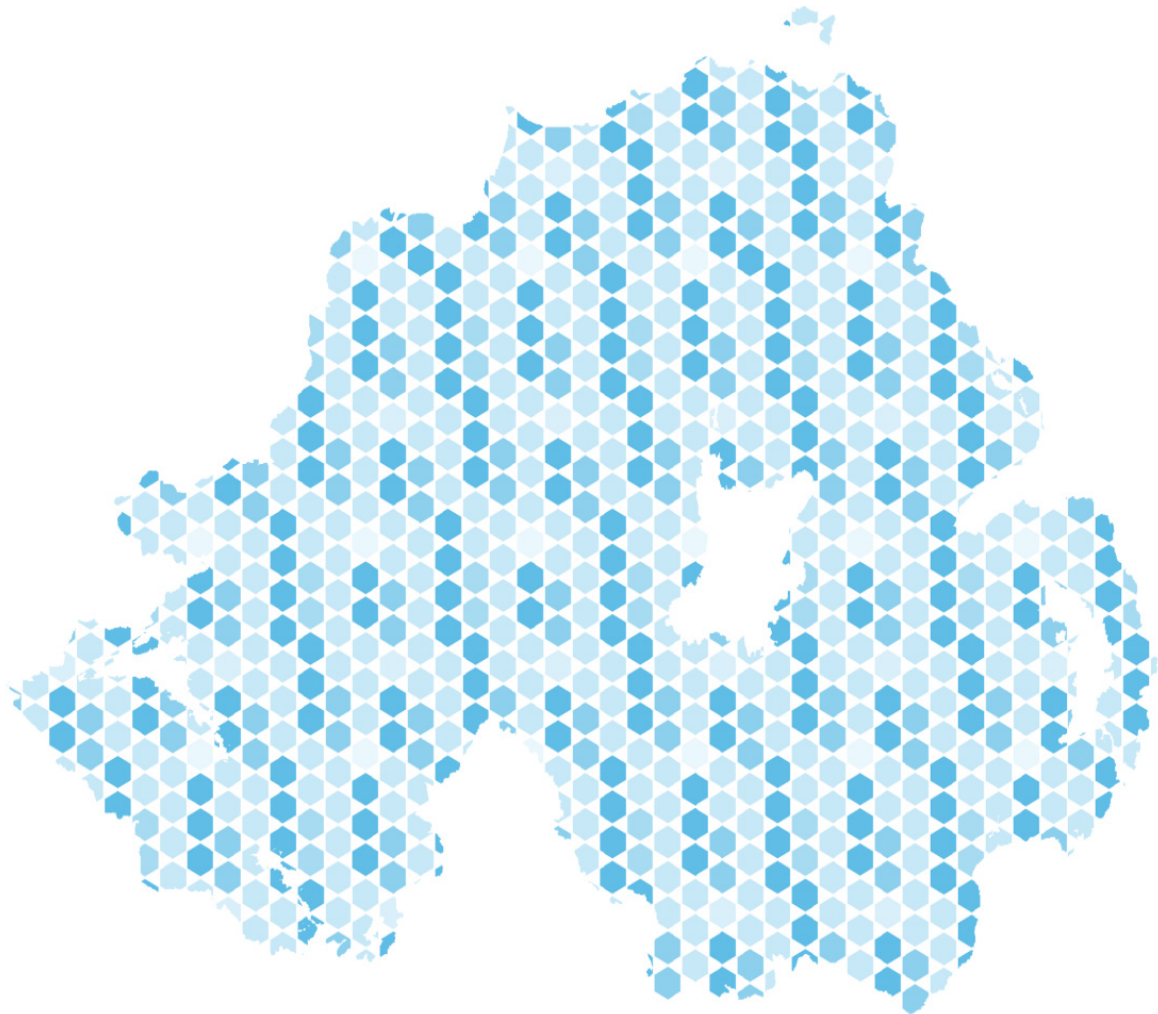


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Denamona Primary School,  
Fintona

Report of an Inspection  
in March 2011

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

## SCHOOL CONTEXT

Denamona Primary School is situated on the outskirts of Fintona in County Tyrone. The children attending the school come from the local area. The enrolment has decreased in recent years and currently stands at 62. At the time of the inspection, approximately 27% of the children in the school were entitled to free school meals. The school has identified 27% of the children as requiring additional support with aspects of their learning.

## 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 including the school's processes for self-evaluation leading to improvement.

## OVERALL FINDING OF THE INSPECTION

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 children and has demonstrated its capacity for sustained self-improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

**The quality of the children's achievements and standards is very good.**

- In English and mathematics, most of the children attain very good **standards** in line with their ability. The children demonstrate confidence in talking, listening, reading and writing within meaningful contexts across the curriculum. The standards achieved in mental mathematics are very good.
- The children identified with **special educational needs** make very good progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7.

### Provision for Learning

**The provision for learning in the school is very good.**

- The **children** are well behaved and mannerly and respond well to the staff's high expectations. They are highly motivated and display high levels of engagement and enjoyment in their learning.
- The teachers and support staff are conscientious and hard-working. They work effectively as a team and are fully committed to the education and care of the children. The quality of the **teaching** observed ranged from good to outstanding with almost all being very good or outstanding.

- The provision for **special educational needs** is very good. The children's needs are identified at an early stage and well-focused education plans provide appropriate guidance for their work. The progress made by each child is monitored and reviewed regularly by the special educational needs co-ordinator (SENCO) and the teachers.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the strong inclusive and community ethos, the excellent working relationships at all levels and the extent to which the school informs and involves the parents in the life and work of the school.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating** and physical activity, for example, through the provision of healthy breaks, regular physical activity sessions and a range of extra curricular activities.

### **Leadership and Management**

**The quality of leadership and management is very good.**

- The **Principal** provides very effective leadership. She is fully committed to the life and work of the school. Her vision for the future development of important aspects of the school is exemplified well through the School Development Plan and associated action plans.
- All of the co-ordinators, including the **SENCO**, provide valuable support and guidance to the staff and have identified appropriate priorities for development within their respective areas of responsibility.
- The whole school **self-evaluation** and **school development planning (SDP)** processes are very good. The school makes effective use of the available performance data to identify the individual needs of the children and has put in place a range of appropriate strategies which are having a positive impact on their learning and the standards that they attain.

### **CONCLUSION**

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 children 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.

## BASIC INFORMATION SHEET (BIS) – PRIMARY SCHOOLS

- A. i. **School: Denamona Primary** ii. **Date of Inspection: 07/03/11**  
 ii. **School Reference Number: 201-2660** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	8	14	6	9	5
<b>Enrolments</b>					
Primary	78	88	76	74	62
Reception	0	0	0	0	0
Nursery Unit	-	-	-	-	-
Special Unit	-	-	-	-	-
Irish Medium Unit	-	-	-	-	-

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): 94.7%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16 NI PTR: 20.7
- iii. Average Class Size: 16
- iv. Class Size (Range): 14-19
- v. Ancillary Support:
- |                                   |   |      |
|-----------------------------------|---|------|
| Number of Hours <b>Per Week</b> : | i. Clerical support: 17.5hrs                                | 17.5 |
|                                   | ii. Foundation Stage Classroom Assistant Support:           | 20   |
|                                   | iii. Additional hours of other classroom assistant support: | 15   |
- vi. Percentage of children with statements of special educational needs: 1.6%
- vii. Total percentage of children on the Special Needs Register: 27%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 27%
- 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** 81% **Mathematics** 81%

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 74 questionnaires issued to the parents, 16 were returned to Inspection Services Branch, including six which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In particular they acknowledged the high level of care provided by the staff. An analysis of the findings and the written comments were shared with the Principal. All of the teachers responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school and are aware of what to do if they have worries about their safety and well-being.

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