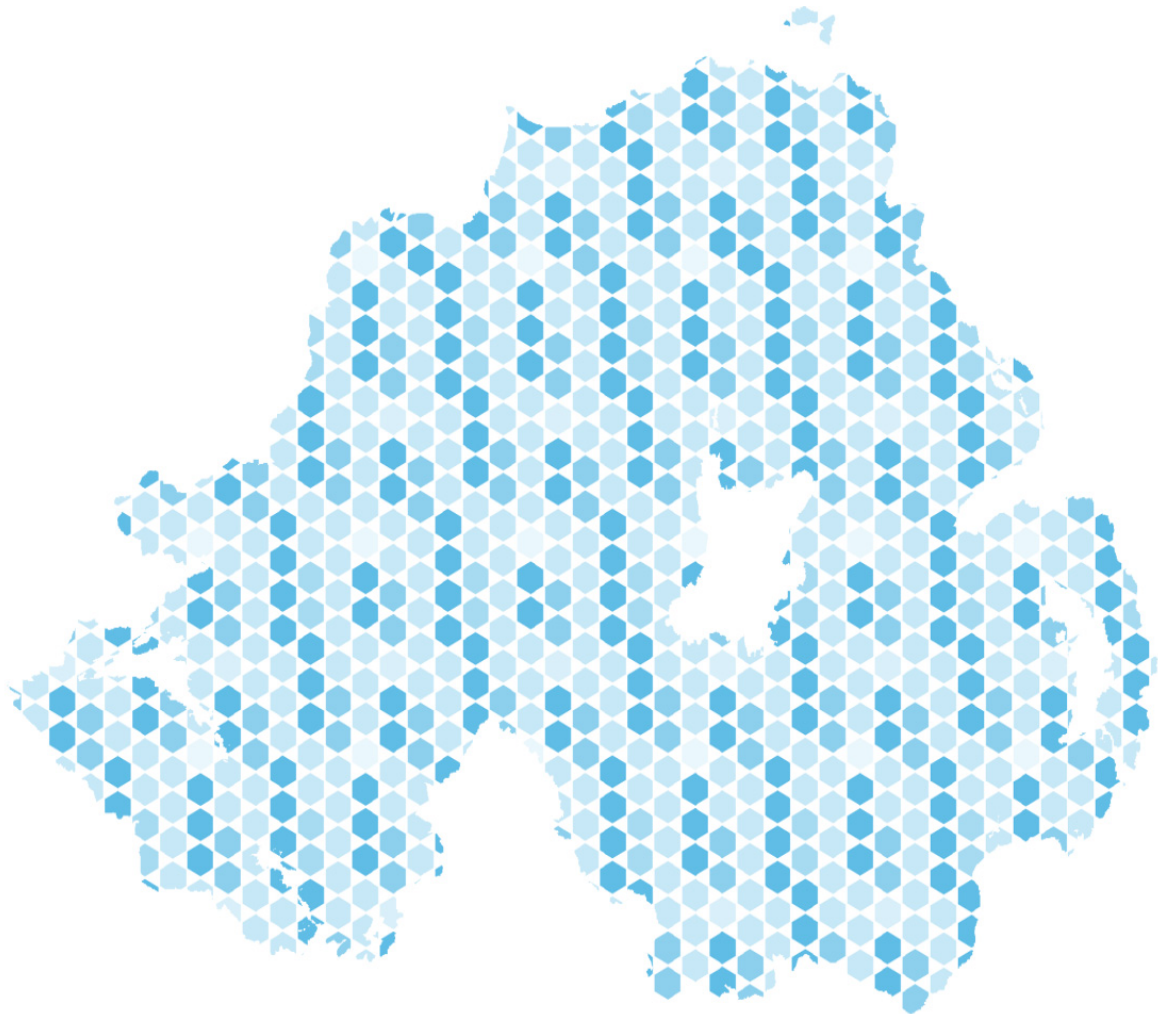


PRIMARY INSPECTION



Education and Training
Inspectorate

Inchmarlo Preparatory School,
Belfast

Report of an Inspection
in November 2010

eti

*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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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

Inchmarlo Preparatory School is situated in Cranmore Park in south Belfast. It is the preparatory department of the Royal Belfast Academical Institution post-primary school. Just under half of the children come from the local area, with 55% travelling from further afield from, for example, Lisburn, Holywood and Moira. The enrolment has remained steady in recent years and currently stands at 180 children. At the time of the inspection, none of the children in the school was entitled to receive free school meals. The school has identified approximately 20% 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 FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is good.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics, the children attain standards in line with their ability and, in addition, over the past four years the school's performance in key stage (KS) 2 assessments is consistently above the Northern Ireland average for schools in the same free schools meals band.
- The children identified with special educational needs make good progress and reach the standards of which they are capable.

Provision for Learning

The provision for learning is good.

- The children are confident and articulate and, for the majority of the time, they are well-motivated, interested and engaged in their learning.
- The teachers are very hard-working and committed to the education and care of the children, and are very well supported by the classroom assistants. The quality of the teaching observed ranged from satisfactory to very good. Just over two-thirds of the lessons were judged to be of good or better quality; the remaining almost one-third of the lessons observed had important areas for improvement.

- **The provision for special educational needs is very good.** All the staff are involved in the early identification of the children's needs, and the children are provided with effective support in both literacy and numeracy.
- **The quality of the arrangements for pastoral care is very good.** This is evident through the positive ethos and the children's participation in an extensive range of enrichment opportunities.
- **The school has very good comprehensive arrangements in place for safeguarding children.** These arrangements reflect the child protection guidance issued by the Department of Education (DE).
- **The school gives very good attention to promoting healthy eating and physical activity,** for example, through the provision of nutritious school meals and the children's participation in the wide range of physical activities provided for them.

Leadership and Management

The quality of leadership and management is satisfactory.

- The Head Master is committed to the life and work of the school. He manages well the day to day running of the school and receives good support from the staff.
- The school has begun the process of self-evaluation, including the use of performance data. It is timely for the senior management team to lead a review of the current school development plan in order to improve further the quality of the learning experiences of the children and to meet fully the requirements of the School Development Plans Regulations (Northern Ireland) 2005.
- The co-ordinators provide a satisfactory framework of support for colleagues. It is important that the further development of their role is given a high priority.

CONCLUSION

In the areas inspected, the quality of education provided by this school is good. The school has important strengths in most of its educational provision and very good pastoral provision. The inspection has identified areas for improvement and these include the need to:

- ensure that the school development planning process is more rigorous; and
- to develop further the monitoring and evaluating role of the co-ordinators.

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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Inchmarlo Preparatory Belfast** iii. **Date of Inspection: W/B 22/11/10**
 ii. **School Reference Number: 162-0027** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	30	12	27	27	18
Enrolments					
Primary	181	170	173	191	180
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): 96.9% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---|------------------------------|--------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours) | 12 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 16 | NI PTR: 20.7 | | |
| iii. Average Class Size: | 16 | | | |
| iv. Class Size (Range): | 13 to 24 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | i. Clerical support: | | 26.25 | |
| | ii. Foundation Stage Classroom Assistant Support: | | 0 | |
| | iii. Additional hours of other classroom assistant support: | | 114 | |
| vi. Percentage of children with statements of special educational needs: | 2.2% | | | |
| vii. Total percentage of children on the Special Needs Register: | 20.5% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 0% | | | |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | English
100% | Mathematics
97.06% | | |

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 confidential questionnaires prior to the inspection. Of the 149 questionnaires issued to the parents, 53 (36%) were returned to Inspection Services Branch, including 30 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 majority of the parents expressed their satisfaction with the work of the school; a significant minority of the parental comments expressed some concerns in relation to, for example, meeting the individual needs of all the children, including 'those with higher ability.

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

Three members of the Board of Governors (governors) also met with the inspection team to express their support for the staff and the school.

Nine teachers and three members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children, who talked happily and enthusiastically about their experiences at school, 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.

The inspectors reported the findings from the questionnaires to the Head Master and to the governors.

© CROWN COPYRIGHT 2010

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

