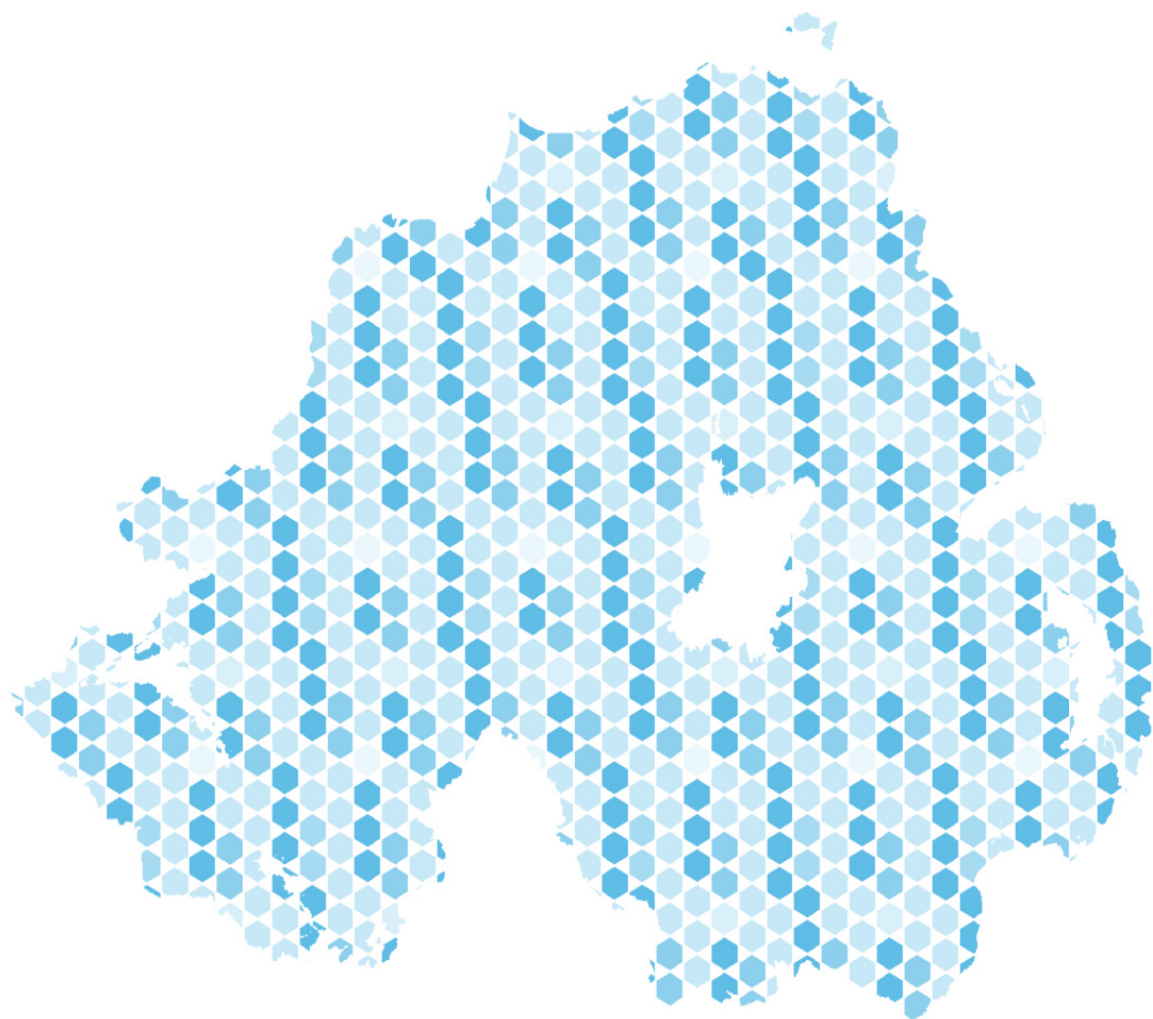


PRIMARY INSPECTION



Education and Training
Inspectorate

Laghey Primary School,
Dungannon

Report of an Inspection
in March 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

Laghey Primary School is a maintained primary school situated in the village of Killyman approximately three miles outside Dungannon, County Tyrone. Most of the children attending the school come from the surrounding area. The enrolment has increased steadily over the past five years and currently stands at 66. The school has identified almost 15% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 24% 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 the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The ETI will monitor the school's progress in addressing the area for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- **The children** are highly motivated and settle quickly to their work; they display well-developed talking and listening skills and respond sensitively to the views of others. Most of them present their work neatly.
- The children have a keen interest in reading and write in a range of genre based on personal experiences and across the curriculum. They use a variety of mental mathematics strategies well and show good flexibility in their mathematical thinking.
- By the end of key stage (KS) 2, most of the children attain standards in English and mathematics in line with their abilities or above expectation. The children who require **additional support** with aspects of their learning work well alongside their peers and make steady progress in reaching their identified targets.

Provision for Learning

The provision for learning is good.

- **The children's** behaviour is exemplary; they support one another and work well both individually and collaboratively.

- The quality of the **teaching** observed ranged from good to very good. The teachers know the children well and set the learning in meaningful contexts based on the children's interests and experiences. The teachers interact very well with the children in order to develop their thinking and learning.
- In the best practice, the teachers have high expectations for the children's achievements and the presentation of their work; they provide the children with constructive feedback which enables the children to progress their learning.
- Play-based learning is used very well to develop the children's learning in all aspects of the curriculum.
- The **classroom assistants** make a valuable contribution to the children's learning in class and through their involvement in numeracy and literacy support programmes.
- The quality of the provision for **special educational needs** is good. The targets within the individual education plans are well focused and provide effective guidance to the class teachers, the children and the parents. The work in class, however, is not always matched sufficiently to the needs of the children.
- 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 pupil council.
- The school gives a high priority to promoting **healthy eating** and physical activity both through the curriculum and extra-curricular activities.
- The school has very good 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 good.

- The **Principal** is highly committed to the school and to improving the learning 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. She is supported very well by the senior teacher who carries out her roles and responsibilities to a high standard.
- **The school's processes for self-evaluation leading to improvement** include consultation with the children, parents, staff and governors, and the developing use of pupil progress files to identify strengths and areas for development. This work is ongoing as the school reviews the School Development Plan in line with The Education (School Development Plans) Regulations (Northern Ireland) 2010.

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 and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address; this is the need:

- for consistency in the teachers' expectations for the children's achievements and the presentation of their work in order to improve the overall standard of the children's work, in particular, at KS1.

The ETI will monitor the school's progress in addressing the area for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Laghey Primary** iii. **Date of Inspection: W/B 21/03/12**
 ii. **School Reference Number: 503-2558** iv. **Nature of Inspection: Short**

B.

| School Year | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 9 | 10 | 10 | 6 | 14 |
| Enrolments | | | | | |
| Primary | 49 | 57 | 62 | 62 | 66 |
| 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): 94.8% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 92.5%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 3.4 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.41% NI PTR: 20.2
- iii. Average Class Size: 22
- iv. Class Size (Range): 19 to 27
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 10 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 20 |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 15%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 24%
- 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 |
| 85% | 92% | 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 and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as a meeting with a representative from the Board of Governors (governors) and a group of the year 6 children.

Of the 46 questionnaires issued to the parents, 25 (54%) were returned to Inspection Services Branch and 16 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 and, in the additional written comments, the staff highlighted the opportunities for professional development and sense of teamwork in supporting the children.

The representative of the governors expressed the governors' support for the Principal and their appreciation of the commitment of the staff to the children and to the local community.

The year 6 children spoke enthusiastically about their experiences at school and the support they receive from the staff and the governors. 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.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

