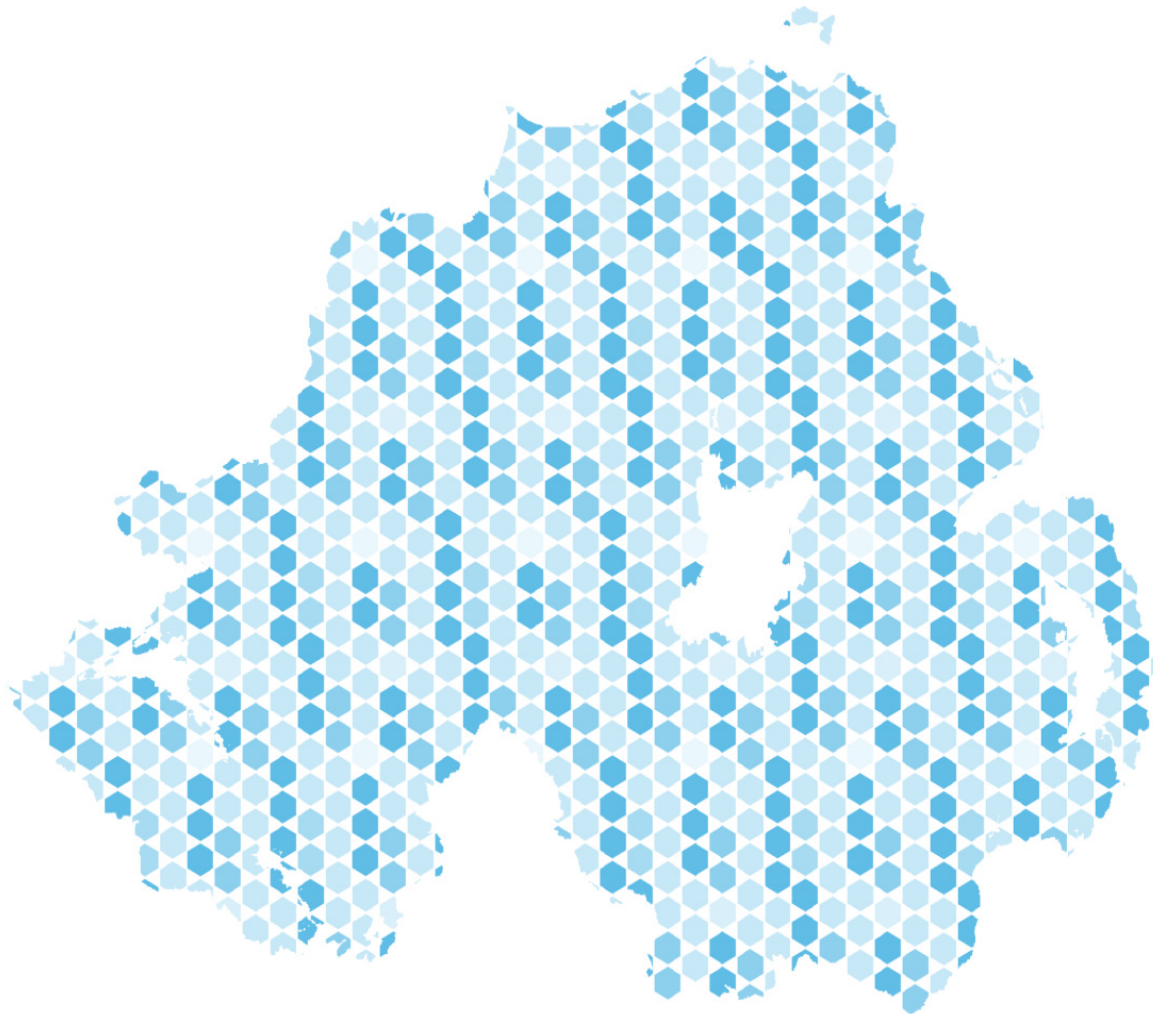


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Tummery Primary School,  
Dromore, Omagh

Report of an Inspection  
in March 2011

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*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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

Tummery Primary School is situated on the Newpark Road, approximately four miles outside Dromore in County Tyrone. The enrolment in the primary school has decreased gradually over the past five years and currently stands at 53 children. Almost all of the children who attend the school come from the surrounding rural area. Approximately 13% of the children are entitled to free school meals (FSM). The school has identified 32% of the children as requiring additional support with aspects of their learning.

## 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.

## OVERALL FINDINGS OF THE INSPECTION

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 children and has demonstrated its capacity for sustained self-improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievement and Standards

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

- In English and mathematics, the children attain very good **standards** in line with their ability. The children are able to apply their literacy and numeracy knowledge and skills well in a range of learning contexts.
- The children identified with **special educational needs (SEN)** make very good progress and reach the standards of which they are capable.

### Provision for learning

**The provision for learning in the school is very good.**

- The **children's** behaviour is very good; they demonstrate very good levels of motivation, interest and enjoyment in their learning. They work very well both in collaborative group activities and individually.
- The quality of the **teaching** observed ranged from good to outstanding. In a majority of the lessons it was very good or outstanding. The teachers are very dedicated and work conscientiously to provide for the children's educational needs, social development and emotional well-being. Information and communication technology is used effectively to engage the children and consolidate their learning. The teachers are well supported in their work by the committed and skilful classroom assistants.

- The provision for **SEN** is very good. The children's needs are identified early and detailed education plans provide appropriate guidance for their work in literacy and numeracy. A full range of standardised performance data is used effectively to inform the planning and review of the SEN provision.
- The quality of the arrangements for **pastoral care** in the school is very good. This is evident through, for example, the strong family and community ethos, the extent to which the school informs and involves the parents in the life and work of the school and the recent developments to enrich and extend the quality and range of the children's extra-curricular activities.
- The school has very good comprehensive arrangements in place for **safeguarding** the children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**, through, for example, the emphasis placed on promoting healthy snacks and regular participation in physical activity, which encourage the children to adopt healthy lifestyles.

### Leadership and Management

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

- The **Principal** is very dedicated to the life and work of the school and demonstrates effective management in providing for the children's learning and pastoral needs. He and the rest of the staff set high expectations for and are committed to providing high quality experiences and the highest possible standards of education for all the children.
- The whole-school **self evaluation and school development planning (SDP)** processes are good. The current SDP and associated action plans address well the needs of the school. The SDP is clearly focused on raising further the high standards achieved by the children in literacy and numeracy through the inclusion of realistic and appropriate targets and actions centred on continued improvement of the school's provision for learning.
- The leadership and management of the Special Needs, Literacy and Numeracy **co-ordinators** is very good. The teachers have developed very effective processes to assess, monitor and track all of the children's progress in learning. The findings of the inspection endorse the actions the school has prioritised to improve further the quality and extent of the children's learning.

### **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 children and has demonstrated its capacity for sustained self-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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Tummery Primary** iii. **Date of Inspection: W/B 21/03/11**  
**Dromore, Omagh**  
 ii. **School Reference Number: 203-2603** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	7	8	10	3	8
<b>Enrolments</b>					
Primary	74	72	75	56	53
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): 96.84% **NI Avg Att: 94.9%**
- |   | Primary & Reception   | Nursery Unit       | Special Unit | Irish Medium Unit |
|---|---|--------------------|--------------|-------------------|
| D. i. Number of Teachers<br>(including the principal and part-time teachers):<br>(Full-time equivalent = 25 teaching hours) | 3   | 0                  | 0            | 0                 |
| ii. PTR (Pupil/Teacher Ratio):  | 17.6  | NI PTR: 20.7       |              |                   |
| iii. Average Class Size:  | 17  |                    |              |                   |
| iv. Class Size (Range):   | 3 to 12   |                    |              |                   |
| v. Ancillary Support:<br>Number of Hours <b>Per Week</b> :  | i. Clerical support:  |                    | 10           |                   |
|   | ii. Foundation Stage Classroom Assistant Support:           |                    | 20           |                   |
|   | 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:  |   |                    |              | 32%               |
| viii. Number of children who are <b>not</b> of statutory school age:  |   |                    |              | 0                 |
| ix. Percentage of children entitled to free school meals:   |   |                    |              | 13%               |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics:  | <b>English</b>  | <b>Mathematics</b> |              |                   |
|   | 91%   | 91%                |              |                   |

## **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. Approximately 59% of the parental questionnaires were returned to Inspection Services Branch (ISB). Three returns included additional written comments. The parents expressed a very high level of satisfaction with the school's educational and pastoral provision. In particular, they acknowledged the high quality of care provided by the staff and the school's support for the children's learning and social and emotional development. A very few concerns raised through the questionnaires were shared with the Principal.

The inspectors also met, upon request, with a representative of the Board of Governors. The governor expressed high levels of satisfaction with all aspects of the school's educational and pastoral provision and emphasised the importance of the school's many links with the local families, schools and the community and the range of activities the school makes available to extend the children's learning experiences.

All of the teachers and the support staff responded to the online questionnaires. These responses were very positive and highly affirmative of the work of the school.

In discussions, the children in year 6 reported that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being. They talked enthusiastically about many aspects of school life, the opportunities provided for them to participate in a wide range of activities and the support and care provided by the teachers and the support staff.

## **APPENDIX 3**

### **HEALTH AND SAFETY**

The security of the school and the external classroom is inadequate.

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