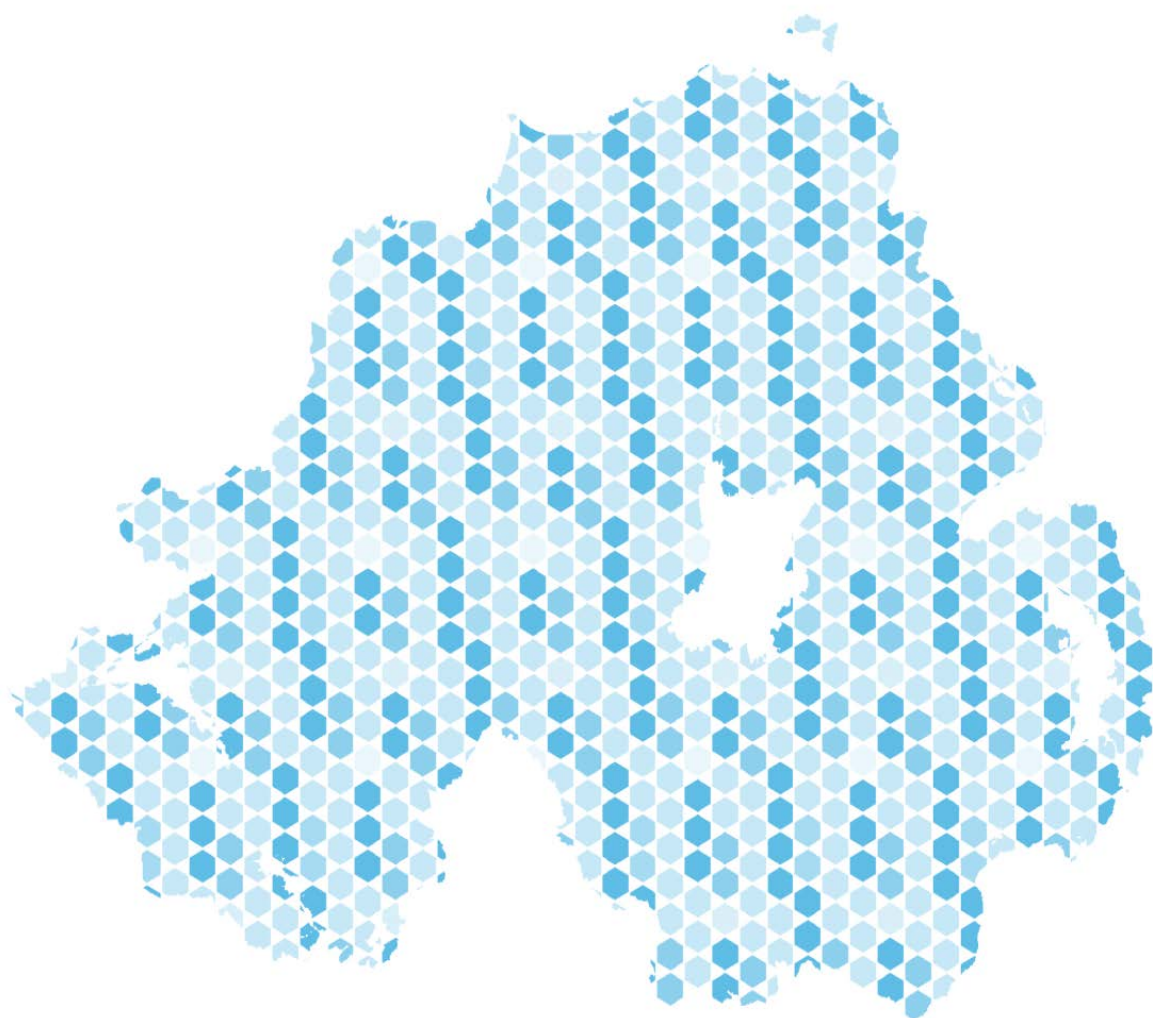


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Tattygar Primary School,  
Enniskillen

Report of an Inspection  
in September 2013

*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

## Contents

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

## 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	37	30	81%	20
Teaching staff	*	*	100%	*
Support staff	6	6	100%	*

\* fewer than 5

## 2. Context

Tattygar Primary School is situated in the village of Lisbellaw in Co. Fermanagh. The enrolment has fluctuated over the last four years and is currently 55. The children come from a wide rural catchment area and from the town of Enniskillen

Tattygar Primary School	2009/10	2010/11	2011/12	2012/13
Enrolment	50	53	63	55
% Attendance (NI Average)	95.9%	96.5%	94.9%	95.7%
FSME Percentage <sup>1</sup>	18%	26%	29%	25.5%
% of children on SEN register	14%	21%	17%	20%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	0	0	*	*

**Source:** data as held by the school.

\* fewer than 5

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<sup>1</sup> 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 under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

### 4. Overall findings

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

### Key findings of the inspection

#### 5. Achievements and standards

- The children's behaviour is exemplary; they are highly motivated and display very positive attitudes to their learning. They support one another and work well both individually and collaboratively. They respond well to the high expectations of their teachers and take great pride in their work. An analysis of the end of key stage two (KS2) performance data, in three of the past four years\*, shows that in English and mathematics the school's performance is consistently above the Northern Ireland average. Compared with schools in the same free school meals category, the performance in English and mathematics is also consistently above the average.\*\* The school's internal performance data shows that almost all children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation
- The children have a very good understanding of their work across the range of areas in mathematics; in the foundation stage the children have a sound knowledge of number, shape and problem solving and they can use mathematical language with confidence in their work and play. In key stage one (KS1) and KS2, the children are secure in their knowledge of number facts. By year seven, they have very good knowledge and understanding of important

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\* 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.

ideas and concepts across the mathematics curriculum and can handle simple and more complex computation well. Across all key stages, the children achieve very good standards in literacy and develop very good skills in talking, listening, reading and writing in meaningful contexts. The children in KS2 report that they read for pleasure, and they are able to talk articulately and confidently about their chosen texts.

- All of the children in the school who have been identified with learning difficulties make very good progress in their learning in line with their ability.
- The children's achievements and standards in information and communication technology (ICT) are very good. In the last two years, the children in years four and seven have been entered in the Council for the Curriculum, Examinations and Assessment ICT Accreditation Scheme and have consistently achieved above the Northern Ireland average.

## **6. Provision for learning**

- The quality of the teaching observed ranged from good to very good; two-thirds of the learning and teaching observed was very good. The very good quality of the teachers' planning and the child-centred evaluations ensure that work is matched to the children's needs, interests, experiences and abilities. The teachers interact very well with the children, using effective questioning, in order to develop their thinking and learning. They provide positive, regular feedback to the children, giving clear guidance on improving their learning. The classroom assistants support very well the children's learning.
- The quality of the provision for children with learning difficulties is very good. The children are identified early through classroom observation and the use of appropriate internal performance data. The teachers and the classroom assistants support appropriately the children in class. The well-planned withdrawal sessions target effectively the learning needs of the children. The individual education plans have clearly focused targets, are regularly reviewed and guide well the provision made for the children.
- Literacy and numeracy are promoted effectively across the curriculum and the teaching of both literacy and numeracy is of a very good standard. The programme for the development of the children's reading and writing skills is thorough, ensuring that all aspects of literacy are taught in a coherent and connected way, using an appropriate range of strategies. The school has identified the further development of the teaching of writing as a priority and have begun to develop writing across a range of genres. The well-planned mathematical experiences develop systematically across the three key stages. Good use is made of practical activities and opportunities to apply their mathematics across the curriculum in order to promote the children's mathematical thinking and language and to consolidate and extend their knowledge. In the foundation stage and KS1, play-based learning provides valuable opportunities to develop the children's early literacy and numeracy skills. ICT is effectively integrated into classroom activities to support and extend the children's learning.

- The quality of the arrangements for pastoral care in the school is outstanding. This provision is characterised by the supportive, inclusive and nurturing ethos which permeates the school community. There are excellent working relationships at all levels; in particular, the strong partnership with parents supports well the children's learning. The children are courteous and very well behaved and interact confidently with their peers and adults. They have the opportunity to become involved in decisions affecting the life of the school through the school council and through the school's self-evaluation process.
- The school gives very good attention to promoting a healthy lifestyle through the healthy break and lunch initiatives and through the wide range of physical activities on offer.

## **7. Leadership and management**

- The principal has been in post for four years. He leads very well by example and inspires confidence and respect among staff, pupils, governors and the wider school community. He combines very effectively his teaching and leadership roles and promotes a strong sense of collegiality among the staff. He has a clear vision for the work of the school which focuses strongly on improving learning and teaching and on the pastoral development of the whole-school community. The co-ordinators provide very good curricular leadership; they monitor and evaluate the quality of work and provide appropriate guidance to their colleagues to ensure a high quality of professional practice in the school. They use teacher observation and internal performance data to identify low and underachievement and to prioritise areas for improvement within the curriculum provision.
- The principal has involved fully the staff, parents, governors and children in the process of school development planning. The school development plan reflects the priorities identified through the self-evaluation process and is supported by a range of appropriate action plans. Based on the evidence presented at the time of inspection, the evaluation is that the parents, staff and school community can have confidence in the aspects of governance evaluated. The governors are well informed about and engaged in decisions in relation to recruitment, safeguarding, finances and management structures within the school. Their contribution to the life and work of the school could be enhanced further through the monitoring of the processes for self evaluation and the outcomes from the specific actions undertaken.
- 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. During the inspection, the inspectors met with a group of primary six and seven children. The children spoke with enthusiasm and confidence about their experiences in school. They reported that they felt happy and safe in school and know what to do if they had any worries or concerns.
- 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 the school is very good. The school is meeting very effectively the educational and pastoral needs of all of the children, and has demonstrated its capacity for sustained self-improvement.



### Health and safety

- There are no vision panels in the primary one or mobile classroom doors.
- There is no controlled access to the mobile classroom.

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