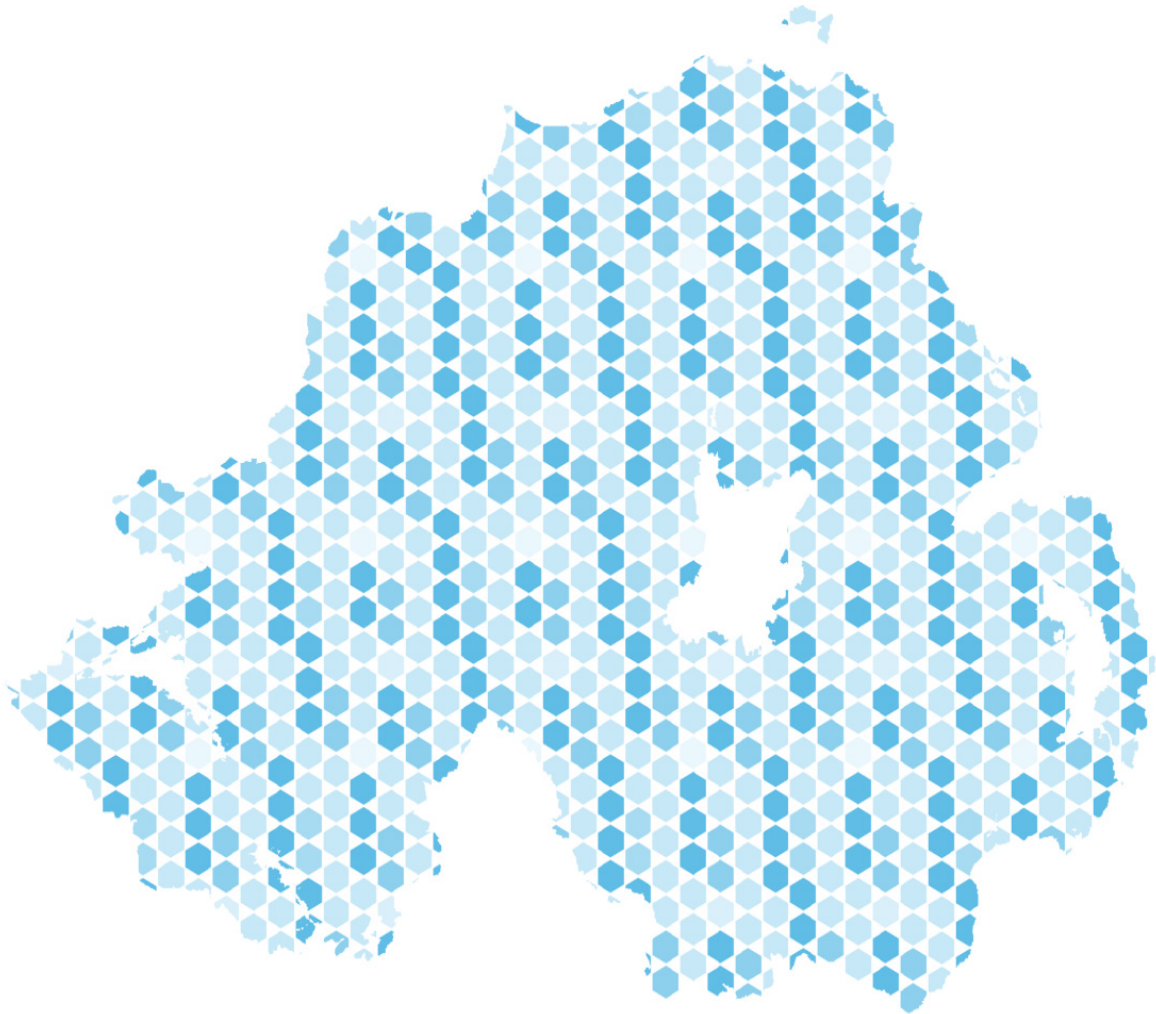


PRIMARY INSPECTION



Education and Training
Inspectorate

Queen Elizabeth II Primary
School, Omagh

Report of an Inspection
in December 2011



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

Queen Elizabeth II Primary School is situated in Kilskeery, County Tyrone. Almost all of the children attending the school come from the surrounding rural area. The enrolment has fluctuated over the past five years and currently stands at 49. At the time of the inspection, none of the children in the school were entitled to free school meals. The school has identified seven 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 the school is **outstanding**; the quality of pastoral care is also outstanding. The school 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 outstanding.

- The children attain outstanding **standards** in English and mathematics. By the end of key stage (KS) 2 they make very good progress in applying their literacy, numeracy and information and communication (ICT) skills across the curriculum.
- The children identified with **special educational needs** reach very good standards by the end of year 7.

Provision for Learning

The provision for learning is outstanding.

- The children demonstrate very good levels of interest and enjoyment in their learning, supported by a wide range of practical resources including ICT. Their behaviour is exemplary; they respect and care for each other and work collaboratively in groups and in pairs.
- The teachers are very dedicated and hard-working; they are fully committed to the education and well-being of the children and are supported effectively by the acting classroom assistant.

- The **quality of teaching observed** ranged from very good to outstanding; in two-thirds of the lessons it was very good and in one-third it was outstanding. The teachers have realistically high expectations, provide the children with appropriate challenge and support and adapt well their teaching to match closely the work to the abilities and understanding of individual children. Across the curriculum, the opportunities provided for the children to develop their thinking skills and personal capabilities are very good.
- The provision for **special educational needs** is very good. The children who require additional support with aspects of their learning are identified early and a range of intervention programmes target effectively their individual needs. Almost all of the children overcome barriers to learning including difficulties experienced in literacy and numeracy, enabling them to achieve very good standards.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through: the contribution made by the staff to promote and maintain a well-organised and supportive environment for learning; the opportunities provided for the children to develop in confidence and personal responsibility; and the extensive planned programme for extra-curricular activities.
- The school has very good, comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**.

Leadership and Management

The quality of leadership and management is outstanding.

- The **Principal** carries out a substantial KS2 teaching commitment in addition to her leadership responsibilities. In her role as principal she provides highly effective leadership for the staff, children and wider community. She has an excellent knowledge of the children's personal, social and academic needs. Her caring, collegial and strategic approach to school improvement sets a clear direction for the future development of the school.
- All of the staff contribute to the outstanding culture of self-evaluation throughout the school and the associated action to promote to improvement. The action plans for literacy and numeracy are of a very high quality.
- There is a comprehensive **school development plan** (SDP) that is underpinned by rigorous self-evaluation. Appropriate action plans support the SDP, and a wide range of data is used effectively to identify further priorities for development.
- The **governors** are fully involved in the life and work of the school. They support very well the Principal and teachers in the implementation of the SDP.
- 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.

CONCLUSION

In the areas inspected, the quality of education provided by the school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Queen Elizabeth II Primary** iii. **Date of Inspection: W/B 05/12/11**
 ii. **School Reference Number: 201-2669** iv. **Nature of Inspection: Short**

B.

| School Year | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 5 | 6 | 3 | 8 | 4 |
| Enrolments | | | | | |
| Primary | 38 | 56 | 51 | 49 | 49 |
| 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): 97.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the
Special Educational Needs Register: 96.4

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
(including the principal and part-time teachers): 3 0 0 0
(Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.1 NI PTR: 20.2
- iii. Average Class Size: 16
- iv. Class Size (Range): 13 to 21
- v. Ancillary Support:
Number of Hours **Per Week**:
- i. Clerical support: 8
 - ii. Foundation Stage Classroom Assistant Support: 20
 - iii. Additional hours of other classroom assistant support: 0
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 16%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 0
- 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 | Mathematics | Irish |
| 100% | 100% | N/A |

0%

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 27 questionnaires issued to the parents, 14 (52%) were returned to the Inspection Services Branch, including seven which contained additional written comments. Almost all of the parental questionnaires and written comments expressed very high levels of satisfaction with the life and work of the school, particularly with the child-centred focus, the encouragement given to the children and the rich variety of extra-curricular activities.

The chair of the board of governors met with the inspection team on the first day of the inspection and expressed his strong support for the work of the school, especially the caring ethos, the high standards achieved by the children and the very hard work of all of the staff.

Almost all of the staff responded very positively to the questionnaires.

The inspectors also met with a group of the children from years 6 and 7; they talked enthusiastically about their experiences in school and of the care and support they receive from all of the teachers in helping them with their work. The children are aware of what to do if they have worries about their safety and well-being.

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