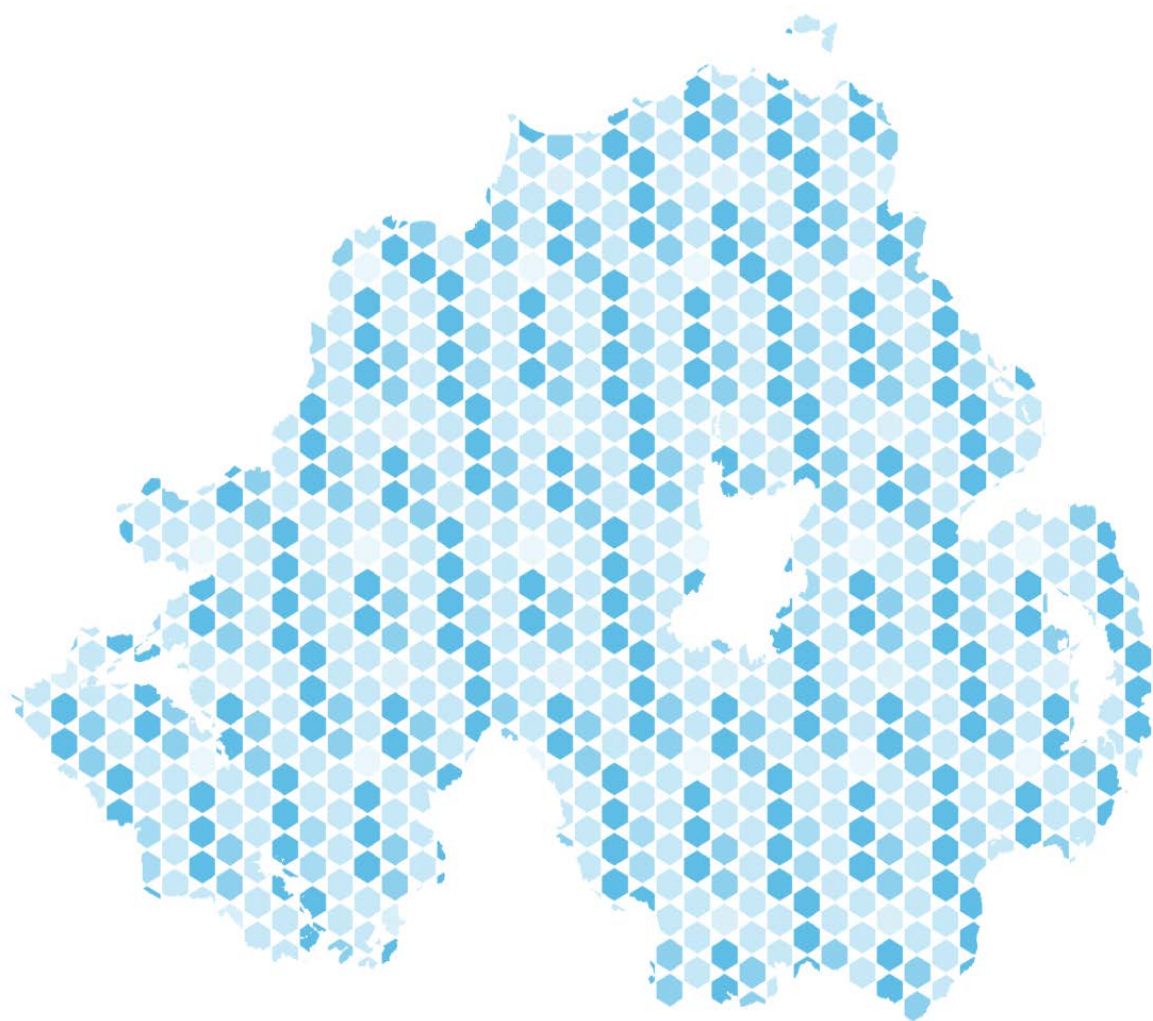


PRIMARY INSPECTION



Education and Training
Inspectorate

Larne and Inver Primary
School, Co Antrim

Report of an Inspection
in September 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

Larne and Inver Primary School is situated in the centre of Larne in County Antrim. All of the children come from the local and wider Larne area. The enrolment decreased slightly last year but in the current year it has risen and currently stands at 178 children. Approximately 34% of the children are entitled to receive free school meals. The school has identified approximately 28% of the children as requiring additional support with aspects of their learning and there is a small number of newcomer children.

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 education provided by this school is good and the quality of the pastoral care is very good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for continued 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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- In English and mathematics, most of the children attain good **standards** in line with their ability or above expectation. The children are confident and articulate in their interactions with other children and with the staff and collaborate well with one another in group learning tasks. They engage with interest and enjoyment in all aspects of their learning and their written presentation of their work is of a high standard.
- The children identified with **special educational needs** (SEN) also make good progress in line with their abilities. Most are able to use their increasing literacy and numeracy skills with growing confidence.
- By the end of key stage two, all of the children achieve very high standards in **information and communication technology**; they demonstrate creativity and competence in applying their skills well across a range of interesting learning contexts.

Provision for Learning

The quality of the provision for learning is good.

- The **children** are courteous, well-behaved and almost all settle quickly to their work in class. The teachers place a good emphasis on developing the children's thinking and personal capabilities and build further their good self-management skills in all key stages.
- All of the staff are fully committed to the children's welfare and learning. During the inspection, the quality of the **teaching** observed was mostly good or better and a small number of the lessons were outstanding. The teachers have developed a common framework for their medium-term planning which is appropriately detailed and comprehensive. They have made a good start to monitoring and evaluating various aspects of the provision for learning. The teachers are well supported in their work by the committed and skilful classroom assistants.
- The use of **information and communication technology** to support and develop the children's learning is a key strength in the school's provision for learning.
- The provision for **special educational needs** is good. The children with special educational needs are identified early and there is effective withdrawal support. The children's individual education plans contain well focused targets and provide appropriate guidance for their work in literacy and numeracy. A good range of standardised performance data is used well to inform the planning and review of the SEN provision.
- The quality of the arrangements for **pastoral care** in the school is very good. There is a warm, inclusive ethos, with very good working relationships at all levels. A good focus is placed by all the staff on the development of the children's personal and social skills and self-esteem. The parents are kept well informed about all aspects of school life through, for example, the helpful weekly homework planners and the recently developed school website and texting service.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the relevant department.
- The school gives good attention to promoting **healthy eating and physical activity**, for example, through the provision of a good range of regular physical and extra-curricular activities.

Leadership and Management

The quality of the leadership and management is very good.

- Since his appointment in 2010, the **Principal**'s strategic leadership has brought about significant and timely improvements in key aspects of learning and teaching. He is ably supported in this important development work by the skilled **Vice-principal, co-ordinators** and whole staff team.

- The recent review of staff roles and responsibilities within the school has led to a sharper focus on monitoring and evaluating core aspects of the provision for learning in order to improve further the standards the children attain. The inspection findings endorse the good start made to this important work which now needs to become more fully embedded.
- The whole-school **self evaluation and school development planning (SDP)** processes are good. The current SDP and associated action plans are focused on raising further the good standards achieved by the children in literacy and numeracy through the inclusion of realistic and appropriate targets and actions centred on continued improvement of the school's provision for learning.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good and the pastoral care is very good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address; this is the need to:

- make more effective use of all the information which it collates to inform and improve further the children's learning and the standards they attain.

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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Larne and Inver Primary iii. **Date of Inspection:** W/B 26/09/12
 ii. **School Reference Number:** 301-0486 iv. **Nature of Inspection:** Short

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	23	25	24	22	35
Enrolments					
Primary	183	181	184	166	178
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): 96.7% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 96.83%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|--|------------------------|-----------------|-----------------|----------------------|
|--|------------------------|-----------------|-----------------|----------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 8.74 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.37 NI PTR: 20.2
- iii. Average Class Size: 25
- iv. Class Size (Range): 23 to 35
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|-------|
| i. Clerical support: | 23.33 |
| ii. Foundation Stage Classroom Assistant Support: | 52.5 |
| iii. Additional hours of other classroom assistant support: | 80 |
- vi. Percentage of children with statements of special educational needs: 1.60%
- vii. Total percentage of children on the Special Needs Register: 28%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 34%
- 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):
- | | | |
|----------------|--------------------|--------------|
| English | Mathematics | Irish |
| 95.8% | 95.8% | N/A |

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection, as well as a meeting with the year 6 children and representatives of the Board of Governors.

One hundred and thirty-six questionnaires were issued to the parents of the children in the primary school; 52 (38%) were returned to Inspection Services Branch and 28 contained additional written comments.

All of the teachers and support staff completed the online questionnaire and included written comments.

Almost all of the responses from the questionnaires returned were very affirmative and paid tribute to the approachability, care and hard work of all the staff and the high esteem in which the school is held in the local community.

The year 6 children stated that they feel very secure and happy in school and are aware of what to do if they have any worries or concerns about their safety and well-being.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

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