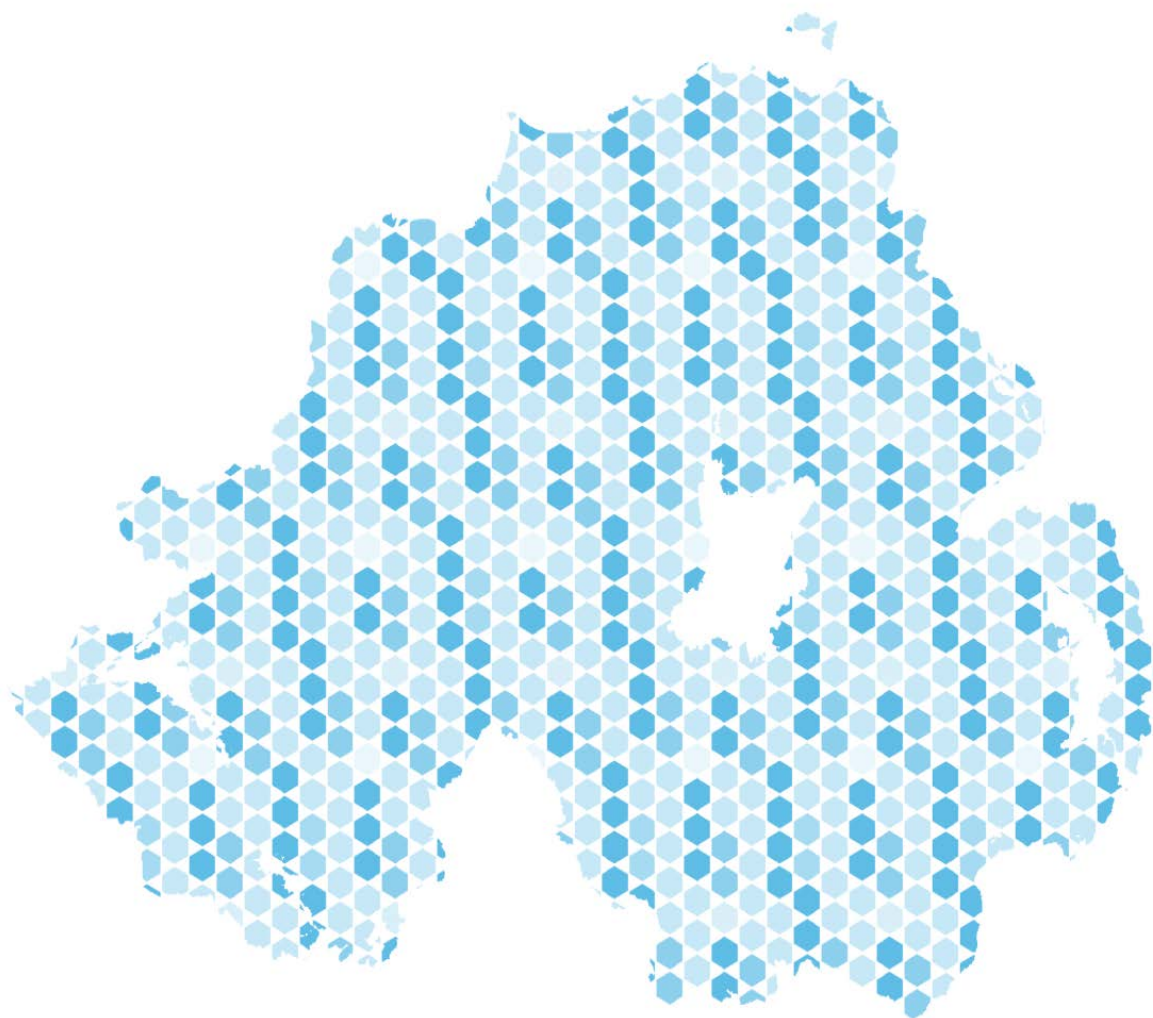


PRIMARY INSPECTION



Education and Training
Inspectorate

Moyle Primary School, Nursery
Unit and Learning Support
Centre, Larne

Report of an Inspection
in October 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

Moyle Primary School, Nursery and Learning Support Centre are situated on the Town parks area of Larne, in County Antrim. All of the children who attend the school come from the town and a surrounding radius of 15 miles. The enrolment has steadily increased over the past five years and currently stands at 360, including those 52 children in the nursery unit and 29 children in the Learning Support Centre (LSC). At the time of the inspection, approximately 48% of the children were entitled to free school meals. The school has identified 19% of the children 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, including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- By the end of key stage 2 almost all of the children achieve good **standards** in English and mathematics which are in line with their ability. The children express themselves confidently and articulately. They participate well in class discussion, read with a good degree of fluency and write independently and creatively in a range of genres. Most of the children demonstrate an ability to think mathematically and are able to apply their mathematical knowledge in meaningful contexts. An analysis of the school's own performance data and of the standards of the work in the children's books indicates that almost all of the children make good progress and many overcome significant barriers to learning, to attain standards of which they are capable.
- The children identified with **additional needs** make very good progress in their learning.
- Almost all of the children in the **nursery unit** are settled and happy and the majority of them engage in purposeful play, which on occasion lasted for sustained periods of time.
- The children in the **learning support centre** make good progress in line with their abilities.

Provision for learning

The provision for learning is very good.

- Almost all of the **children** are well motivated, enthusiastic, and engage actively in their own learning. The children interact well with one another in paired and group work; they are keen to demonstrate and apply their learning in a variety of stimulating contexts. As they progress through the school they develop a wide range of personal and social skills and are well prepared for the next stage of their education. The children's behaviour is exemplary and they demonstrate a real sense of pride in their school and respect for one another.
- During the inspection, the quality of the **teaching** observed ranged from good to outstanding, with the majority of the lessons being very good or outstanding. In the most effective practice the teachers use a range of creative, active and practical teaching strategies to engage the children, to challenge their thinking and to extend their learning. In the most effective practice the teachers match well the learning to the differing needs of the children. Well embedded classroom management strategies and appropriate in-class differentiation result in a calm, engaging atmosphere for learning.
- The provision for **additional learning needs** is very good. The children learn well from the skilful, teaching during withdrawal sessions for English and maths and from the regular and helpful reading partnership sessions. Effective arrangements are in place to identify children who require additional support across all classes and realistically high targets are set for the children. Fifty-three children are withdrawn for small group support with specialist teachers, the sessions are well-planned and the school is able to demonstrate through the use of its internal data that the support is having a beneficial impact on the children's learning and their self esteem. The individual education plans have clearly focused targets, which are shared and agreed with input from the children and the parents.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the friendly, welcoming ethos and the inclusive, caring learning environment. The school has created an atmosphere in which the children are valued and supported in their learning.
- On the basis of the evidence available at the time of the inspection the school and nursery unit has comprehensive arrangements in place for **safeguarding children**. These arrangements reflect the guidance issued by the Department of Education (DE).
- The teachers make very good use of **information and communication technology** (ICT) to support the children in their learning in both literacy and numeracy. During the inspection, there were good examples of the interactive white boards being used effectively to engage and stimulate the children's thinking. The children use ICT effectively to develop and consolidate their understanding across the curriculum.

- The provision in the **nursery unit** provides good opportunities for learning across most of the areas of the preschool curriculum. There is a need for the staff to develop further the planning in order to extend and enrich the children's language and thinking skills.
- The children in the **learning support centre** benefit from a wide range of creative and appropriate learning activities and from the multi-disciplinary support available to the school.
- The school gives excellent attention to promoting **healthy eating and physical activity**, through, for example the children's management of the daily healthy breaks. There is also a very good range of sports, physical and extra-curricular activities.
- The school buildings and grounds are well-maintained and the standard of caretaking is very good.

Leadership and management

The quality of leadership and management is very good.

- The **Principal** provides outstanding leadership which is underpinned by his commitment to promoting inclusion and his determination to meet the needs of and raise the standards for every child in the school. He leads by example, has developed an effective team spirit amongst staff and promotes a collegiate approach to decision-making within the school.
- There have been significant staff changes in the last year resulting in there being no senior leadership team at this time. There is a need to develop a senior leadership team to review and develop further key roles and responsibilities for the areas of the provision.
- There is a well embedded culture of **self-evaluation** across the school in order to bring about improvement. The action plans underpin well the whole school priorities and supply the necessary detail required to remove barriers to learning, targeting under achievement and low achievement and raise the children's attainments further. There is a detailed **school development plan (SDP)** that complies with the requirements of the School Development Plans Regulations (Northern Ireland) 2010.
- The staff in the **nursery unit** have a shared understanding of their roles and responsibilities and they work together very well as a team. There are good structures in place for self evaluation to promote improvement, the outcomes of which are used effectively to inform the school development plan.
- The learning support centre is well lead and managed by a dedicated team ensuring that advice and expertise from the SENCO, the learning support teachers, and the support teacher are shaped and used well to enhance the children's learning programmes.
- The **governors** report that they are well-informed about all aspects of the life and work of the school; they work very effectively with the Principal to ensure the school is managed well.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Moyle Primary** iii. **Date of Inspection: W/B 15/10/12**
 ii. **School Reference Number: 301-0870** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	39	42	39	48	42
Enrolments					
Primary	235	251	252	264	279
Reception	0	0	0	0	0
Nursery Unit	52	52	53	53	52
Special Unit	23	19	22	28	29
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): 94.6% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 93.3%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers
 (including the principal and part-time teachers): 15 2 3 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18.6 NI PTR: 20.2
- iii. Average Class Size: 21.5
- iv. Class Size (Range): 18 to 27
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 46 |
| ii. Foundation Stage Classroom Assistant Support: | 90 |
| iii. Additional hours of other classroom assistant support: | 40 |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 18.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 41%
- 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 |
| 67% | 64% | N/A |

STATISTICAL INFORMATION ON MOYLE PRIMARY SCHOOL NURSERY UNIT

1. **Details of Children**

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	26	26
Under 3 years of age*	0	6
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	0	0
With English as an additional language	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	17.31%
Average attendance for the previous year.	90%

2. ***Duration of Sessions***

Full-time	Part-time: am	Part-time: pm
-	2½ hours	2½ hours

3. **Details of Staff**

Number of:	Full-Time	Part-Time
Teachers	0	2
Nursery Assistants (qualified)	0	0
Nursery Assistants (non-qualified)	0	2

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

4. **Parental Questionnaires**

Number issued	52
Percentage returned	28.8%
Number of written comments	4

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection.

Of the 139 questionnaires issued to the parents in the primary school, 46 (33%) were returned to Inspection Services Branch (ISB) including 22 which contained additional written comments.

Most of the parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular the parents acknowledged the caring and supportive learning environment, the helpful, approachable staff, the schools commitment to meeting the needs of all the children and the importance of the school in the local community. They also appreciated the approaches adopted by the staff to provide evening workshops for the parents and to become more involved in their child's education.

Of the 29 questionnaires issued to the parents in the learning support centre, 7 were returned to ISB including 4 which contained additional written comments. All of the parents expressed high levels of satisfaction with the education and pastoral provision in the learning support centre. In particular the parents acknowledged the excellent facilities for the children, the highly effective support for the children's progress in literacy and numeracy and general welfare.

Of the 53 questionnaires issued to the parents in the nursery unit, 16 were returned to ISB including 4 which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the staff's support for the children in settling them into the nursery routine and the regular information shared with the parents on the programme for the children.

Almost all of the teaching and support staff responded very positively to the staff questionnaires. They indicated that they are happy and proud working in the school, feel valued and supported by the management and are totally committed to providing the best both academically and pastorally for all the children.

The inspectors also met with a group of the year 6 children. They spoke enthusiastically about all aspects of school life including their enjoyment of learning, their role within the school influencing and contributing to decision making, the highly positive relationships and rapport established with the staff and the wide range of extra-curricular activities open to them. They also indicated that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being.

The small number of concerns that were raised in the questionnaires have been reported to and discussed with the principal.

HEALTH AND SAFETY

- The provision of covers for all the break glasses for emergency use at all of the external doors.

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