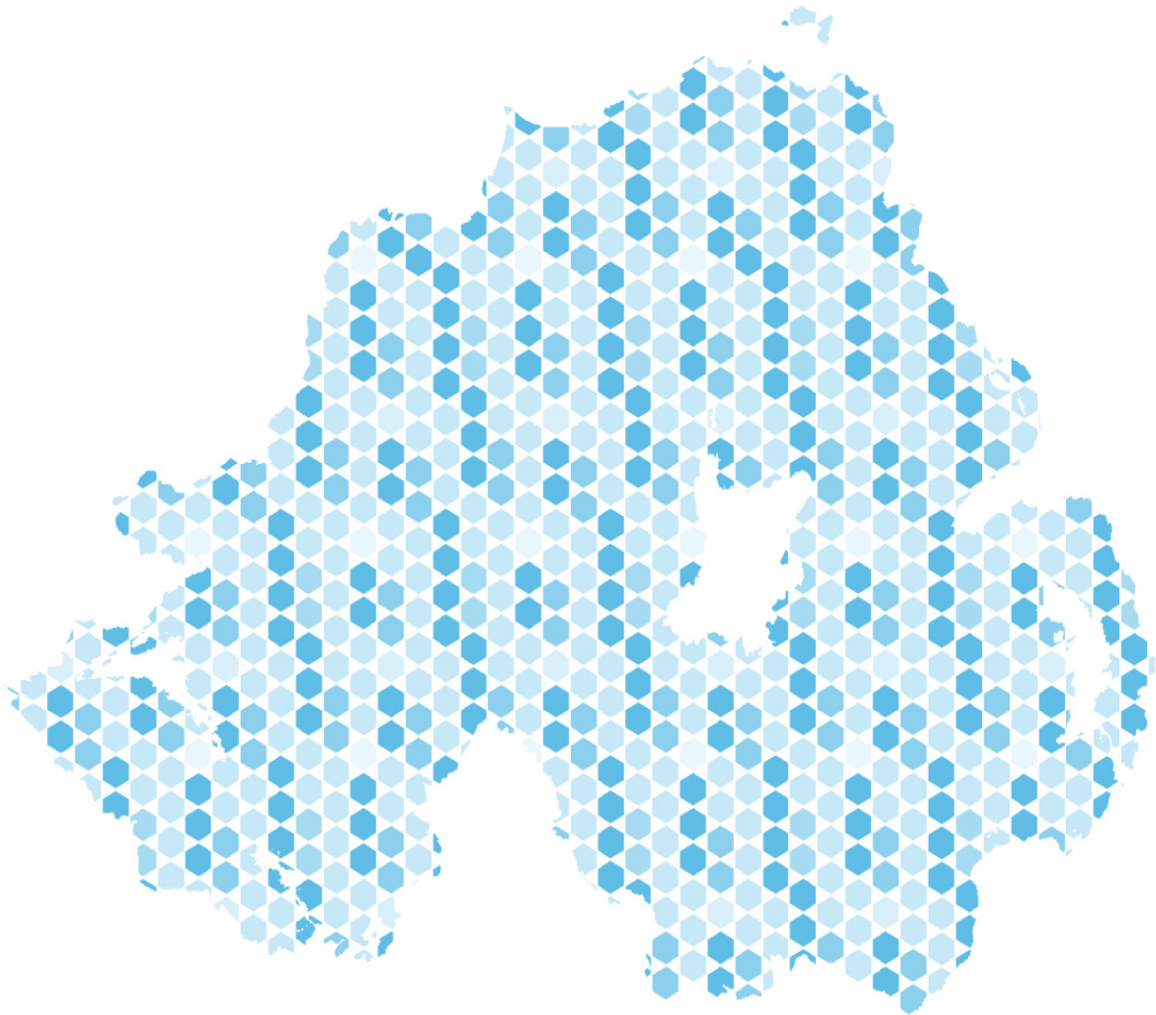


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Drumard Primary School,  
Maghera

Report of an Inspection  
in February 2012

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**

Drumard Primary School is situated in the village of Tamlaght O'Crilly in County Londonderry. All of the children come from the local area within a three mile radius of the school. Over the past five years, the enrolment has decreased significantly and currently stands at 24 children. At the time of the inspection, one of the three teachers was employed on a temporary contract until June 2012. Approximately 25% of the children are entitled to receive free school meals. The school has identified approximately 46 % 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 the provision for learning and the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

## **OVERALL FINDINGS OF THE INSPECTION**

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

## **KEY FINDINGS OF THE INSPECTION**

### **Achievements and Standards**

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

In English and mathematics, most of the children attain good standards in line with their ability. The children engage well in all aspects of their learning. When given the opportunity, for example, through the current programme designed to promote and improve reading standards, they are motivated and enthusiastic.

The children identified with special educational needs (SEN) make good progress in line with their abilities.

### **Provision for Learning**

**The quality of the provision for learning is satisfactory.**

The children are courteous and well-behaved and settle quickly to their work in class. They are confident and articulate in their interactions with the staff and others, and demonstrated good levels of interest and perseverance in their work.

The staff are fully committed to the welfare of the children. During the inspection, the quality of the teaching observed was consistently satisfactory. The teachers need to develop further their evaluations of the planning in order to have a sharper focus on ensuring progression and continuity in the children's learning.

The provision for SEN is satisfactory. The progress made by each child is monitored and reviewed regularly by the teachers and is shared with the parents. However, the quality of the individual education plans (IEP) is variable, often outlining general targets. The teachers need to ensure that the targets contained in the children's IEPs are specific enough to enable more effective evaluation and tracking of the children's progress.

The quality of the arrangements for pastoral care in the school is very good. There is a warm, inclusive ethos, with very good working relationships at all levels. The parents give strong support to all aspects of school life. Of particular note is the effective working link established with a local primary school through the Primary Integrating Enriching Education initiative.

The school has very good comprehensive arrangements in place for safeguarding 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, for example, through the provision of a wide range of fruit and vegetables sponsored by a local shop, regular physical activity and a range of extra-curricular activities.

### **Leadership and Management**

**The quality of the leadership and management is satisfactory.**

The Principal is committed to the life and work of the school. He has given long service to the school and knows the children and their families well. The school has identified, and the inspection endorses, the need to monitor and evaluate the quality of the provision more rigorously, including the analysis and use of all the available performance data, in order to raise standards.

The whole-school self-evaluation and school development planning (SDP) processes are at an early stage of development. The current SDP does not meet the requirements of the School Development Plans Regulations (Northern Ireland) 2005, and needs to include detailed action plans to guide development more effectively. The Principal needs to lead the staff in developing a culture of self evaluation and reflection which identifies appropriately and ensures a clearer focus on the key priorities for improvement.

### **CONCLUSION**

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively. The areas for improvement are for the staff:

- to develop further their evaluations of the planning;
- to monitor and evaluate the quality of the provision more rigorously; and
- to establish and develop a culture of self-evaluation.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

It is important that the employing authority, school governors and the staff plan for and manage issues in relation 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: Drumard Primary** iii. **Date of Inspection: W/B 20/02/12**  
 ii. **School Reference Number: 301-2255** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	6	2	4	1	3
<b>Enrolments</b>					
Primary	57	48	40	31	24
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): 96.7% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.1%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 2.9 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 8.3 NI PTR: 20.2
- iii. Average Class Size: 8.3
- iv. Class Size (Range): 5 to 12
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 10  
 ii. Foundation Stage Classroom Assistant Support: 0  
 iii. Additional hours of other classroom assistant support: 7.5
- vi. Percentage of children with statements of special educational needs: 4%
- vii. Total percentage of children on the Special Needs Register: 45.8%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 25%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): **English** 100% **Mathematics** 100% **Irish** N/A

**THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection, as well as a meeting with the year 6 children. Twenty questionnaires were issued to the parents of the children in the primary school; nine were returned to Inspection Services Branch and seven contained additional written comments. Most of the teachers completed the online questionnaire and included written comments. All of the responses from the questionnaires returned were highly affirmative and indicated very strong support for the work and life of the school. The year 6 children stated that feel happy and secure in school, and are aware of what to do if they have any worries or concerns about their safety and well-being.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

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