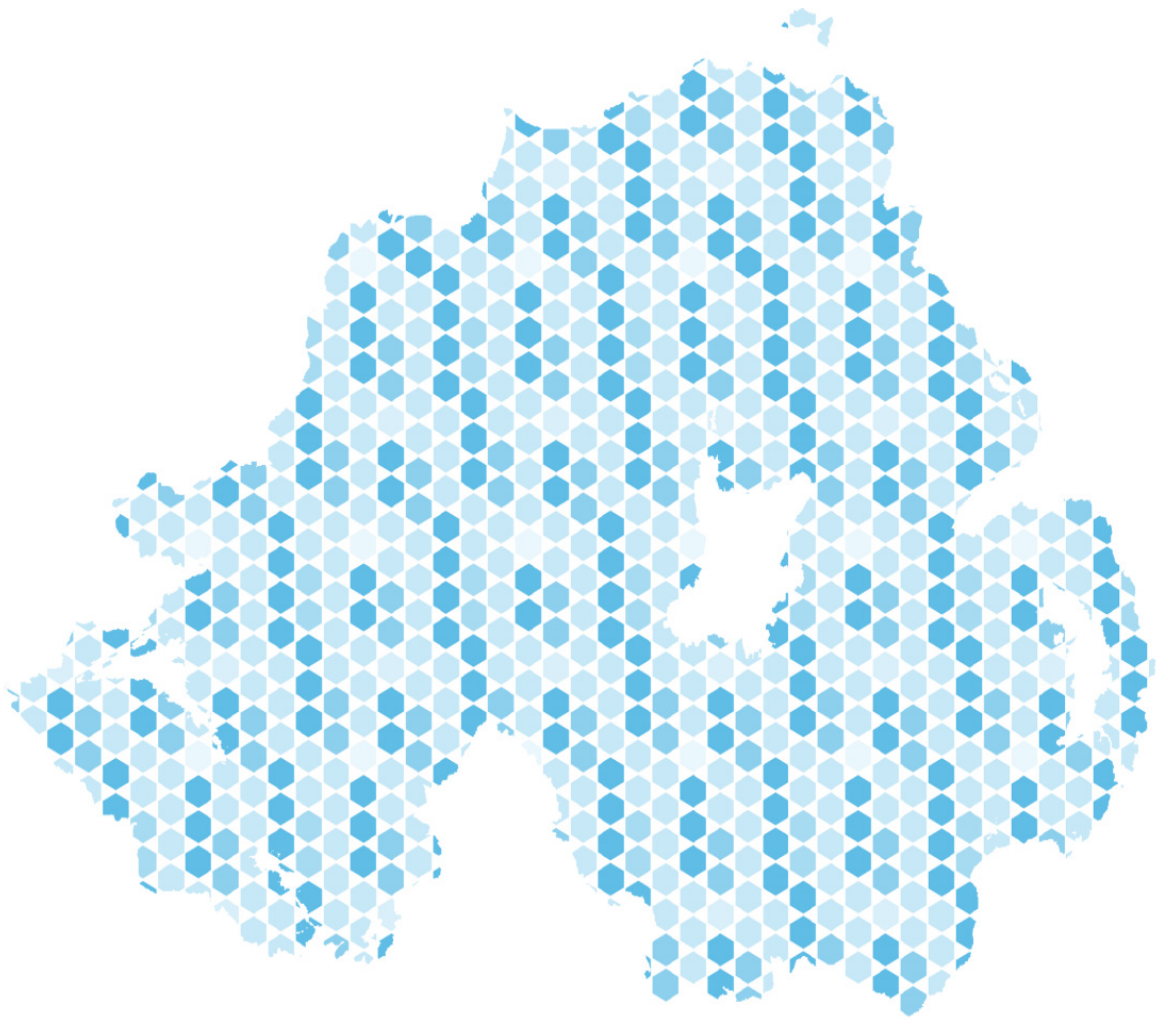


PRIMARY INSPECTION



Education and Training
Inspectorate

Ballytrea Primary School,
Stewartstown, Dungannon

Report of an Inspection
in March 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

Ballytrea Primary School is located in an elevated, rural site on the Coagh Road outside Stewartstown. The enrolment has decreased steadily over the last four years from 102 pupils in 2007 to the current 85 pupils. At the time of the inspection, approximately 3% of the children in the school were entitled to free school meals. The school has identified almost 29% of the children as requiring additional support with aspects of their learning.

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 this school is good and the pastoral care is very good. The school is meeting effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's standards is good.

In three of the past four years, the percentage of children attaining Level 4 and above in English has been well above the NI Average for similar schools. The percentage of children attaining Level 4 and above in mathematics has fluctuated within the past four years but was most recently also well above the NI Average. To sustain this improvement and raise the standards of attainment further, teachers need to ensure there is sufficient challenge and consistent progression in all aspects of their learning.

The children identified with special educational needs make progress and also reach standards of which they are capable.

Provision for Learning

The provision for **learning** is good.

The children demonstrate good levels of motivation, engagement and enjoyment in their learning. They listen attentively, are respectful of the staff and their peers and, when given the opportunity, they work well collaboratively both in small groups and paired work. Their behaviour was exemplary during the inspection.

The staff work hard to create a positive climate for learning which encourages the pupils' confidence and self-esteem.

The quality of the **teaching** observed ranged from satisfactory to very good, with the majority of the lessons observed being good or better. Key features of the best teaching observed included the effective questioning which elicited extended responses from the children and promoted their thinking skills; tasks were also set in a meaningful and relevant context. The less effective practice included too much teacher direction, slow pacing and low-level challenge. The teachers need to focus more clearly on the learning opportunities when planning for practical activity based sessions.

The school has identified appropriately the need to use assessment tools more effectively to track and analyse children's progress at whole school and individual class levels. The teachers mark the children's work regularly. In the best practice the marking and classroom assessment strategies help the children to improve their work. This needs to be developed more consistently across all classes.

The quality of the arrangements for **pastoral care** is very good.

The quality of the arrangements for **pastoral care** is very good. This is evident, for example, through the very good working relationships observed between the staff, the children and parents, some of whom are involved in the Reading Partnership programme in the school. The school makes good use of a broad range of visits and visitors to the school to enhance the children's learning experiences and has developed many useful links and partnerships within the community. The children have increasing opportunities to make suggestions and ideas about the life and work of the school through circle time and through the Eco Council which has also been successful in attaining a third Eco Flag for the school.

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 good attention to promoting **healthy eating** and provides a wide range of opportunities for sport and physical activity.

Leadership and Management

The quality of **leadership and management** is good.

The Principal is committed to the life and work of the school and has worked diligently to promote the school in the neighbouring and wider community including forging important links with primary and post primary schools both locally and, through the Dissolving Boundaries initiative, wider afield.

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. In addition, the negative impact of the enrolment of reception children throughout the year on the children, the staff and the funded provision from which the children are drawn needs to be reviewed.

In the areas inspected, the quality of education provided by this school is good and the pastoral care is very good. The school is meeting effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Ballytrea Primary** iii. **Date of Inspection: W/B 20/03/12**
 ii. **School Reference Number: 501-2615** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	9	14	13	10	12
Enrolments					
Primary	96	95	91	84	80
Reception	6	3	3	0	5
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): 96.3% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.2%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
---------------------	--------------	--------------	-------------------

- D. i. Number of Teachers (including the principal and part-time teachers): 6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 1.21 NI PTR: 20.2
- iii. Average Class Size: 21.25
- iv. Class Size (Range): 5 to 14
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 9 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 15 |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 29%
- viii. Number of children who are **not** of statutory school age: 5
- ix. Percentage of children entitled to free school meals: 3.5%
- 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 |
|---------|-------------|-------|
| 100% | 100% | 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 |
|--------|--------|--------|
| 12 | 0 | 0 |

APPENDIX 2

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. Of the 84 questionnaires issued to the parents, 15 were returned to the Department of Education (DE), including six which contained additional written comments. Almost all of the parental questionnaires expressed very high levels of satisfaction with all areas of the life and work of the primary school. In particular they commented on the nurturing, inclusive ethos which promotes all aspects of the children's development and the caring and diligent staff.

Two of the teaching staff returned the online questionnaire. The responses were wholly positive about all aspects of the school. The three support staff responses to the on line questionnaire returned within the timescale required were also very positive. The additional written comments included reference to the well-behaved children and the supportive team spirit among the staff.

The inspectors also met with a group of the year 6 children; they talked with pride about their school and in particular about their enjoyment of learning, music, sports and extra curricular activities. They also talked about the opportunities to express their ideas through involvement in the ECO council and circle time. The children reported that they felt happy and safe in school and are aware of what to do if they have worries.

HEALTH AND SAFETY

- There are a number of access points into the school site and buildings; it will be important that the school reviews the security and access arrangements for the parents, children and visitors.

© CROWN COPYRIGHT 2012

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

