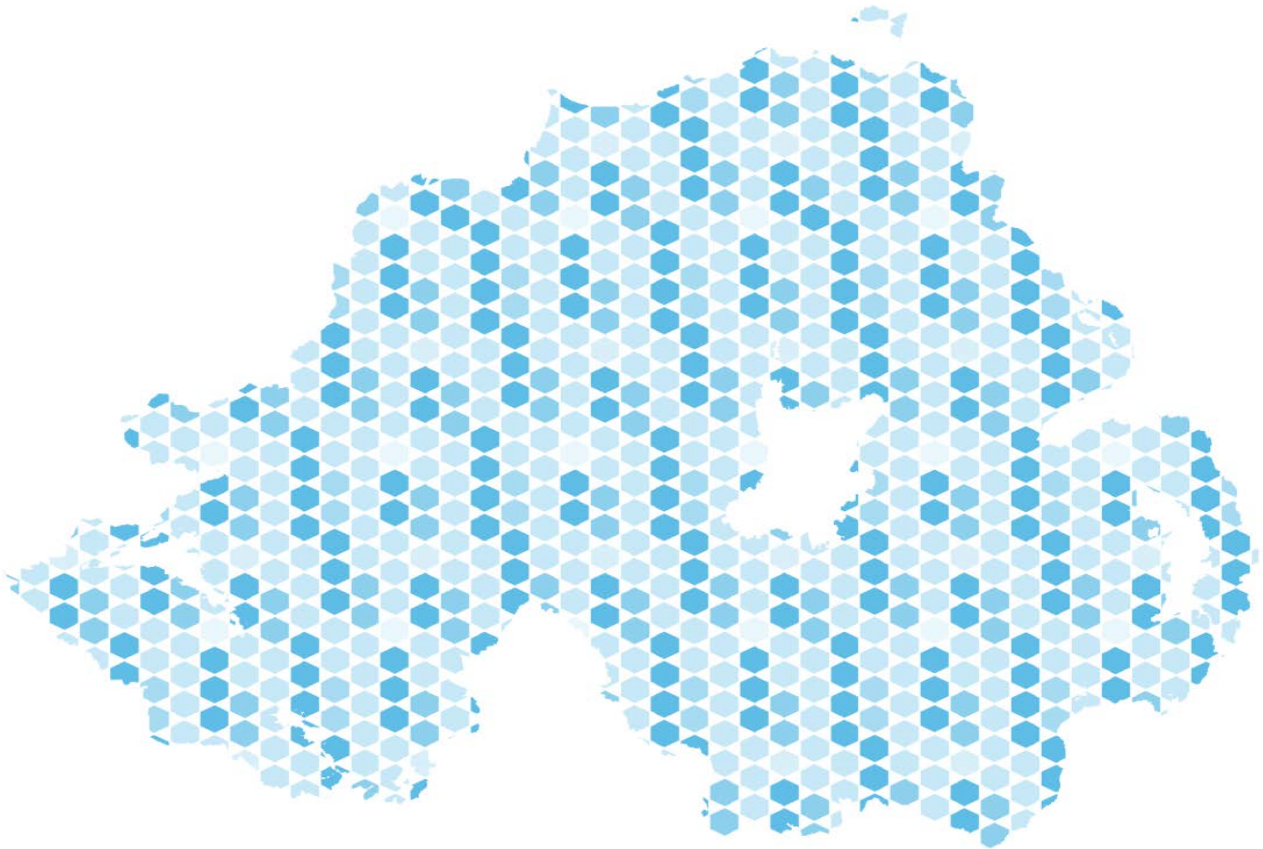


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Gillygooley Primary School,  
Omagh, County Tyrone

Controlled, co-educational

Report of an Inspection in  
January 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## INTRODUCTION

### 1. Context

Gillygooley Primary School is a controlled primary school situated in the townland of Gillygooley, four miles from Omagh. There is Reception provision in the school. Almost all of the children attending the school come from the local and surrounding rural area. Over the last four years, the enrolment has remained steady at around thirty children and the school operates at one-third capacity. Over the same period, the percentage of children entitled to free school meals has decreased significantly while the proportion requiring additional help with aspects of their learning has remained at around 30%.

Gillygooley Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	32	28	28	30
% School attendance	98.5%	97.8%	97.0%	97.9%
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	25	*	*	*
No. of children on SEN register	10	8	9	9
% of children on SEN register	31	29	32	30

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Seventy-three percent of parents and all of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. In particular, the parents reported that the school is at the centre of the community. The responses to the staff questionnaire endorsed the effective working relationships within the school and the positive learning environment. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on literacy, including how the school is addressing low attainment and underachievement;
- quality of provision including the Reception provision; and
- quality of leadership and management.

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

- The overall provision for Reception is good.

#### KEY FINDINGS

#### 5. Outcomes for learners

- Overall, the standards in literacy attained by the children are good. The children's talking and listening skills are well developed and the children freely ask questions and offer their views. During the inspection, a group of year seven children read fluently, displayed very good inferential understanding of their class novel and expressed enjoyment in reading for pleasure. While the children's composition of poetry writing is very good, the quality of aspects of the higher ability children's writing, across the curriculum has variable standards. The children with additional needs achieve good outcomes in line with expectations.
- The children in the Reception provision and the foundation stage apply language imaginatively during play to explain their thinking and develop their enjoyment of stories. In the foundation stage, the children make very good progress in literacy and present their ideas with increasing independence in early writing. As the children progress through the key stages, they acquire effective communication skills. The use of information and communication technology (ICT) is underdeveloped to support writing, editing and redrafting skills and, as a result, restricts the children's potential to achieve higher standards in literacy.
- The children are well motivated and settle quickly to concentrated learning. They composed recently their own play script and are confident to perform for a range of audiences. They seek readily, when required, adult support and would benefit from more challenge to develop further their independent learning strategies during writing activities. Increasingly, the children are becoming aware of the need to reflect on how well they are learning and on how they can improve further their work. The children have a keen interest in the outdoor environment and an effective understanding of the care of living things.

#### 6. Quality of provision

- The children experience an appropriately broad range of literacy and play-based learning experiences across the curriculum. During the inspection, the children's effective connected learning was evident through the links with the World Around Us and mathematics which deepened their understanding and learning. The children's engagement is developed by the meaningful contexts for learning and they are benefitting from novel work to improve their creative writing.

- The quality of the planning, learning, teaching and assessment is good and is based mainly on ensuring progression and breadth of provision in literacy from year to year. Given the wide range of abilities in the composite classes, further work is required on the planning and marking for improvement processes in order to support more clearly focused individual education plans and to improve further the outcomes for the children. All of the lessons observed were good or very good in promoting learning. The children are making effective use of a range of self- and peer-assessment for learning strategies to evaluate their work. While the planning and teaching includes opportunities for the children to research and present their work using ICT, the whole school planning for ICT is identified as an area which is underdeveloped.
- The Reception provision provides very good opportunities for social interaction during play which promotes effective language and personal development, and the forming of friendships. The energetic physical play programme requires further development of the planning for progression in the pre-school year.
- Based on the evidence available at the time of the inspection, the school's nurturing and inclusive approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The children contribute to decision-making within the school, in particular, through the Eco- and school councils. They spoke of their enjoyment of school, their enthusiasm for learning and the opportunities to participate in extra-curricular activities.

## **7. Leadership and management**

- The leadership and management of the school are good; the effective strategic work is underpinned by an appropriate partnership between the staff and governors. The enthusiastic co-ordinators have a clear understanding of their roles and responsibilities and are strengthening the processes for self-evaluation to support ongoing improvement.
- Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors report that the school's budget surplus is effectively managed to meet the ongoing demands of resourcing the small school. There is an aspect of governance to review, namely to contribute more fully to the process of monitoring and evaluation of school improvement work.
- The school improvement process is linked clearly to a comprehensive school development plan that has involved appropriate consultation with the staff, children, parents and governors. The school makes effective use of data and other assessment information to inform whole-school priorities and identify low and underachievement. While the associated action plans focus on whole-school improvement, the systems for monitoring and evaluating the outcomes for the children are not rigorous enough to inform all planning.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

- 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.

## **8. Overall effectiveness**

Gillygooley Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There is an area for improvement that the school has demonstrated the capacity to address.

The area for improvement is:

- to develop further the whole-school planning for progression in ICT.

The ETI will monitor how the school sustains improvement.

**Health and safety / accommodation**

1. There is a need to review the security arrangements of the temporary classrooms and the backdoor of the main building.
2. There is a need to review the safety arrangements around the school pond.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website [www.etini.gov.uk](http://www.etini.gov.uk).

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.



## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

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%

### Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

### Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

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