

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Duneane Primary School,  
Toomebridge

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: Duneane Primary Toomebridge** iii. **Date of Inspection: 25/05/2010**  
 ii. **School Reference Number: 301-0558** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	3	7	5	4	7
<b>Enrolments</b>					
Primary	29	34	35	34	37
Reception	2	2	2	2	2
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): 96.4% **NI Avg Att: 94.9%**
- |  | Primary &<br>Reception | Nursery<br>Unit | Special<br>Unit | Irish Medium<br>Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 9.75 NI PTR: 20.4
- iii. Average Class Size: 19.5
- iv. Class Size (Range): 19 to 20
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- |   |    |
|---|----|
| i. Clerical support:  | 10 |
| ii. Foundation Stage Classroom Assistant Support:           | 30 |
| iii. Additional hours of other classroom assistant support: | 0  |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 10.26%
- viii. Number of children who are **not** of statutory school age: 2
- ix. Percentage of children entitled to free school meals: 0%
- x. Percentage of children at the end of Key Stage 2 for 2008/09  
 who attained level 4 and above in English and mathematics:
- |                |                    |
|----------------|--------------------|
| <b>English</b> | <b>Mathematics</b> |
| 80%            | 80%                |

# **DUNEANE PRIMARY SCHOOL, TOOMEBRIDGE, CO ANTRIM, BT41 3RD (301-0558)**

## **SCHOOL CONTEXT**

Duneane Primary School is situated in a rural area, on the outskirts of Toomebridge and approximately four miles from Randalstown. The enrolment has remained steady over recent years and currently stands at 39. This figure includes two children below compulsory school age. At the time of the inspection, none of the children were entitled to free school meals and approximately 10% of the children were on the special educational needs register. The Principal has been in post since January 2010.

## **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. Of the 28 questionnaires issued to the parents, 16 (57%) were returned to Inspection Services Branch, including five which contained additional written comments. All of the parental questionnaires and written comments indicated high levels of satisfaction with the work of the school, in particular, the caring ethos, the commitment of the teachers and the high regard in which the school is held by the local community. The responses from the teachers and the support staff were very positive.

The inspectors also met with a group of year 6 and 7 children; they talked positively about their experiences at school, including the friendly and caring staff, their involvement in developing the school rules and the variety of extra-curricular activities. The children are aware of what to do if they have worries about their safety or well-being.

## **PASTORAL CARE**

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the very good behaviour of the children, the care and respect the children show for one other and for their environment and the positive working relationships at all levels.

## **CHILD PROTECTION**

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).

## **HEALTHY EATING AND PHYSICAL ACTIVITY**

The school gives very good attention to promoting healthy eating and physical activity, through, for example, the healthy breaks programme, the development of the outdoor play area, the opportunities the children have to grow their own fruit and vegetables, and the range of sporting activities which encourage the children to adopt healthy lifestyles.

## **SUMMARY OF MAIN FINDINGS**

The strengths of the school include:

- the high levels of motivation, enthusiasm and engagement shown by the children, all of whom, including those with additional learning needs, are systematically acquiring a range of skills and concepts across the curriculum;

- the good standards attained in English and mathematics by the end of Key Stage 2 which, over the last three years, have been equivalent to the Northern Ireland average<sup>1</sup>;
- the quality of the teaching which was always good and, in the majority of lessons observed, was very good or outstanding;
- the quality of the written planning and the assessment procedures which ensure clear lines of progression and continuity within composite classes and across the key stages;
- the very good leadership provided by the Principal; and
- the very good quality of the school development plan and the developing culture of self evaluation which is leading to improvement in teaching and learning.

## 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.

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

In line with DE guidance, the governors should continue to review the policy of admitting children who are below statutory school age.

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<sup>1</sup> The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

**ACCOMMODATION**

The mobile which accommodates the younger children does not have toilet or changing facilities on-site. It is also too small to facilitate sufficiently the active learning approaches which underpin the Northern Ireland Curriculum.

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