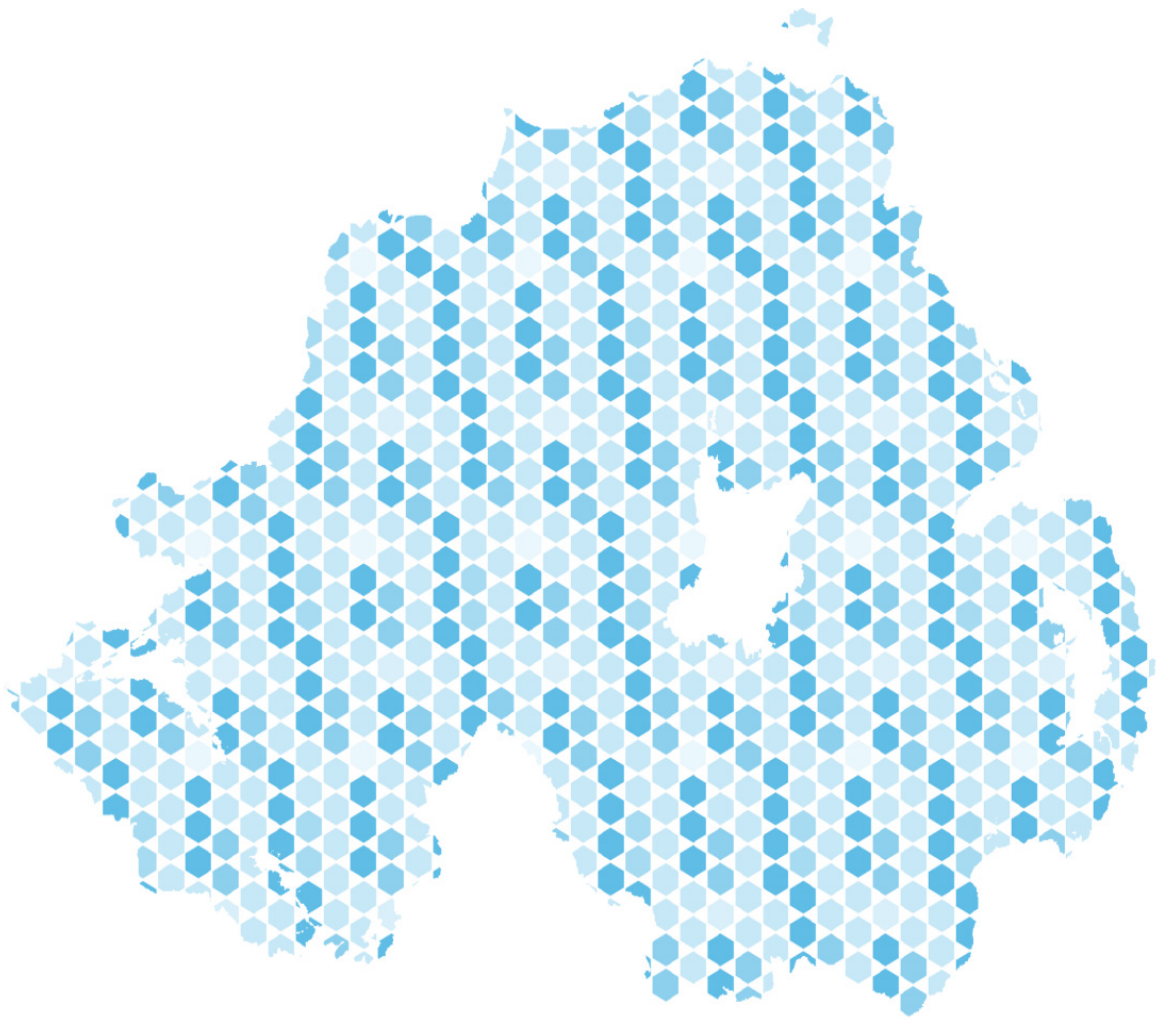


PRIMARY INSPECTION



Education and Training
Inspectorate

Glynn Primary School,
Larne

Report of an Inspection
in March 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

Glynn Primary School is situated in the village of Glynn in County Antrim. All of the children attending the school come from the village and within a ten mile radius of the school. The enrolment has steadily increased in recent years and currently stands at 81. At the time of the inspection, approximately 26% of the children in the school were entitled to free school meals. The school has identified 30% of the children who require 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 FINDINGS 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.

- In English and mathematics, most of the children attain very good **standards** in line with their ability. The children demonstrate confidence in talking, listening, reading and writing in meaningful contexts across the curriculum. They display an ability to think mathematically across all areas of the numeracy programme and to talk confidently about their learning.
- The children identified **with special educational needs** make very good progress and reach the standards of which they are capable. The school, through its own assessment data, is able to demonstrate clearly, the very good progress made by the children.

Provision for Learning

The provision for learning is very good

- The **children's** behaviour is exemplary; they are well-motivated and demonstrate a very positive attitude towards their 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 contexts.

- The staff are very hard-working and committed to the education, care and well being of the children. The quality of the **teaching** observed ranged from very good to outstanding. The teachers use a range of active and practical learning and teaching strategies to engage the children, to challenge their thinking and to extend their learning; in this work they are ably supported by the teaching assistants. In the majority of the lessons, the teachers make good use of **information and communication technology** (ICT) to support the children in their learning in both literacy and numeracy.
- The provision for **special educational needs** is very good. Effective arrangements are in place to identify children who require additional support across all classes and realistically high targets are set for the children. The children are supported well in their learning through appropriate in-class support. The individual education plans have clearly focused targets, which are shared and agreed with the children and their parents and guide well the provision made for the children. The children who make sufficient progress in their learning are withdrawn from the SEN register.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through the excellent working relationships at all levels, the whole school celebration of the children's learning and their achievements, the recent developments to enrich the quality of the children's learning experiences indoors and outdoors, and the strong family and community ethos developed in the school. The well-planned induction programme helps ensure the year 1 children settle quickly into their new school and the pre-school children from the local playgroup are included and involved in the annual school production. The children are respectful and confident and there is a strong commitment to allowing the children to have a say in matters that affect them. The older children have good opportunities to take on roles of responsibility such as the Glynn Guardian Angels who mentor and act as good role models for the younger children.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives very good attention to **promoting healthy lifestyles** through the curriculum, healthy breaks, the regular communication with parents and the many opportunities provided to participate in an extensive range of sports, physical and extra-curricular activities.

Leadership and Management

The quality of leadership and management is very good.

- The quality of the strategic leadership provided by the teaching **Principal**, who has been in post for eleven years, is outstanding. She has high expectations of the staff and the children promotes a strong sense of collegiality and encourages the on-going professional development of the staff.

- All of the **co-ordinators** provide very effective leadership in their respective areas; many of whom carry a number of responsibilities. A particular strength is the effective pupil tracking system that has been developed using a range of quantitative and qualitative performance data to monitor and evaluate the children's progress in their learning.
- The school is currently reviewing the **school development plan** in line with the Education (School Development Plans) Regulations (Northern Ireland) 2010 and has conducted detailed audits and consultations with staff, children and parents to inform the schools improvement priorities.
- The **governors** are well informed about the life and work of the school; they work effectively with the Principal to ensure that the school is well managed and provide challenge where needed.
- 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.

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: Glynn Primary Larne** iii. **Date of Inspection: 20/03/2012**
 ii. **School Reference Number: 301-0808** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	13	12	15	12	14
Enrolments					
Primary	56	60	73	71	81
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): 96.2% **NI Avg Att: 94.7%**

Average Attendance of those children on the Special Educational Needs register 95.5%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers (including the principal and part-time teachers): 5 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.2 NI PTR: 20.2
- iii. Average Class Size: 16.2
- iv. Class Size (Range): 12 to 25
- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 6.50
 ii. Foundation Stage Classroom Assistant Support: 24.50
 iii. Additional hours of other classroom assistant support: 23.5
- vi. Percentage of children with statements of special educational needs: 1.25%
- vii. Total percentage of children on the Special Needs Register: 29.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 26%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics: **English 80% Mathematics 80%**

APPENDIX 2

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 58 questionnaires issued to the **parents**, 41% were returned to Inspection Services branch, including 12 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their pleasure with the high quality of education and care provided by the staff, the children's progress, the dedication and approachability of the staff and the quality of leadership provided by the Principal. The very few issues raised were discussed with the Principal.

One **governor** met with the inspection team on the first day of the inspection and expressed strong support for the work of the school.

Five of the **teachers** and five members of the **learning support staff** responded very positively to the staff questionnaires.

The inspectors also met with the **year 6 children**; they talked happily and enthusiastically about their experiences at school, the opportunities provided for them to participate in decisions to improve aspects of the schools provision, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.

ACCOMMODATION

- The school is currently waiting on an extension and refurbishment programme to improve the quality of the school's accommodation and facilities.

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