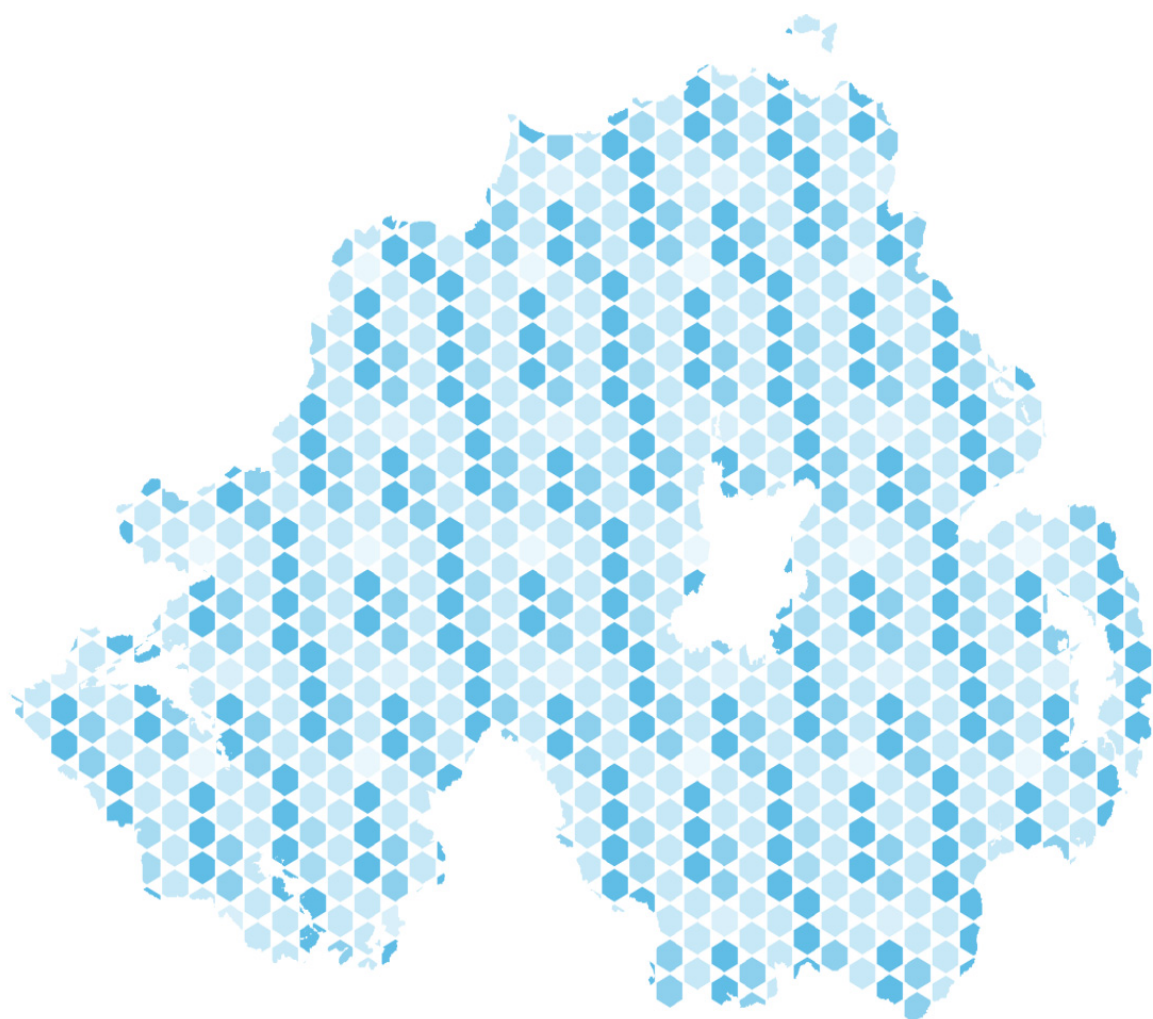


PRIMARY INSPECTION



Education and Training
Inspectorate

Harryville Primary School
and Nursery Unit,
Ballymena

Report of an Inspection
in June 2011

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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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Harryville Primary Ballymena** iii. **Date of Inspection: W/B 06/06/11**
 ii. **School Reference Number: 301-0781** iv. **Nature of Inspection: Focused**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	19	9	10	14	17
Enrolments					
Primary	122	103	88	74	95
Reception	0	0	0	0	0
Nursery Unit	26	26	25	27	26
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): 93.3% **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): 5 1 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19 NI PTR: 20.7
- iii. Average Class Size: 22
- iv. Class Size (Range): 15 to 21
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 20 |
| ii. Foundation Stage Classroom Assistant Support: | 20 |
| iii. Additional hours of other classroom assistant support: | 76 |
- vi. Percentage of children with statements of special educational needs: 2.1%
- vii. Total percentage of children on the Special Needs Register: 46.9%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 56.8%
- 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 | Mathematics |
| 0% | 45.5% |

1. INTRODUCTION

Harryville Primary school was last inspected in 2007 and had a follow-up inspection in 2009. The school was inspected in June 2011 at the request of the North Eastern Education and Library Board under the provisions outlined in the Department of Education's (DE) policy for improvement 'Every School a Good School' (ESaGS). Overall, the school has not effected the necessary improvement in key areas identified at the time of the last inspection or from the follow-up inspection.

1.1 SCHOOL CONTEXT

Harryville Primary School is situated in the town of Ballymena, County Antrim. Most of the children who attend the school come from the surrounding residential area. Over the past five years, the enrolment has decreased from 122 to its current figure of 95. The school has identified 47% of the children as needing additional support with aspects of their learning. Approximately 57% of the children are entitled to free school meals and a few are newcomer children.

1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete confidential questionnaires prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6.

Seventy-four questionnaires were issued to the parents; approximately 27% were returned to Inspection Services Branch (ISB) and seven contained additional written comments. Most of responses from the questionnaires indicated support for the work of the school. A few of the parents commented that their children are happy at school and enjoy good working relationships with their class teacher. A small number expressed concern about the lack of challenge in the work completed by their child, and the quality of the provision made for those children who have special educational needs.

In the nursery, 26 questionnaires were issued to the parents of the children; approximately 22% were returned to ISB and three contained additional written comments. The parents expressed strong support for almost all aspects of the work of the nursery. However, a majority of the parental returns indicated that they are not involved enough in the life of the nursery and that the staff do not help them sufficiently to understand how they can support their child's learning. A small number of the parents also expressed concern about the way in which the behaviour of their children is managed.

Seven of the teachers and five of the support staff completed the confidential online questionnaires. All of the teachers and a majority of the support staff expressed concerns relating to: aspects of the provision for pastoral care and child protection, the quality of the leadership and management of the school; arrangements for professional development; and staff welfare.

The governors indicated their support for the work of the school; in particular, they highlighted the inclusive ethos and the commitment of the Principal to sustaining, and maintaining the role of, the school in the local community. They also commended the hard work of the teachers. The governors reported their concerns about the lack of structural repairs to the school building.

The children in year 6 spoke positively about their enjoyment of school life, the wide variety of methods by which they learn and the availability of a good range of extra-curricular activities. They reported that they feel safe, and know whom to turn to in the event of a concern.

The Education and Training Inspectorate (Inspectorate) has reported to the Principal and representatives of the governors the views emerging from the parents', teachers' and support staff questionnaires. Where relevant, these matters are commented on in the main body of the report.

1.4 PASTORAL CARE

The quality of the provision for pastoral care in the primary school and nursery is satisfactory.

The children are well-behaved. The teachers make appropriate use of praise and encouragement to motivate the children and create a positive ethos and an orderly learning environment, which is evident within most of the classes. There are many opportunities for the children to participate in the life and work of the school; for example, the children contribute to matters of environmental interest as 'eco-buddies', and the children at key stage (KS) 2 have an opportunity to be 'playground buddies'. The children engage in a good range of sporting and non-sporting extra-curricular activities which enrich further their learning experiences. The children do not, however, have sufficient opportunities to contribute to aspects of decision-making in the school.

As identified during the last inspection and follow-up inspection, there remains a need for the Principal to continue to review, update and communicate the policy documents and guidance for pastoral care in line with relevant Department of Education (DE) Circulars. Currently, the Principal does not communicate effectively enough the pastoral policies to all the teaching and non-teaching staff.

1.5 CHILD PROTECTION

The arrangements for safeguarding children in the school and nursery are unsatisfactory and do not adequately reflect the guidance issued by DE. In particular:

- not all of the teachers are sufficiently aware of the school's policies and procedures relating to child protection;
- the staff have not received formal child protection training within the past two years;

- on occasions, there is inconsistent implementation of the Code of Conduct (behaviour) for staff;
- there is no agreed policy and written guidance for staff on the management of aspects of the children's personal care, particularly in the nursery;
- the documentation regarding safeguarding concerns in the nursery is not kept in a secure place, at all times;
- the governors do not receive an annual report on child protection; and
- although an anti-bullying policy has been drafted, it has not been ratified by the governors nor communicated effectively within the school community.

There is an urgent need to review the arrangements for safeguarding children in the school and nursery to ensure that they reflect the guidance issued by DE. The Inspectorate will return within six working weeks to monitor progress towards addressing these child protection issues.

1.6 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school benefits from links with the local churches and other external agencies. The school contributes to selected charities and appropriate emphasis is placed on caring for others in both the local and the wider communities. The children visit places of educational interest; these activities enhance the children's learning experiences. The school has developed useful home-school links by making use of a school-based worker for the Barnardo's Jigsaw Project; this initiative is suspended currently owing to the post being vacant.

In the nursery, the teachers do not involve the parents sufficiently in the life of the nursery nor in supporting their child's development and learning.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children enjoy, and engage well in, their learning. When given the opportunity, the children organise their own learning, for example, when participating proactively in 'task board' activities. In a minority of classes, the children do not have a wide enough range of strategies to manage their own learning, and lack the confidence to attempt new or unfamiliar activities. Overall, the children do not have sufficient opportunities to express their feelings and explain their thinking. There is a need for all staff to focus on improving the children's communication skills and building their self-esteem.

An analysis of the KS2 assessment data over the past four years shows that, in English and mathematics the school's performance has fluctuated between the average and significantly below the average for Northern Ireland (NI). Compared with similar schools in the same free school meals category, the children's levels of attainment in English and mathematics have

also varied between the average and well below average; in 2010, no children achieved the expected level in literacy¹. Although the KS2 outcomes for 2011 demonstrate an improvement on the previous three years, there remains a need to raise levels of attainment in English and mathematics.

2.2 ENGLISH AND LITERACY

The overall quality of the provision in English and literacy is inadequate; a majority of the children do not attain good enough standards.

A majority of the children enter year 1 with under-developed language skills; consequently, the foundation stage (FS) teachers and support staff focus appropriately on developing these skills. In KS1 and KS2, although the children's talking and listening skills develop through paired and small group work activities, overall, the children's oral skills are not at a high enough standard. Most of the staff need to provide more opportunities for the children to respond to the views of others and to express their opinions through planning and structuring their talk purposefully across all areas of learning.

Standards in reading are inadequate; a majority of the children have reading ages below their chronological age. In the FS and KS1, the children are provided with an appropriate range of reading strategies that enable them to understand unfamiliar text and they learn to read with increasing fluency and expression. In KS2, the children access a range of reading books through the structured reading scheme and the use of novels. They also develop appropriate study and research skills, including the use of the internet. In 2009/10, the staff worked to improve the teaching of reading and, as a direct result of well-focused staff development, the children's reading skills are improving across the FS and KS1. However, there have been staff changes and a lack of follow through on sustained staff development. Consequently, particularly in KS2, the children do not make sufficient progress and their attainment in reading is not high enough.

In the FS, the children's letter formation, word building skills and knowledge of simple sentence structure are developed through shared and independent writing activities. As their skills develop, the children write with increasing independence; by the end of KS 1, a majority of the children can express their ideas appropriately in writing. As they progress through KS2, the children expand their writing styles and have satisfactory opportunities to write for a variety of purposes including descriptions, instructions, debates and poems. In KS1 and KS2, there is a lack of consistent opportunities for the children to write across the areas of learning and engage in revising and editing their own work, using ICT where appropriate. The quality, range, and standard of the children's writing in their books varies from good to inadequate across and within the key stages.

The teachers make satisfactory use of the interactive whiteboards to stimulate the children's interest in stories and to develop their knowledge and understanding of the conventions of language, particularly in the shared reading sessions. The children enjoy ICT activities and there are examples of writing, research topics and pictorial displays created using ICT.

The literacy co-ordinator has limited opportunities to monitor the provision in English and is unable therefore to assess fully the effectiveness of the literacy planning and its impact on the quality of the children's learning.

¹ the key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

2.3 MATHEMATICS AND NUMERACY

The quality of the provision in mathematics and numeracy is inadequate; across KS1, and by the end of KS2, the overall standards in mathematics are too low.

In the FS, the children have an appropriate understanding of simple number bonds, and can classify data using, for example, Carroll and Venn diagrams. Almost all of the children can recognise two-dimensional and three-dimensional shapes, and can sort, order and match number.

In KS1, practical resources are used well to support mathematical learning, and a majority of the children are able to explain their work. In discussions with the children, the most able spoke positively about their mathematical experiences. They have a good understanding of: number, including basic fractions and table facts; time; the properties of two-dimensional shapes; and handling data. The children do, however, have a poor knowledge of measures, and use a very limited range of mental mathematics strategies for basic addition and subtraction.

Across KS2, there is insufficient progression in the children's acquisition of skills and knowledge in numeracy. In discussions with the year 7 children, the more able have a satisfactory understanding of some number facts, place value and measures; however, their ability to estimate, think flexibly and use mathematics in meaningful real-life contexts is not developed sufficiently. The teachers need to promote and develop greater flexibility in the children's mathematical thinking through, for example, providing more opportunities for them to engage in investigative and problem-solving work.

Throughout the school, the teachers make satisfactory use of ICT to support the development of the children's skills and understanding in numeracy, for example, using programmable devices and interactive whiteboards.

The numeracy co-ordinator has reviewed recently the long-term planning and has introduced schemes for shape and space, measures, and handling data in order to ensure greater continuity in the children's learning across the mathematics curriculum. The inspection findings confirm that this, in conjunction with developing an effective framework for the systematic development of the children's mental mathematics skills, is an important area for ongoing development.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

At a whole-school level, the current long-term planning provides an overview of the development of the children's literacy and numeracy skills.

However, the teachers' medium-term and short-term planning is not detailed enough to meet the needs of all of the children; there are insufficient incremental steps that are matched closely to the ability of the children in order to bring about appropriate progression in their learning. The teachers' framework for planning has been reviewed and changed recently and, as a result, does not connect effectively with the core areas of English and mathematics. In addition, there is a lack of clarity, coherence and consistency in planning across all areas of learning.

The school does not take a sufficiently strategic and systematic approach to planning in literacy and numeracy in order to raise standards.

3.2 TEACHING

The teachers work hard to create an orderly learning environment, have clear expectations for the children working together, and are willing and committed to improving the quality of the provision.

The quality of the teaching in the lessons ranged from inadequate to very good. A majority of the lessons observed were good or better, and a minority were very good; this is a strength upon which the school can build. In the more effective practice: the teachers had a sound subject knowledge; the lesson was well-structured; success criteria were clear, explicit and re-visited regularly to frame successfully the learning; and the teachers' questions were matched well to the ability of the children. In the less effective practice, in a significant minority of the lessons: the learning intentions were not explicit enough; the learning was not matched sufficiently to the ability of all of the children; and the pace was too slow with a lack of progression in learning. In these lessons, not all of the children achieved the outcomes of which they were capable.

3.3 ASSESSMENT

The teachers mark the children's work regularly and supportively. However, across the school, the children are not provided with enough detailed feedback on what they need to do to improve their learning. In the best practice, in a minority of the classes, the teachers assess effectively the children's understanding during the lesson, and the children evaluate their own work and that of their peers. These aspects of good practice need to be developed more consistently throughout the school.

The children's achievements and standards are reported to the parents regularly through an annual written report, two formal parent-teacher meetings and informal contacts between the teachers and parents as the need arises. The annual written reports provide a good range of information about the children's progress.

Currently, the effective use of available performance data is underdeveloped; the progress of individual and cohorts of children is not monitored closely enough. The Principal has collated recently the standardised assessment data and acknowledges the need to use the available information to identify children who are underachieving. The numeracy and literacy co-ordinators have begun to use performance data to inform self-evaluation. The inspection findings confirm that these are key areas for development.

3.4 SPECIAL EDUCATIONAL NEEDS

The overall quality of the provision for children with special educational needs (SEN) is inadequate.

The formal procedures and processes to identify the children with special educational needs, to plan effectively for their needs and to track their progress have only been introduced during this school year. The current SEN provision is mainly in-class provided by the teachers and classroom assistants. Children with specific or more complex needs receive additional support from external agencies; the school values this specialist support.

The teachers complete, in consultation with the special educational needs co-ordinator (SENCO), parents and the children, individual Education Plans (IEPs). However, the targets identified are not specific enough, do not always cover the full range of the needs of individual children, and are not reviewed rigorously. The SENCO and the teachers need to identify targets that are more specific and measureable, and ensure that the IEPs are reviewed accurately.

The recently appointed SENCO is enthusiastic, well motivated, and is developing the role. A good start has been made to improving the provision through: updating and disseminating a whole-school policy on SEN; designing new systems to identify children who require additional support with aspects of their learning; revising the format of the IEPs; and identifying strategies to monitor the children's progress.

The Principal and SENCO, supported by the governors, need to review and evaluate: the effectiveness of the provision; the training and deployment of teachers and support staff, and the use of resources; and the organisation of the SEN programme. In addition, the school's leadership team need to establish more effective links with other agencies, such as SureStart, and through Extended Schools' initiatives, to provide a coherent programme to improve the children's learning experiences.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The overall quality of leadership and management is inadequate at all levels.

The Principal has been in post for seven years. She works hard to maintain the role, and sustain the presence, of the school in the local community, and knows the children and their families well. The Principal does not provide the teachers with consistent focused support and strategic leadership for developing and improving the quality of the learning and teaching in key areas of the curriculum. Over recent years, there have been significant staff changes. Consequently, teachers have been re-deployed and the Principal has begun reorganising co-ordinating roles and responsibilities. However, a minority of the co-ordinators and teachers have not always received the necessary professional development associated with their new roles.

The parents are not provided with the required information about key aspects of the provision and whole-school performance in literacy and numeracy; there is no governors' Annual Report to Parents, and the School Prospectus does not comply with the statutory requirements.

The Principal needs to provide strategic leadership of the curriculum with a sharper focus on learning and teaching and raising standards.

4.2 PLANNING FOR IMPROVEMENT

The school's process for improvement is linked to a SDP that complies partially with the requirements of the School Development Plans Regulations (Northern Ireland) 2005. There is a lack of effective consultation with the parents, the children and the staff when identifying the priorities for development; and the teachers do not have a working knowledge of the SDP and associated whole-school priorities. Although the governors are informed about the SDP, they need to inform themselves more fully of the standards and achievements within

the school. The performance of the children in literacy and numeracy is benchmarked and targets are set; however, there is insufficient identification of underperformance or the key strategic actions necessary to raise attainment. The action plans, which the Principal and co-ordinators prepare, do not always link closely enough to the SDP priorities and the targets and associated actions are not sufficiently specific or measureable.

Throughout the school at all levels, including the nursery, there is no systematic framework for self-evaluation. The co-ordinators do not have clearly defined monitoring and evaluating roles. The Principal, co-ordinators and teachers need to work together to agree and implement a whole-school approach towards monitoring and evaluating the school's educational provision, and use the outcomes to plan for and effect improvement.

4.3 STAFF DEVELOPMENT

The arrangements for the professional development of staff lack rigour. The whole-school staff development programme does not support sufficiently the SDP priorities. In particular, there is a lack of focus on providing professional development for the staff in order to improve the quality of the provision in literacy and numeracy and raise standards.

4.4 ACCOMMODATION

The quality of the accommodation is satisfactory. Issues relating to the accommodation are detailed in Appendix 2.

5. CONCLUSION

5.1 The strengths of the school include:

- the good behaviour of the children who enjoy their learning and work and interact well with one another;
- the wide range of extra-curricular opportunities provided for the children to enrich their learning experiences; and
- the good or better teaching observed in a majority of the lessons during the inspection, upon which the school can build.

5.2 The areas for improvement include the need:

- to improve the quality of the provision and raise the children's low levels of attainment in literacy and numeracy;
- to improve the quality of leadership and management which is inadequate at all levels; and
- to agree and implement a whole-school approach for monitoring and evaluating the school's educational provision, and use the outcomes to plan for and effect improvement.

In addition, there is an urgent need to review the arrangements for safeguarding children in the school and nursery to ensure that they reflect the guidance issued by DE.

In almost all of the areas inspected, the quality of education provided by this school is inadequate; the areas for improvement significantly outweigh the strengths in the provision. The inspection has identified major areas for improvement in standards, learning and teaching, and leadership and management which need to be addressed urgently if the school is to meet effectively the needs of all of the children.

It will be important that the employing authority, 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.

The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement, over a 12-18 month period. The Inspectorate will also return within six working weeks to monitor progress towards addressing the child protection issues.

A summary of the main findings of the inspection of the provision in the nursery is included.

6. THE NURSERY UNIT

6.1 The nursery unit is accommodated within the main primary school building and is accessed through the main school. At the time of the inspection almost 20% of the children were in their penultimate pre-school year and 15% were identified as having difficulties with their speech and language. The nursery has extended its hours this year to provide a four-hour session for the pre-school children. This is organised as an extended lunch club through the Extended Schools' programme. The children provide their own lunch.

6.2 MAIN FINDINGS OF THE INSPECTION

6.2.1 The main strengths within the nursery's educational and pastoral provision are:

- the children are generally well-settled, most can make independent choices and co-operate well with the daily routines;
- most of the children can sustain periods of concentrated play, particularly when the areas of play are resourced adequately and matched to their needs and interests;
- many of the children demonstrate an interest in mark making and a few are beginning to develop their emergent writing skills;
- almost all of the children enjoy, and engage in, informal and group stories, songs and rhymes;
- the children are able to produce representational paintings, which are displayed to enhance the playroom; and
- there were examples of effective interactions with the children when the staff fostered an interest in books, role-play and mathematical language.

6.2.2 The inspection has identified areas for improvement that include the need:

- to improve the overall quality of the staff interactions to support the children's oral language, creativity, thinking skills and problem-solving;
- to improve the quality of the learning environment to raise the children's levels of interest, engagement and involvement and ensure more challenge and progression across all areas of play both indoors and outdoors; and
- to use the assessment records more effectively to plan for the full range of needs and interest in order to ensure that the children make sufficient progress in all aspects of their learning.

6.2.3 In most of the areas inspected, the quality of education provided in the nursery is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

6.2.4 The Inspectorate will monitor and report on the nursery's progress in addressing the areas for improvement.

STATISTICAL INFORMATION ON HARRYVILLE PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	0	0
Attending part-time	26	0
Under 3 years of age*	5	0
With statement of special educational needs	1	0
At CoP stages 3 or 4**	2	0
At CoP stages 1 or 2**	0	0
With English as an additional language	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	38.5%
Average attendance for the previous year.	82.8%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
-	2½ hours	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	0
Nursery Assistants	0	1
Qualified Nursery Assistants	0	1

Number of: ***	
Students	3
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	26
Percentage returned	23%
Number of written comments	3

ACCOMMODATION

- The facilities for changing children in the nursery are not sufficient.

HEALTH AND SAFETY

- There is a need to conduct a risk assessment of the condition of the window frames throughout the school; many of the wooden window frames are rotten and are a health and safety hazard.
- Some of the floor tiles in the canteen are broken, or are becoming loose, and are a health and safety hazard.

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