

Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure





Education and Training Inspectorate

Report of a Short Inspection

Dunseverick Primary School Bushmills

Inspected: May 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

A. i. School: Dunseverick Primary School

Bushmills

iii. Date of Inspection: W/B 26.05.09

School Reference Number: 301-0726

iv. Nature of Inspection: Short

B

ii.

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 1 Intake	14	25	14	12	22
Enrolments					
Primary	113	129	126	140	138
Reception	1	0	2	0	0
Nursery Class/Classes	0	0	0	0	0
Special 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):

95.6%

					Primary & Reception	Nursery Unit	Special Unit
D.	i.	Number of Teachers (including the principal and part-t (Full-time equivalent = 25 teaching)	8	0	0		
	ii.	PTR (Pupil/Teacher Ratio):	17.25 NI PTR:			TR: 20.8%	
	iii.	Average Class Size:		19.7			
	iv.	Class Size (Range):		13 to 23			
	v.	Ancillary Support: Number of Hours Per Week :	i. ii. iii.	Clerical supp Official Mak Start Suppor Additional h classroom as	ting A Good t:	22 10 :: 26.25	
	vi.	Percentage of children with statements of special educational needs:					
	vii.	Total percentage of children on the Special Needs Register:					%
	viii.	Number of children who are not of statutory school age:					
	ix.	Percentage of children entitled to free school meals:					

DUNSEVERICK PRIMARY SCHOOL, BUSHMILLS, CO ANTRIM, BT57 8SR (301-0726)

Dunseverick Primary School is situated on the Whitepark Road, close to Bushmills. The enrolment in the school has shown a 20% increase over recent years and is currently 138. Most of the children come from the surrounding area. At the time of the inspection, approximately 8% of the children in the primary school were entitled to free school meals. Approximately 20% of the children were on the special needs register.

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the 92 questionnaires issued to the parents 44 (48%) were returned to the Department of Education, including 20 which contained an additional written comment. A majority of the parental questionnaires and written responses indicated high levels of satisfaction with all aspects of school life; reference was made to the approachable and dedicated staff and to the caring and happy atmosphere within the school. A minority of parents raised concerns about communication, pastoral care and standards of teaching and learning. All of the issues raised have been shared with the Principal. The responses from the teachers were very affirmative of the work of the school. In discussions, the children from year 6 reported that they feel safe, enjoy school and know what to do in the event of a concern.

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the positive working relationships between pupils and teachers and the opportunities provided for developing the children's independence and self-esteem through, for example, the buddy system and the Eco council.

The school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department but the following areas need to be addressed: to ensure training for all staff in child protection is updated by August 2009, and to clarify for parents the arrangements for reporting to the school any concerns in relation to child protection.

The strengths of the school include:

- the inclusive and welcoming ethos and the positive climate for learning in the school;
- the positive response of the children who engage actively with their peers and teachers;
- the quality of the teaching observed, almost all of which was good or better, and a minority of which was outstanding;
- the effective deployment of the support staff and the valuable contribution they make to the children's learning; and
- the hard work of the Principal and his commitment to the school.

The areas for improvement include the need:

- to develop the role of co-ordinators in leading and managing curricular change; and
- to develop the arrangements for self-evaluation to include the more effective use of relevant performance data to inform the school development planning process and to raise further the standards achieved by the children.

CONCLUSION

In the areas inspected, the quality of 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 the area for improvement.

Throughout the report a number of quantitative terms are used which may be interpreted as indicated below:

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%

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