

PRIMARY INSPECTION



Education and Training
Inspectorate

Tobermore Primary School,
Magherafelt

Report of an Inspection
in February 2010

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 |

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Tobermore Primary Magherafelt** iii. **Date of Inspection: W/B 01/02/10**
 ii. **School Reference Number: 301-2233** iv. **Nature of Inspection: Short**

B.

| School Year | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 17 | 14 | 18 | 11 | 14 |
| Enrolments | | | | | |
| Primary | 65 | 72 | 83 | 87 | 89 |
| 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): 96% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---------------------|--------------|--------------|-------------------|
|--|---------------------|--------------|--------------|-------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 4.37 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.37 NI PTR: 20.4
- iii. Average Class Size: 13
- iv. Class Size (Range): 9 to 17
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|----|
| i. Clerical support: | 8 |
| ii. Foundation Stage Classroom Assistant Support: | 25 |
| iii. Additional hours of other classroom assistant support: | 30 |
- vi. Percentage of children with statements of special educational needs: 1.12%
- vii. Total percentage of children on the Special Needs Register: 13.5%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 26%
- x. Percentage of children at the end of Key Stage 2 for 2008/09
 who attained level 4 and above in English and mathematics: **English** 55.56% **Mathematics** 55.56%

**TOBERMORE PRIMARY SCHOOL, MAGHERAFELT, CO LONDONDERRY BT45 5QB
(301-2233)**

CONTEXT

Tobermore Primary School is situated on the edge of the village of Tobermore in County Londonderry. The enrolment has increased over recent years and is currently 89. At the time of the inspection, 26% of the children were entitled to free school meals and just over 13% of the children were identified as requiring additional support with aspects of their learning.

At the time of the inspection the majority of the teaching staff were substitute teachers covering the absence of permanent members of staff.

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.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

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 57 questionnaires issued to the parents, just over 47% were returned to Inspection Services Branch, including 15 which contained additional written comments. The majority of the parental questionnaires and written comments indicated high levels of satisfaction, in particular the welcoming atmosphere and the caring staff. The issues raised by a significant minority of the parents were discussed with the Principal and a representative of the Board of Governors (Governors). The teachers' responses were all very positive.

A representative of the Governors met with the inspection team and expressed his appreciation for the enthusiasm and commitment shown by the teachers and the caring ethos within the school.

The inspectors also met with a group of year 6 children; they talked positively about their experiences at school, including, the extra-curricular activities and school trips, the rewards they received for good behaviour and the helpful teachers. The children are aware of what to do if they have worries about their safety or well-being.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are: the very good working relationships between the children and teachers, which foster a supportive ethos; and the variety of extra-curricular activities and school trips, which enhance the learning experiences of the children.

CHILD PROTECTION

The school has very good arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity through, for example, the embedding of a healthy breaks reward system and opportunities for sporting activity, which encourage the children to adopt healthy lifestyles.

The strengths of the school include:

- the caring, supportive and inclusive ethos;
- the active engagement and motivation of the children in their learning;
- the overall quality of the teaching observed, the majority of which was good or very good;
- the very good support provided for the children with additional educational needs; and
- the good leadership and management provided by the Principal.

The area for improvement includes the need:

- to review the school's self-evaluation process to inform further the school development plan with a clear focus on raising standards.

CONCLUSION

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 area for improvement.

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