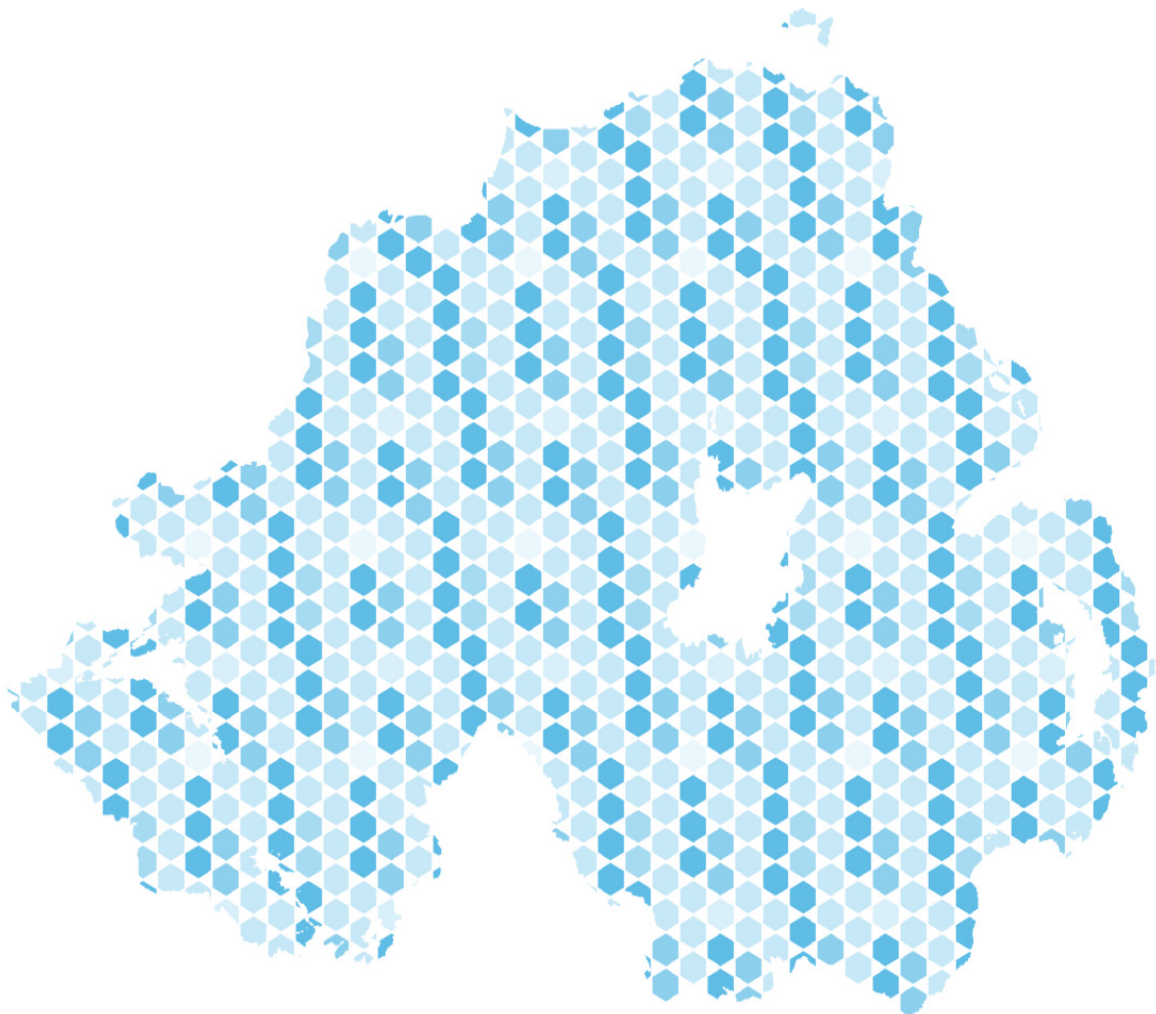


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Queen Elizabeth II Primary  
School, Pomeroy

Report of an Inspection  
in September 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 a controlled primary school situated in Pomeroy, County Tyrone. The children attending the school come from the surrounding rural area. The enrolment has remained steady and currently stands at 29. The school has identified 20% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 7% of the children in the school were entitled to free school meals.

## 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 good.**

- **The children** manage their own learning effectively; they support one another and work well both individually and collaboratively. They are well motivated and talk confidently about their learning.
- **The children** can apply their learning in literacy and numeracy in other areas of the curriculum and in a range of contexts, in particular, through topic work and their involvement in the Eco-School group.
- The children who require **additional support** with aspects of their learning make good progress and achieve in line with their ability.

## PROVISION FOR LEARNING

**The Provision for Learning is very good**

- **The children's behaviour** is exemplary, they are proud of their achievements and of their school in general.
- **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.

- **The teachers** make effective use of a range of quantitative and qualitative assessment data to track the progress of individual children in order to identify those who require additional support with aspects of their learning, and to inform planning and classroom practice.
- The quality of **the teaching** observed ranged from good to outstanding. The teachers manage the composite classes well; they have high expectations, use a good range of learning and teaching strategies and match the work well to the children's interests and abilities.
- **The classroom assistants** make a valuable contribution to the children's learning in class and through their active involvement in numeracy and literacy support programmes.
- The quality of the provision for **special educational needs (SEN)** is good. The children with SEN are well supported in class through carefully planned and targeted work.
- The quality of the arrangements for **pastoral care** is outstanding. The children are involved, through meaningful consultation, in the life and work of the school and their views are valued and acted upon.
- There are excellent **working relationships** at all levels throughout the school; the staff know the children well and understand their needs and abilities.
- The school has satisfactory arrangements in place for **safeguarding children**. These arrangements reflect broadly the guidance issued by the Department of Education (DE). The school needs to review and update the code of conduct and staff training in child protection.

### Leadership and Management

**The quality of leadership and management is very good.**

- **The teaching Principal** provides clear and realistic direction based on her knowledge of the school and the local community. She is well supported by the teaching and support staff who carry out their roles and responsibilities to a high standard.
- There is a well-established culture of **self-evaluation leading to improvement** which is reflected in the school development planning process and in the quality of the self-evaluation report prepared by the school prior to the inspection.
- The school's processes for **self-evaluation leading to improvement** are underpinned by the effective analysis and interpretation of internal and external data and through the regular consultation with the children, parents, staff and governors.
- **The school development plan** meets the DE requirements and is clearly focused on improving further the learning experiences for, and standards achieved by, the children.

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 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.

No follow-up inspection is required.

## APPENDIX 1

### BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Queen Elizabeth II Primary**                                      iii. **Date of Inspection: W/B 26/09/11**  
 ii. **School Reference Number: 501-6200**                                      iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	5	4	2	5	2
<b>Enrolments</b>					
Primary	31	27	31	33	29
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):                                      95.79%                                      **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
 Special Educational Needs Register:                                      96.56%
- | Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit | Irish Medium<br>Unit |
|------------------------|-----------------|-----------------|----------------------|
|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers):    2.2                                      0                                      0                                      0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio):                                      15                                      NI PTR: 20.2
- iii. Average Class Size:                                      15
- iv. Class Size (Range):                                      14 to 15
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |      |
|---|------|
| i. Clerical support:  | 10.5 |
| ii. Foundation Stage Classroom Assistant Support:           | 20   |
| iii. Additional hours of other classroom assistant support: | 24   |
- vi. Percentage of children with statements of special educational needs:    7%
- vii. Total percentage of children on the Special Needs Register:    20%
- viii. Number of children who are **not** of statutory school age:
- ix. Percentage of children entitled to free school meals:    7%
- 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):
- |                    |     |
|--------------------|-----|
| <b>English</b>     | 83% |
| <b>Mathematics</b> | 83% |
| <b>Irish</b>       | 0%  |

## **APPENDIX 2**

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

The arrangements for the inspection included the opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire prior to the inspection. Of the 33 questionnaires issued to the parents, eight (35%) were returned to Inspection Services Branch and a small number contained additional written comments. All of the teachers and almost all of the support staff completed questionnaires and almost all contained written comments.

The parents, the teachers and the support staff responded extremely positively to the questionnaires and indicated very high levels of satisfaction with and support for the school.

The inspectors also met with the year 6 and year 7 children. All of the children were very enthusiastic about their experiences at school. The children feel safe in school and are aware of what to do if they have worries about their well-being.

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