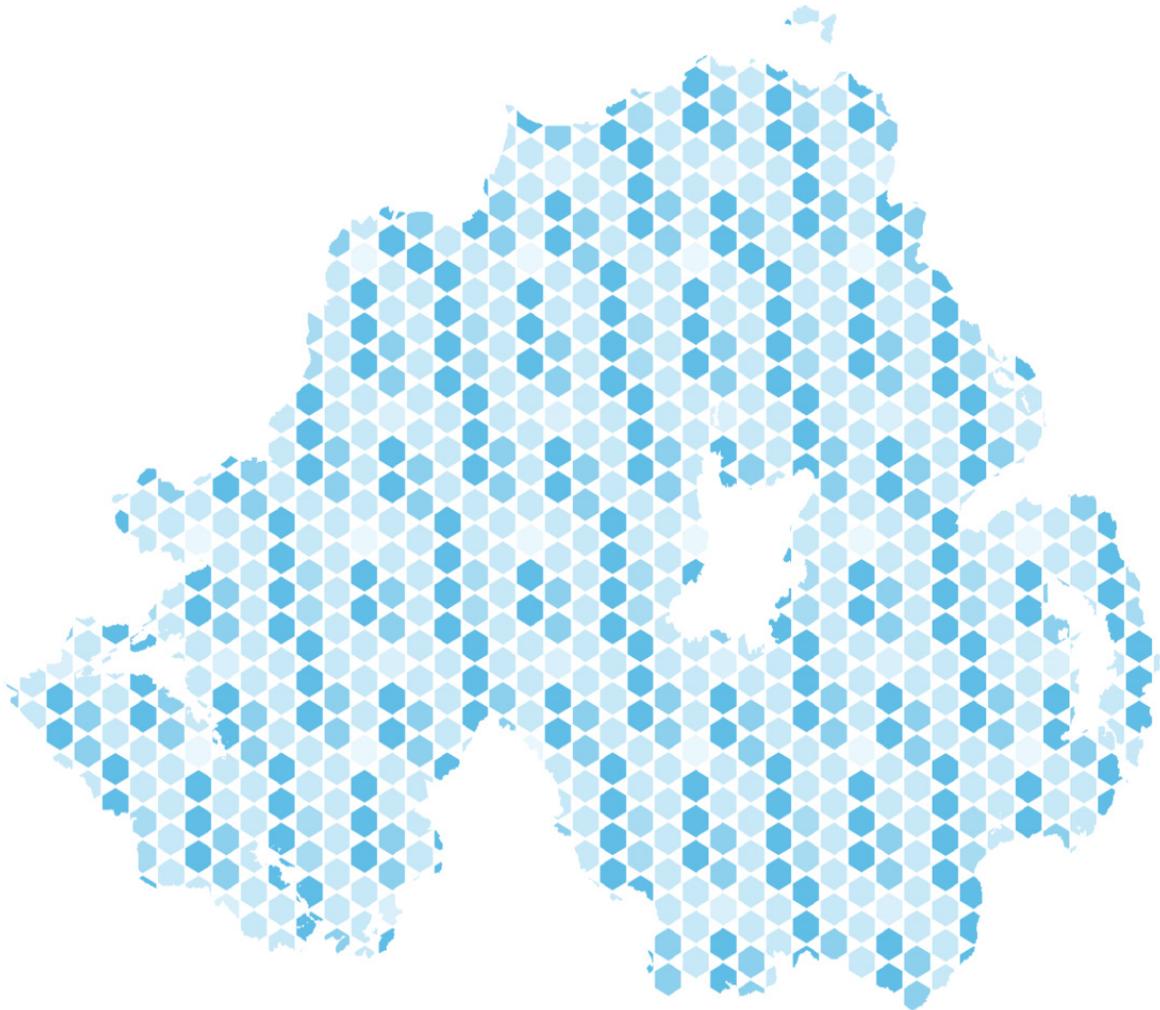


PRIMARY INSPECTION



Education and Training
Inspectorate

Christ the King Primary School,
Drumaness, Ballynahinch

Report of an Inspection
in May 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, the Inspectorate relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Christ the King Primary School, Drumaness** iii. **Date of Inspection: 18/05/2010**
 ii. **School Reference Number: 403-1328** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	19	12	14	19	15
Enrolments					
Primary	148	130	105	109	104
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%

NI Avg Att: 94.9%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 5 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.6 NI PTR: 20.4
- iii. Average Class Size: 20.6
- iv. Class Size (Range): 16 to 24
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 30 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 45 |
- vi. Percentage of children with statements of special educational needs: 1.9%
- vii. Total percentage of children on the Special Needs Register: 25.9%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 19.2%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: **English** 93.8% **Mathematics** 81.3%

**CHRIST THE KING PRIMARY SCHOOL, DRUMANESS, BALLYNAHINCH, CO DOWN,
BT24 8NG (403-1328)**

SCHOOL CONTEXT

Christ the King Primary School is located on an elevated, rural site outside the village of Drumaness. The enrolment has decreased over the past four years from 115 in 2006 and currently stands at 104. At the time of the inspection, the Vice-principal was absent due to illness. Approximately 20% of the children are entitled to free school meals and approximately 25% are identified as having difficulty with aspects of their learning.

FOCUS

The short 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.

The inspection also evaluated the school's arrangements for pastoral care and child protection. In addition, the school was selected as part of a sample to monitor the implementation of the healthy food in schools initiative.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents to complete a confidential questionnaire prior to the inspection. Two parents and one governor also availed of the opportunity to talk to members of the inspection team. Of the 70 questionnaires issued to the parents, nine (12%) were returned to Inspection Services Branch, all of which contained an additional written comment. The majority of the parental responses, including written and verbal comments, indicated very high levels of satisfaction with the provision in the school; in particular, the parents highlighted the caring, friendly learning environment, and the approachability and hard work of both the teaching and non-teaching staff. The teachers' responses, including three written comments, were wholly positive. Four support staff responded positively. Any issues raised were discussed with the Principal. The inspectors met with a group of the year 6 children. The children spoke very positively about the school, and reported that they felt happy and secure and knew where to seek help if they have a concern.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the supportive ethos, the systems in place to promote positive behaviour and the children's active participation in a wide range of extra curricular activities. The children respond well to the staff's expectations; in the classes seen, their behaviour was exemplary. The classroom assistants contribute significantly to promoting and maintaining a pleasant, stimulating working environment for the children.

CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The school is aware of the need to ensure that the new governor responsible for child protection receives the appropriate training.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, through, for example the 'Healthy Eating Week' and after-school sporting clubs, which encourage the children to adopt healthy lifestyles.

The strengths of the school include:

- the caring and inclusive atmosphere;
- the quality of the teaching which was very good in over one-half of the lessons observed;
- the very good leadership of the Principal who has a clear and appropriate vision for the future direction of the school and has managed well the recent extensive turnover of staff;
- the commitment of the staff, as evidenced during the inspection, though the wide range of extra-curricular activities they provide for the children;
- the excellent behaviour and evident motivation of the children to succeed in their learning; and
- the strong support of the parents and the wider community, including very good curricular and pastoral links formed with local post primary schools.

The areas for improvement include the need:

- to disseminate more widely the qualities of the very good teaching observed across the school; and
- to make more effective use of available quantitative and benchmarking data to inform and improve further the standards achieved in literacy and numeracy.

CONCLUSION

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in standards and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

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