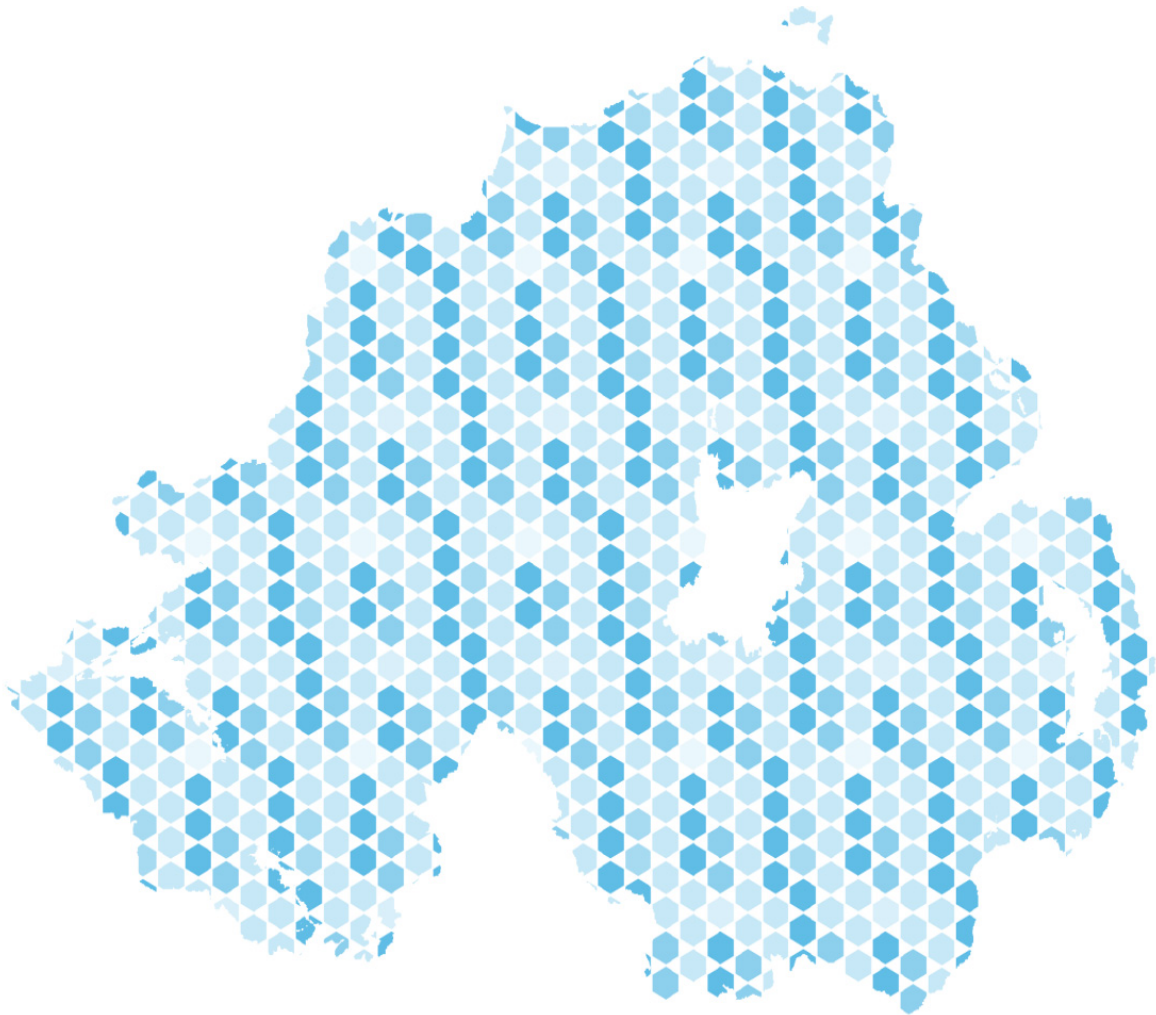


PRIMARY INSPECTION



Education and Training
Inspectorate

Mullaglass Primary School,
Newry

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

Mullaglass Primary School is situated on the outskirts of the city of Newry. Most of the children attending the school come from the surrounding rural areas. The enrolment has increased in recent years and currently stands at 70 children. At the time of the inspection, approximately 11% of the children in the school were entitled to free school meals. The school has identified 20% 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.

- In English and mathematics, almost all of the children attain **standards** in line with their ability. The school is making very good use of performance data to identify the individual needs of the children across the full ability range. The teachers have put in place a range of appropriate strategies which are having a positive impact on the children's learning and the standards which they attain.
- The children identified with **special educational needs** make very good progress in learning across the curriculum and almost all reach the standards of which they are capable by the end of year 7.

Provision for Learning

The provision for learning is very good.

- The **children's** behaviour is exemplary; they are friendly and courteous to each other, the staff and visitors to the school. They are highly motivated to learn, and enjoy the caring classroom environment which is based on mutual respect and the development of their personal and social skills.

- The teachers and support staff are very conscientious and hard-working. They work effectively as a team and are fully committed to the holistic education of the children. In almost all of the lessons observed, the quality of the **learning and teaching** was good or very good; it was very good in just under one-half of the lessons.
- The provision for **special educational needs** is very good. The children's needs are identified at an early stage, comprehensive education plans are drawn up, a variety of programmes of support are implemented and the progress made by each child is monitored and reviewed regularly. While most of the support required in recent years has been focused on literacy, the school has recognised the need to put in place additional numeracy support for a small number of the children.
- The quality of the arrangements for **pastoral care** in the school is outstanding. This is evident through the excellent working relationships at all levels. The teachers, classroom assistants, building supervisor and secretary work together to create an ethos which puts the child at the centre of every aspect of school life. In addition, the children have many opportunities to build their confidence and self-esteem through, for example, a range of reward systems, extra-curricular activities and educational visits.
- The school has very good arrangements in place for safeguarding children. These arrangements reflect the **child protection** guidance issued by the Department of Education.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** provides outstanding strategic and pastoral leadership. She combines her leadership and teaching roles very effectively and sets high standards for herself, the staff and the children. She has been in post since 2008 and during this time has successfully led and implemented many areas of change which has resulted in significant improvements in the quality of the overall provision.
- The whole-school **self evaluation and school development planning processes** are outstanding. The Principal and teachers make very effective use of a wide range of quantitative and qualitative data, including the views of the teachers, parents and children to measure the children's ability, to track progress and to set realistic targets to effect improvement.
- All of the co-ordinators provide valuable support and guidance to the staff and have identified appropriate developmental needs in their respective areas of leadership. It is timely that they are beginning to use a range of strategies to monitor, evaluate and review the areas of the provision which they have responsibility for.

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 the capacity for sustained self-improvement.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Mullaglass Primary** iii. **Date of Inspection: W/B 12/03/12**
 ii. **School Reference Number: 501-1019** iv. **Nature of Inspection: Short**

B.

| School Year | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake | 8 | 9 | 15 | 9 | 11 |
| Enrolments | | | | | |
| Primary | 62 | 65 | 68 | 69 | 70 |
| 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): 95.5% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 95.7%
- | | 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) | 3.63 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 23.1 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 23 | | | |
| iv. Class Size (Range): | 20 to 27 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 15 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 20 |
| iii. Additional hours of other classroom assistant support: | | | | 30 |
| vi. Percentage of children with statements of special educational needs: | | | | 2.8% |
| vii. Total percentage of children on the Special Needs Register: | | | | 20% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 11.4% |
| 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 86% | Mathematics 86% | Irish N/A | |

APPENDIX 2

THE VIEWS OF THE PARENTS, TEACHERS, 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, and for a group of children from year 6 to meet the inspectors.

Forty-five questionnaires were issued to the **parents**: 33 (73%) were returned to Inspection Services Branch and eleven contained additional written comments. All of the responses from the questionnaire and the written comments were extremely positive and praised highly the Principal and the staff for their commitment and dedication to the education, care and wellbeing of their children.

All of the **teachers** and the **support staff** completed confidential questionnaires, the responses were highly positive about all aspects of the school. In addition, all of the teachers and three of the support staff included very positive written comments which highlighted the collegiality of the staff and were very affirmative of the recent curricular and pastoral improvements under the leadership of the Principal.

The inspectors also met with a group of the year 6 children; the children talked happily and enthusiastically about their 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.

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