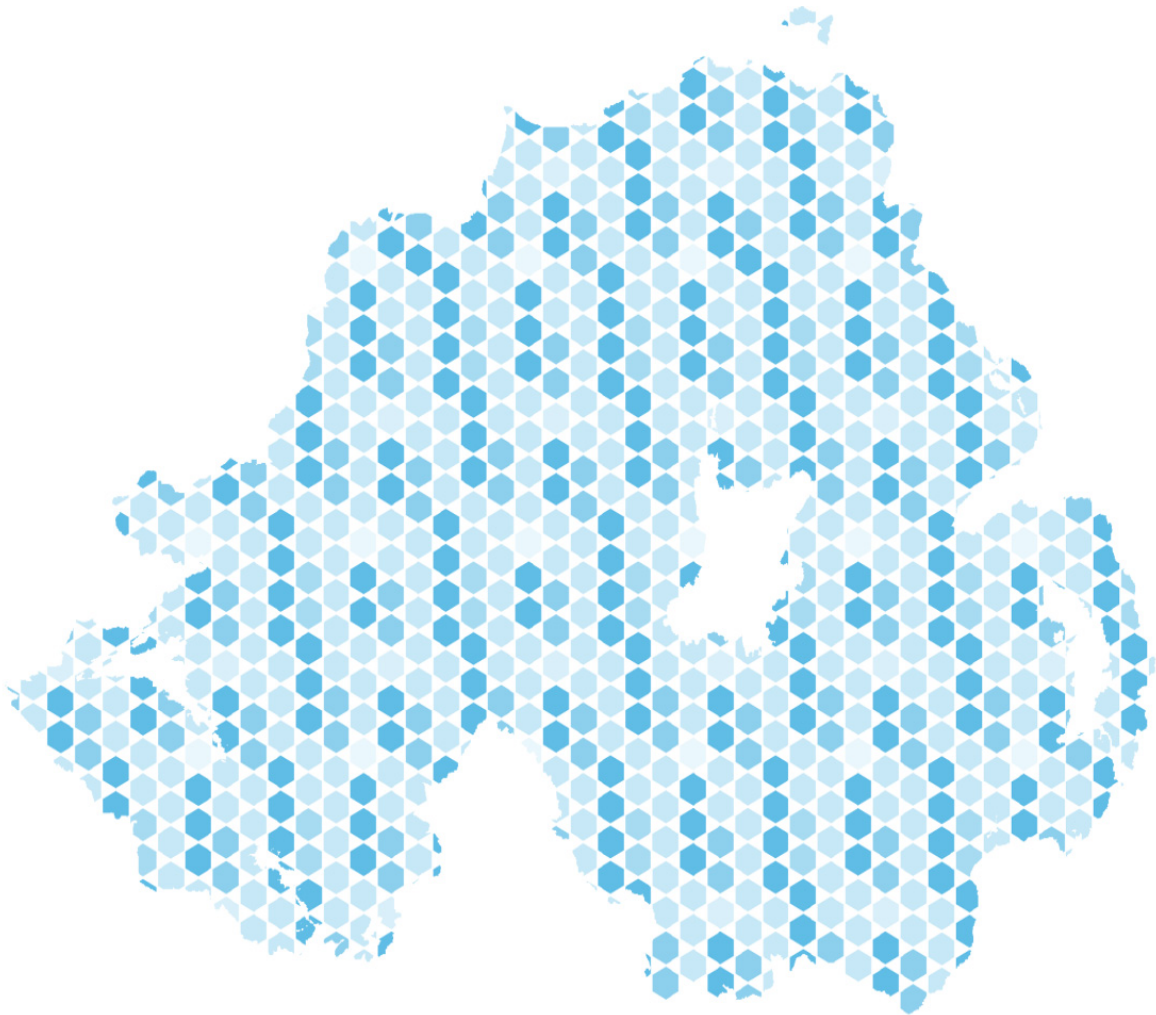


PRIMARY INSPECTION



Education and Training
Inspectorate

Aghadrumsee Primary School,
Enniskillen

Report of an Inspection
in February 2012

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Aghadrumsee Primary School is situated in a rural location on the outskirts of Magheraveely village in County Fermanagh. The children attending the school come from the surrounding rural area. There are 28 children enrolled in the primary school and a small number of pre-school children in the reception group. The enrolment has declined in recent years; however there is a projected increase in next year's enrolment. At the time of the inspection, approximately 23% of the children in the school were entitled to free school meals. The school has registered 74% of the children as having special educational needs.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

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, working in partnership with other agencies, has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- In **English and mathematics** a majority of the children, including those with special educational needs attain good standards in literacy and numeracy in line with their ability. The children are effectively developing confidence and competence in reading and writing skills, and acquiring a broad range of mathematical concepts. A minority of the children do not achieve as well as could be expected. All of the children are becoming skilful in the use of information and communication technology (ICT) to support their learning.

Provision for Learning

The provision for learning is very good.

- The **children's behaviour** is excellent; they are good listeners, co-operative and friendly. They take pride in their work and settle quickly to learn. The children have very good group work skills, organise their roles, take responsibility and learn effectively within a team.

- The teaching and support staff are hard-working and plan diligently for lessons. In two-thirds of the lessons observed the **quality of the teaching** was very good. In these lessons, the teachers deployed very good questioning techniques and provided excellent opportunities for the children to organise their ideas and make extended responses.
- There is a high incidence of **special educational needs** in the school. These children benefit from early identification and the support of multi-agency teams to meet their range of complex needs. A wide range of interventions and support from staff external to the school is helping the children improve their attainment and in some instances manage their behaviours. The children are aware of the targets set to help them improve or overcome barriers to their learning. The classroom assistants support effectively the children to assist their learning and development. It is appropriate that all the staff continues to develop further their own teaching capacity to meet such a high incidence of special needs in the school.
- The quality of the arrangements for **pastoral care** is outstanding in the school. The school is inclusive and the children are encouraged to stay safe and to care for one another. The staff works hard to develop the children's self-esteem and confidence through a positive awards system.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating and physical activity**. There is a strong emphasis placed on active learning in the outdoors and in after-school activities. The children are encouraged to eat healthy lunches. The programme for Personal Development and Mutual Understanding (PDMU) supports very well the children's self-awareness about making healthy choices.

Leadership and Management

The quality of leadership and management is very good.

- The **teaching Principal** has a clear vision for school improvement. She is supported well by the staff and ensures that the children have worthwhile opportunities to learn with children from other schools. She is committed to the health and well-being of the staff, the children and the parents.
- The **Board of Governors** plays a very supportive role in the life and work of the school. 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 high incidence of special educational needs, and the capacity of the staff to meet these. The Board of Governors will need to review the provision of the pre-school curriculum for the reception children.

- The school has effective processes for whole-school **self-evaluation and school development planning**. There is an embedded culture of using performance and qualitative data effectively to identify low and under-achievement in order to inform planning and effect further improvements in the children's standards and learning experiences.

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, working in partnership with the external agencies has demonstrated the capacity to address.

These include the need:

- to continue to work, including collaboratively with external agencies, in order to embed further the strategies, to address areas of underachievement.

The Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Aghadrumsee Primary** iii. **Date of Inspection: W/B 20/02/12**
 ii. **School Reference Number: 201-1873** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	4	7	2	2	2
Enrolments					
Primary	44	41	33	31	28
Reception	2	1	0	2	3
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 97.2% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.52%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 2.5 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 12.4 NI PTR: 20.2
- iii. Average Class Size: 15.5
- iv. Class Size (Range): 15 to 16
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 10 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 75 |
- vi. Percentage of children with statements of special educational needs: 6.45%
- vii. Total percentage of children on the Special Needs Register: 74%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 22.58%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | English | Mathematics | Irish |
|---------|-------------|-------|
| 60% | 60% | N/A |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- | Year 1 | Year 2 | Year 3 | Year 4 |
|--------|--------|--------|--------|
| 2 | 2 | 2 | 7 |

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection, and for a group of children from year 6 to meet the inspectors.

Twenty-two questionnaires were issued to the parents of the children in the primary school: seven were returned to Inspection Services branch and they contained additional written comments. All of the responses from the questionnaires were highly affirmative of the work of the Principal and staff. The written comments were all positive and praised the excellent provision for meeting the children's individual learning needs. In addition, the teaching and support staff questionnaires were all highly positive about life and work in the school.

The inspectors met a group of year 6 children; they talked readily about the range of enjoyable learning experiences and visits to places of interest. They value the support and care provided by all the staff. The children are aware of what to do if they have worries about their safety and well-being.

HEALTH AND SAFETY

- The controlled access system is not functioning properly.

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