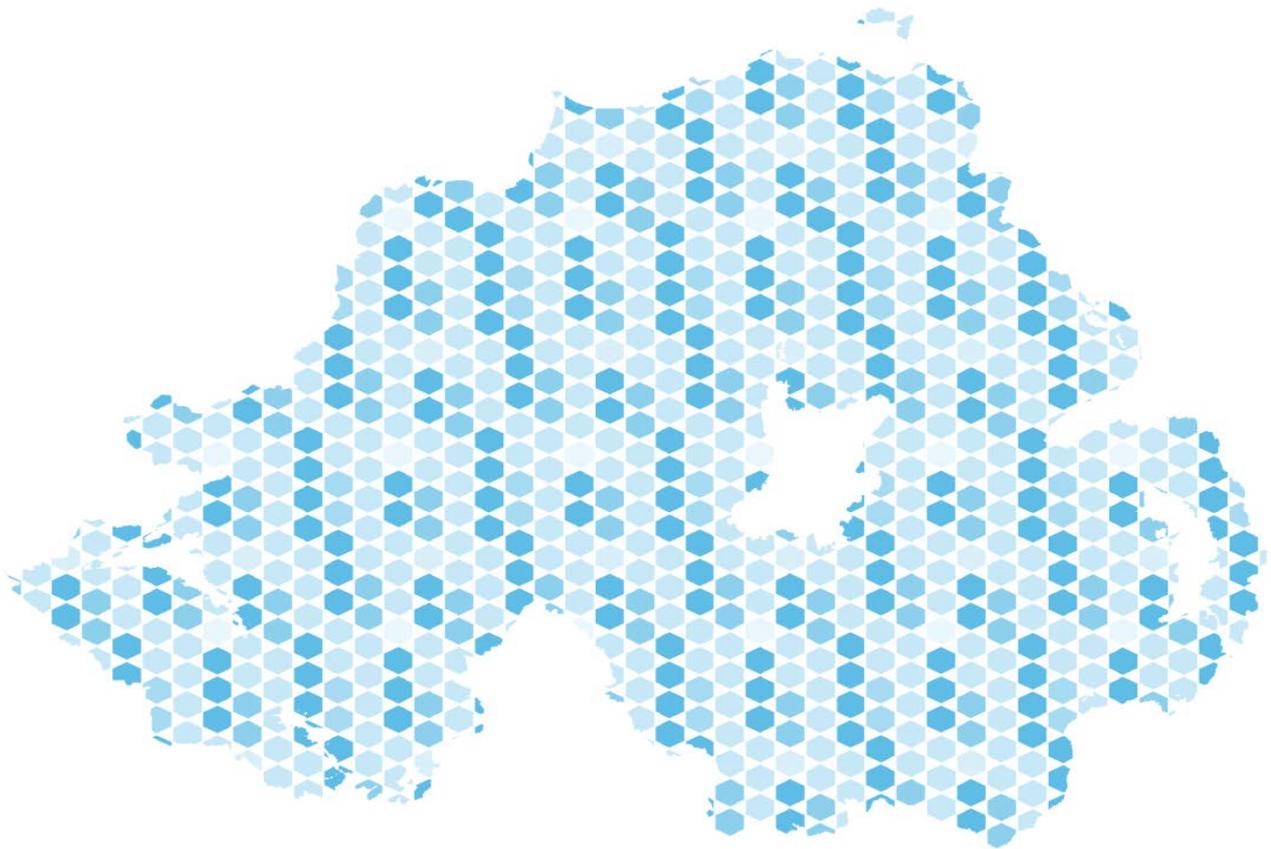


PRIMARY INSPECTION



Education and Training
Inspectorate

Drumachose Primary School,
Limavady, County Londonderry

Controlled, co-educational

Report of an Inspection in
October 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Drumachose Primary School is a controlled primary school in Limavady, County Londonderry. All of the children come from the Roe Valley area. The primary school enrolment has increased significantly over the past four years and is now at 339 children.

The school has a well-established, collaborative link for shared education with a local, maintained primary school and clusters with a number of schools and settings from different sectors as part of a Speech and Language Initiative.

Drumachose Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	259	293	318	339
% School attendance	96.01	95.87	N/A	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	38.8	38.6	32.8	27.7
No. of children on SEN register	39	37	33	46
% of children on SEN register	16.1	14.3	11.3	14.5
No. of children with statements of educational need	8	6	5	*
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Twenty-four percent of parents and almost all of the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were highly affirmative; the written comments praised the school's inclusive family atmosphere and the dedicated and approachable staff and senior leadership. The staff endorsed the positive, collegial working relationships within the school. The ETI has communicated to the principal and the chair of the board of governors the main findings from the questionnaires.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Outstanding
Leadership and management	Outstanding

KEY FINDINGS

5. Outcomes for learners

- The children read and write to a high standard for a range of purposes across the areas of learning. The year 7 children read fluently and with expression showing an understanding of meaning and audience and discuss maturely their reading preferences and knowledge of a wide range of genres and authors.
- Overall, the children have a very good understanding of the key mathematical concepts. They apply their mathematical knowledge and skills flexibly to solve numeracy challenges, select appropriate strategies and use a wide range of practical resources. By the end of key stage (KS) 2, the children understand the importance and place of mathematics in real-life contexts.
- The school's data indicates that most of the children, including those who require additional help with aspects of their learning, make the expected progress. They acquire skills, understanding and concepts which build consistently on their previous learning.
- The children engage with high levels of interest and a sense of purpose in their learning. From an early age, they are keen to share and discuss their learning, expressing and justifying their ideas and responses maturely. The children think creatively and transfer their learning to different contexts. In the play-based learning, in the foundation stage, the children interact positively with their peers and adults. Across the key stages, the children take a pride in their written work which they organise and present to a high standard.

6. Quality of provision

- The children benefit from a wide range of well-conceived learning experiences across the curriculum, which develop further their confidence and aptitude in literacy and numeracy. A particular strength is the provision of connected learning experiences set in a meaningful context, including the World Around Us, which support the children in understanding the relevance and application of their learning in real-life situations.
- The well-integrated and consistent approach to planning, teaching and assessment progresses and challenges the children's learning. Four-fifths of the lessons observed were very good or outstanding in extending the children's learning. The teachers make creative and incidental connections across the curriculum and build new concepts meaningfully through active learning tasks. They work closely and effectively with the skilful classroom assistants in broadening the children's learning experiences. Through the staff's effective analysis of assessment data and other relevant information, the children who require additional support are identified promptly; individually tailored interventions are put in place and evaluated carefully for impact.

- The programmes for literacy and numeracy are broad and balanced and focus appropriately on developing progressively the children's skills and knowledge. A key feature of the literacy provision is the consistent and coherent approach to teaching writing which is evident in the planning and in the teachers' classroom practice. The teachers pose effective questions in the numeracy lessons to build the children's confidence, encourage their use of alternative strategies and enable them to explain and justify their mathematical thinking.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. An inclusive ethos permeates all aspects of the life and work of the school and supports well the children's all-round development.

7. Leadership and management

- The highly effective strategic leadership has developed successfully a coherent, collegial and child-centred approach to school improvement. Through appropriate support and challenge, the staff are empowered to improve further the children's all-round learning and well-being.
- The school development plan and the associated action plans guide well the improvement work and are informed appropriately by the school's effective self-evaluation processes and consultation with the children, parents, staff and governors. The staff use the school's internal data and all other sources of first-hand evidence very effectively to monitor and evaluate the quality of provision and the children's standards across the school.
- The staff have benefitted from a range of relevant, professional development opportunities that have impacted positively on the quality of the provision for the children. There is helpful, regular communication with parents and the Parent Teachers' Association (PTA) support generously the work of the school.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are knowledgeable about the life and work of the school and understand well the changing needs of the local community; as a result, the governors carry out their challenge function constructively in the best interests of the children.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

9. Overall effectiveness

Drumachose 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.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

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 in 12 to 18 months.
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 in 18 to 24 months.

² And the overall provision in a unit, as applicable.

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