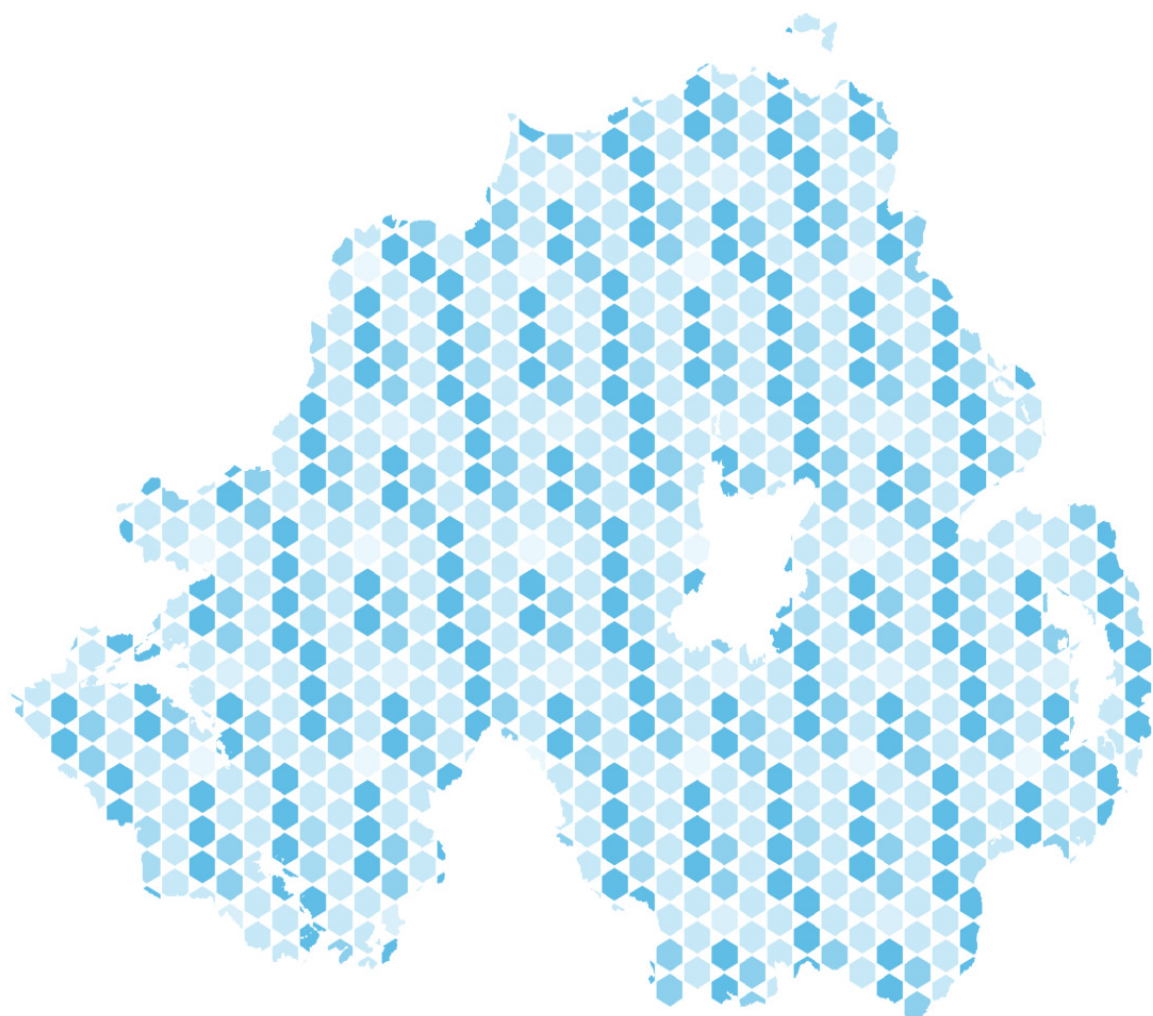


PRIMARY INSPECTION



Education and Training
Inspectorate

Portglenone Primary School,
Co Antrim

Report of an Inspection
in October 2010

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

Portglenone Primary School is situated on the edge of the village of Portglenone in County Antrim. All of the children attending the school come from the village and surrounding rural area. The enrolment has declined in recent years and currently stands at 119. At the time of the inspection, approximately 12% of the children in the school were entitled to free school meals. The school has identified 18% 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by the school is good.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is very good.

- In English and mathematics, the children attain standards in line with their ability, and over the past four years the school's performance is consistently above the Northern Ireland average for schools in the same free school meals category.
- The children identified with special educational needs make good progress and reach the standards of which they are capable.

Provision for Learning

The provision for learning is good.

- The children's behaviour is very good; they are well-motivated and work well both individually, and when given the opportunity, in pairs and collaboratively on group activities.
- The teachers are committed to the education and care of the children, and are well supported by the classroom assistants. The quality of the teaching observed was always satisfactory, with two-thirds ranging from good to outstanding.
- The provision for special educational needs is good. The children's needs are identified early and detailed individual education plans guide effective withdrawal sessions for literacy; appropriately, the provision for the children is reviewed regularly.

- The quality of the arrangements for pastoral care is very good. This is evident through the inclusive ethos, the very good working relationships and the consultation with the parents and children.
- The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education, but the following area needs to be addressed: the need to ensure that all staff receive regular training in the school's safeguarding procedures.
- The school gives very good attention to promoting healthy eating and physical activity, for example, through the promotion of healthy breaks, the provision of drinking water across the school, and the extensive range of extra-curricular activities, which encourage the children to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is good.

- The Principal is dedicated and fully committed to the welfare and achievement of the children. He is developing a culture of self-evaluation through the use of appropriate quality indicators. There is a need to develop the roles of the co-ordinators in the monitoring and evaluation of the provision for literacy and numeracy across the school.
- The whole-school self-evaluation and school development planning processes are satisfactory. The school has engaged in a process of self-evaluation, including the use of performance data. There is need for the self-evaluation to inform the school development planning process, to ensure an appropriate focus on teaching and learning. The associated action plans need to be more focused on: key priorities; appropriate actions to address these priorities, and effective monitoring strategies.
- The special educational needs co-ordinator provides very good leadership and management. He maintains detailed records and ensures appropriate resources are directed towards the needs of the children.

CONCLUSION

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. These include the need:

- for the self-evaluation to inform the school development planning process, in order to ensure an appropriate focus on teaching and learning; and
- to develop the roles of the co-ordinators in the monitoring and evaluation of the provision for literacy and numeracy across the school.

The Education and Training Inspectorate will monitor the school's progress on the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Portglenone Primary** iii. **Date of Inspection: 06/10/10**
 ii. **School Reference Number: 301-6440** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	16	26	16	11	23
Enrolments					
Primary	150	151	144	125	119
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): 96.9% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|--------------------------------|---------------------|---------------------|--------------------------|
|--|--------------------------------|---------------------|---------------------|--------------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 6.9 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.24 NI PTR: 20.7
- iii. Average Class Size: 19.83
- iv. Class Size (Range): 13 to 25
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|------|
| i. Clerical support: | 22.5 |
| ii. Foundation Stage Classroom Assistant Support: | 30 |
| iii. Additional hours of other classroom assistant support: | 55 |
- vi. Percentage of children with statements of special educational needs: 3%
- vii. Total percentage of children on the Special Needs Register: 18%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 11.76%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English** 87% **Mathematics** 83%

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 80 questionnaires issued to the parents, 32 (40%) were returned to the Inspection Services Branch, including ten which contained additional written comments. Almost all of the parental questionnaires and written comments expressed high levels of satisfaction with the life and work of the school, particularly with the caring ethos, the provision for special needs and the dedication of the staff.

A small number of the governors met with the inspection team on the first day of the inspection and expressed their strong support for the work of the school, especially the caring ethos, the good working relationships and the leadership of the Principal.

The teachers and almost all of the members of the support staff responded very positively to the staff questionnaires.

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

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