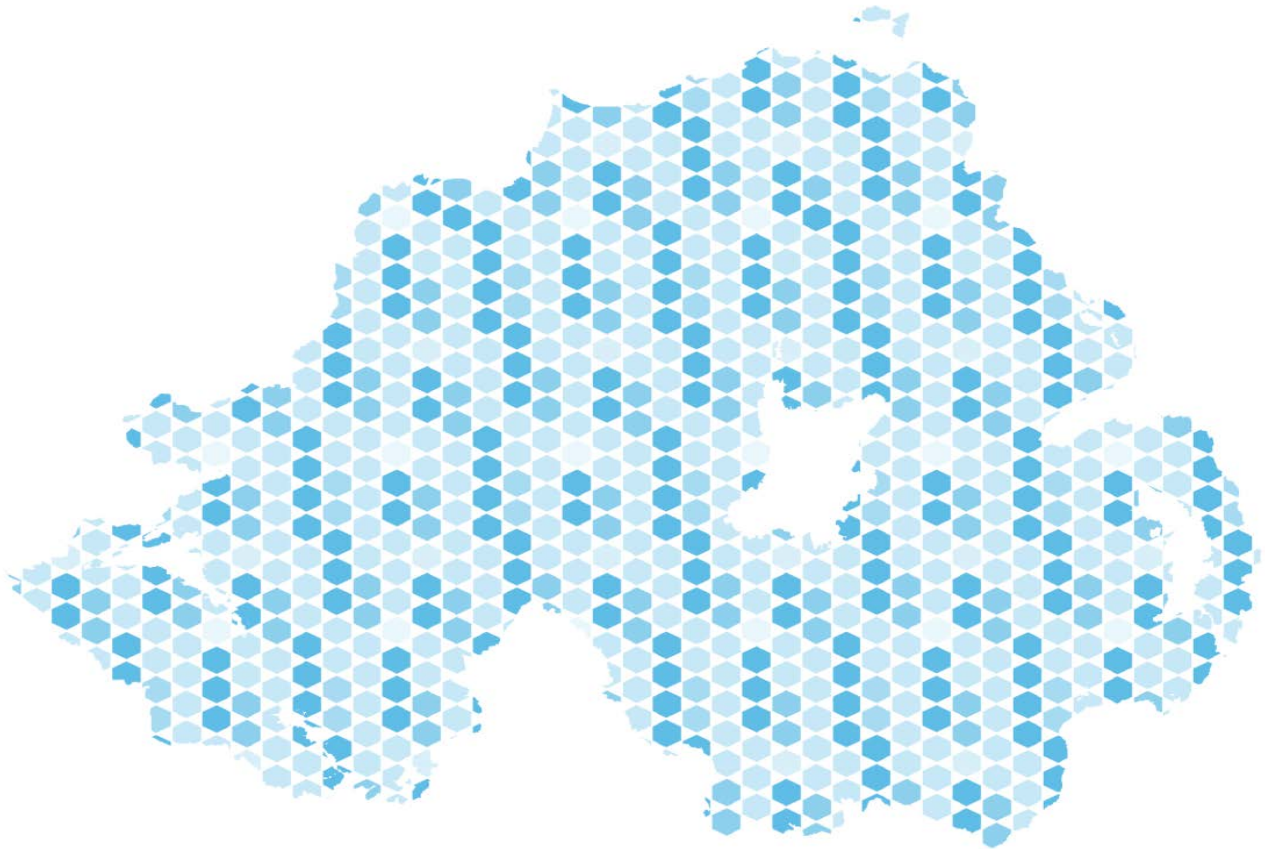


PRIMARY INSPECTION



Education and Training
Inspectorate

Mallusk Integrated Primary
School, Mallusk, County Antrim

Controlled integrated

Report of an Inspection in
March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

Mallusk Integrated Primary School is situated in Mallusk, County Antrim. The school transformed to controlled integrated status in 2015. The children who attend the school come from the local and wider surrounding areas. The enrolment is improving gradually again following a period of decline. The percentage of children entitled to free school meals and the proportion requiring additional help with aspects of their learning have fluctuated in the past four years. The children, who range in age from year one to five, are taught currently in two composite classes. An acting-principal has been in post since April 2014 and one of the two other teachers is employed temporarily.

Mallusk Integrated Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	38	10	12	23
% School attendance	96.2	91.1	93.9	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	23.6	40	25	22
No. of children on SEN register	8	5	*	5
% of children on SEN register	21	50	25	22
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Thirty-five percent of the parents and all of the staff responded to the confidential questionnaire. Overall, the responses to the questionnaire were very positive indicating high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the school's inclusive, child-centred ethos, the quality of information they receive and the approachability and professionalism of the acting-principal and staff during a period of change in the school. The ETI has reported to the acting-principal and representatives of the board of governors the findings from the questionnaires and the pastoral discussions with the children in key stages (KS) 1 and 2.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on numeracy including how the school is addressing low attainment and underachievement, where applicable;
- quality of provision; and
- quality of leadership and management.

¹ The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- The children's numeracy outcomes are good. In the foundation stage, the children engage well in purposeful and engaging mathematical activities, including in the play-based learning, which develop well their early mathematical thinking. As they progress into KS1 and lower KS2, the children demonstrate a good understanding of number and can explain aspects of the mathematical processes they are using. During discussions with the children in years 4 and 5, they were able to apply their thinking flexibly and use a variety of strategies to solve everyday problems across number, shape and space, mental mathematics and measures. Overall, the children need to develop greater confidence in using the relevant mathematical vocabulary to help them explain their mathematical reasoning with greater precision.
- Across the key stages, the progression in the children's numeracy learning is good. Their work reflects appropriate activities across the areas of mathematics which are well-matched to the children's ability and specific needs. The staff have identified through self-evaluation that the children's use of ICT to enhance their learning experience in numeracy is underdeveloped and have prioritised this area for improvement appropriately within the school development plan (SDP).
- The children are friendly, polite and supportive of one another; most are well motivated and settle quickly to their learning. Most co-operate willingly in group tasks and are confident in explaining aspects of their work to one another and adults. The children seek readily, when required, adult support and are developing well their thinking skills and independent learning strategies. Increasingly, as they progress through the school, the children are becoming aware of the need to reflect on how well they are learning and on how they can improve their work.

6. Quality of provision

- The children benefit from a good range of well-resourced mathematical experiences, which develop their confidence and skills and promote the children's enjoyment and engagement in learning mathematics. Across the school, the planning and assessment bring about progression, consistency and challenge in the children's learning and develop their thinking skills.

- Most of the lessons observed were effective in extending the children's learning. In the best practice, in most of the lessons, the teachers' questioning developed well the children's reasoning, encouraged extended responses and provided meaningful opportunities for problem solving through active learning tasks. The teachers work closely and effectively with the classroom assistants in broadening the children's range of learning experiences. The children who require additional support are identified promptly and in-class support strategies are put in place and monitored carefully for impact. Overall, the staff meet well the children's varying needs, bringing about year-on-year progression in their learning and all-round development.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The staff know the children and respond to their individual needs and interests very well; as a consequence, the children enjoy school life, are motivated to learn and to improve their outcomes.

7. Leadership and management

- The acting senior leadership and staff team work closely with the governors and parents to provide realistic and strategic direction for the work of the school underpinned by a child-centred ethos. The acting-principal has managed well the operational challenges of the school as well as maintaining the focus on the continuous improvement of the provision and the outcomes which the children attain.
- The self-evaluation process is well informed by the analysis of the school's internal data and other sources of first-hand evidence. The action plans, however, do not contain enough specific detail in measuring the impact on the provision and the outcomes that the children attain.
- The staff maintain effective links with parents and support them to take an active and well-informed role in their child's education. The staff and governors are proactive in linking with partners in the community to enrich the children's learning, including the school's positive working relationship with the neighbouring pre-school playgroup.
- On the basis of the evidence available at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review, namely to:
 - increase their knowledge and understanding of the children's outcomes in order to exercise more fully this aspect of their challenge function.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance issued by the Department of Education. However, the school needs to:
 - formalise the recording system for risk assessments.

The children in years 4 and 5 reported that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

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.

8. Overall effectiveness

Mallusk Integrated Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There is an area for improvement that the school has demonstrated the capacity to address.

The area for improvement is:

- to ensure that the action plans contain specific detail to measure the impact on the provision and the outcomes which the children attain.

The ETI will monitor how the school sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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%

Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

² And the overall provision in a subject area or unit, as applicable.

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