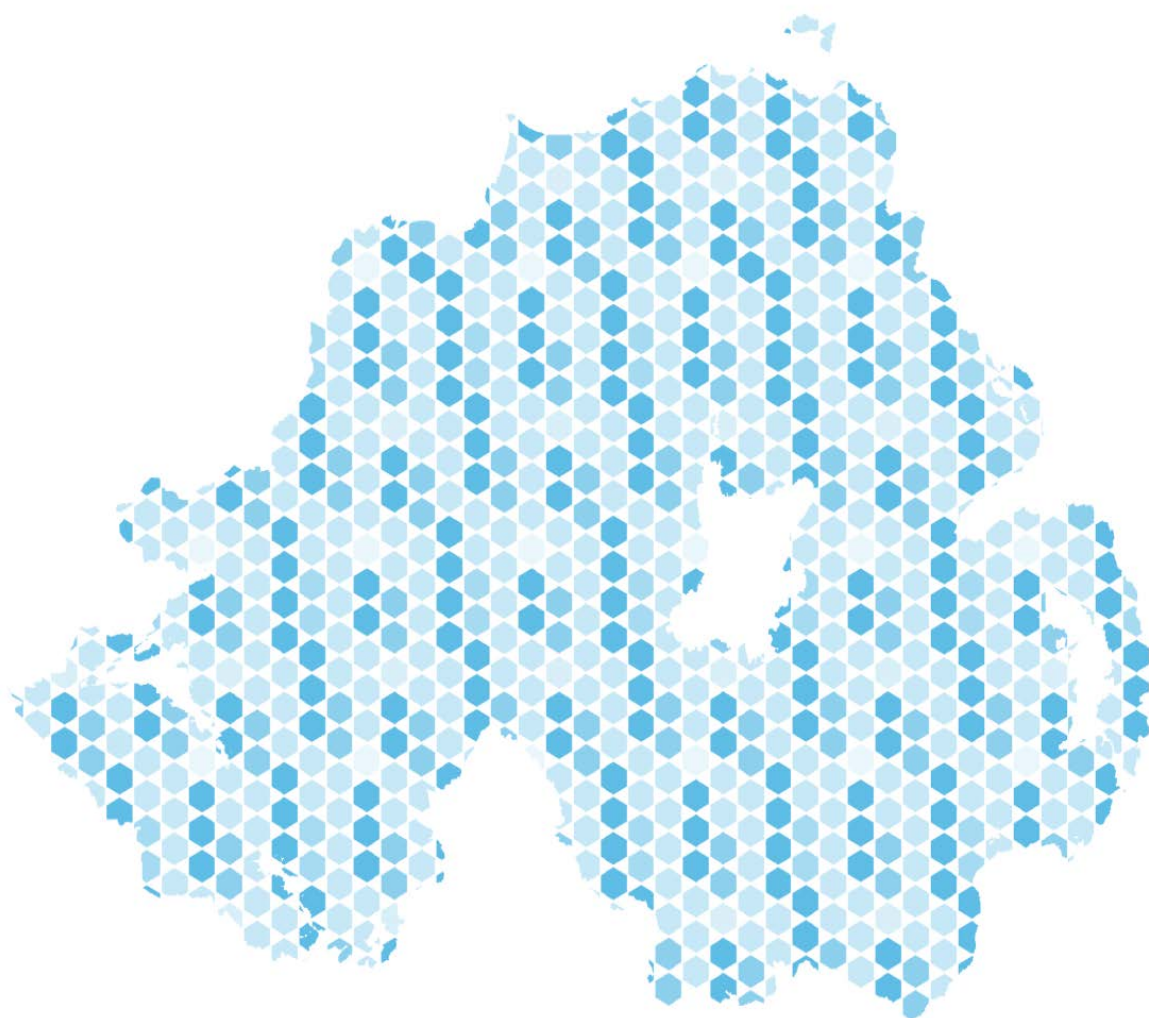


PRIMARY INSPECTION



Education and Training
Inspectorate

Drumrane Primary School,
Dungiven, Co Londonderry

Report of an Inspection in
January 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
SERVICE
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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 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 (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents	78	11	14 ¹	6
Teaching staff	6	6	100	5
Support staff	6	*	*	*

* fewer than 5

The responses from the parents and staff indicated that they are very content with the friendly and child-centred school ethos, the provision for children who require additional support with aspects of their learning, and the leadership of the principal. The governors expressed their confidence in the school, appreciation for the hard work of the staff, and concerns about the lack of sufficient teaching space to accommodate the substantial rise in numbers since the school opened five years ago; the school is presently oversubscribed, and operating at full capacity. The year 6 and 7 children spoke about the many educational opportunities provided for them and their great enjoyment of school.

2. Context

Drumrane Primary School is situated in the village of Burnfoot, a rural area on the outskirts of Dungiven. The enrolment has risen by approximately 25% since the school opened five years ago, following an amalgamation of three small primary schools. There are currently 116 children attending and 30% of the children are identified by the school as requiring additional support with their learning.

¹ ETI is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parental questionnaire may be low.

Drumrane Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	89	104	106	116
% Attendance (NI Average)	94.4%	94.3%	96.8%	-
FSME Percentage ²	29.2%	27.9%	28.3%	33.6%
% (No) of children on SEN register	18.0 (16)	13.5 (14)	14.2 (15)	17.2
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	0	0	0

Source: data as held by the school.

*fewer than 5

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	Good
Achievements and Standards	Good
Provision	Good
Leadership and Management	Good

Key findings of the inspection

5. Achievements and standards

- The children engage well with their learning; they take pride in their achievements and enjoy talking about their work. They become more independent as they progress through the primary year groups, work very well in pairs and groups, and take a very good degree of responsibility for their own learning. They present their work very well and to a good standard.
- An analysis of the end of key stage (KS) 2 performance data ³ over the past four years shows that the school's performance in English and mathematics was well below the Northern Ireland (NI) average. Correspondingly, the levels of attainment in English and mathematics remain below the average when compared with schools in the same free school meals category; however, the trend is improving well. Significantly, although the end of key stage outcomes are low, the school's internal analysis shows that, over the past four years, most of children who did not achieve a level four at key stage (KS) 2 had statements

² The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

³ 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

of special education needs or were at stage 3 on the Code of Practice. Moreover, the internal data for these particular children, including standardised tests in English and mathematics, shows that most attained in line with their ability or better than expected. The school's internal performance data also shows there is a rapidly improving trend; most of the children in the school make very good progress in English and mathematics in line with their ability or above expectation.

- By the end of KS2, most of the children express their ideas and thoughts in an articulate manner; they produce writing of a good standard across a variety of styles and read with confidence. Most listen well, and are confident in expressing their opinions and asking questions to extend their learning. In mathematics, most of the children have a good mathematical understanding; they are flexible in their thinking and are developing well the ability to apply their learning of numeracy in real-life contexts.
- The children who require support with aspects of their learning are making good progress in literacy and numeracy and are included fully in school life.
- Most of the children attain good standards in information and communication technology (ICT); numerous examples of their work, completed to a good standard, are displayed throughout the school and evident in their written books.

6. Provision

- The quality of the planning and assessment for learning is very good. There are well-conceived plans and policies which guide effectively the work of the teachers. All of the teachers mark the children's work regularly; in the best practice, there is very good marking for improvement and clear evidence of the children correcting mistakes and improving further their work.
- The quality of the teaching ranged from outstanding to satisfactory, with a significant minority very good and a further minority outstanding. There is an important need to disseminate the very good or outstanding practice to all of the classes. The outstanding practice was characterised by work matched appropriately to the varied needs of the children, including the effective use of success criteria as an integral and natural part of the teaching strategies employed. The classroom assistants support skilfully the work of the teachers and the individual needs of the children.
- The additional learning needs of the children are identified at an early stage, with a wide range of appropriate strategies, including additional teaching support for two days a week, used very well. The individual education plans are used competently, and the progress of the children is tracked and evaluated regularly to inform well the future teaching.
- The quality of the arrangements for pastoral care in the school is very good. The pastoral system is supportive and also focused well on improving the academic standards of the children. For example, there is a wide range of effective reward systems in operation, both at an individual and whole-school level, which are well targeted on motivating the children to improve continuously the standard of their work. There are very good working relationships at all levels throughout the school community. The children benefit greatly from their active involvement in the school council and during discussions they talked in a logical and articulate manner about making decisions regarding the use of playground resources and, notably, adjustments to the teaching and learning. The school has a wide range of effective links with the local community.

- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The principal provides very effective leadership and supports well the staff both pastorally and professionally with a clear focus on the holistic development of the children. The co-ordinators provide effective leadership and monitor and evaluate effectively the quality and standard of work within their areas of responsibility. Overall, the work is progressing well and appropriate targets have been set by the leadership team for the further improvement of standards.
- A culture of self-evaluation is developing well, with data used robustly to challenge and support at all levels; an increasing use is made of first-hand evidence, including lesson observation and scrutiny of children's books, to widen the evidence base for self evaluation, and to support changes in teaching and learning, or adjustments to the school development plan. This is a key priority for further development.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated; the governors exercise their challenge function in relation to school improvement. The governors now need to develop their role further, to review and challenge, where necessary, evidence presented to them by post holders on the impact of the action taken within their areas of responsibility.
- 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 year 6 and 7 children reported that they felt secure in school and knew what to do if they had any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

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