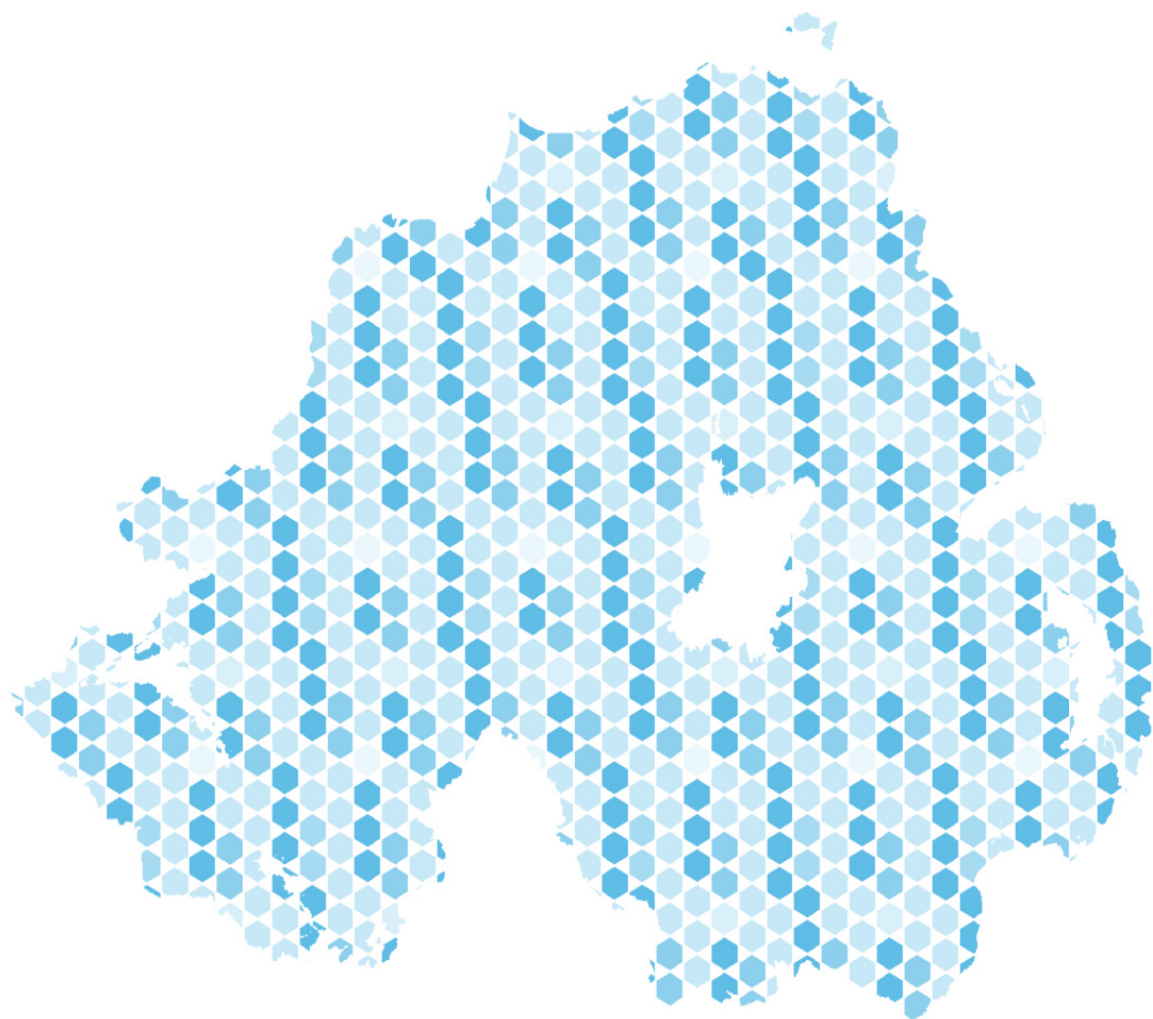


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Tullygally Primary School and  
Nursery Unit, Lurgan

Report of an Inspection  
in February 2011

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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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Tullygally Primary** iii. **Date of Inspection: W/B 28/02/11**  
 ii. **School Reference Number: 501-1190** iv. **Nature of Inspection: Focused**

B.

<b>School Year</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Year 1 Intake	15	15	16	20	16
<b>Enrolments</b>					
Primary	115	103	92	89	87
Reception	0	0	0	0	0
Nursery Unit	52	52	52	52	51
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): 92.5% **NI Avg Att: 94.9%**
- |  | <b>Primary &amp;<br/>Reception</b> | <b>Nursery<br/>Unit</b> | <b>Special<br/>Unit</b> | <b>Irish Medium<br/>Unit</b> |
|--|------------------------------------|-------------------------|-------------------------|------------------------------|
|--|------------------------------------|-------------------------|-------------------------|------------------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers): 6.4 2 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 13.6 NI PTR: 20.7
- iii. Average Class Size: 14.5
- iv. Class Size (Range): 11 to 20
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |    |
|---|----|
| i. Clerical support:  | 30 |
| ii. Foundation Stage Classroom Assistant Support:           | 20 |
| iii. Additional hours of other classroom assistant support: | 58 |
- vi. Percentage of children with statements of special educational needs: 5.75%
- vii. Total percentage of children on the Special Needs Register: 27.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 64.4%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English** 71.43% **Mathematics** 71.43%
- 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> |
|---------------|---------------|---------------|
| 16            | 20            | 14            |

## **1. INTRODUCTION**

### **1.1 SCHOOL CONTEXT**

Tullygally Primary School is a controlled primary school situated in the area of Tullygally East in Craigavon. The school's enrolment has decreased steadily over the past five years, from 115 in 2006 to the current figure of 87. In addition, there are 52 children in the nursery unit. Fourteen of these children will have had more than one year of nursery experience before entering year 1. Most of the children in the school come from the immediate area and the children in the nursery unit come from the local and wider Craigavon area. At the time of the inspection, approximately 64% of the children were entitled to free school meals and over one-quarter of the children were identified as requiring help with aspects of their learning.

### **1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

### **1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents and the teaching 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 the children from year 6.

Of the 66 questionnaires issued to parents, 19 were returned to Inspection Services Branch and 13 contained additional written comments. Almost all of the parents indicated high levels of satisfaction with the provision for the care of the children and with the school's procedures for promoting positive behaviour. However, a minority of parents indicated that they had not received information about key aspects of the school's provision, such as, the procedures to deal with child protection matters.

Fifty-two questionnaires were issued to the parents of children in the nursery unit; 19 of the parents completed the questionnaire and 12 made additional written comments. The responses indicate that the parents regard the nursery provision highly and appreciate the way in which the teachers help the children to settle into the nursery routines.

Eight members of the teaching staff and nine members of the support staff completed the online questionnaire. All of the staff reported that they enjoyed working in the school and almost all of the teachers indicated that the school was well-resourced for learning and teaching. In contrast, a majority of the teachers did not consider the leadership of the

Principal to be effective nor that they had good opportunities to be involved in decision-making processes. Three teachers did not think communication was effective. All of the concerns raised by the parents and staff have been discussed with the governors and the Principal and, where relevant, are commented on in the main body of the report.

The governors expressed their strong support for the work of the school and nursery unit, they highlighted the sense of community within the school and their appreciation of the hard work of the Principal and staff. They are fully aware of the challenges facing the school, particularly in respect of the declining enrolment and the subsequent staffing issues.

In discussions held with the year 6 children, they indicated that they feel safe and at ease in school and know who to speak to if they have any concerns. They talked positively about the reward system and the range of extra-curricular activities available to them.

#### 1.4 PASTORAL CARE

The quality of the arrangements for pastoral care is satisfactory. The strengths include the caring ethos, the effective development of a range of strategies to promote positive behaviour throughout the school, the high priority given to the taught personal development programmes, which help to develop the children's personal and social skills, and the links made with external agencies to support vulnerable children.

In order to improve the provision, the school needs to review and update all policies supporting the pastoral provision and to monitor and evaluate the quality of the pastoral provision.

#### 1.5 CHILD PROTECTION/ SAFEGUARDING

The school and NU have satisfactory arrangements in place for safeguarding the children. These arrangements broadly reflect the guidance issued by the Department of Education but the school needs to:

- communicate more effectively with parents about pastoral policies and how to raise concerns about the safety of their children; and
- review the child protection policy to take better account of the procedures for the recruitment and vetting of staff.

#### 1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school and NU give satisfactory attention to developing aspects of healthy eating and physical activity, for example, through the provision of nutritionally balanced school meals and the promotion of healthy breaks. The areas for improvement identified include the need to monitor and evaluate the quality of the provision and to consult with the whole-school community in developing further the school's healthy eating programme.

#### 1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

There is a strong sense of community within the school. The Extended Schools (ES) programme provides opportunities to develop further links with local schools, colleges, sporting and community groups. The experiences provided through the ES programme also help to enrich the children's educational and social experiences. The cross-community link

with a neighbouring primary school, through the Peace Players International initiative, is promoting the children's sense of respect for diversity. The links with the parents, however, need to be developed further in order to assist them more in supporting their children's learning in literacy and numeracy.

## **2. ACHIEVEMENTS AND STANDARDS**

### **2.1 LEARNING**

The children are friendly and courteous to visitors; they are generally well-behaved and co-operate appropriately with their teachers. When given the opportunity, they are able to work in pairs and in groups and display good levels of self-confidence. On the occasions, when the tasks provided do not sufficiently match the children's individual needs, they become restless and are not clear about the intended learning.

At Foundation Stage (FS), the children learn through a range of play-based and more formal activities. However, there is inconsistency in the quality of planning, adult interactions, expectations and teaching strategies which adversely affect the learning outcomes for the children. The teachers need to develop further the play-based learning provision through more effective observation of the children's learning and stages of development, in order to inform their planning for all areas of the curriculum, especially in literacy and numeracy. Furthermore, the school needs to take more account of the children's experiences in the nursery unit in order to ensure progression in the children's learning.

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English and mathematics, the school's performance is consistently below the Northern Ireland average. Compared with schools in a similar free school meals band, the levels of attainment in English and mathematics, for three of the four years, have been above the average.

### **2.2 ENGLISH AND LITERACY**

The overall quality of the provision for English and literacy is inadequate.

The literacy co-ordinator has been in post for two years and in that time he has introduced a framework for literacy devised by the Southern Education and Library Board (SELB). Through support from the SELB Curriculum Advisory and Support Services (CASS) officer, the co-ordinator has conducted an audit and there is an action plan in place. There is, however, insufficient monitoring and evaluation of the implementation of the action plan, the quality of the teachers' planning, the impact of the phonics scheme and the standards achieved by the children.

The majority of the children in the school have sound spoken communication and listening skills. In the best practice, the teachers plan for opportunities to develop the children's oral skills and use a range of strategies to promote extended responses from them. The development of the oral skills of a significant minority of children, however, is limited by the teachers' closed questioning and a lack of appropriate planning focused on strategies to promote effective talking and listening skills.

There is a structured programme in place for the teaching of reading within the school and recently, a whole-school phonics programme has been introduced. The children in the nursery classes experience a book-rich environment. In contrast, the range of books within the FS classrooms needs to be extended and displayed more attractively to encourage and promote the love of reading. In the FS, guided and shared reading is provided but the majority of the children require further support in consolidating their basic reading skills. In

KS1, the children have access to a range of texts including fiction, non-fiction and poetry and there are good examples of the use of the reading record to monitor the children's progress in their reading. In year 7, there is effective use of the class novel and a wide range of texts linked well to topics from the 'World Around Us' area of learning, to stimulate the children's interest in reading. This good practice needs to be made more consistent across the school, and, as a matter of urgency, the teachers need to track rigorously the progress in the children's reading.

By the end of KS2, while a majority of the children are reading at a satisfactory standard, the standards attained by a significant minority are inadequate.

The standard of the children's written work is inadequate. In the FS, the children are beginning to experiment with letter and word formation through play-based activities, but they have insufficient opportunities for experimental and individual writing. At the start of KS1, the children are making good progress with their writing and in year 7, there are good opportunities for writing across the curriculum. However, the over-reliance on worksheets and grammar exercises within and across the key stages limits the children's ability to develop extended written responses. The teachers need to develop a more integrated, consistent and differentiated approach to the teaching of reading and writing throughout the school, if the children are to reach the standards of which they are capable.

## 2.3 MATHEMATICS AND NUMERACY

The overall quality of provision in mathematics is inadequate.

At the time of the inspection, there had been no recent monitoring or development work in this important area of the curriculum. There is a basic action plan in place which outlines a number of tasks to be completed during the current school year. The action plan needs to focus more specifically on priorities which will lead to improvement in learning and teaching and in the standards achieved by the children.

The whole-school programme for mathematics relies, almost exclusively, on a commercial mathematics scheme which incorporates generic medium-term planning for each year group. Whilst the scheme ensures breadth and balance in the children's learning experiences across the mathematics curriculum, it needs to be adapted to suit the school's context, to meet the specific needs of the children and to ensure that they have adequate time to consolidate their understanding of key concepts. The co-ordinator has appropriately identified the need to review the planning and has begun to develop a model for whole-school implementation.

In a small number of the lessons observed, the teachers had a sound understanding of the concepts being taught and of the necessary progression in the children's learning; they made the intended learning explicit for the children and had high expectations of what they could achieve. They modelled the use of accurate mathematical language and used effective, open-ended questioning to challenge the children's thinking and to encourage them to articulate their thought processes. In these lessons, the children were enthusiastic, actively engaged in their learning and keen to talk about what they were doing. In the majority of lessons, however, there was insufficient, purposeful practical work to support the children's learning; there was an emphasis on the completion of textbook and work sheet exercises and the learning activities did not adequately meet the needs of all of the children. In almost all of the classes, the planned learning activities lacked a meaningful context and too many new concepts were introduced within a short time frame.



In discussions with groups of children from years 4 and 7, they found mental calculations difficult; they drew on a narrow range of strategies to solve basic problems and were insecure in their understanding of broader mathematical concepts. Consequently, the teachers need to ensure consistent progression in the development of the children's knowledge, skills and application of key mathematical concepts.

During the inspection, there were a few good examples of ICT used to support learning and teaching, for example, to introduce new concepts, to reinforce the children's understanding of data handling in mathematics, to research information in relation to cross-curricular projects and the use of multi-media software and the interactive whiteboard to support literacy.

While the children are developing and applying an appropriate range of ICT skills, their learning experiences are inconsistent as they progress through the school and are often limited to their scheduled time in the computer suite. The teachers need to develop their use of ICT at all levels and integrate it more consistently into class-based learning and teaching. At the time of the inspection, the school did not have an assigned co-ordinator for ICT and there had been no strategic whole-school development in this area.

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

#### **3.1 PLANNING**

The quality of the written planning and evaluation in the nursery unit is good. The teachers assess and record carefully the pre-school children's progress; this information informs their short-term planning.

The overall quality of the teachers' short-term planning within the main school is inadequate. There are a few good examples of the teachers using their evaluations of the children's progress to inform future planning. However, the majority of the planning lacks focus on the intended learning, it does not provide for sufficient, effective differentiation to meet the needs of all of the children and takes limited account of teacher assessment or evaluations. The teachers need to develop and implement more detailed planning and the senior leadership team (SLT) needs to monitor and evaluate it on a regular basis.

#### **3.2 TEACHING**

During the inspection the quality of teaching observed ranged from very good to inadequate; in just over one-third of the lessons it was very good. However, in one-half of the lessons, the quality of the teaching was inadequate.

In the more effective practice, the teachers have high expectations of the children's learning and they use their understanding of the children's needs to plan work matched appropriately to the children's ability and to ensure a sufficient level of challenge and progression in the children's learning.

In the less effective practice, the work is teacher-directed with a predominantly whole-class approach and the tasks are set at too low a level. There is insufficient differentiation to meet the range of abilities of the children and there is ineffective deployment of classroom assistants.

The teachers need to develop a shared understanding of what constitutes effective planning, learning, teaching and assessment at all levels and to raise their expectations of what the children can achieve.

### 3.3 ASSESSMENT

At the time of the inspection, there was no one with responsibility for co-ordinating assessment. As a result, key strategies for assessment for learning and marking for improvement are underdeveloped and implemented inconsistently throughout the school.

The teachers mark the children's written work regularly. In almost all cases the marking is of a supportive nature. In a few of the classes, the teachers make effective use of plenary sessions to reflect on the planned learning intentions and to encourage the children to engage in self-assessment.

The school carries out a range of standardised testing to identify ability groupings within the class and to inform their judgement of the children's attainment at the end of each key stage. In most instances, the outcomes from the tests provide conflicting information about the children's potential for learning and their levels of attainment. In light of the inspection findings, the teachers need to develop robust assessment procedures, which will enable them to track individual children's progress, to set targets and to inform planning in order to improve the inadequate standards achieved by the children in literacy and numeracy.

The parents are kept informed about their children's progress through individual parent meetings and a written progress report.

### 3.4 SPECIAL EDUCATIONAL NEEDS

The school has identified that approximately one-quarter of the children in the primary classes are in need of support with aspects of their learning. The quality of the provision for children with special educational needs observed during the inspection was satisfactory and these children make satisfactory progress. There are occasions, however, where the children with special educational needs or the few children who have English as an additional language (EAL), require more support from their class teachers to reinforce and consolidate their learning.

In the main, support for the children is provided within class through the class teacher and classroom assistants, and to facilitate this, the SLT has availed of the funding generated within the school's budget to keep class sizes small. Most of the classes also have at least one classroom assistant which further reduces the already generous teacher- pupil ratio.

The special education needs co-ordinator (SENCO) has been in post for two years; she has attended several courses, which focused mainly on the administration procedures relating to the delivery of the Code of Practice. The SENCO has drawn up an action plan, which indicates appropriately the need to review the content of the children's individual education plans (IEPs) by focusing more sharply on the achievement of short-term targets. In addition, the SENCO recognises the need to monitor and evaluate more effectively the extent to which the support provided by class teachers leads to improvements in the progress made and the standards achieved by the children. The SENCO needs to be provided with further training and consideration should be given to providing her with increased time to allow her to support teachers and to take a more strategic overview of the children's progression from pre-school level through to year 7.

#### **4. LEADERSHIP AND MANAGEMENT**

Overall the quality of leadership and management in the school is inadequate.

The Principal has been in post for over four years; in addition to his leadership role, he has responsibility for teaching a composite year 4 and 5 class three days per week. He is committed to the children's welfare and he works hard to ensure that the school runs smoothly on a daily basis. There is, however, ineffective strategic leadership and management of learning and teaching throughout the school. The role of the SLT is underdeveloped and the co-ordinators do not have a clear understanding of their roles and responsibilities. At all levels, there is insufficient monitoring and evaluation of learning and teaching in order to ensure that the children reach the standards of which they are capable. The quality of the work of the Principal, in leading and managing the school, is unsatisfactory.

##### **4.1 PLANNING FOR IMPROVEMENT**

The school's self-evaluation and development planning process is inadequate.

Whilst the school development plan outlines a range of priorities for development, they are not identified through the systematic self-evaluation of the quality of provision within the school. Most of the associated action plans identify a range of tasks to be completed; they do not identify specific and measurable targets focused on outcomes for the children or the strategies to monitor and evaluate the implementation of these action plans. Consequently, the School Development Plan does not comply fully with the requirements of the Department of Education School Development Planning Regulations (Northern Ireland) 2005 Order.

The staff have benefited from a range of staff development opportunities in recent years. The programme, however, is not effective enough to implement whole-school improvement. There are limited opportunities for the dissemination of good practice emerging from staff development and there are no structures in place to enable co-ordinators to give sufficient feedback to teachers on key curriculum priorities. There is an over-emphasis on administrative tasks at the staff meetings with insufficient time given to the review of learning and teaching and the progress made by the children.

The Principal, with the support of the SLT and governors, needs to provide effective leadership, ensuring the rigorous monitoring and evaluation of the quality of learning and teaching, to inform the school's development planning process and to bring about better educational outcomes for the children.

##### **4.2 ACCOMMODATION**

The Principal and staff have worked hard to establish a well-ordered and pleasant learning environment for the children. Good use is made of all of the available space in the school and the staff work hard to create bright and inviting classrooms and corridors celebrating the children's work. The standard of caretaking is excellent.

##### **4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE**

The school has a very generous pupil-teacher ratio and a very good range of resources to support the children with their learning. However, there is an urgent need for the SLT to review the daily routines and timetables in order to make better use of the time available for learning and teaching, particularly in literacy and numeracy.

The activity areas within the nursery unit provide very good opportunities for the children to learn in a stimulating and enriching environment.

The governors are very committed to the school and the community it serves. Although they are aware of some of the challenges the school faces, they will need well-focused external support to help them take forward the necessary areas for improvement.

## **5. CONCLUSION**

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

- the friendly, courteous children;
- the well-ordered learning environment;
- the very good provision in the nursery unit and the standards achieved by the pre-school children; and
- the development of the children's personal and social skills through a wide range of strategies and programmes.

### **5.2 The areas for improvement include the need:**

- to provide effective leadership, including the rigorous monitoring and evaluation of the quality of learning and teaching, to inform the school's development planning process and to bring about better educational outcomes for the children;
- for the teachers to develop a shared understanding of what constitutes effective learning and teaching at all levels and to raise their expectations of what the children can achieve; and
- to improve the inadequate standards achieved by the children in literacy and numeracy.

5.3 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.

5.4 In the areas inspected, the quality of education provided by the school is inadequate; the areas for improvement significantly outweigh the strengths in the provision. The inspection has identified major areas for improvement in achievements and standards, learning and teaching, leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the learners.

5.5 The governors, Principal and staff will require external support and well-focused support from the SELB CASS to help them take forward the necessary areas for improvement.

5.6 The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement over a 12-18 month period.

## **6. THE NURSERY UNIT**

6.1 There are two full-time nursery sessions. The teacher in charge of the nursery unit has appropriately arranged that the children in their pre-school year are taught in the first classroom while the younger children and the significant minority who will have two years in the nursery, are together in the second classroom. The children from both classes are provided with daily opportunities to play together in a range of outdoor activities which match the range of maturity levels.

6.2 The teachers and classroom assistants work well together as a team and they collaborate in the weekly evaluation and review of the nursery provision. In doing so, they have successfully addressed the areas for improvement identified in the last inspection in 2006 and have enhanced the learning experiences for all the children attending the nursery.

6.3 The key strengths of the nursery include:

- the provision of a broad and balanced pre-school curriculum;
- the high levels of motivation, engagement and enjoyment of learning displayed by the children;
- the very good interaction of the nursery staff with the children which promotes the children's learning and development;
- the effective use of all routines to develop the children's language and social skills and their independence;
- the effective leadership provided by the teacher in charge; and
- the reflective and collaborative approach of the nursery staff and their commitment to continuous improvement in the interest of the children.

In the areas inspected, the quality of education provided by this nursery unit is very good. The nursery is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

## STATISTICAL INFORMATION ON TULLYGALLY PRIMARY SCHOOL NURSERY UNIT

### 1. Details of Children

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	25	26
Attending part-time	0	0
Under 3 years of age*	0	14
With statement of SEN**	1	2
Without a statement but receiving therapy or support from other professionals for special educational needs	3	
At CoP stages 3 or 4***	0	0
At CoP stages 1 or 2***	2	0
With English as an additional language	1	2

\* On 1 July.

\*\* Special Educational Needs.

\*\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	3.85%
Average attendance for the previous year.	90.6%

### 2. *Duration of Sessions*

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
4½ hours	-	-

### 3. DETAILS OF STAFF

<b>Number of:</b>	<b>Full-Time</b>	<b>Part-Time</b>
Teachers	2	0
Nursery Assistants	3	0
Qualified Nursery Assistants	0	0

<b>Number of: ****</b>	
Students	
Trainees	

\*\*\*\* Total placements since September of current year

### 4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	
Percentage returned	%
Number of written comments	

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