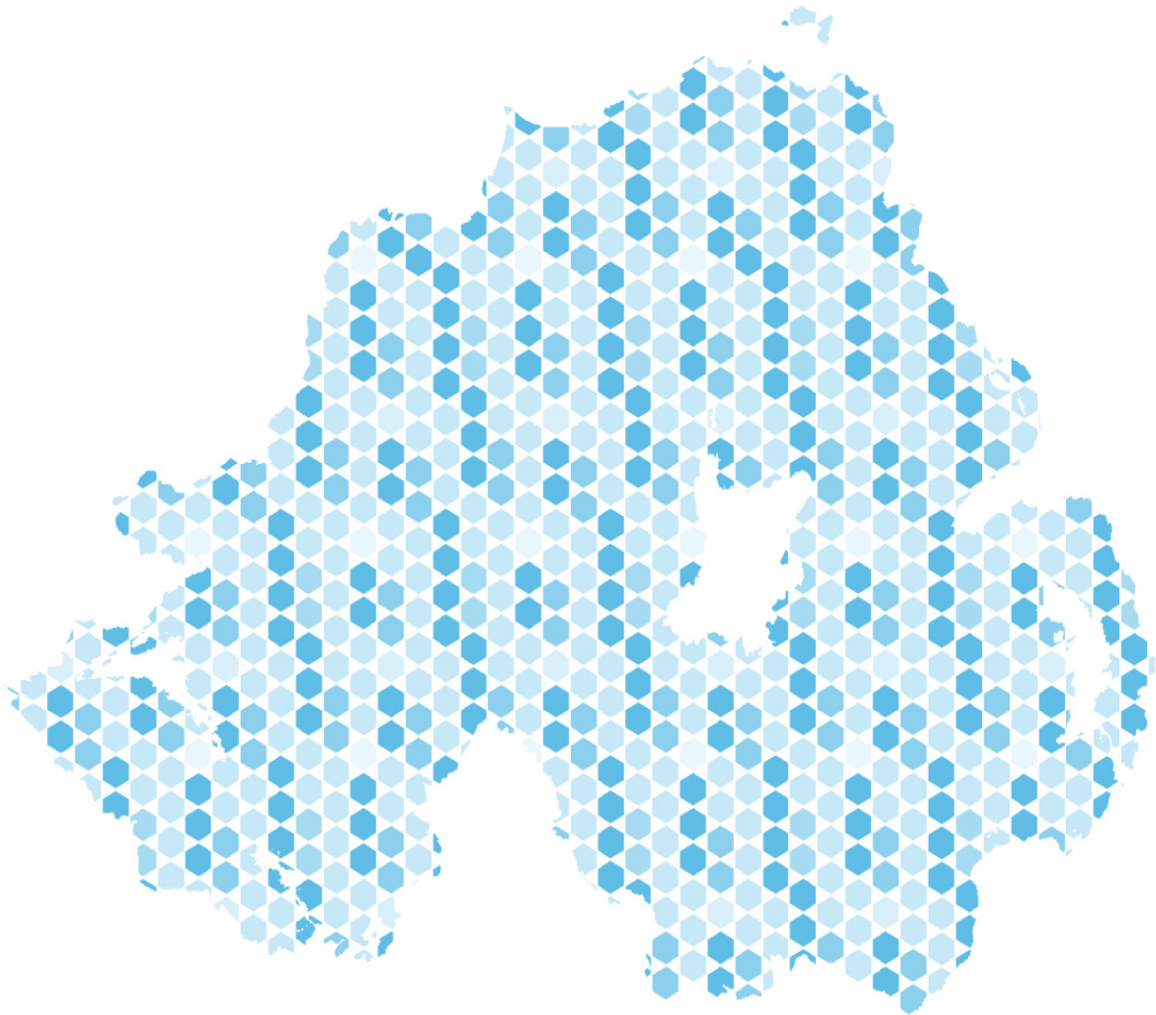


PRIMARY INSPECTION



Education and Training
Inspectorate

Dunmullan Primary School,
Omagh

Report of an Inspection
in May 2012

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

Dunmullan Primary School is situated in the town land of Knockmoyle, approximately six miles outside Omagh, County Tyrone. Most of the children attending the school come from the surrounding area. The enrolment has decreased slightly over the past five years and currently stands at 56. The school has identified almost 29% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 23% were entitled to free school meals.

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 most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed 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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is satisfactory

- By the end of key stage (KS) 2, most of the children attain standards in English and mathematics in line with their abilities. The children have a keen interest in reading and are able to write in a range of genre based on personal experiences and across the curriculum. There is a need to raise further the standards of the children's reading and writing by ensuring that there is sufficient challenge and consistent progression in the literacy provision through KS1 and KS2.
- The children use a variety of mental mathematics strategies well and show good flexibility in their mathematical thinking.
- The children who require **additional support** with aspects of their learning work well alongside their peers and almost all make steady progress in reaching their identified targets.

Provision for Learning

The provision for learning is good.

- **The children** are highly motivated and settle quickly to their work; they have good talking and listening skills and respond sensitively to the views of others. They work well collaboratively in pairs and small groups.
- The quality of the **teaching** observed ranged from satisfactory to very good. The teachers are hard-working. They know the children well and in the best practice set the learning in meaningful contexts based appropriately on the children's abilities, interests and experiences. In the less effective practice the teachers do not have sufficiently high expectations for what the children can achieve and there is insufficient provision made for the spread of abilities.
- **Play-based learning** is used very well in the foundation stage (FS) to develop the children's learning in all aspects of the curriculum.
- There is an appropriate planned programme in place for the **reception** children within the FS class. Most of the pre-school children are happy and well-settled. They engage well in purposeful play activities and make good progress in their learning. However the school's policy of admitting children throughout the school year to the reception class is affecting adversely the provision for all children in the FS and needs to be reviewed.
- The quality of the provision for **special educational needs** is good. There is an inclusive ethos within the school and the children are well-supported in overcoming their barriers to learning. The children who require additional support with their learning are identified at an early stage. The teachers devise appropriate individual education plans (IEP) for the children and liaise closely when appropriate with external support agencies.
- The quality of the arrangements for **pastoral care** is very good. The children are proud of their school and their achievements, and engage politely and confidently with visitors. Their views are sought and acted upon through the student council and through the well-developed Personal Development and Mutual Understanding (PDMU) programme.
- The school gives good attention to promoting **physical activity** both through the curriculum and through extra-curricular activities. The school does not place an appropriate emphasis on encouraging healthy eating. It will be important for the school to review the healthy eating policy to ensure that children are encouraged to make more healthy choices at break and lunch time.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for **safeguarding children**. These arrangements reflect the guidance issued by the Department of Education.

Leadership and Management

The quality of leadership and management is satisfactory.

- The **Principal** is highly committed to the school, the children and their families and to improving the learning environment and experiences for the children. She has developed meaningful links with the local community which extend and enhance the children's learning, and which have raised the profile of the school in the community.
- **The school's process for self-evaluation leading to improvement** is underdeveloped. There is a need for the Principal and staff to employ a more strategic approach to the processes of self-evaluation and school development planning in order to raise further the standards achieved by all the children

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 most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

The areas for improvement include the need:

- to develop a more strategic approach to the processes of self-evaluation and school development planning in order to raise further the standards achieved by all the children;
- to review and improve the provision for literacy for the children in KS1 and KS2; and
- to review the school's admissions policy for enrolment in the reception class.

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: Dunmullan Primary** iii. **Date of Inspection: W/B 02/05/12**
 ii. **School Reference Number: 201-2378** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	13	10	8	5	4
Enrolments					
Primary	64	63	64	59	56
Reception	4	1	3	0	2
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: 96.2%

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): 3 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.66 NI PTR: 20.2
- iii. Average Class Size: 19
- iv. Class Size (Range): 17 to 23
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 12 |
| ii. Foundation Stage Classroom Assistant Support: | 15 |
| iii. Additional hours of other classroom assistant support: | 25 |
- vi. Percentage of children with statements of special educational needs: 1.69%
- vii. Total percentage of children on the Special Needs Register: 28.8%
- viii. Number of children who are **not** of statutory school age: 2
- ix. Percentage of children entitled to free school meals: 23.2%
- 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 | Mathematics | Irish |
|---------|-------------|-------|
| 62.5% | 100% | N/A |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- | Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 4 | 5 | 0 |

APPENDIX 2

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

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as a meeting with a group of year 6 and 7 children.

Of the 36 questionnaires issued to the parents, 14 (38.9%) were returned to Inspection Services Branch and eight contained additional written comments. Almost all of the responses were very positive; the parents highlighted the welcoming and friendly ethos, the commitment of the staff to meeting the individual needs of the children and the high standing of the school in the local community.

All of the teachers and almost all of the support staff completed questionnaires. All of the responses were very positive.

The year 6 and 7 children spoke enthusiastically about their experiences at school and the support they receive from the staff. They report that they feel safe in school and are aware of what to do if they have worries about their well-being.

The Inspectors reported to the Principal the views emerging from the questionnaires and the discussions.

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