



*The Education and Training Inspectorate -
Promoting Improvement*



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

**Mallusk Primary School
Newtownabbey**

Inspected: November 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Mallusk Primary Newtownabbey** iii. **Date of Inspection: 04/11/09**
 ii. **School Reference Number: 301-0812** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	17	14	8	12	7
Enrolments					
Primary	110	104	86	85	80
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%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 4.2 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19 NI PTR: 20.4
- iii. Average Class Size: 20
- iv. Class Size (Range): 13 to 23
- v. Ancillary Support:
 Number of Hours **Per Week**:
- i. Clerical support: 20
 - ii. Foundation Stage Classroom Assistant Support: 22.5
 - iii. Additional hours of other classroom assistant support: 25
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 12.5%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 8.75%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above at English and mathematics: **English** 91.66% **Mathematics** 100%

MALLUSK PRIMARY SCHOOL, NEWTOWNABBEY, CO ANTRIM, BT36 4QE (301-0812)

SCHOOL CONTEXT

Mallusk Primary School is situated within the village of Mallusk two miles from the town of Glengormley. The enrolment has decreased over recent years and is currently 80. At the time of the inspection, approximately 9% of the children were entitled to free school meals and just over 12% of the children were identified as requiring 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.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

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 61 questionnaires issued to the parents, 34 (56%) were returned to Department of Education, including 14 which contained an additional written comment. Most of the parental questionnaires and written comments indicated high levels of satisfaction, in particular the high quality of care for the children; the approachable staff; and the development of the children's confidence. The few issues raised were discussed with the Principal. The teachers' responses were all very positive.

The Chairperson of the Board of Governors met with the inspection team and expressed his appreciation for the dedication and commitment of the teachers, who work together as a team, and the quality of the leadership provided by the Principal.

The inspectors also met with a group of year 6 children; they talked enthusiastically about their experiences at school, including, the rewards they received for good behaviour and the friendly and helpful teachers and classroom assistants. 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 outstanding. Among the strengths are: the very good working relationships at all levels, which foster an inclusive and supportive ethos; the enthusiastic and motivated children who are always well behaved; and the rich variety of extra-curricular activities and schools trips, which enhance the learning experiences of the children. The classroom assistants and other non-teaching staff contribute significantly to supporting the children's well-being and their learning.

CHILD PROTECTION

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

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity through, for example, the involvement of outside agencies to support healthy eating and physical activity within aspects of the curriculum and the embedding of the healthy break initiatives, which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the inclusive, caring and supportive ethos within the school, and the strong sense of community;
- the overall quality of the teaching, which was always good, with the majority of the lessons observed being very good or outstanding;
- the good standards achieved by the children in English and mathematics;
- the very good start made to the analysis and interpretation of data to inform whole-school improvement;
- the effective school development plan, including the clear focus on raising standards; and
- the outstanding quality of the leadership and management provided by the Principal, well-supported by the subject co-ordinators.

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.

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

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