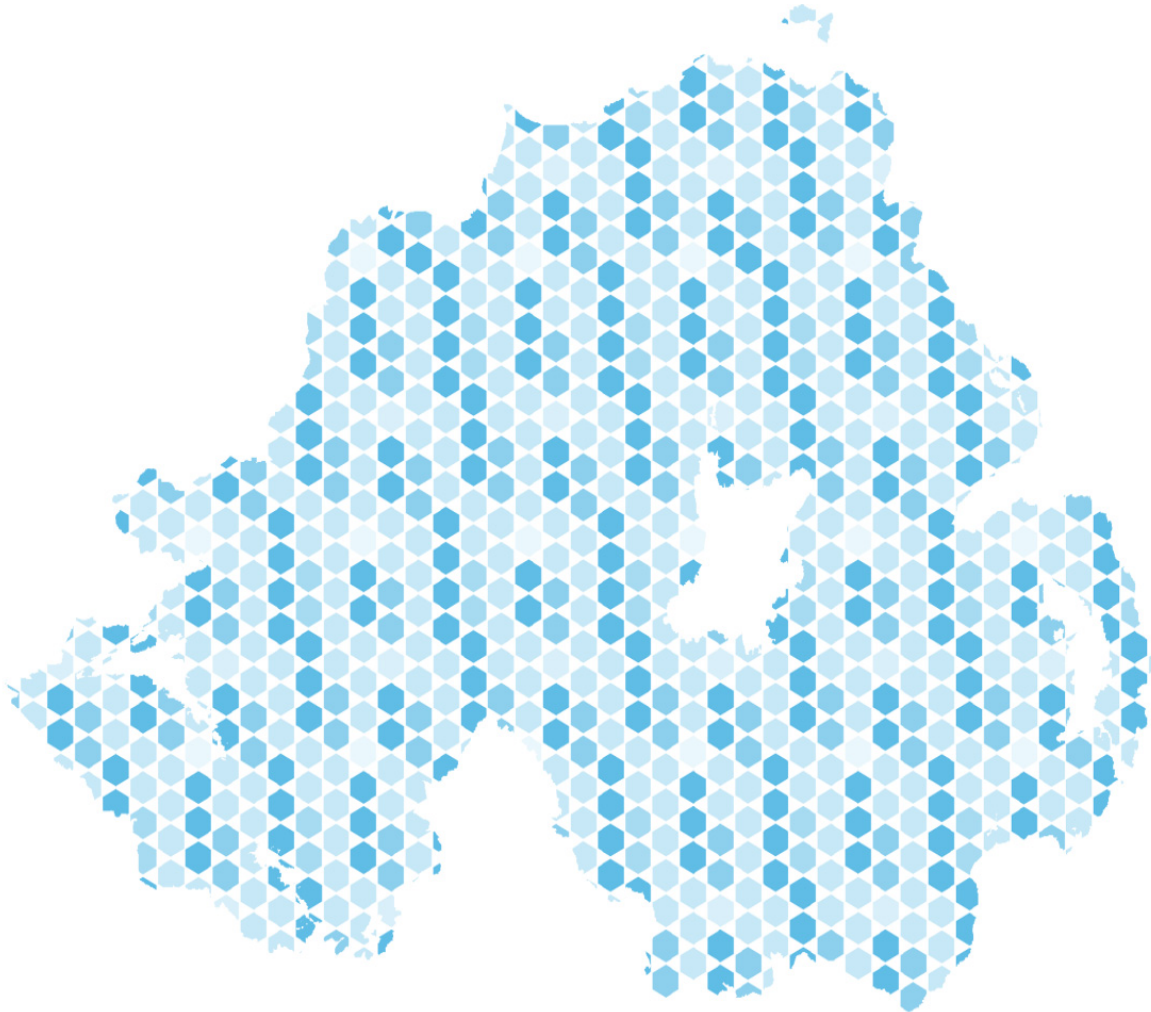


PRIMARY INSPECTION



Education and Training
Inspectorate

Drumsallen Primary School,
Killylea

Report of an Inspection
in February 2011

SCHOOL CONTEXT

Drumsallen Primary School is situated between Killylea and Benburb in County Armagh. The children attending the school come from a wide catchment area. The enrolment has decreased in recent years and currently stands at 46 including three children below statutory school age (Reception) for whom the school does not receive funding. The Principal has been on secondment since April 2008 and an Acting-principal is in her place. At the time of the inspection, approximately 16% of the children in the school were entitled to free school meals. The school has identified 16% 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 including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING 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

Achievements and Standards

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

- In English and mathematics, nearly all of the children attain standards in line with their ability. The school makes good use of the available performance data to identify the individual needs of the children and has put in place a range of appropriate strategies which are having a positive impact on their learning and the standards that they attain.
- The children identified with special educational needs make very good progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7.

Provision for Learning

The provision for learning is very good and is satisfactory for the Reception children.

- The **children** are well behaved and mannerly and respond well to the staff's high expectations.

- The **teachers** and support staff are conscientious and hard-working. They work effectively as a team and are fully committed to the education and care of the children. In the lessons observed the quality of the learning and teaching observed ranged from satisfactory to outstanding. The majority of the lessons observed were outstanding.
- The provision for **special educational needs** is very good. The children's needs are identified at an early stage, comprehensive education plans are drawn up, a variety of programmes of support are implemented and the progress made by each child is monitored and reviewed regularly.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the strong inclusive and community ethos, the excellent working relationships at all levels and the extent to which the school informs and involves the parents in the life and work of the school.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education (DE).
- The school gives good attention to promoting **healthy eating and physical activity**, for example, through the provision of healthy breaks, regular physical activity sessions and a range of extra curricular sporting activities.
- The quality of the provision for the **Reception** children needs to be reviewed in line with the DE pre-school curricular guidance.

Leadership and Management

The quality of leadership and management is very good.

- The Acting-principal provides very good leadership. She is fully committed to the life and work of the school. Her vision for the future development of important aspects of the school is exemplified well through the School Development Plan and associated action plans.
- All of the co-ordinators provide valuable support and guidance to the staff and have identified appropriate developmental needs regarding their respective areas of responsibility.
- The whole school self-evaluation and school development planning processes are good.

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 Board of Governors (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: Drumsallen Primary** iii. **Date of Inspection: W/B 07/02/11**
Killylea
 ii. **School Reference Number: 501-1117** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	7	7	7	7	2
Enrolments					
Primary	46	60	57	51	42
Reception	4	4	1	0	3
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): 97.75% **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):
(Full-time equivalent = 25 teaching hours) | 4 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 15 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 6 | | | |
| iv. Class Size (Range): | 2 to 7 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | | 10 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 20 | |
| | iii. Additional hours of other classroom assistant support: | | 22 | |
| vi. Percentage of children with statements of special educational needs: | | | | 4.7% |
| vii. Total percentage of children on the Special Needs Register: | | | | 16% |
| viii. Number of children who are not of statutory school age: | | | | 3 |
| ix. Percentage of children entitled to free school meals: | | | | 16% |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English | Mathematics | | |
| | 100% | 100% | | |

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 26 questionnaires issued to the parents, 13 (50%) were returned to Inspection Services Branch, including five which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. An analysis of the findings and the written comments were shared with the Acting-principal and the Chairman of the governors.

All of the teachers and five members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked happily and enthusiastically about their experiences at school and are aware of what to do if they have worries about their safety and well-being.

HEALTH AND SAFETY

- The security of the school building and mobile classrooms needs to be reviewed in order to ensure the safety of the children and staff at all times.

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