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*The Education and Training Inspectorate -
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CUSTOMER SERVICE EXCELLENCE

Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Focused Inspection

**Roscavey Primary School
Beragh, Omagh**

Inspected: May 2008

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BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Roscavey Primary School Beragh, Omagh** iii. **Date of Inspection: W/B 19.05.08**
 ii. **School Reference Number: 203-2723** iv. **Nature of Inspection: Focused**

B.

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 1 Intake	9	4	4	5	2
Enrolments					
Primary	41	39	37	34	34
Reception	0	0	0	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):

97%

**Primary &
Reception Nursery
Unit Special
Unit**

- D. i. Number of Teachers
 (including the principal and part-time teachers): 2 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.1 NI PTR: 20.8
- iii. Average Class Size: 17
- iv. Class Size (Range): 16 to 18 pupils
- v. Ancillary Support:
 Number of Hours **Per Week**: i. Clerical support: 14
 ii. Official Making A Good
 Start Support (MAGS): 10
 iii. Additional hours and other
 classroom assistant support 20
- vi. Percentage of children with statements of special educational needs: 0
- vii. Total percentage of children on the Special Needs Register: 9%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 5.8%

1. INTRODUCTION

1.1 Roscavey Primary School is situated approximately eight miles south of Omagh, County Tyrone. The children come from the parish of Beragh and the surrounding area. Enrolment has fallen steadily over the past four years; at the time of inspection 34 children were attending the school. Approximately 6% of children are entitled to free school meals. The school has identified 9% of the children to be in need of additional support with aspects of their learning.

1.2 The arrangements for pastoral care and child protection included the opportunity for the parents and teachers to complete a confidential questionnaire as well as meetings with representatives from the Board of Governors (governors) and a group of the children from year 6. Twenty-three questionnaires were issued to the parents; 35% were returned to the Department of Education (DE) of which 6 contained additional written comments. All of the responses from the parental questionnaire were positive in their support for the school and, in particular highlighted the helpful and supportive staff and the role of the school in the community. The two full time teachers completed an on-line questionnaire and their responses were very positive on all aspects of the school, including the caring pastoral provision, effective team-work procedures and links with parents. The governors expressed their confidence in the school and referred particularly to the very good leadership of the new Principal, the welcoming ethos, and the high regard in which the school is held within the local community. The year 6 pupils report that they feel safe and secure, know who to go to if they need help and enjoy the work they do in school.

1.3 The inspection focused primarily on the work in mathematics and numeracy and the effectiveness of the school's special education needs (SEN) provision. In addition, the inspection evaluated the work in information and communication technology (ICT) in promoting and supporting learning and teaching in mathematics. The inspection also evaluated the school's procedures for pastoral care, including child protection.

2. THE QUALITY OF THE CHILDREN'S WORK

2.1 The school has been part of the local community for over 100 years; many of the governors and parents of the children are themselves past pupils. There is a strong family ethos and the school plays an important role in the community. The children are enthusiastic and friendly and their behaviour is excellent. The school promotes a sense of personal responsibility and has a positive reward system which enhances the children's self-esteem and confidence.

2.2 The teachers have created a stimulating and interesting learning environment. Indoors there are colourful displays of the children's personal work, photographs, books and information on local and topical issues; outdoors there are areas of environmental interest and effective provision for energetic play. The staff broaden the learning experiences of the children through involvement in projects in other countries and the children have benefitted from a range of visitors to the school.

2.3 The staff have established effective links with parents and work hard to involve the extended family in the life and work of the school. There is a very successful Parent Teacher Association and the parents and local residents have been generous in their support of the school; they have added much in terms of resources, including the recent provision of an interactive whiteboard (IWB) and additional reading materials.

2.4 The quality of the arrangements for pastoral care and child protection in the school is excellent. The school has procedures in place which implement fully the guidance outlined in the relevant DE circulars. The governors, staff, parents and children are fully aware of the school procedures and have had the opportunity to contribute to a range of effective policies which guide the work of the school. Among the strengths are the excellent working relationships at all levels and the happy and enthusiastic children.

2.5 The school gives very good attention to promoting healthy eating and physical activity, and has effective policies and programmes in place to encourage the children to adopt healthy lifestyles.

2.6 Both teachers have composite classes consisting of three or more year groups; this places considerable demands on them in terms of planning and preparation, however, they work hard to meet the needs of the wide range of ages and abilities within each class. They employ a range of appropriate teaching strategies, their work is well paced, lessons are well resourced and effective use is made of ICT and, in particular the IWB, in supporting teaching and learning. A good start has been made to the evaluation of the curriculum by individual teachers and its delivery and impact on learning and teaching. The classroom assistants are well guided and work effectively with the teachers and provide excellent support for the children.

2.7 The school has recently been involved in the Northern Ireland Numeracy Strategy; this has added considerably to the resources available for teaching mathematics, and has assisted in broadening the pedagogy and lesson planning. Current planning is strongly focused on matching the work to individuals and groups of children, on progression and on content. Mathematical themes and topics are planned for and taught regularly and a broad range of mathematical experiences are provided. The teachers employ a variety of teaching and learning strategies, well supported by ICT which they have integrated successfully into their classroom practice.

2.8 In both classes, the teaching approaches used ensure that there is a suitable balance between whole-class direct teaching, practical activities and talk about mathematics. In key stage (KS) 1 cross-curricular work is a good feature of the teaching and is effectively supported by play and activity-based learning.

2.9 The teachers work hard to support the learning needs of all the children who are making steady progress in mathematics. They know the children well and are clear about their individual learning needs. A strong focus is placed on learning outcomes and on consolidating learning. The children are keen and willing to work on the many and varied practical and written tasks that they are given. They are enthusiastic and work hard to be successful; in both classes there is good quality of presentation in work in the children's

books. All the children make steady progress in their learning commensurate with their ability and many display an obvious enjoyment of the mathematical lessons. By the end of KS2 the children have a secure knowledge of key mathematical concepts and their standards of attainment are sound.

2.10 The emphasis being placed on mental mathematics is having a very positive effect on the children's interest in their work and in their confidence in dealing with mathematical activities and in problem-solving. To enhance standards further, more attention needs to be given to seeking ways of introducing more investigative activities into the mathematics programme and to emphasise more strongly the value of mathematics in real life. The children should be developing even more flexibility and spontaneity in their thinking and in approaching or tackling unfamiliar situations or problems.

2.11 The school shows a good commitment to providing support for those children with special educational needs in all year groups; in this work it has been largely successful and the children make sound progress. While some peripatetic support is available for literacy, each teacher takes responsibility for supporting all of the children in class in both mathematics and literacy. Work is continuing to ensure a precise identification of learning need and a more effective measurement of progress; this information should be used to set specific targets for each child.

2.12 The Principal has been in post for two years and manages her teaching and administrative duties well; in her teaching she is an effective role-model. She is energetic, dedicated and committed to the life and work of the school and to the well-being of the children and staff. She is strongly focussed on raising standards in the work of the children. In moving the school forward, the Principal has recognised the professional development needs of herself and all of the staff and has shown her commitment by facilitating and encouraging whole-school and individual staff development in line with identified needs of the children and the school. The teaching and ancillary staff support the Principal effectively; a collegiate style of management and whole-school planning is being promoted. Both teachers, who, in addition to their teaching duties have other responsibilities, are fully committed to carrying out their roles.

2.13 The current school development plan (SDP) sets out clear priorities for a wide range of important issues. There are very good opportunities for consultation about the SDP within the school community. There are detailed action plans and policies and procedures in place which support effectively a culture of school improvement. There is a need to further identify broad targets for the whole school in numeracy and literacy.

2.14 The school building is attractive and well maintained; the standard of caretaking is very good. The outdoor areas are spacious, well maintained and used effectively to support the curriculum and, in addition, an adjacent woodland conservation area provides an excellent asset for the teachers and the children.

3. CONCLUSION

3.1 The strengths of the school include:

- the family ethos and sense of team-work which is encouraged by the excellent working relationships at all levels;

- the excellent behaviour of the children who are happy and motivated, and take pride in their school;
- the consistently good quality of teaching and effective use of well chosen and age appropriate resources including ICT;
- the good standards of attainment in mathematics which are commensurate with the children's ability;
- the support of the governors, parents and local community, and the effective links with other schools and external agencies both at home and abroad; and
- the dedicated and hard-working Principal and assistant teacher effectively supported by the classroom assistants and non-teaching staff.

3.2 In the areas inspected, the quality of education provided in this school is very good. The educational and pastoral needs of the learners are being well met. The parents and local community can have confidence in the school's capacity for sustained self-improvement.

No follow-up inspection is required.

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.

HEALTH AND SAFETY

- In developing the school site for environmental and conservation activities, the Board of Governors and the employing authority need to carry out an urgent risk assessment of the adjacent building in relation to the safety of the children.
- There is currently no security access system in place at the rear entrance door to the school.
- The toilet provision for the boys and girls should be reviewed and modified in relation to personal safety.

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