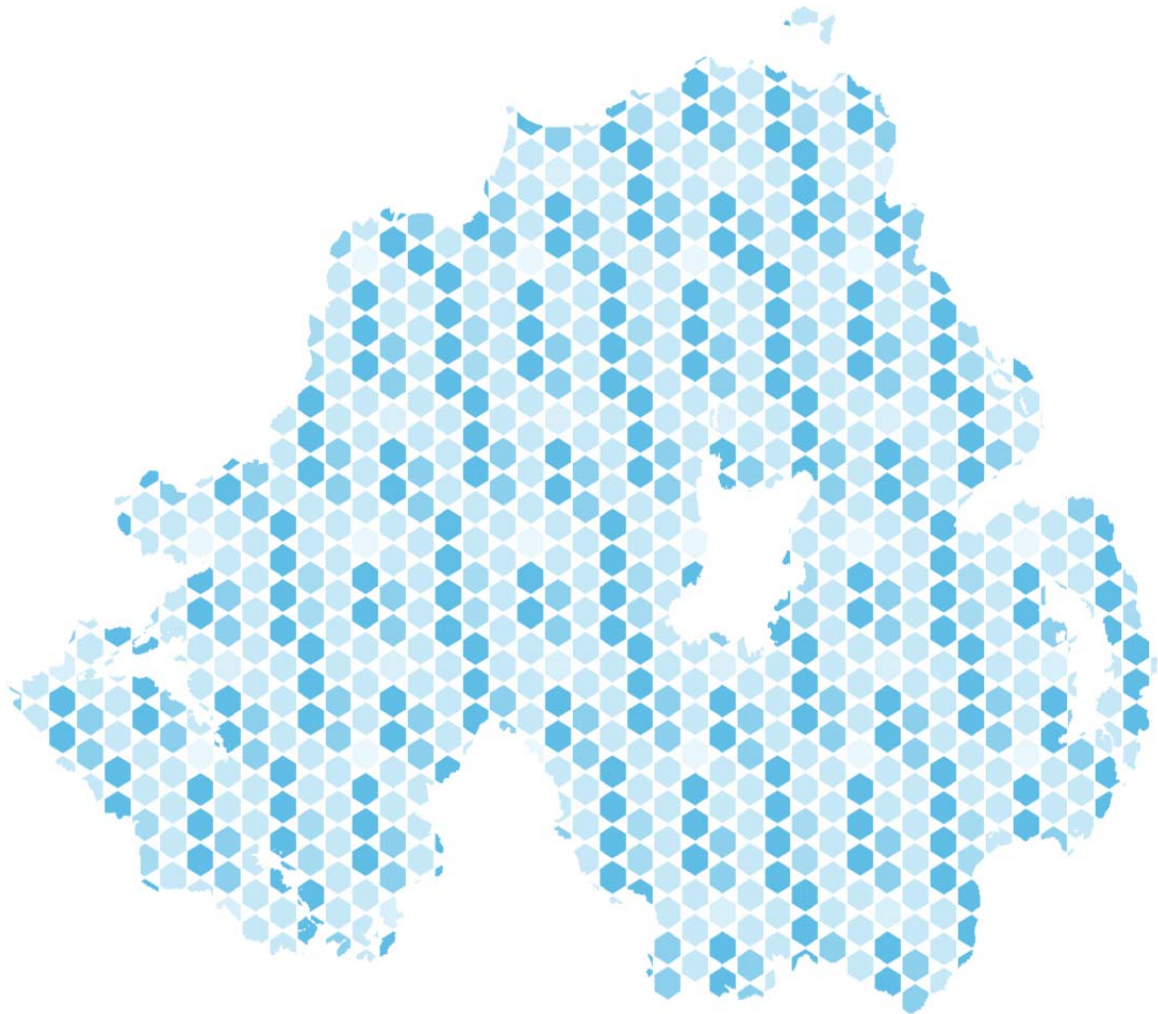


PRIMARY INSPECTION



Education and Training
Inspectorate

Walker Memorial Primary
School, Dungannon

Report of an Inspection
in November 2009

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

WALKER MEMORIAL PRIMARY SCHOOL, DUNGANNON, CO TYRONE, BT70 3DQ (501-2657)

SCHOOL CONTEXT

Walker Memorial Primary School is situated in the village of Castlecaufield, Co.Tyrone. Almost all of the children come from the local and surrounding rural area. The enrolment in recent years indicates an upward trend. At the time of the inspection, approximately 8 % of the children were entitled to free school meals and 23% of the children were identified as requiring additional support with aspects of their learning. In the Foundation Stage class there are currently six children below statutory school age for whom the school does not receive funding.

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, AND CHILDREN

The arrangements for the inspection included an opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection, as well as meeting with a group of children from year 6 and year 7. Sixty-three questionnaires were issued to the parents of the primary school; 47% were returned to the Department of Education (DE) and ten contained additional written comments. Most of the parental questionnaires indicated high levels of satisfaction with all aspects of school life. Four teachers completed the confidential on-line questionnaire. The few areas of concern raised through the questionnaires have been shared with the Principal.

The year 6 and 7 children spoke with confidence about their experiences in school and know what to do if they have any worries or concerns.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are: the community ethos within the school, the wide range of extra curricular activities available to the pupils, and the positive links with the local maintained primary school.

CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the DE but the following areas need to be addressed: to ensure that all the Board of Governors (governors) receive appropriate training in child protection and that the governors who participate in appointment procedures receive specific training on the recruitment and vetting of staff.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example through the healthy breaks scheme and healthy cookery club which encourage the children to adopt healthy lifestyles. The school needs to develop links with external agencies to support the school's healthy eating programmes.

CONCLUSION

The strengths of the school include:

- the strong family and community ethos which permeates the school;
- the quality of the majority of the teaching observed during the inspection, which was consistently satisfactory or better and on occasions outstanding;
- the good support provided for the children with special educational needs;
- the very good standards attained by the majority of the children in literacy and numeracy;
- the good start made to establishing the process for self-evaluation leading to improvement;
- the hard-working principal and the enthusiastic teaching and support staff who work together for the benefit of the children.

The areas for improvement include the need to:

- review aspects of the School Development Plan to ensure that it reflects fully the priorities for improvement in the school; and
- ensure that the provision for the children below the statutory school age is in line with the pre-school curricular guidance and is matched appropriately to the children's needs and stage of development.

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.

In most of the areas inspected, the quality of the education provided by this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning, teaching and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

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