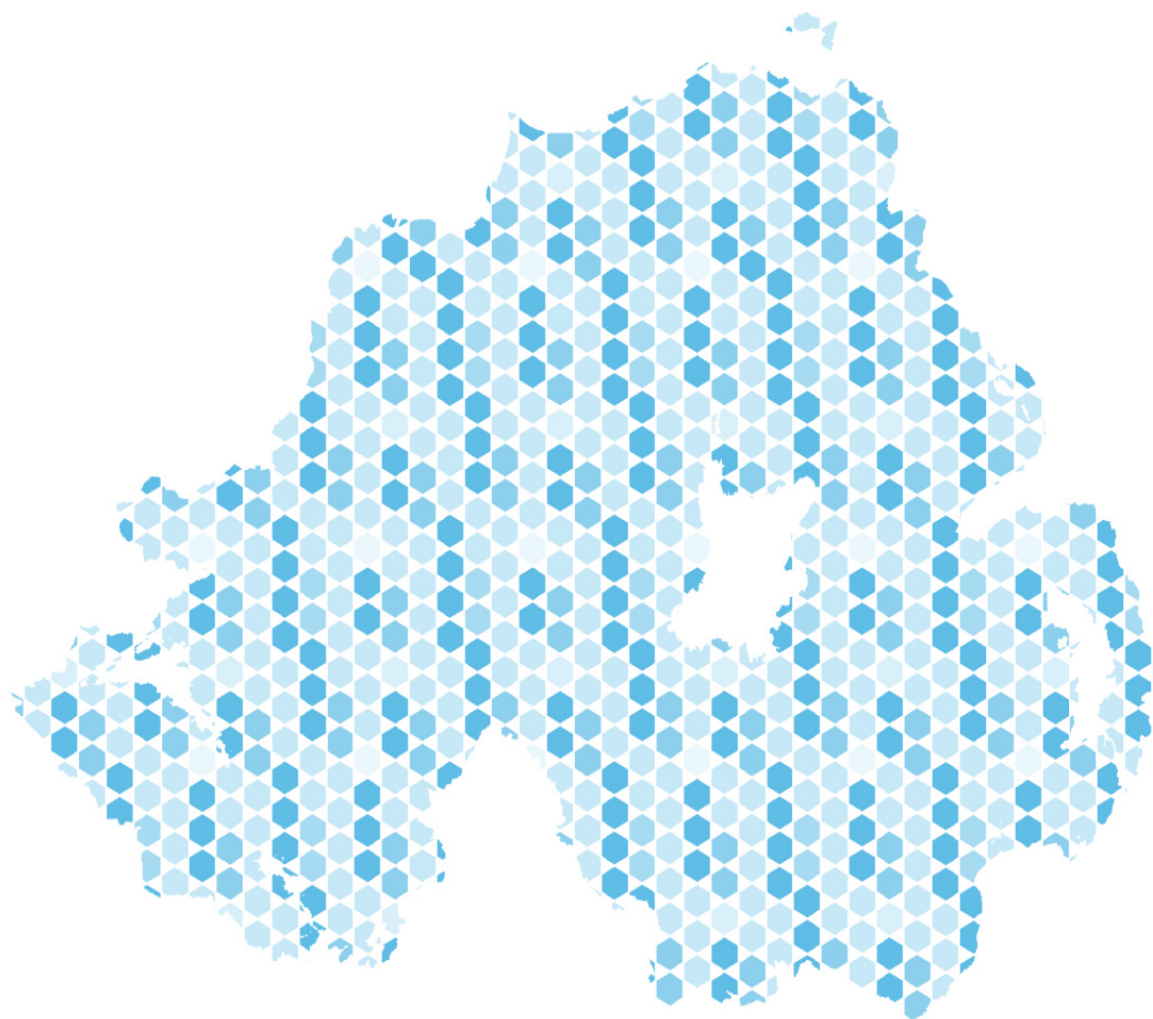


PRIMARY INSPECTION



Education and Training
Inspectorate

Drumduff Primary School,
Omagh

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

Drumduff Primary School is situated approximately three miles from Beragh, County Tyrone. The children travel from both the immediate and wider surrounding area. The school enrolment trend has shown a slight decrease from 51 children in 2007 to 46 children at the time of the inspection. Approximately 38% of the children are entitled to free school meals and 9% 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 satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in, teaching and learning, and leadership and management which the school needs to address if the needs of all the children are to be met more effectively.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

The children, including those identified with **special educational needs**, make steady progress in most aspects of English and mathematics as they progress through the school and they attain standards by the end of Key Stage (KS) 2 in line with their abilities.

The children are co-operative and attentive; they work diligently and can persevere with tasks.

In order to raise the standards further the teachers need to ensure that there is sufficient challenge and consistent progression in all aspects of the children's learning. In particular the children require better opportunities throughout the classes to develop their language and oral communication skills, thinking skills and personal capabilities.

The children are confident in their use of **information and communication technology (ICT)** and demonstrate increasing standards as they progress through the school.

Provision for Learning

The provision for learning is satisfactory.

The quality of the **teaching observed** in most of the lessons was satisfactory with a very small number being evaluated as good. In the best practice observed the children were provided with good opportunities to work collaboratively on meaningful tasks, talk about their work and effective links were made which connected their learning across the curriculum.

In most of the practice observed the opportunities for the children to think more critically, engage in discussion and be active in managing their own learning require further development.

The quality of the **pastoral care** is very good. The strengths include the welcoming family ethos created in the school, the very good working relationships at all levels, the effective involvement of the parents and the range of extra-curricular activities provided through the Extended Schools programme.

The school has made a useful start in collecting and collating performance data to demonstrate the children's progress and to set whole school targets in literacy and numeracy. This **assessment** work needs to be developed further to inform the planning and match the teaching and learning more fully to each child's needs and interests. The use of assessment for learning strategies in the classes, to link assessment to improvement, is at an early stage of development.

The school has very good arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education (DE).

The school gives good attention to promoting **healthy lifestyles** through the curriculum, through encouraging healthy breaks and by providing a range of physical activities. The school has developed its outdoor play area with a range of fixed equipment and plans to develop further the opportunities for outdoor play and physical activity.

Leadership and Management

The quality of leadership and management is satisfactory.

The Principal, who also has teaching responsibilities, fosters a strong collaborative team approach among all of his staff. Each member of the teaching staff is responsible for developing areas of the curriculum and whole-school provision. They are hard working and committed to the children, their families and the development of the school community.

The processes for **self-evaluation** leading to continuous improvement are currently underdeveloped.

The **School Development Plan** sets out a number of relevant areas for development. The leadership and management at all levels now need to place a greater emphasis on setting out clearer action plans which are monitored and evaluated more rigorously to ensure their effective implementation leads to the necessary improvements in the learning and teaching.

The employing authority, school governors and the staff need to keep under review any issues related to the sustainability of the school, in order to continue with the effective planning and management of the needs of the children and the staff.

CONCLUSION

In the areas inspected, the quality of education provided by this school is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in, teaching and learning, and leadership and management which the school needs to address if the needs of all the children are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Drumduff Primary** iii. **Date of Inspection: W/B 05/12/11**
 ii. **School Reference Number: 203-2639** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	4	5	3	7	7
Enrolments					
Primary	51	47	47	44	45
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): 96.69% **NI Avg Att: 94.7%**

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

- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|---|---|----------------------------|---------------------|----------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 3 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 15 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 14 | | | |
| iv. Class Size (Range): | 14 to 17 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | i. Clerical support: | 10 | | |
| | ii. Foundation Stage Classroom Assistant Support: | 10 | | |
| | iii. Additional hours of other classroom assistant support: | 18 | | |
| vi. Percentage of children with statements of special educational needs: | 9% | | | |
| vii. Total percentage of children on the Special Needs Register: | 4.5% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 38% | | | |
| 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
67% | Mathematics
100% | Irish
N/A | |

APPENDIX 2

THE VIEWS OF THE PARENTS, TEACHERS 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 questionnaires issued to the parents 13 were returned to Inspection Services Branch, six of which contained additional written comments. The parents all expressed a very high level of satisfaction with all aspects of the school's educational and pastoral provision. In particular, they highlighted their appreciation of the value of the school being within the local community, the range of work and extra-curricular activities provided and their children's contentment in school. In addition, a small number of parents met with a member of the inspection team and reported very positively on all aspects of the school, making particular reference to the individual attention given by the teachers to the needs of their children and to their needs and concerns as parents. The parents value the ethos of the school and the approachability of all staff.

The teaching staff returns were wholly positive about all aspects of the school.

The inspectors also met with a group of year 6 children; they talked about their enjoyment of art, mathematics, history and a range of sports. They reported that they feel happy and safe in school and know who to talk to if they have a concern.

HEALTH AND SAFETY

- The front door to the school is not secured posing a potential risk of unauthorised access.
- The accommodation and facilities for changing children who have additional toileting needs is not satisfactory.
- Access to the pumping station, set within the school grounds, is not secured.

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