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*The Education and Training Inspectorate -  
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**Department of Education  
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Department of Culture, Arts and Leisure**



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## **Education and Training Inspectorate**

### **Report of a Short Inspection**

**Greyabbey Primary School  
Co Down**

**Inspected: November 2007**

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Greyabbey Primary** iii. **Date of Inspection: W/B: 26.11.07**  
 ii. **School Reference Number: 401-1300** iv. **Nature of Inspection: Short**

B.

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 1 Intake	12	9	8	10	9
<b>Enrolments</b>					
Primary	76	72	76	76	72
Reception	0	0	0	0	0
Nursery Class/Classes	0	0	0	0	0
Special 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 95.93%  
 (expressed as a percentage):

Primary & Reception	Nursery Unit	Special Unit
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- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18 NI PTR: 20.8%
- iii. Average Class Size: 10.28
- iv. Class Size (Range): 10 to 22
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |  |    |
|--|----|
| i. Clerical support:   | 0  |
| ii. Official Making A Good Start Support:  | 20 |
| iii. Making A Good Start funding<br>additional hours and other<br>classroom assistant support: | 25 |
- vi. Percentage of children with statements of special educational needs: 4.16%
- vii. Total percentage of children on the Special Needs Register: 15.27%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 2.77%

**GREYABBEY PRIMARY SCHOOL, NEWTOWNARDS, CO DOWN BT22 2QA  
(401-1300)**

1. Greyabbey Primary School is situated in the village of Greyabbey. The majority of the children attending the school come from the village or the surrounding rural area. Over the past few years the enrolment of the school has remained fairly consistent; currently 72 children attend the school. The school has identified that approximately 15% of the children require support with aspects of their learning and that 2.8% of the children are entitled to free school meals.

2. The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6.

3. Of the 56 questionnaires which were issued to the parents, 47% were returned to the Department of Education (DE) and 16 contained additional written comments. All of the staff responded to the on-line questionnaire with additional written comments.

4. The responses from the parental questionnaires indicated a high level of satisfaction with all aspects of the work of the school. Through their written responses the parents praised the staff and the work of the school. The governors expressed their appreciation of the care the children received from the staff; they highlighted the family atmosphere and the school's good standing in the local community. The staff acknowledged that the pastoral care for the children is a strength of the school.

5. The quality of the arrangements for pastoral care and child protection in the school is very good. The school has procedures in place which implement fully the guidance outlined in the relevant DE Circulars. The governors, staff, parents and children are fully aware of the school's procedures and have had the opportunity to contribute to a range of effective policies which guide the work of the school. Among the strengths are the high quality of pastoral care provision and the good quality of the working relationships throughout the school. The main areas emerging from the questionnaires and the discussions have been reported to the Principal and representatives of the governors.

6. The school's programme for the promotion of health and well-being has important strengths, with attention paid to the development and implementation of healthy eating and physical activity programmes to encourage the children to adopt healthy lifestyles.

**7. The strengths of the school include:**

- the caring family atmosphere; the good working relationships between staff and children and the exemplary behaviour of the children;
- the quality of the lessons observed, which were always satisfactory;
- the high standards achieved by most of the children by the end of key stage (KS) 2;

- the support of the parents, governors and wider community for the work of the school;
- the quality and use made of the accommodation, and the excellent standard of the caretaking and cleaning; and
- the high level of collegiality within the teaching and non-teaching staff.

8. **Areas for improvement include the need:**

- for the Principal to develop her role in monitoring and evaluating the overall quality of the work of the school to provide a clear and strategic vision for the ongoing developmental work, and ensure more rigorous and consistent analysis and use of the assessment data to improve further the learning and teaching;
- to develop the management role of the co-ordinators to enable them to monitor and evaluate the effectiveness of planning, learning and teaching in the best interest of all of the children and to continue to develop a culture of self-reflection and evaluation; and
- develop the use of information and communication technology (ICT) and the progression of the children's skills in all four strands of ICT throughout the school to promote and support effective learning and teaching across the curriculum.

9. The current school development plan (SDP) is based on consultation with the staff and the governors; it should now be aligned with The Education (School Development Plans) Regulations (Northern Ireland) 2005 and focus on clear strategies to monitor and evaluate the learning and teaching across the school. It would be opportune for the school to amend the SDP to take account of the areas identified by this inspection.

10. In the areas inspected, the school has strengths in many aspects of its educational and pastoral provision. The inspection has identified a few areas for improvement in important areas which need to be addressed to meet effectively the needs of all the learners.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing these areas for improvement.

Throughout the report a number of quantitative terms are used which may 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%

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