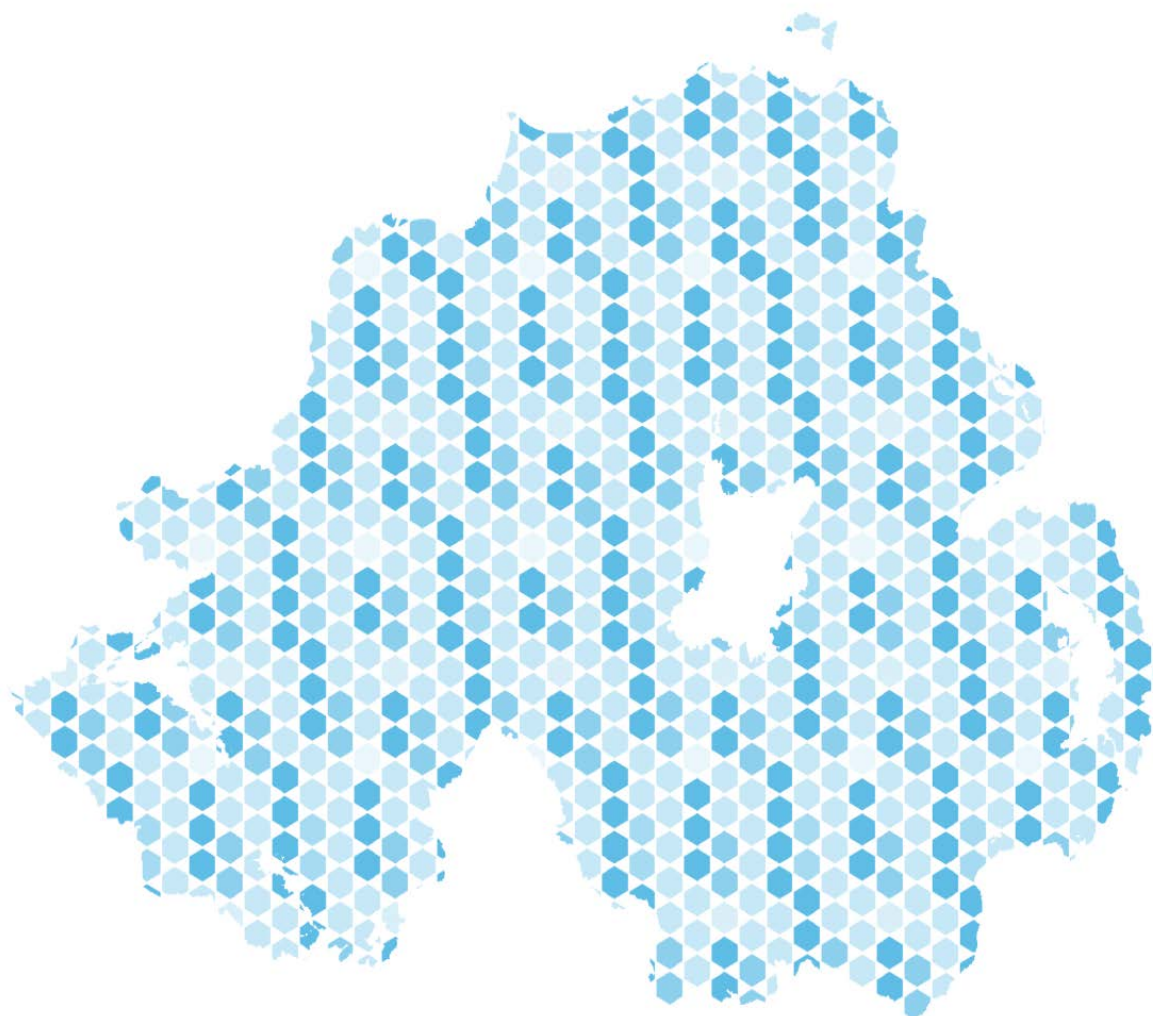


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Drumlins Integrated Primary  
School, Ballynahinch

Report of an Inspection  
in November 2012

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

Drumlins Integrated Primary School is accommodated in a set of modular mobile buildings situated on the Antrim Road, just outside Ballynahinch. Since opening in 2004 the school has moved twice; it has occupied the current temporary site since 2008. In the last four years the enrolment has risen from 102 to 152 children. The children who attend come from the town and surrounding rural area. At the time of the inspection just over 30% of the children were entitled to free school meals. The school has identified almost 34% of the children who require 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 the education provided by this 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. The Education and Training Inspectorate will monitor the school's progress on these areas for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

The quality of the children's achievements and standards is good, as demonstrated by the school's internal assessment data, the end-of-key-stage outcomes and the quality of work in the children's books and on display.

- In mathematics, the children attain very good **standards**. A particular strength is the children's ability to use a wide range of strategies to complete tasks and their confidence to explain their thinking using appropriate mathematical language. In English, the children attain good standards. By the end of key stage (KS) 2 most of the children speak articulately, read fluently and write competently for a range of purposes and audiences. The children need more consistent opportunities across all of the year groups for extended and independent writing and to practise their oral communication skills.
- The children identified as having **special educational needs** make good progress and achieve standards in line with their ability.

## **Provision for Learning**

The provision for learning is good.

- Almost all of the **children** are highly motivated and display positive attitudes to their learning. When provided with the opportunity, they work well in pairs and small groups, particularly as they progress through KS2.
- The **teaching** observed ranged from outstanding to inadequate, with two-thirds of the lessons being good or better; in a minority of the lessons observed, there were significant areas identified for improvement. In the most effective practice, the lessons were well paced, appropriately challenging and the learning was closely matched to the children's needs and abilities. In the less effective practice, the classroom management and the planned activities did not match sufficiently the needs of all of the children, leading to low levels of concentration and a lack of meaningful learning outcomes. The school has appropriately identified staff development in these areas as a priority.
- The provision for **special educational needs** is good. The children's needs are identified early and a variety of appropriate programmes of support is in place, including effective withdrawal sessions. It is important that the teachers are more consistent in taking full account of the children's individual education plans within their classroom practice.
- The quality of the arrangements for **pastoral care** is very good. Among the strengths are the inclusive, welcoming and supportive ethos; and the wide range of extra-curricular activities which extend the children's learning experiences and personal development.
- The school gives good attention to promoting **healthy eating and physical activity** through the curriculum and through the popular programme of sports coaching.

## **Leadership and Management**

The quality of leadership and management is very good.

- The **Principal** provides effective leadership and management of the school. She promotes a team ethos in which all members of the school community are valued, encouraged to take on responsibilities and be involved in the decision-making process.
- The whole-school **self-evaluation** and **school development planning** processes are good. The draft school development plan will now have to be adjusted in light of the inspection findings. The senior management team is developing effectively a self-evaluative culture and has identified appropriate areas for further school improvement. The action plans which are informed by the analysis and use of an appropriate range of data would benefit further from focusing on more specific measurable outcomes.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for **safeguarding** children which reflect the guidance issued by the Department of Education.

- The current site and accommodation have a number of limitations, including the lack of a suitable hall for PE and a restricted outdoor area. The staff work hard to make effective use of all of the space and resources available.

## CONCLUSION

In the areas inspected, the quality of the education provided by this 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.

The areas for improvement include the need to:

- identify and disseminate the best practice in the school to develop a more consistently high quality of teaching and learning which meets the needs of all of the children; and
- continue to develop the processes for monitoring and evaluation at all levels by focusing more clearly on the children's learning, their achievements and the standards they attain.

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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Drumlins Integrated Primary      iii. **Date of Inspection:** W/B 05/11/12  
 ii. **School Reference Number:** 406-6668      iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	19	16	16	22	30
<b>Enrolments</b>					
Primary	83	102	116	135	152
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%      **NI Avg Att:** 94.7%

Average Attendance for those children on the  
 Special Educational Needs Register: 97.3%

**Primary & Reception    Nursery Unit    Special Unit    Irish Medium Unit**

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 9      0      0      0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.8      NI PTR: 20.2
- iii. Average Class Size: 21.71
- iv. Class Size (Range): 15 to 30
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- i. Clerical support: 38
  - ii. Foundation Stage Classroom Assistant Support: 75
  - iii. Additional hours of other classroom assistant support: 175
- vi. Percentage of children with statements of special educational needs: 5.9%
- vii. Total percentage of children on the Special Needs Register: 33.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 30%
- 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> | <b>Mathematics</b> | <b>Irish</b> |
| 81.25%         | 75%                | N/A          |

**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 112 questionnaires issued to the parents, 42 (38%) were returned to Inspection Services Branch including 32 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the welcoming and nurturing ethos; the approachable and helpful staff; and the leadership of the Principal. Twelve members of staff, including the teachers and the support staff, responded very positively to the staff questionnaires. The key messages from all of the questionnaires have been shared with the Principal and a representative of the governors.

The inspectors also met with a group of the year 6 children; they spoke very positively about their learning and the extra-curricular activities available to them. They reported that they felt safe in school and were fully aware of what to do if they had any concerns regarding their work, safety or well-being.

**HEALTH AND SAFETY**

- The door to the learning support mobile classroom, which is not connected to the main school buildings, does not have a visual panel.



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