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*The Education and Training Inspectorate -
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Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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Education and Training Inspectorate

Report of a Short Inspection

Omagh Integrated Primary School and Nursery Unit

Inspected: April 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Omagh Integrated Primary School and Nursery Unit** iii. **Date of Inspection: W/B 27.04.2009**
- ii. **School Reference Number: 206-6552** iv. **Nature of Inspection: Short**

B.

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 1 Intake	41	35	39	43	46
Enrolments					
Primary	232	253	265	274	294
Reception	0	0	0	0	0
Nursery Class/Classes	26	26	26	26	25
Special 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):

94.60%

Primary & Reception	Nursery Unit	Special Unit
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- | | | | | | |
|----|-------|---|----------|---------------|-------|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 17 | 1 | 0 |
| | ii. | PTR (Pupil/Teacher Ratio): | 17.29% | NI PTR: 20.7% | |
| | iii. | Average Class Size: | 21 | | |
| | iv. | Class Size (Range): | 16 to 26 | | |
| | v. | Ancillary Support:
Number of Hours Per Week : | | | |
| | | i. Clerical support: | | | 62.5 |
| | | ii. Official Making A Good Start Support: | | | 60 |
| | | iii. Additional hours of other classroom assistant support: | | | 75 |
| | vi. | Percentage of children with statements of special educational needs: | | | 3.4% |
| | vii. | Total percentage of children on the Special Needs Register: | | | 28.9% |
| | viii. | Number of children who are not of statutory school age: | | | 0 |
| | ix. | Percentage of children entitled to free school meals: | | | 21.9% |

**OMAGH INTEGRATED PRIMARY SCHOOL AND NURSERY UNIT, OMAGH,
CO TYRONE, BT78 1PN (206-6552)**

Omagh Integrated Primary School is situated in the southern outskirts of Omagh. The school has a single nursery unit attached to it. The children attending the nursery unit and the primary school come from an extensive catchment area. The enrolment at the primary school has been increasing steadily and is currently 294; in addition 25 children attend the nursery unit. At the time of the inspection, approximately 22% of the children in the primary school were entitled to free school meals. The primary school has identified 29% of the children as requiring additional support with aspects of their learning. Over 8% of the children in the primary school speak English as an additional language.

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 137 questionnaires issued to the parents in the primary school 59 (43%) were returned to the Department of Education (DE), including 33 which contained an additional written comment. Almost all of the parental questionnaires and written comments indicated very high levels of satisfaction with all aspects of school life; reference was made to the high quality of education the children receive, the hard-working, dedicated teachers and support staff, the caring family atmosphere, the wide range of experiences provided, the support for children of all abilities and the hard-working, approachable Principal. The very few issues raised were discussed with the Principal.

In the nursery unit 25 questionnaires were issued to parents; 36% of the parents responded to the questionnaire and four made additional comments. The responses from the parental questionnaires indicated that the parents regard the nursery unit highly and appreciate the helpful, professional and approachable staff, the children's progress made to date and the safe, friendly environment.

Sixteen teaching staff responded to the online questionnaire and 12 wrote additional comments. Most of the staff indicated concerns about the need for more effective communication in the school, about aspects of leadership and management, their lack of involvement in school development planning, and the lack of concern shown by management for the pastoral welfare of the staff. The issues raised were shared with the Principal and a representative of the Board of Governors (governors). During the inspection one teacher met with representatives of the inspection team.

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

The quality of the arrangements for pastoral care in the school and the nursery unit is very good. This is displayed through the excellent working relationships between the children and the teachers; the supportive, inclusive ethos; the strong pastoral dimension in the curriculum; and the exemplary behaviour of the children.

The school and nursery unit has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the DE.

The school, including the nursery unit gives very good attention to promoting healthy eating and physical activity, for example fruit breaks and the International Food Fair, which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the motivation and engagement of the children whose behaviour was exemplary at all times;
- the high quality of provision for the children with special educational needs;
- the quality of the teaching observed which ranged from satisfactory to outstanding and in almost all instances was good or better;
- the good standards achieved by the children in numeracy and literacy;
- the good links established with the parents, the wider community and external agencies; and
- the commitment and dedication of the Principal to the establishment and development of the school.

The area for development is:

- the need for support and development to enable the governors, working with the Principal and staff, to promote collective decision making and develop a collegiate approach to school improvement.

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 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.

NURSERY UNIT

The main strengths within the nursery unit's educational and pastoral provision are as follows:

- The children demonstrated very good levels of motivation, concentration and interest in their learning. The children's work is attractively presented and demonstrates their progress and development.
- The learning environment is very stimulating and well-presented which promotes the children's curiosity, investigation, creativity and independence.
- There are very good opportunities for the children to learn across all areas of the pre-school curriculum. The staff work hard to identify, support and address the difficulties experienced by some children with their learning.
- The daily timetable is well organised to provide a good balance of free play and activities organised by the staff. The children's snack and lunch routines provide very good opportunities for the children to develop a sense of responsibility, early mathematical skills and good social skills;
- The staff have developed effective methods of planning the programme and assessing the children's development and achievement; information is shared regularly with parents and valuable links have been established with the primary school and the local Sure Start project.
- The teacher-in-charge of the nursery provides very effective leadership. The staff focus closely on extending the children's ideas and interests, and exploit effectively the learning potential within the resources and experiences.

The teacher-in-charge is reflective in her practice and evaluates the programme regularly. She has comprehensive action plans which identify relevant areas for improvement. The staff have developed some effective methods of self-evaluation and there is evidence that the process has led to improvements in the children's learning.

In the areas inspected, the quality of education provided by this nursery unit is very good. The nursery unit is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

**STATISTICAL INFORMATION ON OMAGH INTEGRATED PRIMARY SCHOOL
NURSERY UNIT, OMAGH, CO TYRONE (206-6552)**

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	25	0
Attending part-time	0	0
Under 3 years of age*	0	0
With statement of SEN**	0	0
At CoP stages 3 or 4***	1	0
At CoP stages 1 or 2***	0	0
With English as an additional language	0	0

* On 1 July.

** Special Educational Needs.

*** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	6
Average attendance for the previous year.	90%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
0	4 hours	0

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	0
Nursery Assistants	0	0
Qualified Nursery Assistants	1	0

Number of: ****	
Students	0
Trainees	0

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	25
Percentage returned	36%
Number of written comments	4

Throughout the report a number of quantitative terms are used which may be interpreted as indicated below:

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%

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