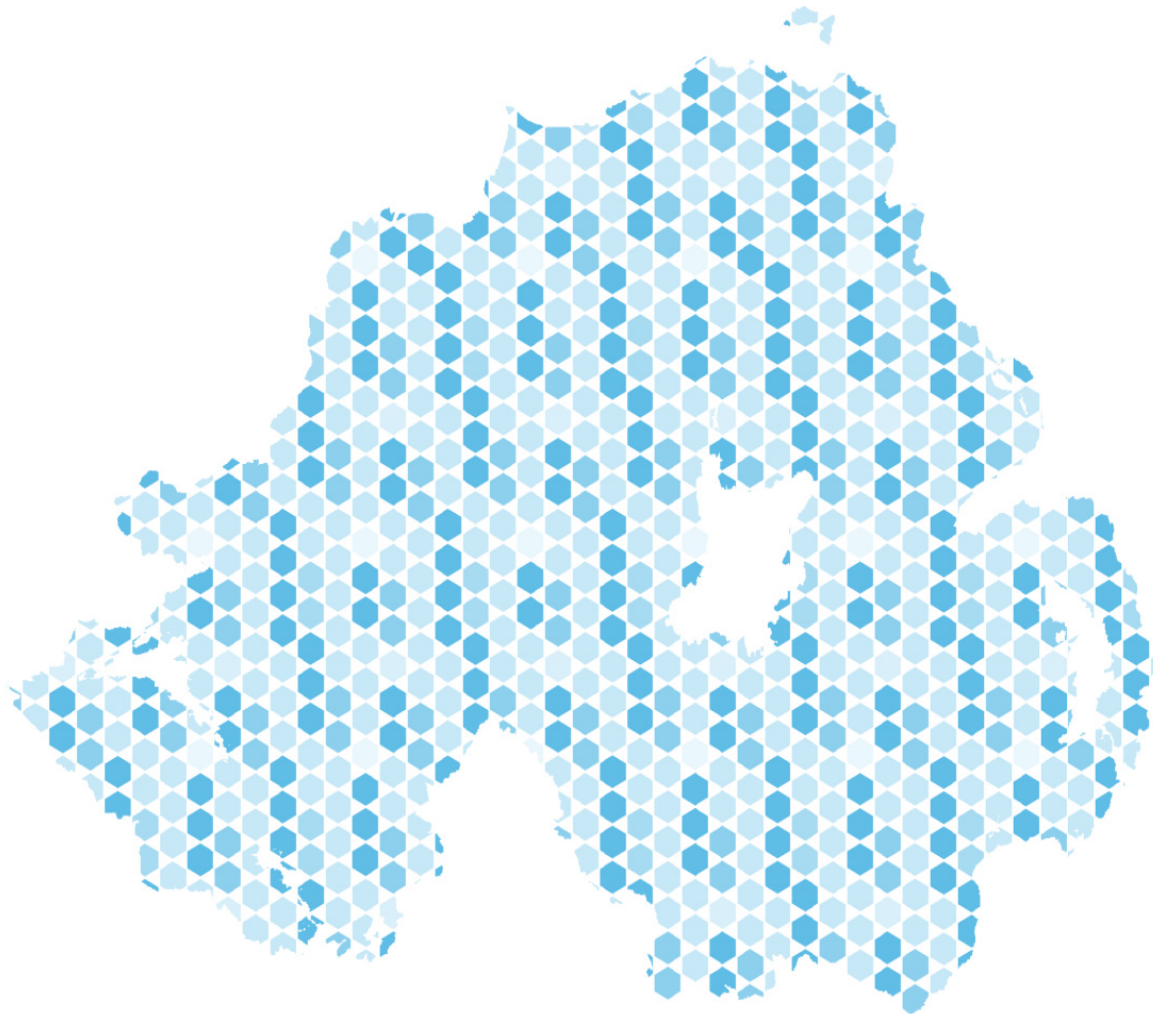


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Derrylatinee St Francis'  
Primary School, Dungannon

Report of an Inspection  
in November 2010

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*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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**

Derrylatinee St Francis' Primary School is situated approximately half way between Dungannon and Aughnacloy in County Tyrone. Almost all of the children attending the school come from the surrounding rural area. The enrolment has fluctuated in recent years and currently stands at 90. At the time of the inspection, approximately 22% of the children in the school were entitled to free school meals. The school has identified eight children who require 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 outstanding; the quality of pastoral care is also outstanding. The school 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.

- In English and mathematics, almost all of the children attain very good standards in line with their ability. The children demonstrate confidence in talking and listening; and reading and writing within meaningful contexts across the curriculum. The children are competent in their use of accurate mathematical language and can employ a range of thinking strategies when presented with a mathematical problem.
- The children identified with special educational needs make very good progress in learning across the curriculum and most reach the standards of which they are capable. There is clear evidence that many of the children have overcome their difficulties as a result of the support which they have received from both the teachers and the classroom assistants.

## **Provision for Learning**

The provision for learning is outstanding.

- The children's behaviour is exemplary; they are highly-motivated and display very positive attitudes to their learning.
- The teaching, learning support and non-teaching staff are extremely hard-working and fully committed to the education and care of the children. The quality of the

teaching observed ranged from good to outstanding, it was very good in most instances and outstanding in one half.

- The provision for special educational needs is outstanding. The children benefit from early identification and effective intervention and there is evidence of year on year improvement.
- The quality of the arrangements for pastoral care is outstanding. The ethos throughout the school community is one of nurture and care which helps to develop each child spiritually, emotionally, socially and academically.
- The school has good comprehensive arrangements in place for safeguarding children. These arrangements reflect the child protection guidance issued by the Department of Education.

### **Leadership and Management**

The quality of leadership and management is outstanding.

- The Principal provides outstanding leadership; she has led the staff successfully to establish and embed an effective approach to continuous improvement which involves the children, staff, parents, Board of Governors and the wider community.
- The numeracy, literacy and special educational needs co-ordinators provide strong curricular leadership; they lead by example and promote high quality learning experiences for all of the children.

- The whole-school self-evaluation and school development planning processes are very good. There is a strong culture of reflecting upon the quality of learning and teaching throughout the school and using this information to effect further improvement.

## **CONCLUSION**

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Derrylatinee St Francis' Primary**      iii. **Date of Inspection: W/B 08/11/10**  
           **Dungannon**  
 ii. **School Reference Number: 503-2387**      iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	14	13	8	12	11
<b>Enrolments</b>					
Primary	89	95	96	96	90
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):      95.5%      **NI Avg Att: 94.9%**
- |  | Primary & Reception   | Nursery Unit       | Special Unit | Irish Medium Unit |
|--|---|--------------------|--------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)      | 5.2   | 0                  | 0            | 0                 |
| ii. PTR (Pupil/Teacher Ratio):   | 18  | NI PTR: 20.7       |              |                   |
| iii. Average Class Size:   | 13  |                    |              |                   |
| iv. Class Size (Range):  | 11 to 29  |                    |              |                   |
| v. Ancillary Support:  |   |                    |              |                   |
| Number of Hours <b>Per Week</b> :  | i. Clerical support:  | 27.5               |              |                   |
|  | ii. Foundation Stage Classroom Assistant Support:           | 20                 |              |                   |
|  | iii. Additional hours of other classroom assistant support: | 60                 |              |                   |
| vi. Percentage of children with statements of special educational needs:   |   |                    |              | 2.3%              |
| vii. Total percentage of children on the Special Needs Register:   |   |                    |              | 8.9%              |
| viii. Number of children who are <b>not</b> of statutory school age:   |   |                    |              | 0                 |
| ix. Percentage of children entitled to free school meals:  |   |                    |              | 22%               |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | <b>English</b>  | <b>Mathematics</b> |              |                   |
|  | 88%   | 88%                |              |                   |

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

- The arrangements for the inspection included the opportunity for the parents, the teachers and the support staff to complete a confidential questionnaire prior to the inspection. Of the 55 questionnaires issued to the parents, 32 (58%) were returned to the Inspection Services Branch (ISB), including 15 which contained additional written comments. Almost all of the parental questionnaires expressed very high levels of satisfaction with all aspects of the life and work of the school. In the written comments, the parents highlighted the positive ethos in the school, the dedicated teaching and support staff, the happy children and the individual support provided for them. The very few issues arising from the parental questionnaires were shared with the Principal.
- All of the teachers and seven members of the support staff responded to the staff questionnaires. Almost all of the responses were very positive and indicated excellent staff morale and a commitment from senior management to continuous professional development for all staff.
- The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.



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