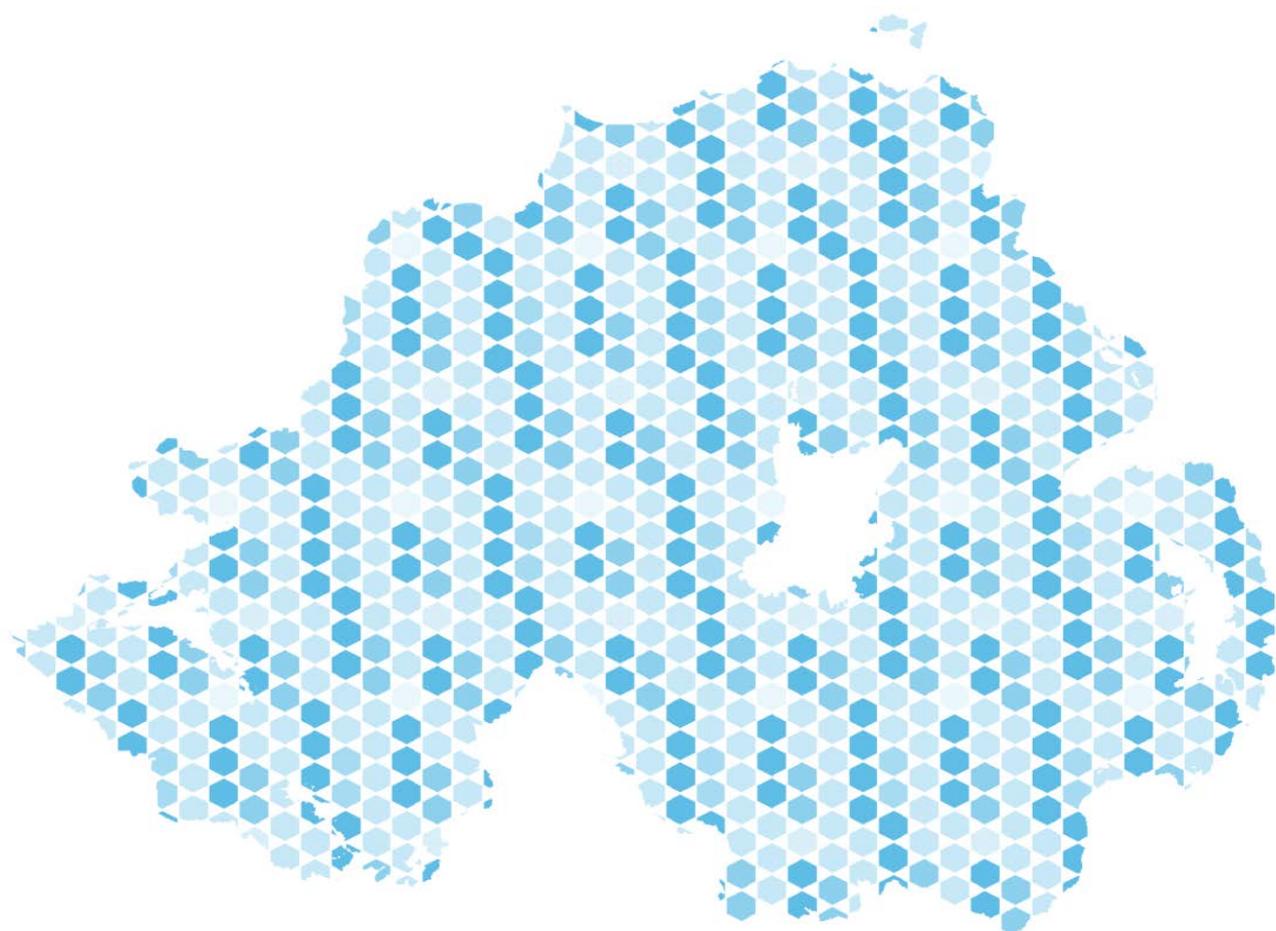


PRIMARY INSPECTION



Education and Training
Inspectorate

Donaghmore Primary School,
Dungannon, County Tyrone

Report of an Inspection in
April 2016

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

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision for learning	3
7. Leadership and management	3
8. Overall effectiveness	4
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

A small number of the parents and almost all of the staff (teaching and non-teaching) responded to the confidential questionnaires. The parents commented on the caring ethos created by the staff, their children's enjoyment of school and the promotion of a strong community spirit. The staff responses were also very positive, emphasising the collegiate working relationships across the school. The ETI has reported to the principal and representatives of the board of governors the main findings, including the few concerns, emerging from the questionnaires.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

Donaghmore Primary School is a controlled primary school situated on the main street in the village of Donaghmore. Almost all of the children attending the school come from the immediate and surrounding rural area. The children are taught in composite classes consisting of two or more year groups. The enrolment has fluctuated in recent years and currently stands at 70. Due to exceptional circumstances this current academic year, the school is providing Reception provision. The percentage of children entitled to free school meals has decreased this year and the proportion requiring additional help with aspects of their learning over the last four years has increased slightly.

Donaghmore Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	58	60	72	70
% School attendance	96%	97%	97%	96%
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	14%	22%	20%	19%
No. of children on SEN register	12	15	18	19
% of children on SEN register	21%	25%	25%	27%
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*
No of Reception children	0	0	0	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Very good
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children are courteous and engage readily with their peers, staff and visitors to the school. They are well-motivated learners; settle quickly to their learning, work collaboratively in pairs and in groups and respond enthusiastically to the varied learning activities. Their work is reflective of their age and stage of development and is presented to a high standard in the books and displays around the school. They use information and communication technology very confidently and effectively, and in a variety of forms to present their work.
- The school's performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make progress in English and a majority make progress in mathematics in line with their ability or above expectation. At the time of the inspection, the evidence from class observations, discussions with the children and in the children's books indicated a more positive outcome in mathematics.
- Across the school, the children use mathematical terms accurately and confidently. They demonstrate a very good understanding of key mathematical concepts, engage enthusiastically in practical problem-solving activities, and apply their learning in a variety of real-life contexts. Activity and play based learning is used well in the foundation stage and key stage 1 to provide additional opportunities to promote mathematical awareness and language and to consolidate learning. The most able children in year 7 demonstrate a secure understanding of all areas of the mathematics curriculum and are flexible in their thinking and use of mathematical strategies.

¹ The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- The children who require additional support with aspects of their learning make very good progress in meeting their personal targets.

6. Provision for learning

- All of the lessons observed were effective in progressing the children's learning; the quality of learning and teaching in a majority of the lessons was very good. The teachers' planning is comprehensive and well informed by evaluations of the children's previous learning and a detailed knowledge of their individual needs and interests. The learning activities are well paced, challenging, differentiated and matched carefully to the children's age and stage of development. The teachers' effective questioning develops the children's responses and understanding. The teachers give regular well-focused feedback to the children on the quality of their work and how to improve it.
- The programme for mathematics is comprehensive and provides balance and progression in the children's knowledge, understanding and skills. The whole-school focus, on developing open ended problem solving contexts, extends the children's reasoning skills and develops their use of mathematical language. The teachers make very good use of the local environment to contextualise the children's learning in numeracy and across the curriculum.
- The children who require support with aspects of their learning are identified early and there is appropriate whole-school collaboration to meet their individual needs. The children's progress is carefully monitored and the flexible support is tailored to suit individual needs.
- The quality of the provision for pastoral care is outstanding. This provision is characterised by the friendly, child-centred ethos that permeates the life and work of the school. The children's views are valued and acted upon. The children show respect for others and pride in their school; they take on roles and responsibilities maturely. In addition, the after-school clubs, and educational visits enhance the quality of the children's overall learning experiences and contribute to their personal development.
- The school gives outstanding attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. In recent years, the outdoor area has been enhanced to develop aspects of the children's personal, social and physical skills and their knowledge and appreciation of the world around them.

7. Leadership and management

- The leadership and management of the school is effective in promoting improvement through a process of reflection and ongoing evaluation which is based on appropriate analysis of quantitative data, teacher observations and by consultation with the whole school community. The action plans within the School Development Plan² are well focused and guide effectively the school improvement agenda.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- The school has well-established links and partnerships with the parents, local pre-school, primary and post primary schools and the wider community which enrich and extend the children's learning experiences. There are appropriate procedures in place to keep parents informed about their child's progress and the life and work of the school.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors collaborate effectively with the principal and staff in effecting school improvement; they support and challenge appropriately the progress of the actions which are carried out in the implementation of the school development plan.
- 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. In discussions with the inspectors, the children in year 6 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.
- 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.

8. Overall effectiveness

Donaghmore Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

Accommodation

1. Due to a lack of space in the school a section of the school hall is used as an additional classroom.
2. There is evidence of damp on the internal walls in the school hall.

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