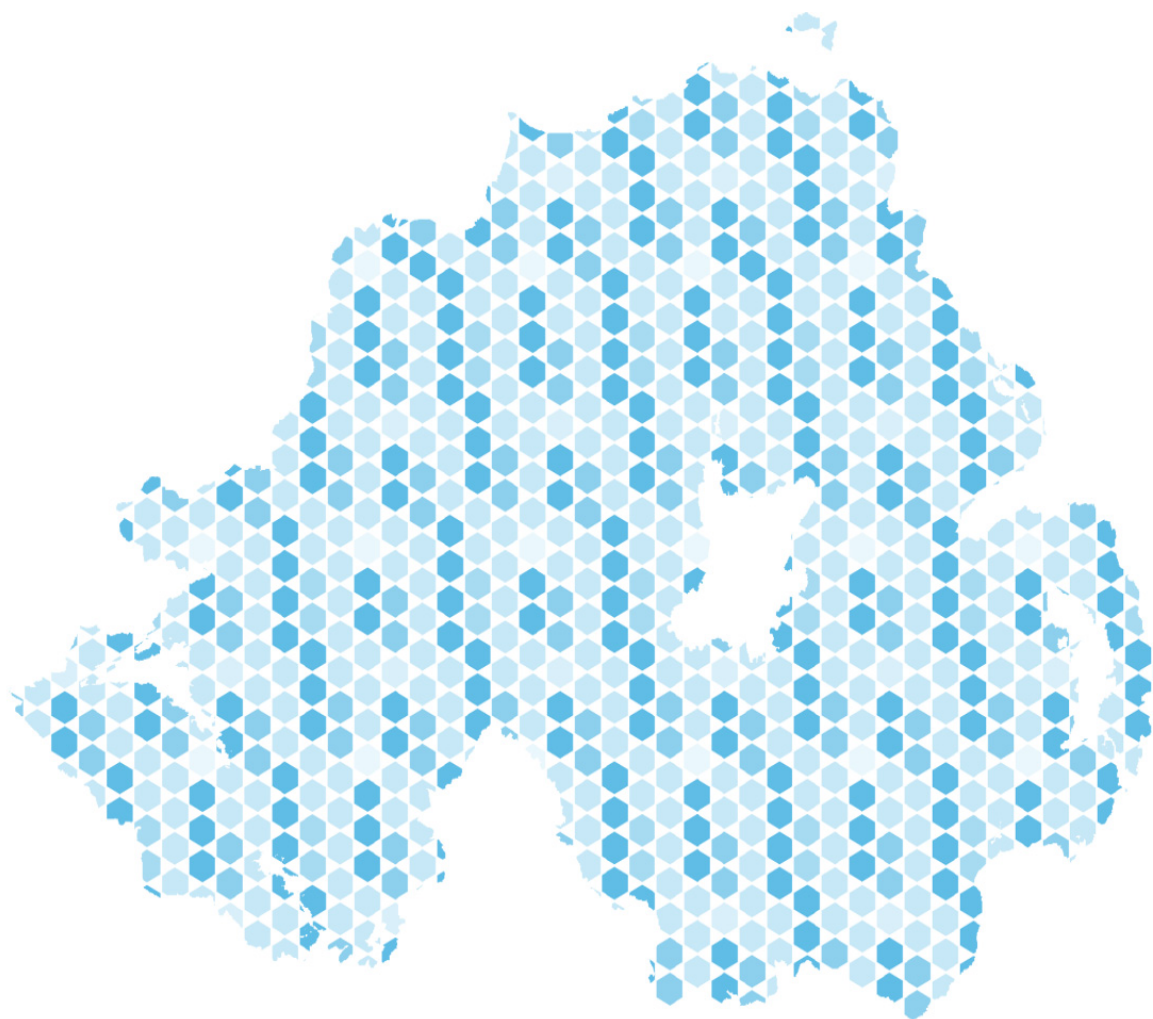


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Aodha Rua,
Dungannon

Report of an Inspection
in November 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

Gaelscoil Aodha Rua, which occupies a double mobile unit, is situated in the west of Dungannon. The school opened in September 2011 with an enrolment of 12 children in the foundation stage (FS) class. The children come from the local town and the immediate surrounding area. Almost all have attended the nearby Irish-medium pre-school centres, Naíscóil Aodha Rua and Naíscóil Uí Néill. A minority of the children come from Irish speaking homes. About 27% are entitled to free schools 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.

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **very good**.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of achievements and standards is **very good**.

The children take part in good quality play sessions which sustain their attention and concentration.

The teacher has provided a language rich environment. The children display good levels of understanding of spoken Irish; they listen attentively to their teacher and they can follow instructions. They are acquiring a wide vocabulary, can discriminate between different sounds in Irish and the vast majority are capable of responding using full sentences and phrases.

All opportunities are taken to promote learning through the medium of Irish. During circle time language patterns, modelled by the teacher and classroom assistant, are practised naturally by the children.

The children make good progress in letter formation and early writing. They engage in a series of pre-writing activities as part of the broad curriculum they are offered.

The children's early mathematical thinking is well developed during play sessions; they have regular opportunities to sort, match and count, and they can recognise and order basic numbers. There are ample opportunities for active and enjoyable learning activities designed to develop the children's mathematical language. The teacher makes good use of praise to encourage the children and they are gaining in confidence.

Provision for Learning

The quality of provision for learning is **very good**.

The children are well-settled and at ease with both members of staff; they receive individual support from the teacher when required.

The teacher has established a rich and stimulating environment. The children's behaviour is very good and they respond positively to the teacher and the classroom assistant. They engage in purposeful play. The teacher and classroom assistant have established a good working relationship with the children.

The teacher prepares well for her lessons. She has organised an effective daily programme which caters for the children in her care, keeping them focused and interested in the range of purposeful learning activities.

She has forged strong links with other schools and teachers. She has adapted her teaching well and has made the transition successfully from the upper school to the FS.

With the support of Gaelscoil Uí Néill, Coalisland, the teacher has developed useful, yearly overviews and half-termly planning for all areas of the curriculum. There is a strong focus on early Irish language acquisition, mathematical learning and play based approaches. The language to be used in all areas of the curriculum has been set out clearly.

There is regular communication with parents through the weekly newsletter which contains helpful information about the curriculum followed by the children. In addition, a bilingual induction booklet was produced for the parents and a curriculum evening was held at the end of October.

The staff have created an orderly and stimulating environment for the children and the accommodation is maintained to the highest standards of cleanliness. A small outdoor play area is available for regular energetic physical play sessions.

The teacher records meticulously the assessments made in relation to the children's performance and progress and keeps comprehensive notes on all the children, including those with learning difficulties. There are high standards of presentation and neatness in the children's books, and the teacher has added positive comments to encourage them.

The quality of **pastoral care** is **very good**. The teacher in charge is the designated teacher for child protection and has received appropriate training. She has developed a suitable range of policies associated with child protection. All adults working in the school have been vetted.

Leadership and Management

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

The acting Principal has developed a wide range of suitable policies to guide the work of the school. These include policies for Pastoral Care and Child Protection/Safeguarding and special educational needs (SEN); in addition, there is a policy review timetable which is adhered to strictly.

The school development plan (SDP) has identified suitable priorities for development, including the promotion of good quality play and high standards in the FS.

The acting Principal has ten years experience working in Irish-medium primary schools. She has been seconded for a period of two years to establish Gaelscoil Aodha Rua. She is hard-working and committed to the children in her care. She has a clear vision for the development of the school and she displays good leadership skills in taking forward this venture. She has observed FS good practice in a range of other schools. She liaises effectively with another IM primary school, Gaelscoil Uí Néill, Coalisland. As a result of this partnership Gaelscoil Aodha Rua receives sound advice on curriculum and management matters. She speaks highly of the assistance she receives from the link Principal who acts as her professional mentor.

The classroom assistant is fully-qualified; she holds a degree in Irish and makes a valuable contribution to the children's learning.

There are very strong links established with the local naíscoil, which shares the same site. The Board of Governors has developed a vision for the promotion of the Irish language in the area; evening Irish language classes for adults, including the parents, are well attended and there is a local Irish-medium youth club frequented by pupils from the local post-primary schools.

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 learners.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Gaelscoil Aodha Rua
Dungannon
ii. **School Reference Number:** 504-6695
iii. **Date of Inspection:** W/B 21/11/11
iv. **Nature of Inspection:** Short

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	0	0	0	0	12
Enrolments					
Primary	0	0	0	0	12
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): N/A **NI Avg Att: 94.7%**

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

- | | | 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) | 1 | 0 | 0 | 0 | |
| ii. PTR (Pupil/Teacher Ratio): | 1.12 | NI PTR: 20.2 | | | |
| iii. Average Class Size: | 12 | | | | |
| iv. Class Size (Range): | 12 to 12 | | | | |
| v. Ancillary Support:
Number of Hours Per Week : | | | | | |
| | i. Clerical support: | | | 0 | |
| | ii. Foundation Stage Classroom
Assistant Support: | | | 32.5 | |
| | iii. Additional hours of other
classroom assistant support: | | | 0 | |
| vi. Percentage of children with statements of special educational needs: | | | | 0% | |
| vii. Total percentage of children on the Special Needs Register: | | | | 0% | |
| viii. Number of children who are not of statutory school age: | | | | 0 | |
| ix. Percentage of children entitled to free school meals: | | | | 33.3% | |
| 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
N/A | Mathematics
N/A | Irish
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
N/A | Year 2
N/A | Year 3
N/A | |

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