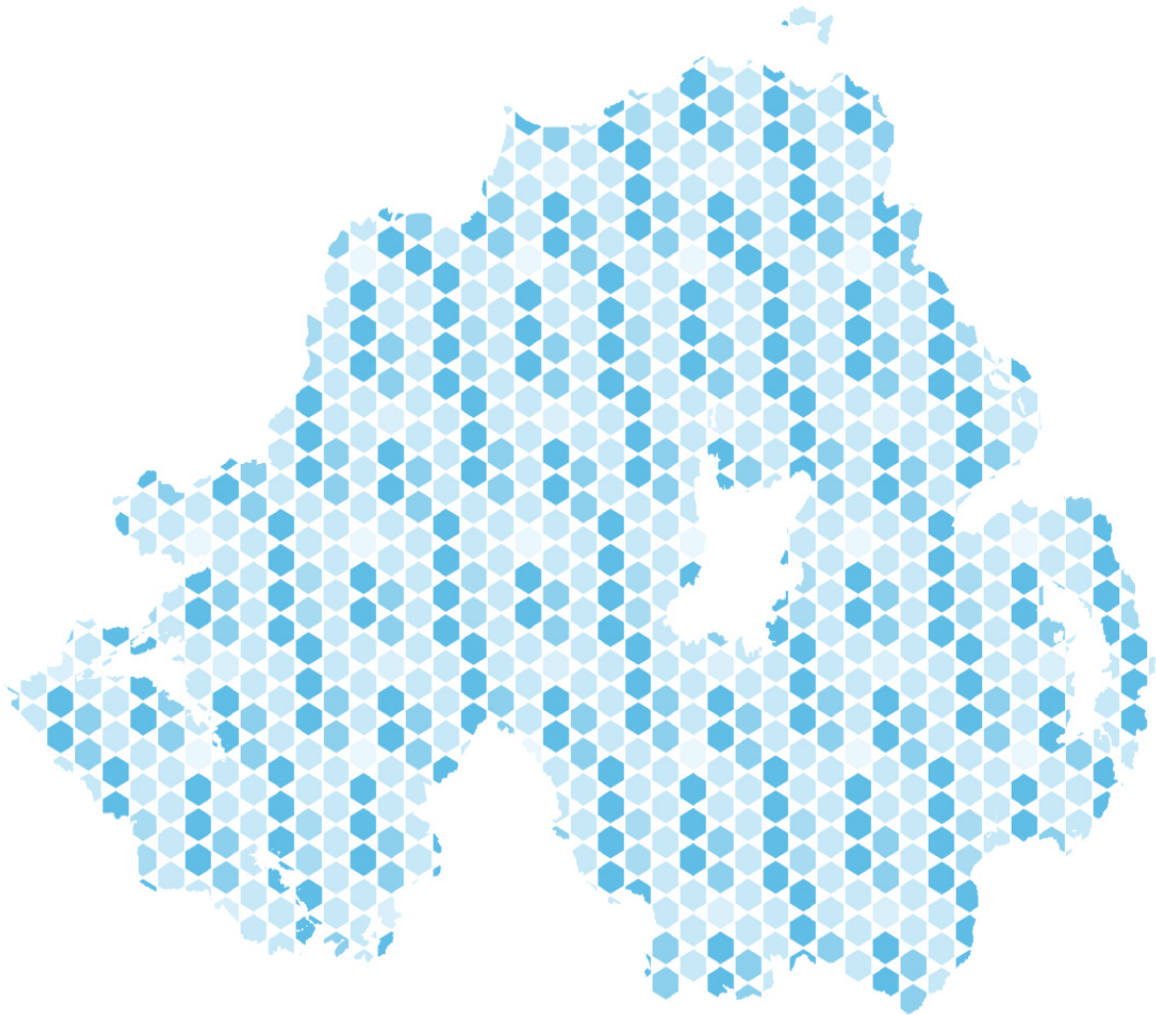


PRIMARY INSPECTION



Education and Training
Inspectorate

Moy Regional Primary School,
Co Tyrone

Report of an Inspection
in October 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

Moy Regional Primary School is situated within the village of Moy in County Tyrone; the children come from the village and the surrounding rural area. The enrolment has increased over the past number of years and currently stands at 53. In addition, there is a small number of children in the Foundation Stage class who are below statutory school age and for whom the school does not receive funding (reception).

At the time of the inspection, around 21% of the children were entitled to free school meals. The school has identified approximately 34% of the children as requiring additional support with aspects of their learning, including 7.5% who have a statement of special educational needs. The children are taught in composite classes consisting of two or three year groups. In addition to her leadership role, the Principal has both teaching and co-ordinator responsibilities.

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 learning and teaching 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 **good**.

- In **English and mathematics**, by the end of key stage (KS) 2, a majority of the children attain standards in line with their age and ability. Most of the children demonstrate good talking and listening skills, can read fluently and write for a range of purposes. The children enjoy a broad and balanced approach to numeracy. The school has appropriately identified the application of numeracy in meaningful contexts and writing across the curriculum as areas of development.
- The majority of the children identified with **special educational needs** make steady progress in line with their ability.

Provision for Learning

The provision for learning is satisfactory.

- The vast majority of the **children** are friendly and courteous and display positive attitudes to their learning. During the inspection, a minority of the younger children displayed challenging behaviour that impacted at times on the other children's learning. The staff needs to implement more effective behaviour management strategies for these children. There are good opportunities for the children to work collaboratively in pairs and groups, to contribute to classroom discussion and to appreciate the opinions of others.
- Most of the **teaching** observed was satisfactory or better; one-half was good. In the best practice, the lessons had good pace and challenge and the management of the learning developed the children's thinking skills and personal capabilities. The teachers and support staff work hard to support the children in their learning. While the medium term planning outlines variety and progression in the lessons, further work is required to identify clearly the provision being made for the range of abilities within the composite classes. The children's responses to the lessons are evaluated regularly however, the information is not used effectively to inform future learning and teaching. The teachers mark the children's work regularly and on occasions provide valuable written and oral feedback. Marking for improvement is inconsistent across the school.
- The quality of the arrangements for **pastoral care** is good. The school has a safe and inclusive environment with attractive displays of the children's work in the corridors and classrooms. During the inspection the children in year 6 who spoke to the inspection team reported that they feel valued and are able to share their opinions with the school staff. There is an effective 'Buddy System' in place which promotes the friendly ethos in the school. The school has good extra

- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating**, and there is an appropriate emphasis on healthy breaks and lunches and the provision of **physical activity** for the children.
- The provision for **special educational needs** is satisfactory. The majority of children who require additional support with their learning are identified at an early stage. The teachers write individual education plans for the children and liaise closely with the Special Educational Needs Co-ordinator (SENCO) and, in some cases, with external support agencies. More rigour needs to be applied to the process of identification and intervention to ensure that the differing needs of all of the children are met effectively. On occasion, children make sufficient progress to be removed from the register.
- Currently, the provision for the children in **reception** is too closely aligned to the year 1 statutory programme. The staff needs to ensure that the reception provision is appropriately planned for, reflects the pre-school curricular guidance and is matched more appropriately to the children's needs and stage of development.

Leadership and Management

The quality of leadership and management in the school is **good**

- The **Principal** is hard working, dedicated in her various roles and has a clear vision for the future development of the school. She has worked hard to raise successfully the profile of the school in the local area. She is well supported in her work by the teachers, the support staff, the Board of Governors (governors) and the parents.
- The **co-ordinators** are conscientious and provide effective leadership in their specialist areas. They have begun to use the available performance data well to assess the attainment of the children and to guide the learning and teaching across the school. They have identified appropriate areas for development to help raise the children's achievements and standards further.
- The whole school **self-evaluation and school development planning** processes are satisfactory. The school has identified the need to develop the process of self-evaluation further.
- The **governors** are highly committed to the school. It will be important that the employing authority, 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 learning and teaching which need to be addressed if the needs of all the learners are to be met more effectively.

The areas for improvement include the need:

- to implement more effective behaviour management strategies for the children who present challenging behaviour;
- to ensure that the provision for the children in reception is in line with the pre-school curricular guidance and is matched more appropriately to their needs and stage of development; and
- to develop further the planning to take more account of differentiation and the needs of individual children in the composite classes.

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: Moy Regional Primary** iii. **Date of Inspection: W/B 24/10/11**
 ii. **School Reference Number: 501-2636** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	2	9	5	10	11
Enrolments					
Primary	34	34	39	49	53
Reception	2	2	4	3	4
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): 95.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 94.3%

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): 0 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19 NI PTR: 20.2
- iii. Average Class Size: 19
- iv. Class Size (Range): 15 to 25
- 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: | 31.5 |
- vi. Percentage of children with statements of special educational needs: 7.5%
- vii. Total percentage of children on the Special Needs Register: 33.9%
- viii. Number of children who are **not** of statutory school age: 4
- ix. Percentage of children entitled to free school meals: 20.7%
- 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 |
|---------|-------------|-------|
| 100% | 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 |
|--------|--------|--------|
| 11 | 10 | 0 |

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete confidential questionnaires prior to the inspection. At the time of the inspection a representative of the Board of Governors (governors) met with the inspection team to express their strong support for the Principal and school and their aspirations for the future. A meeting was also held with the children from year 6. The children talked positively about all aspects of school life, including the range of subjects available to them and the extra curricular programme of activities provided throughout the year. They reported that they know what to do and whom to turn to if they have any concerns.

Fifty-two questionnaires were issued to the parents; approximately 50% were returned to Inspection Services Branch: ten contained additional written comments. Almost all of the responses indicated a high level of satisfaction with the school. In particular, the parents highlighted the friendly, caring staff. The teachers and members of the support staff completed the on-line questionnaire; these returns were wholly positive. An analysis of the questionnaires and the comments made by the parents and the staff were shared with the Principal and the governors.

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