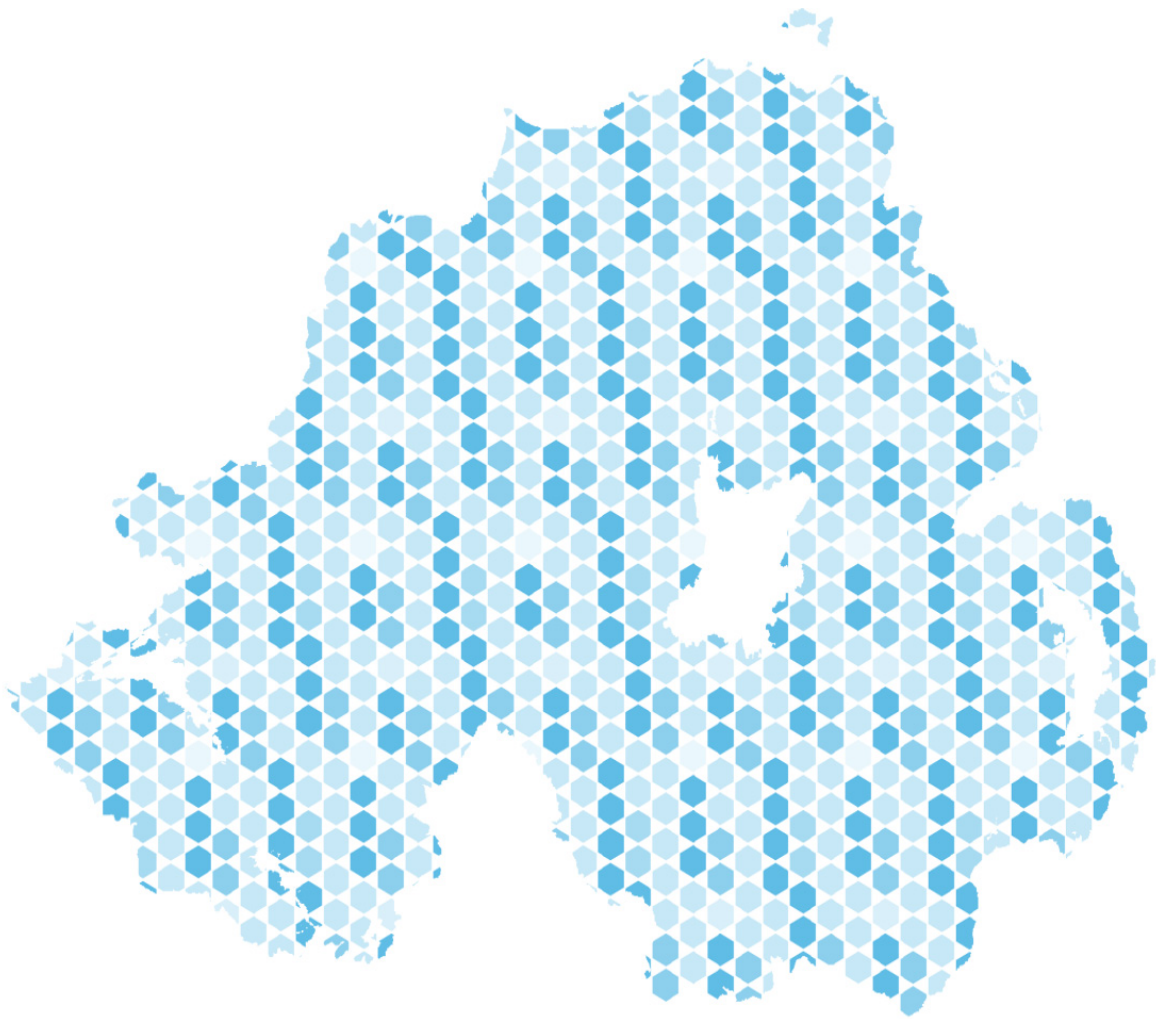


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Derryboy Primary School,  
Crossgar

Report of an Inspection  
in December 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

Derryboy Primary School is a controlled, co-educational school, bounded by the towns of Crossgar and Saintfield. The children come from the immediate vicinity and the outlying areas of Killyleagh, Shrigley and Killinchy. The enrolment has remained steady in recent years and stands currently at 86. Around 14% of the children are entitled to free school meals and just over 9.4% have been identified 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 **good**. The school has important strengths in most of its educational provision and has very good pastoral provision.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- **Most of the children** make good progress in English and mathematics and, by the end of key stage 2, they attain standards that are in line with or above their ability.
- **The children** demonstrate good oracy skills and make extended responses to questions from their teachers and visitors. They achieve good standards in reading and the majority read with fluency and understanding.
- Although a minority of children have produced pieces of writing of high quality on a range of topics, overall they require more regular opportunities for personal and extended writing both in English and in other subjects.
- A majority of the children make good progress in mental mathematics, have quick recall of number facts and show flexibility in their mathematical thinking.
- The older children can apply their learning in mathematics to real-life situations.
- The children identified with **special educational needs** make good progress in meeting their identified targets and they work confidently alongside their peers in class. A majority of the children make steady gains in their learning. For the remaining children progress has been slower and sustained support is required.

## **Provision for Learning**

### **The provision for learning is good.**

- The **children** are very welcoming and their behaviour is very good. They interact well with their teachers and their peers. The quality of the presentation of their work is good.
- The quality of the **teaching** observed during the inspection ranged from satisfactory to very good, with most of the lessons being good or better.
- In the best practice, the teachers prepared well and organised activities matched to the varying levels of abilities within their classes. The children engaged well with problem-solving and investigative tasks and collaborated purposefully in pairs and groups. The younger children took part in good quality play sessions which sustained their attention and concentration.
- Where the teaching was less successful, in a minority of lessons, the activities lacked challenge and did not take sufficient account of the children's abilities and interests.
- **The teachers** plan conscientiously and effectively for the different year groups. They mark the children's work regularly and provide supportive comments to them on how to improve the quality of their work.
- The quality of the provision for **special educational needs** is good. The children benefit from intensive, short-term interventions which raise their levels of basic literacy and competence in reading competence.
- **The teachers** make good use of the data they obtain from regular testing to identify children in need of extra support with their work and to draw up suitable targets for the individual education plans.
- The quality of the arrangements for **pastoral care** in the school is very good. There is a supportive and inclusive ethos throughout the school; the teachers and the support staff work effectively as a team and are committed to the education and welfare of the children.
- The school has satisfactory arrangements in place for **safeguarding children**. These arrangements reflect broadly the guidance issued by the Department of Education.

The following areas need to be addressed:

- the review and update the Code of Conduct; and
- training on the recruitment and vetting of staff for all governors who sit on appointment panels.

## **Leadership and Management**

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

- The **Principal** has been in post for eleven years. She has worked hard to increase the school enrolment and has overseen a number of improvements in the school's accommodation.
- She is developing a culture of self-evaluation and a sound start has been made to using data effectively to measure accurately the performance and progress of the children.
- She has delegated curricular responsibilities effectively to the hard-working co-ordinators who take responsibility for developing various aspects of school life.
- The **School Development Plan (SDP)** has identified a range of important priorities and is supported by clearly focused action plans. The parents, governors and teachers have been consulted and involved in a whole-school audit of provision. The outcomes of the responses have formed the basis of the SDP. In addition, the teachers have made good use of the various aspects of 'Every School a Good School' to help inform the SDP.
- 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.

## **CONCLUSION**

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational provision and very good pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

The area for improvement is the need to:

- increase the opportunities for the children to engage in personal and extended writing in order to raise further the standards they achieve.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the area for improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Derryboy Primary** iii. **Date of Inspection: W/B 05/12/11**  
 ii. **School Reference Number: 401-1578** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	10	12	10	9	11
<b>Enrolments</b>					
Primary	80	88	85	88	86
Reception	0	0	0	0	0
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): 96.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.4%

**Primary & Reception    Nursery Unit    Special Unit    Irish Medium Unit**

- D. i. Number of Teachers (including the principal and part-time teachers): 6    0    0    0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.5    NI PTR: 20.2
- iii. Average Class Size: 21.5
- iv. Class Size (Range): 14 to 28
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 20  
 ii. Foundation Stage Classroom Assistant Support: 20  
 iii. Additional hours of other classroom assistant support: 40
- vi. Percentage of children with statements of special educational needs: 3.5%
- vii. Total percentage of children on the Special Needs Register: 9.3%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 14%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):  
**English 100%    Mathematics 91%    Irish N/A**

## APPENDIX 2

### **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 the support staff to complete a confidential questionnaire prior to the inspection. Of the 63 questionnaires issued to parents, 28 were returned to Inspection Services Branch and 14 contained additional written comments. Most of the parental responses indicated a high level of satisfaction with the education and pastoral care provided by the school. In particular, they mentioned the good leadership, the approachable and dedicated staff and the family atmosphere which permeates the school. The very few issues raised were shared with the Principal.

The teaching and support staff returns were very positive; they highlighted the role of leadership and management within the school in promoting high standards of education across the school.

The inspectors also met with a group of year 6 children; they talked about their enjoyment of a wide range of school subjects, the many sporting and extra-curricular activities in which they are involved and their appreciation of the support from their teachers. They reported that they are happy in school and they feel safe. They are aware of whom to talk to if they have any concerns.

**HEALTH AND SAFETY**

- The pond within the school ground requires improved safety to the gate and the fence.



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