

# Education and Training Inspectorate

## PRIMARY INSPECTION



Donaghey Primary School, Dungannon, County Tyrone

Controlled, co-educational DE Ref No: 501-6224

Report of an Inspection in January 2020



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## INTRODUCTION

### 1. Context

Donaghey Primary School is situated in the townland of Donaghey, approximately four miles south of Cookstown; most of the children come from the surrounding rural area. The enrolment has increased considerably over the past four years. The school participates in a shared education partnership with two local primary schools and is working currently towards the achievement of its fourth Eco-flag.

| Donaghey Primary School                             | 2016-17 | 2017-18 | 2018 -19 | 2019-20 |
|---|---------|---------|----------|---------|
| Enrolment   | 84      | 85      | 99       | 105     |
| % School attendance                                 | 97.7    | 96.5    | 96.9     | N/A     |
| % NI Primary school average                         | 95.5    | 94.9    | N/A      | N/A     |
| FSME Percentage <sup>1</sup>                        | 18      | 25.9    | 20.2     | 21      |
| No. of children on SEN register                     | 15      | 13      | 17       | 12      |
| % of children on SEN register                       | 18      | 15.3    | 17.2     | 11      |
| No. of children with statements of educational need | *       | *       | *        | *       |
| No. of newcomer children                            | 0       | 0       | *        | *       |

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Children's, parents' and staff questionnaire responses

All of the year 7 children responded to the confidential, online questionnaire; their responses were highly positive. In the additional written comments, the children indicated their enjoyment of school life and appreciation of the range of opportunities provided by the school. They highlighted the experiences and skills they have gained from working with their partner shared education schools.

Fifty-eight percent of parents responded to the confidential, online questionnaire. Almost all of the responses indicated high levels of satisfaction with the life and work of the school. The written responses emphasised the positive impact of recent changes, such as, the before- and after-school provision and the enhanced communication with parents, and praised the work and dedication of all of the staff.

Seventy-five percent of the staff responded to the confidential, online questionnaire. Their responses endorsed whole-heartedly the work of the school and the written responses affirmed the excellent working relationships and the benefits to the whole school community of the collaboration with other schools. The ETI has communicated to the principal and representatives of the board of governors the main findings from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on literacy;

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<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- quality of provision with a particular focus on literacy, including across the curriculum; and
- quality of leadership and management.

#### 4. Overall findings of the inspection

|                                  |  |
|----------------------------------|--|
| <b>Overall effectiveness</b>     | High level of capacity for sustained improvement |
| <b>Outcomes for learners</b>     | Very good  |
| <b>Quality of provision</b>      | Very good  |
| <b>Leadership and management</b> | Very good  |

### KEY FINDINGS

#### 5. Outcomes for learners

- The children attain very good outcomes in literacy. The whole-school focus on effective questioning is improving the quality of the children’s oral skills. From the foundation stage, the children talk confidently about experiences using precise vocabulary; and, by key stage 2, the children can pose and respond to higher order questions. The group of year 7 children, who met with inspectors, expressed clearly their reading preferences and their enjoyment of reading within and outside the classroom. They read with expression and with very good recognition of meaning. The children’s writing is of a high standard; they write in a range of forms, appropriate to audience and purpose and with a wide range of sentence structures. The school’s internal assessment data shows that most of the children are achieving at the expected level in literacy.
- Across the school, the children use information and communication technology (ICT) confidently and creatively; they have very good skills in coding, filming and editing, music composition and online collaboration.
- The children participate very positively in their learning. They work effectively together in pairs and groups, listening and responding sensitively and respectfully to the views of others. In discussions with the inspectors, they were mature and confident and show great pride in their school and its place in the community. The children are developing their leadership skills through membership of the school council, the eco council and the paired reading programme with younger children. The latter, in particular, boosts the children’s skills of reading and communication and, their self-esteem.

#### 6. Quality of provision

- The planning for literacy is comprehensive, allows for progression and provides a wide range of texts, including media texts, to enhance the children’s writing. There is a structured and consistent approach to the acquisition and development of reading skills and the introduction of a commercial online reading programme has resulted in a higher profile of reading across the school.

- The children have access to an extensive range of extra-curricular learning experiences which enhances their wider skills. They benefit well from learning with and from the children within the shared education partnership; for example, they have developed their investigative and problem-solving skills within their World Around Us topics.
- All of the lessons observed were good or better; the majority were very good. The teachers use effective questioning to extend the children's oral responses and structure the lessons with effective starters and plenaries. They integrate meaningfully information and communication technology (ICT) across the curriculum and make very good use of the outdoor learning environment to develop further the children's creativity and language.
- A key strength of the work of the school is the support for children with additional learning needs. The teachers take appropriate and careful account of qualitative and quantitative information to target children requiring help at the earliest stage. The wide range of interventions includes: reading partnership; spelling programmes; bespoke communication and emotional support; and, programmes by external agencies. These tailored interventions are improving the outcomes for the children. The individual education plans have measurable, realistic targets and take very good account of the holistic view of the child.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

## **7. Leadership and management**

- The leadership of the school, at all levels, is child-centred and works strategically and collegially to improve the outcomes for the children and to nurture them to their full potential to enable them to progress to the next stage of their education. The school development plan is informed by consultation with all stakeholders and by the regular cycle of the co-ordinators' monitoring and evaluation review. The plan is evaluative and outlines a clear and coherent direction for appropriate school improvement priorities. The staff development programme is well-aligned to the priorities and there is a creative approach to professional learning through shared education and engagement with other local primary schools.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are proactive in seeking out learning opportunities for the children and are very well-informed about the children and the outcomes they attain. They challenge the principal, where necessary, and have made some difficult decisions in relation to their financial responsibilities, whilst retaining high level provision for the children.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare. They are very knowledgeable about how to stay safe online.

## **9. Overall effectiveness**

Donaghey Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with representatives of the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential, online questionnaire.

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

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% |

### Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

|                                   |
|-----------------------------------|
| Outstanding                       |
| Very good                         |
| Good                              |
| Important area(s) for improvement |
| Requires significant improvement  |
| Requires urgent improvement       |

The ETI use the following levels when reporting on governance:

|                           |
|---------------------------|
| High degree of confidence |
| Confidence                |
| Limited confidence        |

The ETI use the following levels when reporting on safeguarding:

|                               |
|-------------------------------|
| Reflects the guidance         |
| Reflects broadly the guidance |
| Unsatisfactory                |

The ETI use the following levels when reporting on care and welfare:

|  |
|--|
| Impacts positively on learning, teaching and outcomes for learners.                |
| Does not impact positively enough on learning, teaching and outcomes for learners. |



## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

|   |
|---|
| The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.  |
| The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.   |
| The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.   |
| The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months. |

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