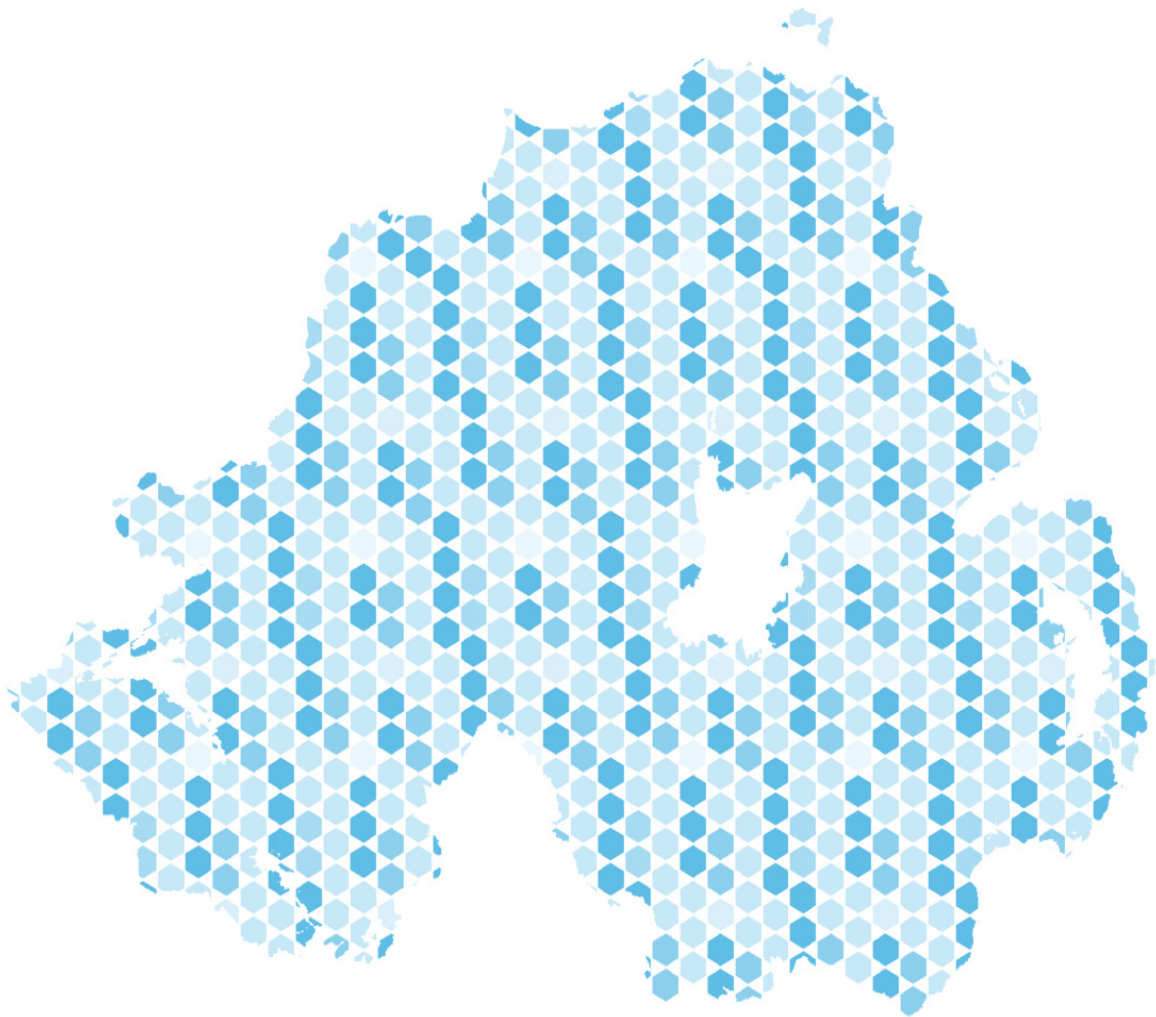


PRIMARY INSPECTION



Education and Training
Inspectorate

Tandragee Primary School,
Co Armagh

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

Tandragee Primary School is a controlled primary school situated in the village of Tandragee, County Armagh. The children attending the school come from the town and surrounding rural area. The enrolment has remained steady over the past four years and currently stands at 307. The school has identified 17% of the children as requiring additional support with aspects of their learning. At the time of the inspection, 25% of the children attending 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 overall quality of the children's achievements and standards is good.

- Most of the children attain good standards in literacy and numeracy. The children are able to express their thoughts and feelings orally and through the use of a range of writing approaches. Most of the children are able to apply their numeracy skills within meaningful contexts.
- The children who have been identified as having special educational needs (SEN) make good progress and reach the standards of which they are capable.

Provision for Learning

The quality of the provision for learning is very good.

- The children are very welcoming and mannerly to visitors and their behaviour is excellent. When given the opportunity they interact well with one another in paired and group work; they are demonstrating an ability to apply their learning in a variety of contexts.
- The quality of **the teaching** observed ranged from good to very good. The teachers manage the classes well and are supported ably by the teaching assistants.

- The quality of the arrangements for **pastoral care** in the school is outstanding. There is a caring, inclusive ethos characterised by mutual respect. All of the staff are committed to the care and well-being of the children.
- 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 very good attention to **promoting healthy lifestyles** through the curriculum, healthy breaks and the regular opportunities provided to participate in an extensive range of sports, physical activities and extra curricular activities.
- The provision for those children **identified as having SEN** is very good. A small number of children are withdrawn for one-to-one support with specialist teachers. The sessions are well-planned and the school is able to demonstrate through the use of data that the support is having a beneficial impact on the children's learning. There is evidence that the children who make sufficient progress in their learning are withdrawn from the SEN register.

Leadership and Management

The quality of leadership and management is very good.

- The quality of **the leadership** provided by the **Principal**, who has been in post for just over two years, is very good. Since taking up his post, he has paced the necessary changes to the work of the school appropriately and ensures the development of a sense of collegiality amongst the hard-working and dedicated staff; there is a clear and shared vision for the future development of the school. He is supported well by the recently appointed, Vice-principal.
- Under the leadership of the Principal and Vice-principal, the **co-ordinators** are developing their roles in monitoring and evaluating the quality of the provision in their areas of responsibility, effectively. A particular strength is the extent to which the range of quantitative and qualitative performance data is being used to identify areas for further development in learning and teaching.
- There is a developing culture of **self-evaluation** leading to improvement which is reflected in the school's development planning process which is underpinned by effective consultation with the children, the parents, the staff and the 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.
- The **governors** are very well-informed about all aspects of the life and work of the school; they work very effectively with the Principal to ensure the school is managed well.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Tandragee Primary** iii. **Date of Inspection: W/B 05/12/11**
 ii. **School Reference Number: 501-1116** iv. **Nature of Inspection: Short**

B.

| School Year | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 49 | 46 | 41 | 48 | |
| Enrolments | | | | | |
| Primary | 320 | 314 | 303 | 314 | |
| Reception | 0 | 0 | 0 | 0 | |
| Nursery Unit | 0 | 0 | 0 | 0 | |
| Special Unit | 0 | 0 | 0 | 0 | |
| Irish Medium Unit | 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): 95.5% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 94.05%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 14.1 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.77 NI PTR: 20.2
- iii. Average Class Size: 25.58
- iv. Class Size (Range): 22 to 30
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 30 |
| ii. Foundation Stage Classroom Assistant Support: | 90 |
| iii. Additional hours of other classroom assistant support: | 6 |
- vi. Percentage of children with statements of special educational needs: 1.95%
- vii. Total percentage of children on the Special Needs Register: 16.61%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 25.08%
- 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 | 72.7% | Mathematics | 86.37% | Irish | N/A |
|----------------|--------------|--------------------|---------------|--------------|------------|

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. One hundred and five questionnaires were issued to the parents, 44 (42%) were returned to Inspection Services Branch and 17 contained additional written comments. Two of the governors also met with the inspection team on the first day of the inspection, to convey their views of the school; they expressed their high regard for the overall quality of education and pastoral care provided for the children and, in particular, the commitment and hard work of all of the staff.

Nearly all of the parental responses indicated a very high level of satisfaction with the education and pastoral care provided by the school. In particular, they commented on the approachable and caring staff, the high value of the school within the community and the positive work of the Principal.

Nearly all of the teaching and support staff returns were very positive; the staff highlighted their enjoyment in working in the school, the very positive working relationships and the progress and developments made by the school.

All of the comments from the questionnaires have been shared with the Principal.

The inspectors also met with a group of the year 6 children. All of the children were very enthusiastic about their experiences at school. The children reported that they feel safe in school and are aware of what to do, and who to turn to if they have concerns about their well-being.

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