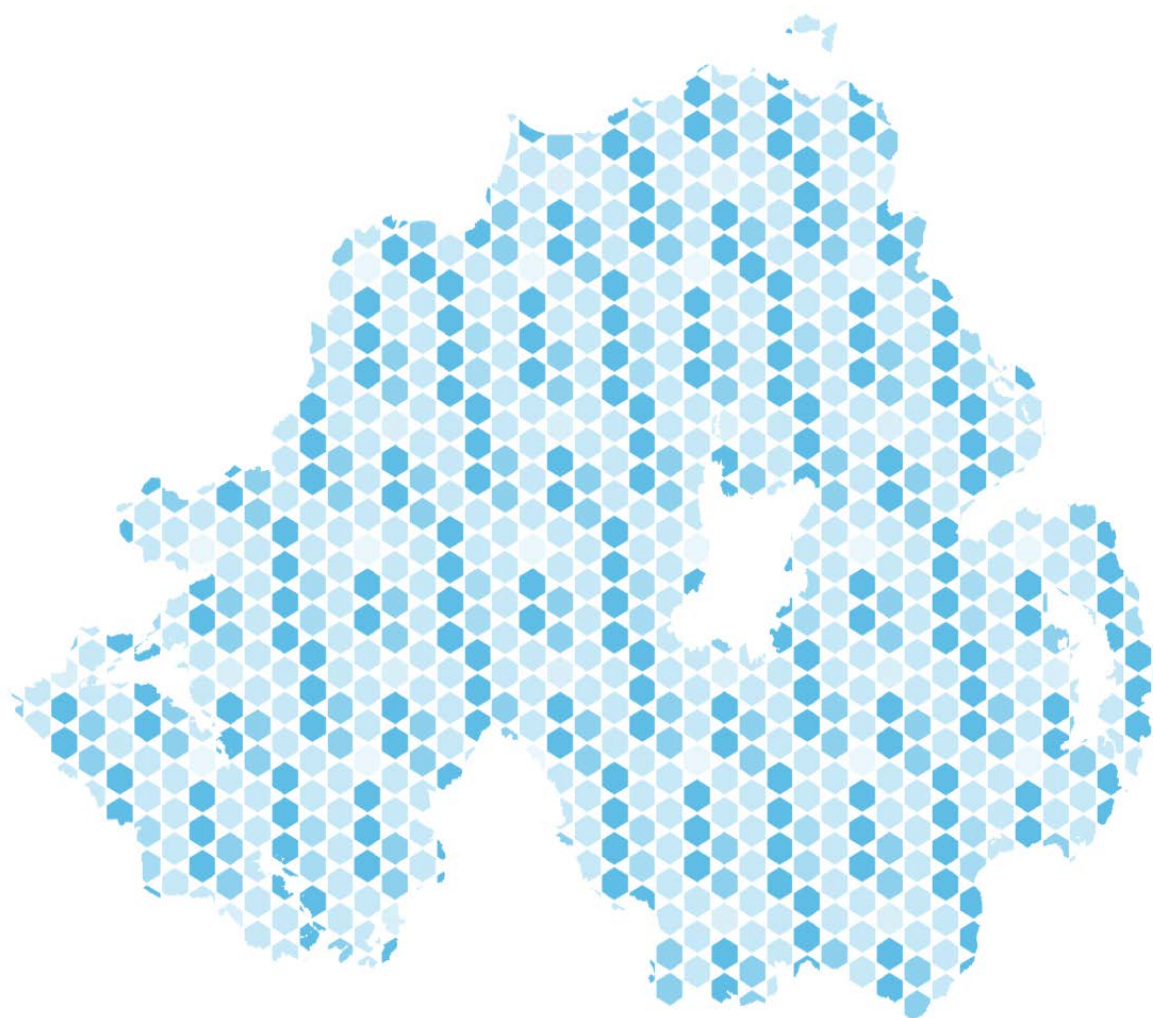


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Drumhillery Primary School,  
Armagh

Report of an Inspection  
in March 2013

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

Drumhillery Primary School, is situated eight miles south of Armagh, off the Monaghan/Armagh Road. Most of the children who attend the school live in the surrounding rural area. The school's enrolment has increased over the last three years and currently stands at 77. At the time of the inspection, approximately 19% of the children in the school were entitled to free school meals. The school has identified 14% 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**. The school has important strengths in most of its educational provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate (ETI) will monitor the school's progress on the area for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- By the end of key stage (KS) 2 most of the children attain **standards** in English and mathematics which are in line with their ability. By year 7, the children show a keen interest in reading and are able to write in a range of genre based on personal experiences and across the curriculum. They have a sound understanding of key concepts across the mathematics curriculum and can apply their knowledge to real life contexts.
- The majority of the children identified as having **special educational needs** (SEN) work well alongside their peers and make steady progress in reaching their identified targets.
- The achievements and standards in **information and communication technology** (ICT) are good. The children in year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation scheme and most recently all pupils attained Level 4.

## **Provision for Learning**

**The quality of the provision for learning is good.**

- The **children** are courteous and well-behaved and are positively disposed to learning. They are confident and articulate and when given the opportunity, they work well together in pairs and small groups.
- The quality of the teaching observed ranged from satisfactory to very good: in most of the lessons it was good or very good. The teachers are hard-working. They know the children well and in the best practice set the learning in meaningful contexts based appropriately on the children's abilities, interests and experiences. In the less effective practice the work is not sufficiently differentiated to meet the needs of all the children.
- The provision for **SEN** is good. The individual education plans (IEP) have well focused targets and staff liaise closely with the parents and when appropriate, with external support agencies in support of the children's learning.
- The quality of the arrangements for **pastoral care** is very good. This is evident through: the welcoming, caring and supportive ethos; and the quality of the working relationships at all levels. The children's work and achievements are celebrated throughout the school.
- 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.
- The school gives very good attention to promoting **healthy eating and physical activity**, through, for example, the encouragement for the children to have healthy breaks and the opportunities provided for physical activity.
- The school needs to ensure that the provision for the children below the statutory school age (**Reception**) is in line with the pre-school curricular guidance and is matched appropriately to the children's needs and stage of development.

## **Leadership and Management**

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

- The **Principal**, who has been in post for four years, combines very effectively his teaching role in a key stage 2 class, his curricular responsibilities and his leadership role. He leads by example and inspires confidence and respect among the children, staff and the wider school community. He has a clear vision for effecting improvement and has managed well the impact of changes in staffing and the pace of curricular development. He is highly reflective in his practice and promotes a collegiate approach to decision-making within the school.

- The school's processes for **self-evaluation leading to improvement** are developing well. The Principal and staff are making good use of a range of available data to identify priorities and future development work. The school development plan is compliant with the School Development Planning regulations (Northern Ireland) 2010 and is clearly focused on improving further the learning experiences for, and standards achieved by, the children.
- The **co-ordinators**, who carry a number of responsibilities, provide valuable support and guidance for their colleagues, and have made a good start to monitoring and evaluating the quality of provision in their specialist areas.
- 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.

## CONCLUSION

In the areas inspected, the quality of education provided by this school is **good**. The school has important strengths in most of its educational provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The area for improvement is the need to:

- ensure that the provision for the children below the statutory school age (Reception) is in line with the pre-school curricular guidance and is matched appropriately to the children's needs and stage of development.

The Education and Training Inspectorate (ETI) will monitor the school's progress on the area for improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Drumhillery iii. **Date of Inspection:** W/B 20/03/13  
 ii. **School Reference Number:** 501-6027 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	10	4	8	21	12
<b>Enrolments</b>					
Primary	69	63	66	74	77
Reception	0	5	2	1	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): 96.7% **NI Avg Att: 94.7%**

Average Attendance for those children on the  
 Special Educational Needs Register: 96.6%

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

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 7 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.0 NI PTR: 20.2
- iii. Average Class Size: 11
- iv. Class Size (Range): 3 to 22
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- i. Clerical support: 18
  - ii. Foundation Stage Classroom Assistant Support: 20
  - iii. Additional hours of other classroom assistant support: 100
- vi. Percentage of children with statements of special educational needs: 2.5%
- vii. Total percentage of children on the Special Needs Register: 14.29%
- viii. Number of children who are **not** of statutory school age: 3
- ix. Percentage of children entitled to free school meals: 18.75%
- 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):
- |                |                    |              |
|----------------|--------------------|--------------|
| <b>English</b> | <b>Mathematics</b> | <b>Irish</b> |
| 81.81%         | 72.7%              | 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:
- |               |               |               |
|---------------|---------------|---------------|
| <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> |
| 12            | 0             | 0             |

### **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.

Fifty-five questionnaires were issued to the parents of the school; 25 (45.45%) were returned to the Inspection Services Branch (ISB) and twelve contained additional written comments. Most of the comments were highly positive and included the parents' appreciation of the caring ethos of the school, the dedication and approachability of the staff, and the variety of after school activities available to their children. The very few issues raised were shared with the Principal.

Four of the teaching staff and five of the support staff responded to the online questionnaires and a small number included written comments. Most of the responses to the questionnaires were positive and supportive of the work of the school. The few issues raised have been shared with the Principal.

The inspectors also met with a group of the children from year 6. The children spoke enthusiastically about the many aspects of school life they enjoy, including the wide range of after school activities, and the support they receive from all of the staff. They are aware of who to speak to if they have concerns about their safety or well-being.

### Health and safety issues

- There is a need for the school and SELB to review the security of various access points around the school.
- There is no separate office accommodation in the school and consequently the Principal and administration staff have to use a section of the small staffroom for their work, which results at times in a lack of privacy regarding confidential matters.
- The lack of suitable storage space in the school has resulted in equipment and resources being stored in the school hall/canteen.
- There is no vision panel on the mobile classroom door or on the office/staff room door.



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