



*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Short Inspection

**Dromore Primary School
Omagh**

Inspected: April 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- | | | | | |
|----|-----|---|------|---------------------------------------|
| A. | i. | School: Dromore Primary School
Omagh | iii. | Date of Inspection: 22/04/2009 |
| | ii. | School Reference Number: 201-2707 | iv. | Nature of Inspection: Short |

B.

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 1 Intake	6	5	4	6	4
Enrolments					
Primary	64	53	45	44	41
Reception	-	-	-	-	-
Nursery Class/Classes	-	-	-	-	-
Special 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): 96.4%

Primary & Reception	Nursery Unit	Special Unit
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- | | | | | |
|----|-------|---|----------|---------------|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 3 | |
| | ii. | PTR (Pupil/Teacher Ratio): | 33.3% | NI PTR: 20.8% |
| | iii. | Average Class Size: | 14 | |
| | iv. | Class Size (Range): | 10 to 17 | |
| | v. | Ancillary Support:
Number of Hours Per Week : | | |
| | | i. Clerical support: | 18 | |
| | | ii. Official Making A Good
Start Support: | 20 | |
| | | iii. Additional hours of other
classroom assistant support: | 15 | |
| | vi. | Percentage of children with statements of special educational needs: | 2.4% | |
| | vii. | Total percentage of children on the Special Needs Register: | 22% | |
| | viii. | Number of children who are not of statutory school age: | 0 | |
| | ix. | Percentage of children entitled to free school meals: | 24.5% | |

DROMORE PRIMARY SCHOOL, OMAGH, CO TYRONE, BT78 3EE (201-2707)

Dromore Primary School is situated in Dromore, Co Tyrone. The school has a wide catchment and most of the children travel to school by bus. The enrolment has been declining and has fallen from 64 in 2004/05 to its current figure of 41. Approximately 25% of the children are entitled to receive free school meals. The school has identified 22% of the children as requiring additional support with aspects of their learning.

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 29 questionnaires issued to the parents; 18 (62%) were returned to the Department of Education (DE), including ten which contained an additional written comment. The parental questionnaires and written comments indicated very high levels of satisfaction with all aspects of school life; reference was made to the high quality of education the children receive, the hard-working, approachable and enthusiastic staff, the happy and caring environment, the wide range of experiences provided and the support for children of all abilities. The teachers' responses were wholly positive.

The inspectors also met with a group of children from years 6 and 7; they talked happily and enthusiastically about their experiences at school, and the support and encouragement they receive from the staff; a notable feature of the meeting was how the children value the school as the most important place for meeting friends. The children are aware of what to do if they have worries about their safety and well-being.

The quality of the arrangements for pastoral care in the school is excellent. Among the strengths are the excellent working relationships at all levels which foster an inclusive and supportive ethos throughout the school, and the efforts the school makes to celebrate the work and achievements of the children. The children respond well to the staff's expectations: their behaviour is excellent.

The school has very good, comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by DE.

The school gives very good attention to promoting healthy eating and physical activity; through, for example, encouraging the children to eat healthy breaks, the range of sports activities available to the children, and the provision of additional playground and outdoor resources including the sensory garden, all of which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include the:

- happy, relaxed but purposeful atmosphere and the excellent working relationships at all levels;
- excellent internal and external environments of the school which are effectively used to promote learning and teaching;
- the quality of the teaching observed which was always very good;

- the good progress made by the children which is commensurate with their age and ability;
- the shared commitment to action planning, monitoring and evaluation of the children's attainments and experiences, and the thorough process for school development planning to bring about improvement; and
- the high quality leadership and management of the Principal who is an excellent role-model.

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.

Throughout the report a number of quantitative terms are used which may be interpreted as indicated below:

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%

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