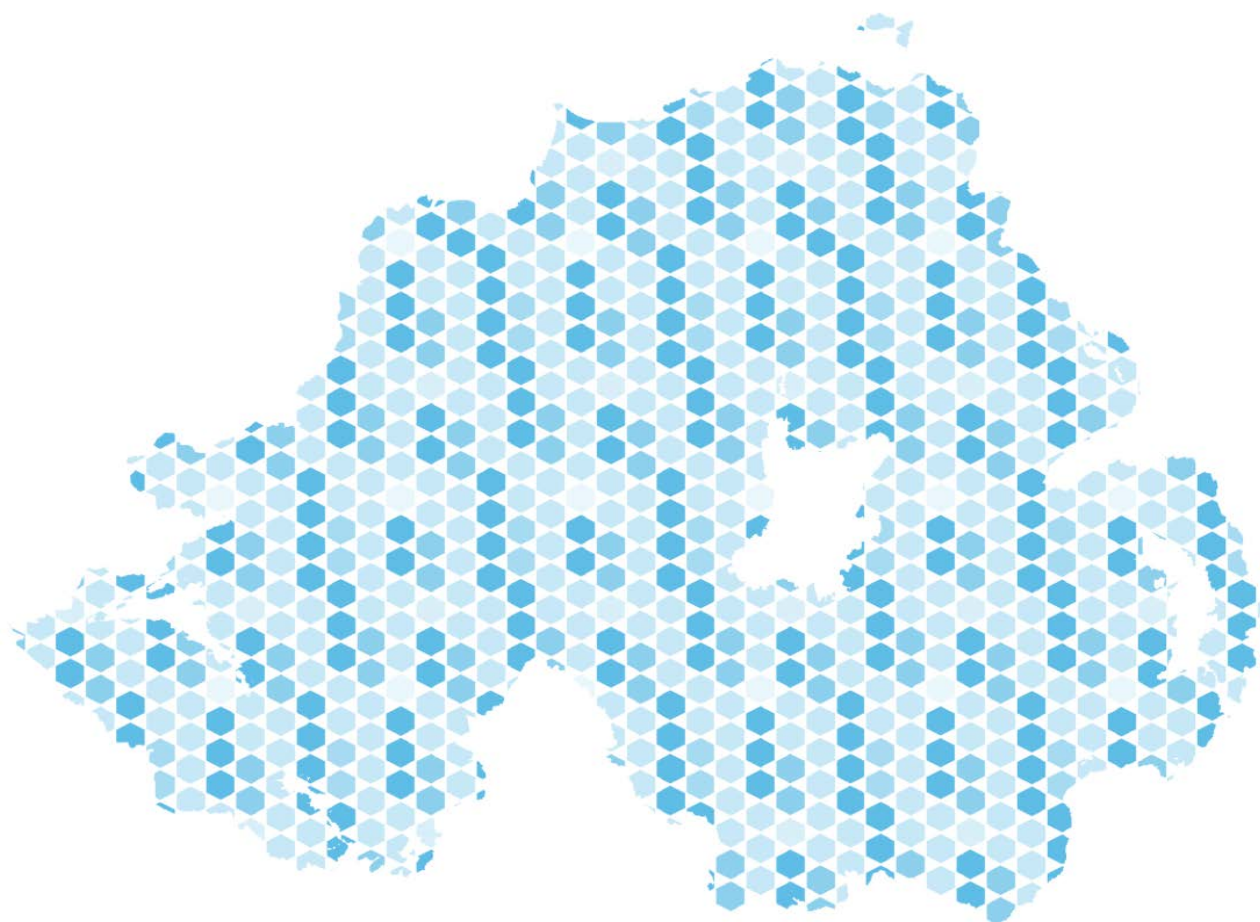


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Tummery Primary School,  
Dromore, County Tyrone

Maintained, co-educational

Report of an Inspection in  
September 2017



The Education and Training Inspectorate  
Promoting Improvement

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Department of Education  
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## INTRODUCTION

### 1. Context

Tummary Primary School is a maintained primary school situated approximately four miles from the village of Dromore in County Tyrone. Almost all of the current enrolment of 38 children come from the local rural area. The enrolment has declined slightly over the past four years as has the percentage of children entitled to free school meals. Over the same period, the number of children identified as requiring additional help with aspects of their learning has fluctuated between approximately one-fifth and one-third of the enrolment. The teaching principal has been in post for six months.

The school is part of a shared education partnership with two other primary schools and a post-primary school.

Tummary Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	45	42	44	38
% School attendance	97.3	97.3	97.9	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	47	38	39	8
No. of children on SEN register	11	8	7	12
% of children on SEN register	24	19	16	32
No. of children with statements of educational need	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Fifty-four percent of parents and all of the staff responded to the confidential, online questionnaires. Almost all of the responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the work of the school. In additional written submissions, the parents conveyed how they felt the staff cared for the children and how happy the children were in coming to school each day. The responses within the staff questionnaire were wholly positive about the life and work of the school. The ETI has communicated to the principal and the chair of the board of governors the main findings and individual issues as outlined in 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 including across the curriculum;
- quality of provision with a particular focus on numeracy; and
- quality of leadership and management.

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

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

### KEY FINDINGS

#### 5. Outcomes for learners

- The children achieve good outcomes in numeracy. In the foundation stage, the children build systematically their knowledge and begin to use appropriate mathematics vocabulary, in context, across the areas of mathematics. Key concepts in numeracy are reinforced with activities that develop well the core skills across the areas of mathematics. The school's internal assessment data indicates that, by the end of key stage (KS) 2, a majority of the children make good progress in their learning in mathematics. The most able children can apply aspects of their learning in mathematics and articulate well the strategies they use to solve numeracy-based problems. The opportunities for the children, particularly in KS2, to apply their learning using mathematical processes in real-life contexts are limited.
- There is variation in the extent to which the children identified as requiring additional support with aspects of their mathematics progress as they advance through the year groups. However, by the end of KS 2, the school's data indicates that a majority of the children identified as requiring additional support with aspects of their learning in mathematics make the expected progress.
- The children demonstrate confidence and resilience in their learning whilst working independently, in pairs or during the group-work activities. They are generally well-motivated, engage positively in their learning and show respect to their teachers and peers when interacting with one another.

#### 6. Quality of provision

- The teachers plan effectively for group-work within their composite classes and the children are supported well and encouraged during their learning. Consequently, the children engage in curricular activities that are varied and well-resourced, such as, games in numeracy, model making during the World Around Us lessons and when using digital media. The staff use effective systems to identify the special educational needs of the children and develop appropriate support programmes and links with support agencies and parents.
- The quality of planning, learning, teaching and assessment for learning is good. In all of the lessons observed, effective questioning by the teacher was used to good effect in developing deeper understanding and assisting the children's learning. Furthermore, appropriate time was given for the children to consider their responses and to articulate them. Differentiation within the composite classes was effective in most of the lessons observed and the marking for improvement in the children's books guides well their learning. The scheme of work for mathematics in the foundation stage and KS 1 covers broadly the areas of numeracy within the statutory curriculum; however, in KS 2, the inclusion and development of mathematical processes is an area for improvement.

- 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.

## **7. Leadership and management**

- The draft school development plan is of a good quality; the improvement plans have been developed in consultation with the wider school community and identify appropriate actions for improvement. The staff use well the school's quantitative data to inform them of the progress of each child and the children's development across the key stages. The action plans, however, lack rigour regarding the evaluation of the impact of the actions on the outcomes for the children. They need to include more detailed baseline evaluations of progress and, concise targets for, and measurement of, the children's attainment.
- The senior leadership have a shared, coherent understanding of the school's ethos which is child-centred and reflected in the key policies and procedures that affect the life and work of the school. The co-ordinators have developed well their expertise and share a strategic overview of the improvement process; however, the processes to monitor and evaluate learning and teaching in the areas they lead within the school lack sufficient rigour.
- 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.
- 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. 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**

Tummary Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the school has demonstrated the capacity to address. The areas for improvement are to:

- extend the children's mathematical learning experiences regarding their application of mathematical processes; and
- develop more rigorous monitoring and evaluation procedures of learning and teaching.

**Health and safety**

1. The gated access onto the road represents a risk to the health and safety of the children.

### 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 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.

## 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 management<sup>2</sup>:

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.

<sup>2</sup> And the overall provision in a unit, as applicable.

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