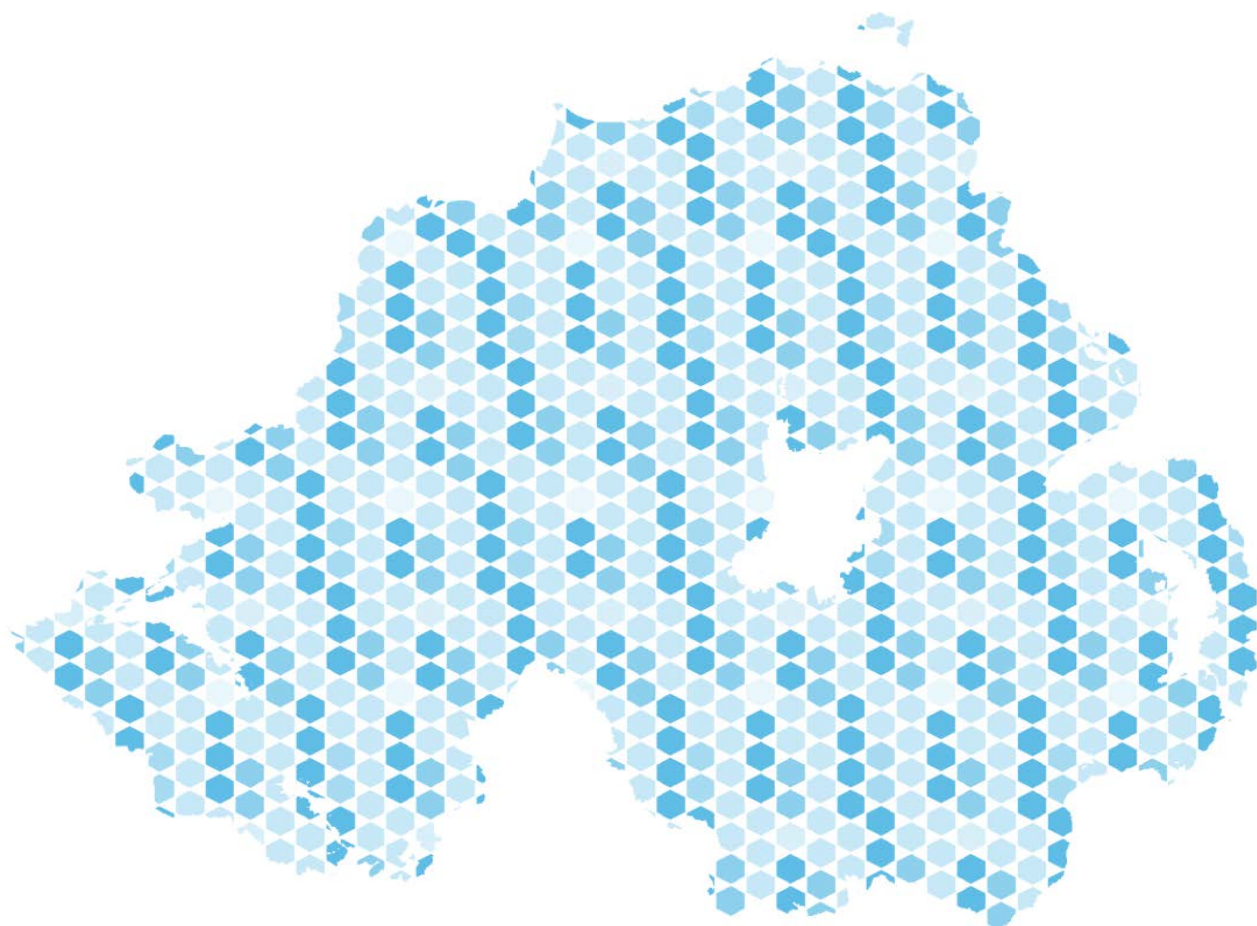


PRIMARY INSPECTION



Education and Training
Inspectorate

Newmills Primary School,
Dungannon, County Tyrone

Controlled, co-educational

Report of an Inspection in
November 2016



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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) uses the following performance levels when reporting on Achievements 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 uses 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.

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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: <https://www.eti.gov.uk/publications/together-towards-improvement-primary>.

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

Almost one-fifth of the parents responded to the online questionnaire and their responses were all highly affirmative of the work of the school. They commented, in particular, on the learning experiences, extra-curricular opportunities and support provided for the children by the whole staff team. Almost all the teaching and support staff completed the questionnaires and their responses were equally positive. The ETI has reported to the principal and a representative of the board of governors the main findings emerging from the questionnaires and the discussions.

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

Newmills Primary School is a controlled primary school situated between Dungannon and Cookstown. Most of the children attending the school come from the village of Newmills and the surrounding rural area. The enrolment has risen by almost 30% over the last four years and currently stands at 85 children. The percentage of children entitled to free school meals has fluctuated and is now at its lowest point in the same period. The proportion requiring additional help with aspects of their learning has remained generally steady. The school is involved in a Shared Education programme with a local maintained primary school.

Newmills Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	66	71	82	85
% School attendance	97.4	96.8	97.1	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	31.8	23.9	28.0	21.2
No. of children on SEN register	12	17	16	16
% of children on SEN register	18.2	23.9	18.3	18.8
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

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	Good
Leadership and management	Very good

5. Achievements and standards

- Across the key stages, the children achieve very good standards in numeracy. They apply adeptly their mathematical knowledge and skills to other areas of learning, notably the World Around Us. The most able children in years 6 and 7 are secure across all aspects of the mathematics curriculum and flexible in their mathematical thinking. They have a clear understanding of the importance of numeracy in everyday life.
- The children who require additional help in aspects of their learning benefit from the skilful support of teachers and classroom assistants. They make very good progress against the targets in their individual education plans and attain standards in line with, or above, expectation.
- While there are examples of the children's suitably challenging work using information and communication technology (ICT), their use of ICT to support and enhance learning is underdeveloped.
- The children are highly motivated and enthusiastic, engaging readily in their learning. They enjoy working in pairs and groups to carry out investigative, problem-solving activities. In almost all instances, the children work well independently and stay on task during lessons. They organise and present their work with care and attention to detail.

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

6. Provision for learning

- All the lessons observed during the inspection were good or very good in equal measure. In the very good practice, the teachers' planning focuses incisively on the intended learning and the activities are well matched to the children's needs and interests. Other strengths of the teaching include: effective staff interaction with, and skilful questioning of, the children to help them reflect on and improve the quality of their work; purposeful paired and group activities; and good classroom management. There is early identification of the needs of the children who require additional support in aspects of their learning and appropriate interventions are put in place for them. The targets in the individual education plans, as well as the guidance for staff, are practical and help the children to make the required progress.
- The programme for numeracy is broad, balanced and integrated skilfully in other areas of the curriculum; it provides for continuity and progression in the children's learning. The teachers set the learning in meaningful contexts, supported by a wide range of well-chosen resources, including ICT. They encourage the children to articulate their thinking and justify their use of particular strategies. While the teachers provide the children with a suitably wide range of investigations and problem-solving activities, the planning for individual lessons lacks a consistently sharp focus on the intended learning outcomes. This is an area for further staff development.
- The quality of the pastoral care provision is very good. The child-centred, inclusive ethos is underpinned by the excellent working relationships at all levels. The children's behaviour is consistently of a high standard. Through the work of the school council, the children play an important role in decisions which affect them directly.

7. Leadership and management

- The senior leaders enjoy the strong support of the whole school community and have established a collegial approach to all aspects of school development planning. As a result of well-embedded monitoring and evaluation, the co-ordinators carry out their roles effectively and the school can demonstrate improvements in both the quality of provision and in the standards attained by the children.
- The school development plan provides clear strategic direction. It is informed well by ongoing self-evaluation, notably through regular consultation with the children, parents, staff and governors. The school development plan and associated action plans articulate clearly both the priorities for school improvement and the processes by which the co-ordinators monitor and review the progress made in these key areas.
- The governors and senior leaders are active in engaging support for the school from families and from the wider community, including businesses. The children involved in the Shared Education programme report that they enjoy their learning with children from the partner school.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors have identified appropriately the need to continue to develop their analysis and use of data to inform further their monitoring and reviewing of the school's provision.
- 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 years 5, 6 and 7 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

Newmills 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.

Health and Safety / Accommodation

1. There is no locking system on an external door leading to the playground and mobile classrooms.

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