The Education and Training Inspectorate - *Promoting Improvement*

Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER SERVICE EXCELLENCE

INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Short Inspection

Tempo Primary School
Enniskillen

Inspected: April 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

A. i. **School: Tempo Primary Enniskillen**

ii. **School Reference Number: 201-6102**

iii. **Date of Inspection: W/B 29.04.09**

iv. **Nature of Inspection: Short**

B.

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 1 Intake	9	14	12	18	8
Enrolments Primary	92	92	82	87	82
Reception	0	0	0	0	0
Nursery Class/Classes	0	0	0	0	0
Special 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): 96.3%

		Primary & Reception	Nursery Unit	Special Unit
D. i.	Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)	4.4	0	0

ii. PTR (Pupil/Teacher Ratio): 18.6 NI PTR: 20.8

iii. Average Class Size: 20.5

iv. Class Size (Range): 17 to 23

v. Ancillary Support:
Number of Hours **Per Week**:

i.	Clerical support:	20
ii.	Official Making A Good Start Support:	15
iii.	Additional hours of other classroom assistant support:	15

vi. Percentage of children with statements of special educational needs: 1%

vii. Total percentage of children on the Special Needs Register: 22%

viii. Number of children who are **not** of statutory school age: 0

ix. Percentage of children entitled to free school meals: 12%

TEMPO PRIMARY SCHOOL, ENNISKILLEN, CO FERMANAGH, BT94 3LU (201-6102)

Tempo Primary School is situated in a rural village approximately five miles from the county town of Enniskillen. The enrolment range over the past five years is from 92 to 82 and there are currently 82 children enrolled in the school. At the time of the inspection, 12% of the children were entitled to free school meals and 22% of the children were on the special educational needs register.

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 60 questionnaires issued to the parents; 22 (37%) were returned to the Department of Education (DE), including twelve which contained an additional written comment. Almost all of the parental questionnaires and written comments indicated very high levels of satisfaction with all aspects of school life and appreciation for the regard in which the school is held in the community; reference was made to the supportive staff and effective Principal; the warm and caring environment, the wide range of experiences provided and the support for children of all abilities. The very few issues raised were discussed with the Principal. The teachers' responses were wholly positive.

The inspectors also met with a group of year 6 children; they talked confidently and enthusiastically about their experiences at school, and the support and encouragement they receive from the staff. The children are aware of what to do if they have worries about their safety and well-being.

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the supportive working relationships at all levels which foster a caring ethos throughout the school, the effective reward system and the use of praise and encouragement to motivate the children. The children respond well to the staff's expectations; they are well-behaved and welcoming to visitors. There is a wide range of extra curricular activities including educational visits, competitions and creative events to support and enhance the children's learning and to promote links with the local and wider community. The classroom assistants contribute significantly to promoting and maintaining a positive working environment for the children.

The school has very good arrangements in place for safeguarding children. These arrangements reflect fully the guidance in the relevant DE circulars. The governors, staff, parents and children are fully aware of the school's procedures.

The school gives very good attention to promoting healthy eating and physical activity; through for example the Healthy Heart programme and the provision of additional playground resources, which encourage the children to adopt healthy lifestyles.

The strengths of the school include:

- the well-behaved children who were always motivated and willing to learn;
- the quality of the teaching observed which was always good and in a majority of the lessons was very good;

- the effective use of information and communication technology to promote learning and teaching in literacy and numeracy and the good standards attained in numeracy;

- the good start made to self evaluation and the use made of the School Development Plan to promote school improvement including effective links with the local and wider community;

- the very good use made of quantitative data to set targets and inform planning for improvement processes; and

- the visionary leadership and effective management provided by the acting Principal and the support of the hard-working staff, both teaching and non-teaching.

The area for improvement is:

- the need to develop further the assessment for learning and teaching processes in order to raise the standards in the areas of underachievement, particularly in literacy.

In the areas inspected, the quality of education provided by the 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 Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

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.

Throughout the report a number of quantitative terms are used which may be interpreted as indicated below:

More than 90%	-	almost/nearly all
75%-90%	-	most
50%-74%	-	a majority
30%-49%	-	a significant minority
10%-29%	-	a minority
Less than 10%	-	very few/a small number.

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