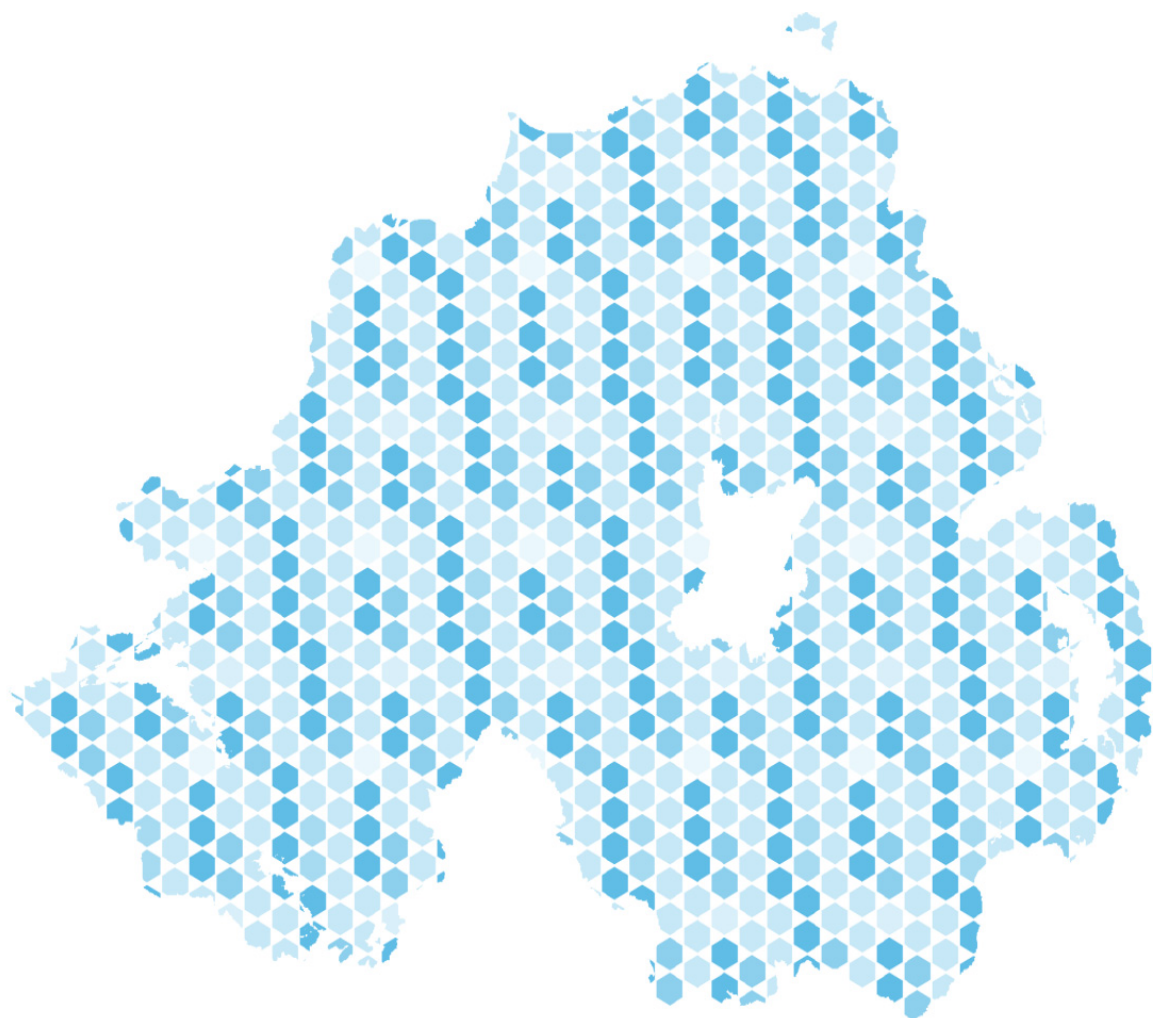


PRIMARY INSPECTION



Education and Training
Inspectorate

Bush Primary School,
Dungannon

Report of an Inspection
in January 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

Bush Primary School is a controlled primary school situated in the rural setting of Bush, approximately two miles outside Dungannon, County Tyrone. Most of the children attending the school come from the surrounding area. The enrolment has increased steadily over the past five years and currently stands at 184. The school has identified 14% of the children as requiring additional support with aspects of their learning. At the time of the inspection, just under 10% were entitled to free school meals.

The Principal was absent during the inspection but met with the Inspectors. The Vice-principal was in the role of Acting-principal.

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 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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- Most of the children make very good progress in English and mathematics as they progress through the school and attain standards that are in line with their ability or above expectation.
- The children who require **additional support** with aspects of their learning work well alongside their peers and make steady progress in reaching their identified targets.
- Most of the children deploy a range of strategies effectively to manage their own learning and can apply their learning in literacy and numeracy in other areas of the curriculum.

Provision for Learning

The provision for learning is very good.

- **The children's** behaviour is exemplary; they are well motivated and engage enthusiastically with the learning; they support one another and work well both individually and collaboratively. They take pride in their work and talk confidently about their learning.
- The **teachers and support staff** are dedicated and hard-working. They work effectively as a team to support each other, and are fully committed to the education and care of the children.
- The quality of the **teaching** observed ranged from good to outstanding. The teachers have high expectations and use a wide range of learning and teaching strategies and resources, including information and communication technology, effectively which build on the children's interests and experiences.
- In most of the lessons observed, the teachers integrated literacy and numeracy across the curriculum, promoted skilfully the children's thinking skills and personal capabilities and matched the work well to the children's abilities.
- Play-based learning is used very well to promote the children's learning in all aspects the curriculum.
- The **classroom assistants** make a valuable contribution to the children's learning in class and through their active involvement in numeracy and literacy support programmes.
- The quality of the provision for **special educational needs** is very good. The children benefit from early intervention and are supported through well-targeted withdrawal and in-class support.
- The school gives a high priority to promoting **healthy eating** and physical activity both through the curriculum and extra-curricular activities.
- The quality of the arrangements for **pastoral care** is outstanding. The children are involved, through meaningful consultation, in the life and work of the school and their views are valued and acted upon.
- The caring ethos throughout the school is underpinned by the excellent **working relationships** at all levels.
- The school has very good arrangements in place for **safeguarding children**. These arrangements reflect the guidance issued by the Department of Education.

Leadership and Management

The quality of leadership and management is outstanding.

- The **Principal** provides outstanding leadership as evidenced in her clear vision for the school and in the development of shared leadership capabilities among her staff. She is supported effectively by the very able vice-principal and literacy and numeracy co-ordinators, all of whom carry out their roles and responsibilities to a high standard.
- The well-established culture of **self-evaluation leading to improvement** includes the effective analysis and interpretation of data and regular consultation with the children, parents, staff and governors.
- There is effective communication between the Principal and the governors and, as a result, the governors are fully informed about curricular and pastoral developments within the school.
- The **school development plan** is clearly focused on improving further the learning experiences for, and standards achieved by, the children in literacy and numeracy.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Bush Primary** iii. **Date of Inspection: W/B 30/01/12**
 ii. **School Reference Number: 501-6391** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	17	25	29	30	30
Enrolments					
Primary	166	172	175	178	184
Reception	0	0	0	0	0
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): 96.6% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 95.5%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 8 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 22.9 NI PTR: 20.2
- iii. Average Class Size: 26.1
- iv. Class Size (Range): 18 to 30
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 24.5
 - ii. Foundation Stage Classroom Assistant Support: 45
 - iii. Additional hours of other classroom assistant support: 124.5
- vi. Percentage of children with statements of special educational needs: 3.8%
- vii. Total percentage of children on the Special Needs Register: 14.2%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 9.8%
- 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 89% Mathematics 89% Irish N/A**

APPENDIX 2

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

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of year 6 children.

Of the 125 questionnaires issued to the parents, 62 (50%) were returned to Inspection Services Branch and 27 contained additional written comments. Almost all of the responses were very positive; the parents highlighted the welcoming and caring ethos, the commitment of the staff to meeting the individual needs of the children and the quality of the learning environment. A parent also met with the Inspectors and expressed her appreciation of the work of the staff in meeting the needs of her child.

All of the teachers and almost all of the support staff completed questionnaires. All of the responses were very positive and, in the additional written comments, the staff highlighted their support for each other in striving to continually improve the provision for the children.

The governors expressed their commitment to, and support for, the work of the school. They commended the quality of leadership and management throughout the school, the commitment of the staff to the children, and the school's standing in the local community.

The year 6 children were very positive and enthusiastic about their experiences at school. They feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Acting-principal and representatives of the governors the views emerging from the questionnaires and the discussions.

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