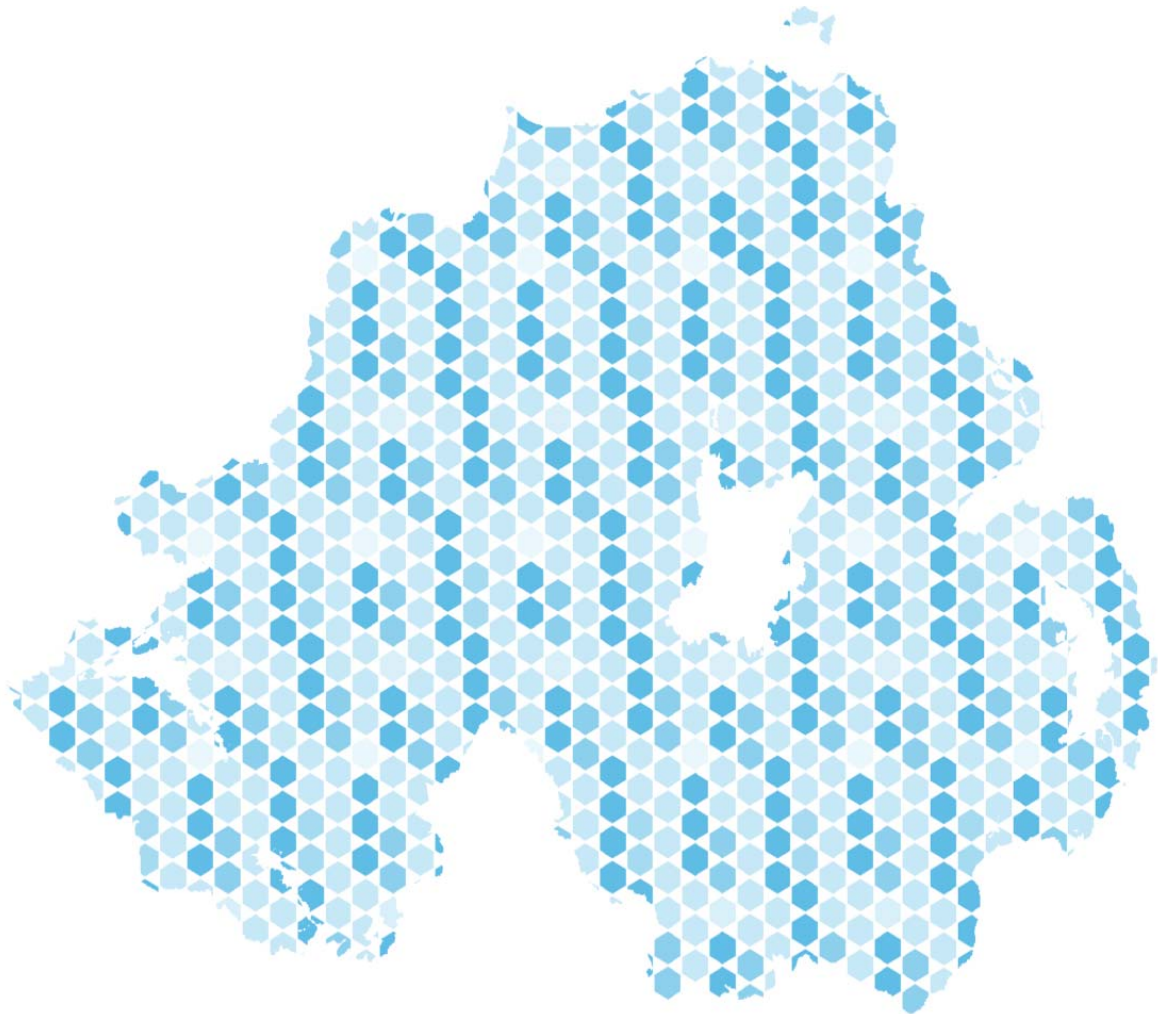


PRIMARY INSPECTION



Education and Training
Inspectorate

Landhead Primary School,
Ballymoney

Report of an Inspection
in June 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

LANDHEAD PRIMARY SCHOOL, BALLYMONEY, CO ANTRIM, BT53 7HL (301-0795)

SCHOOL CONTEXT

Landhead Primary School is situated in the village of Dunaghy, two miles east of Ballymoney. Most of the children come from the surrounding rural area and travel to the school by car. The enrolment has decreased in recent years and currently stands at 49. At the time of the inspection, approximately 14% of the children were entitled to free school meals and 25% of the children were identified as having difficulty 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.

The school's arrangements for pastoral care, including child protection, were also evaluated as part of the inspection.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching staff and the support staff to complete a confidential questionnaire prior to the inspection as well as a meeting with a representative of the Board of Governors (governors) and a group of children from year 6. Forty questionnaires were issued to the parents; 37.5% were returned to Inspection Services Branch and eight of these contained additional written comments. The responses from the questionnaires indicated that all of the parents appreciate the support provided for their children and how the school encourages good behaviour; they are also satisfied that their children feel safe and secure in school. The views expressed in the parental questionnaires were shared with the staff and the governors.

Three of the teaching staff and one of the support staff responded to the online questionnaires. All of the responses indicated that the staff enjoy working at the school, appreciate the effective leadership of the Principal and believe that the management promotes the welfare of the staff.

The year 6 children talked positively about the supportive teachers and aspects of their school life they enjoy, including the after-school activities. They are aware of what to do if they have worries about their safety or well-being.

PASTORAL CARE

The quality of arrangements for pastoral care in the school is good. Among the strengths are the inclusive ethos, the good working relationships at all levels, the well-behaved, courteous children and the good start made to self-evaluation through a questionnaire for the children. The school has identified appropriately a few areas for improvement which it is currently addressing. They include the need to monitor and evaluate further the implementation of the recently revised pastoral care policies.

CHILD PROTECTION

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

CONCLUSION

The strengths of the school include:

- the positive family ethos;
- the courteous, well-behaved and polite children;
- the quality of teaching observed which was always good or better;
- the hard-working and committed teachers, who are ably supported by the classroom assistants;
- the good start made to self-evaluation within the area of pastoral care; and
- the strong sense of team-work and collegiality promoted by the Principal.

Areas for improvement include the need to:

- improve the standards the children achieve in literacy and numeracy; and
- develop a more rigorous and systematic approach to the monitoring and evaluation of the quality of provision and the standards the children achieve.

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in achievement and standards and in leadership and management which need to be addressed if the needs of all the children are to be met effectively.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

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.

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