

*eti*

*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**

## **Education and Training Inspectorate**

### **Report of a Focused Inspection**

**Derrriaghy Primary School**  
**Lisburn**

**Inspected: January 2009**

## CONTENTS

| <b>Section</b> |                                       | <b>Page</b> |
|----------------|---------------------------------------|-------------|
|                | STATISTICAL INFORMATION               |             |
| 1.             | INTRODUCTION                          | 1           |
| 2.             | ACHIEVEMENTS AND STANDARDS            | 2           |
| 3.             | THE QUALITY OF PROVISION FOR LEARNING | 3           |
| 4.             | LEADERSHIP AND MANAGEMENT             | 4           |
| 5.             | CONCLUSION                            | 5           |
|                | APPENDIX                              |             |

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Derriagh Primary  
Lisburn** iii. **Date of Inspection: W/B 12.01.09**  
 ii. **School Reference Number: 401-3309** iv. **Nature of Inspection: Focused**

B.

| School Year           | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 |
|-----------------------|---------|---------|---------|---------|---------|
| Year 1 Intake         | 4       | 11      | 7       | 4       | 8       |
| <b>Enrolments</b>     |         |         |         |         |         |
| Primary               | 53      | 56      | 50      | 43      | 50      |
| Reception             | 0       | 0       | 3       | 0       | 0       |
| Nursery Class/Classes | 0       | 0       | 0       | 0       | 0       |
| Special 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):

91.4%

| Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit |
|------------------------|-----------------|-----------------|
|------------------------|-----------------|-----------------|

- |    |       |   |         |              |   |
|----|-------|---|---------|--------------|---|
| D. | i.    | Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours) | 4       | 0            | 0 |
|    | ii.   | PTR (Pupil/Teacher Ratio):  | 12.5    | NI PTR: 20.8 |   |
|    | iii.  | Average Class Size:   |         |              |   |
|    | iv.   | Class Size (Range):   | 8 to 16 |              |   |
|    | v.    | Ancillary Support:  |         |              |   |
|    |       | Number of Hours <b>Per Week:</b>  |         |              |   |
|    |       | i. Clerical support:  | 10      |              |   |
|    |       | ii. Official Making A Good Start Support:   | 20      |              |   |
|    |       | iii. Additional hours of other classroom assistant support:   | 37.5    |              |   |
|    | vi.   | Percentage of children with statements of special educational needs:  | 6%      |              |   |
|    | vii.  | Total percentage of children on the Special Needs Register:   | 22%     |              |   |
|    | viii. | Number of children who are <b>not</b> of statutory school age:  | 0       |              |   |
|    | ix.   | Percentage of children entitled to free school meals:   | 56%     |              |   |

## 1. INTRODUCTION

### 1.1 SCHOOL CONTEXT

Derriaghy Primary School is situated on Milltown Road, Derriaghy, Lisburn. Most of the children come from the local vicinity. The school's enrolment has fluctuated slightly over the last five years to its present figure of 50. Fifty-six per cent of the children are currently entitled to free school meals. The school has identified approximately 22% of the children who require additional support with aspects of their learning.

### 1.2 FOCUS

The inspection focused on the quality of the work in English/literacy and mathematics/numeracy. In addition, the inspection report makes reference to the contribution of information and communication technology (ICT) in promoting and supporting learning and teaching in English/literacy and mathematics/numeracy. The inspection also evaluated the school's procedures for pastoral care, including child protection.

### 1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6. Thirty-one questionnaires were issued to parents; just fewer than 20% of these were returned to the Department of Education (DE) and one contained written comments. The responses from the parental questionnaires indicate that the parents support the work of the school, feel their children are settled and well cared for and value the way the school communicates information about their child's progress. Two of the teachers responded to the online questionnaire and commented on the positive working relationships throughout the school. The governors were very supportive of the work of the school. In particular, they value the dedication of all the staff who work in the school. The children in year 6 talked positively about many aspects of school life and said they are happy in school. There is evidence from the discussions that they know what to do if they have any concerns about their safety or well-being. The Education and Training Inspectorate has reported to the Principal and the governors the main issues emerging from the questionnaires.

### 1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is good. Among the strengths are the supportive and caring ethos within the school and the good working relationships between the children, their teachers and the support staff. The children respond well to the teachers' expectations and their behaviour is always very good. The school has established links with parents and the local community to enhance the children's learning experiences. There is an appropriate merit system in place and a good range of after-school activities, which are well attended and valued by the children.

## 1.5 CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding the children. These arrangements broadly reflect the guidance issued by DE. The minor areas to be addressed include the need for the school's child protection policies and procedures to be reviewed, updated and disseminated and a user-friendly flowchart indicating who to contact in the event of a concern should be created and displayed more prominently for parents and children.

## 1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives satisfactory attention to developing aspects of healthy eating and physical activity, for example, the promotion of drinking water and the provision of popular after-school activities. The areas for improvement include the need for the school to extend the healthy break initiative and to remove the confusing nutritional messages by ensuring that the items sold in the school tuck shop comply with the food-based nutritional standards.

## 2. ACHIEVEMENTS AND STANDARDS

### 2.1 LEARNING

The children display high levels of interest and enjoyment in their work. In the most effective practice, the children have opportunities to work collaboratively on tasks through well-planned and structured paired and group activities. In key stages (KS) 1 and 2, the teachers' effective use of the planning board involves the children in a purposeful manner with thematic work across the areas of learning. The children in the early years reinforce their literacy and mathematical skills through planned play-based learning. It would be timely, however, for the foundation stage (FS) and KS1 staff to review their practice in play-based learning to ensure that the children encounter sufficient challenge, independence and progression in the development of their learning skills.

### 2.2 ENGLISH AND LITERACY

The overall quality and the effectiveness of the provision in English and literacy is good.

A majority of the children enter year 1 with under-developed language skills, but they are effectively encouraged and supported by teachers and support staff to listen closely to others and to give oral responses during lessons. By the end of KS1, they are able to contribute their ideas confidently during class discussions. The teaching in KS1 and KS2 provides a good range of opportunities for children to develop their talking and listening skills, such as, paired and small group work, circle time and formal presentations. It is important that the staff build on these foundations and continues to extend opportunities across all learning areas that encourages children to offer extended responses and which can help them acquire and develop a wide range of talking and listening skills.

Most of the children demonstrate an enjoyment of reading and respond well to fiction and non-fiction books used during shared reading sessions and in well-managed guided reading sessions. The school promotes reading effectively through a well planned programme which is underpinned by banded reading texts and well stocked class and school libraries. The children's phonological awareness is being developed systematically throughout the school by using a phonics approach tailored to the children's needs which enables them to analyse

unfamiliar words. By the end of KS2, the majority of children read with fluency and an understanding of the text commensurate with their age. The children who have difficulties with reading receive effective additional support through the Reading Partnership programme.

Throughout the key stages, the children have opportunities to write for a range of audience and purpose. While ICT is being used in KS1 and KS2 to consolidate the children's writing experiences; there is a need to plan more strategically for ICT to ensure its potential to enhance learning is better realised. The school has identified writing as an area for further development in the school development plan (SDP).

By the end of KS1, all of the children achieve or surpass the expected level of attainment in English; while at KS2 achievement is below that of schools with similar free school meals entitlement.

### **2.3 MATHEMATICS AND NUMERACY**

The overall quality of the provision for mathematics is good. The work in mathematics is often linked effectively to other areas of learning, for example, in play-based learning and 'The World Around Us'.

Most of the mathematics lessons are well-organised; the teachers promote effectively the use of mental strategies and the use of practical materials to ensure that the children are motivated and engaged in their learning. A feature of the children's learning is the extent to which they are given frequent opportunities to apply their learning to problem-solving and investigative activities. Information and communication technology is used effectively to reinforce the children's understanding of basic mathematical operations.

By year 7, the majority of children have a good mathematical understanding, including place value, calculating, estimating and measuring, presenting and interpreting data, and knowledge of the properties of a variety of two-dimensional (2D) and 3D shapes. A range of performance data, held by the school, indicates that a majority of children, by the end of KS1, achieve satisfactory or better standards generally in line with their ability in mathematics. By the end of KS2, a minority of children are not achieving at a standard consistent with that of children of a similar age in similar schools in mathematics. The teachers need to analyse more strategically the performance data to focus the teaching on certain groups of children to improve further the standards which they attain.

## **3. THE QUALITY OF PROVISION FOR LEARNING**

### **3.1 PLANNING**

The quality of the medium-term planners for most teachers is of a good standard and they provide appropriate guidance for teaching. In the best practice, the planning focuses clearly on the intended learning and on teaching strategies to address and support the needs of all the children. The teachers evaluate the effectiveness of their work, and for most of the staff it informs usefully their future planning for learning.

## 3.2 TEACHING

The quality of teaching is always satisfactory: in almost three-quarters of the lessons observed the teaching ranged from good to very good. In the best practice observed the pace and challenge of the lessons were appropriate and the teachers used skilful questioning to develop the children's understanding about the topic. The activities were matched closely to the range of abilities within the composite classes and the children were engaged fully in the learning. There was valuable consolidation of the learning at appropriate intervals throughout the lesson and at the conclusion of the lesson, where the children were able to talk about what they had learned.

## 3.3 ASSESSMENT

The teachers mark the children's work regularly. In the most effective practice, teachers provide helpful feedback to support the children's improvement. The school has identified appropriately in the SDP, the need to involve children in setting individual learning targets through the further development of the assessment for learning approaches. The teachers prepare two reports for parents which provide a useful basis for the children's future learning.

## 3.4 SPECIAL EDUCATIONAL NEEDS

The school has identified approximately 22% of the children as being in need of additional learning support in English and mathematics. A significant strength of the provision is the early identification policy which focuses on intervention strategies based on effective diagnostic analysis and teacher observation. Useful education plans are maintained in co-operation with the special educational needs co-ordinator (SENCO), class teacher and parents. The children make good progress with aspects of their learning; the support is provided in a sensitive manner which is well-matched to their needs within the classroom setting.

# 4. LEADERSHIP AND MANAGEMENT

## 4.1 LEADERSHIP

The teaching Principal has been in post for nine years. She is committed to the life and work of the school and her concern and care for the children and the staff are evident. She is ably supported by the senior teacher and other staff. They have made a good beginning to self-evaluation through the mathematics programme; the staff need to promote more effective curricular leadership and monitoring at all levels. All co-ordinators need to analyse the children's performance data, from a range of sources, more effectively and systematically in order to set focused targets for improvement in the children's attainment.

## 4.2 PLANNING FOR IMPROVEMENT

There is a developing commitment to action planning, monitoring and evaluating the children's attainments and learning experiences. There are some useful policies and action plans in place, for example, literacy and assessment for learning. The areas for improvement

include the need for the staff to define more closely the strategies for monitoring and evaluating the curricular initiatives and identifying clearly the resource implications in order to meet fully the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

#### 4.3 STAFF DEVELOPMENT

The staff have benefited from their involvement in the staff development programme regarding aspects of numeracy and are beginning to disseminate and implement many aspects of the Northern Ireland Curriculum training. They have commented favourably on the quality of the support received from the South-Eastern Education and Library Board's Curriculum Advisory and Support Service (CASS).

#### 4.4 ACCOMMODATION

A small number of health and safety issues were identified during the inspection of the school; these are detailed in the Appendix.

### 5. CONCLUSION

#### 5.1 The strengths of the school include:

- the good quality of the pastoral care provision;
- the motivated and well-behaved children;
- the promotion of collaborative and independent learning strategies;
- the quality of the teaching which was consistently good or better in the majority of lessons; and
- the significant contribution to the life and work of the school made by the learning support staff and the members Governors.

#### 5.2 The areas for improvement include:

- the need for more effective use of the school's performance data, in order to generate more sharply focused targets for improvement in the children's learning and in the standards they achieve; and
- the need to review, update and disseminate the school's child protection policies and procedures to all stakeholders.

5.3 In most of the areas inspected, the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.



**HEALTH AND SAFETY**

- There is no secured access to the mobile classroom.
- There is a need to improve the security level of the fence in the foundation stage play area.

© CROWN COPYRIGHT 2009

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 DE website: [www.deni.gov.uk](http://www.deni.gov.uk) or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.

