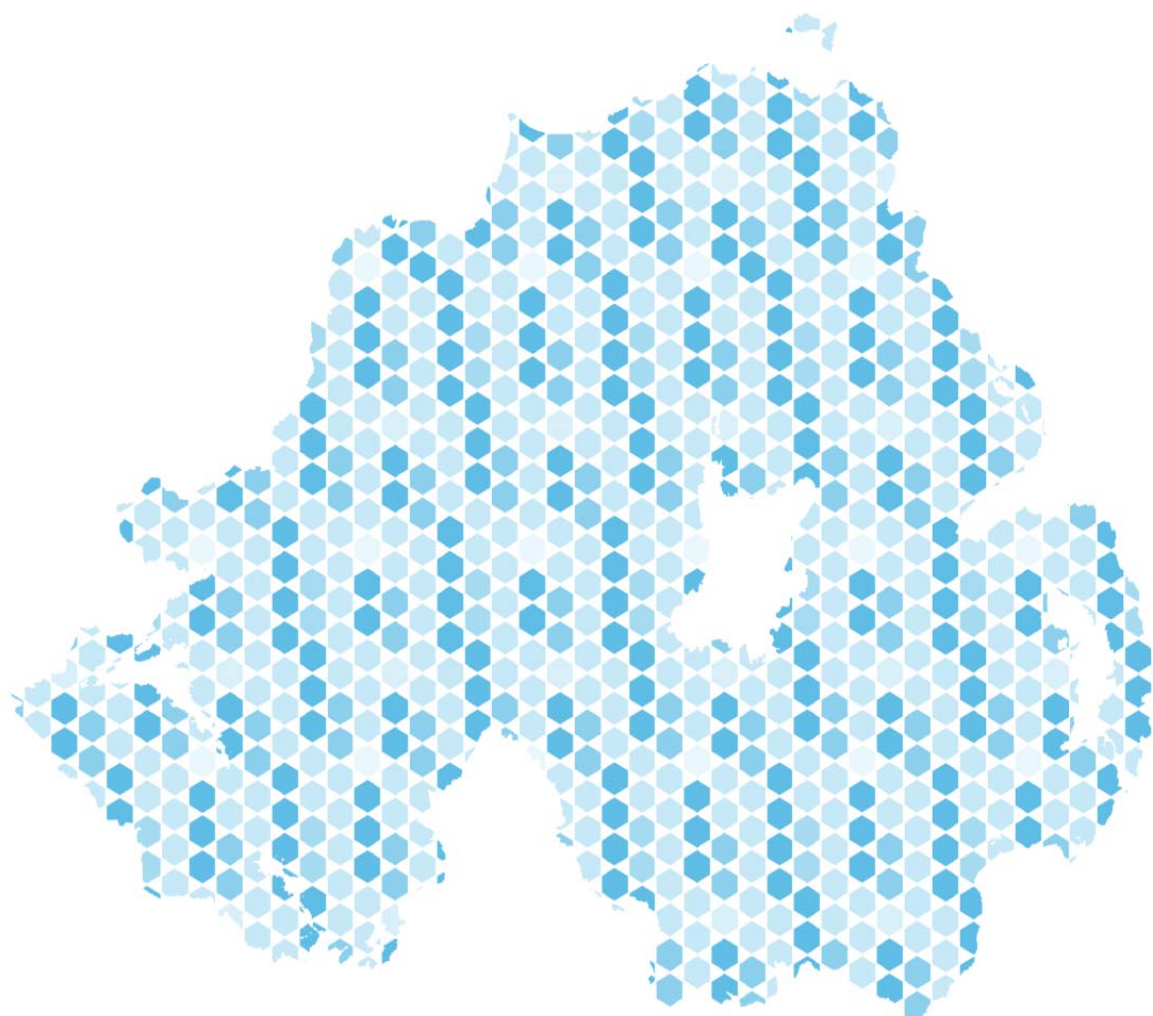


PRIMARY INSPECTION



Education and Training
Inspectorate

Clintyclay Primary School,
Dungannon

Report of an Inspection
in March 2010

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: Clintyclay Primary** iii. **Date of Inspection: W/B 22/03/10**
 ii. **School Reference Number: 503-1080** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	3	8	4	3	4
Enrolments					
Primary	30	34	31	30	29
Reception	0	0	1	0	4
Nursery Unit	0	0	0	0	0
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): 96.9% **NI Avg Att: 94.9%**
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 2.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 13.8 NI PTR: 20.4
- iii. Average Class Size: 16.5
- iv. Class Size (Range): 4 to 11
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 5 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 0 |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 12.1%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 0%
- x. Percentage of children at the end of Key Stage 2 for 2008/09
 who attained level 4 and above in English and mathematics:
- | | |
|----------------|--------------------|
| English | Mathematics |
| 100% | 100% |

CLINTYCLAY PRIMARY SCHOOL, DUNGANNON, CO TYRONE, BT71 6HX (503-1080)

SCHOOL CONTEXT

Clintyclay Primary School is a small maintained school situated on the Clonmore Road in the townland from which it takes its name. Most of the children come from the surrounding rural hinterland. The enrolment has remained fairly steady in recent years and currently stands at 33. None of the children enrolled are entitled to free school meals and approximately 12% are on the special needs register.

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.

The school's arrangements for pastoral care and child protection were also evaluated.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included an opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire as well as a meeting with a representative from the Board of Governors (governors) and all of the children in years 6 and 7. Twenty questionnaires were issued to the parents; 46% were returned to Inspection Services Branch and five contained additional written comments. The responses from the questionnaires indicated that almost all of the parents were highly supportive of the work of the school. They highlighted the approachability of the staff, the high quality of the educational experiences provided and the caring ethos.

At the time of the inspection, the Chairperson of the governors met with a member of the inspection team and expressed a strong appreciation for the work of the Principal and the staff, the very good quality of the educational and pastoral provision and the significant role the school plays in the local community.

Two of the teaching staff and three of the support staff responded to online questionnaire with two of the support staff providing written comments; all expressed high levels of satisfaction with the life and work of the school. The information and comments from both the staff and parental questionnaires have been shared with the Principal.

The children in years 6 and 7 were very clear about what they should do if they had worries about their safety, and reported that they found the teaching and support staff approachable and caring if they had any concerns. In addition, they reported that their opinions and suggestions are sought and acted upon.

PASTORAL CARE

The arrangements for pastoral care are outstanding. All of the staff are highly committed to the care and welfare of the children; the teachers and support staff work effectively and energetically to promote and maintain a well-organised and supportive environment for learning.

Working relationships are very good at all levels and visitors are made to feel very welcome. The behaviour of the children is excellent. The bright and attractive displays in the classrooms, and in other areas, celebrate the children's achievements and enliven the school environment. The internal and external environments of the school are well maintained.

CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives outstanding attention to promoting healthy eating and physical activity. Incentives are used to encourage the children to choose more appropriate food options at lunchtime; further, a long-standing healthy break scheme assists the children in developing and sustaining a healthy lifestyle.

During school-time, there are good opportunities for the children to take part in sporting and leisure activities; for example, excellent use is made of the expertise from external coaching bodies including the Gaelic Athletic Association and the Irish Football Association and an adviser from the Southern Education and Library Board is promoting physical education and dance.

CONCLUSION

The strengths of the school include:

- the outstanding quality of the pastoral care;
- the excellent behaviour of the children and their motivation to learn;
- the good quality of the teaching observed, including the setting of high expectations and the very effective use of information and communication technology;
- the effective use of performance data and the tracking of and target setting for individual children;
- the very good standards achieved by the children, in both literacy and mathematics; and
- the effective and dedicated leadership of the Principal ably supported by a hard-working and committed teaching and support staff.

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

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.

APPENDIX

HEALTH AND SAFETY

- The parking arrangements at the front of the school are inadequate and are a potential health and safety hazard for parents, staff, children and visitors.
- There is an inadequate amount of playground space for the children.
- As there is no perimeter fencing on the low stone wall surrounding the school this presents a security problem for the children.

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