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*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**

## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Carnalridge Primary School  
Portrush**

**June 2012**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF CARNALRIDGE PRIMARY SCHOOL, PORTRUSH, CO ANTRIM, BT56 8PB (301-2049)**

The focused inspection of Carnalridge Primary School, in January 2010, highlighted the following strengths: the positive ethos and arrangements for pastoral care; the quality of teaching which was good or better in most of the lessons observed; the good start made to self-evaluation in pastoral care; the very good and regular links with parents; and the range of after school activities and educational trips for the children.

The inspection identified the need for improvement in the following areas:

- to review the provision for supporting children with special educational needs to ensure that in-class and withdrawal support is more cohesive and balanced and that the children's achievements are improved;
- to improve the standards the children achieve in literacy and numeracy, particularly at key stage 1;
- to develop the leadership and management at all levels to ensure a more effective school development planning process that is based on effective monitoring and evaluation and focused on improving the standards the children achieve.

In the interval since the inspection, the following actions, which affect the work of the school, have taken place:

- a new principal has been appointed;
- a part-time learning support teacher has been appointed;
- the North-Eastern Education and Library Board's Curriculum Advisory and Support Service, SIMS and C2K have provided professional support and training for teachers in the areas identified as requiring improvement;
- the classroom assistants have been trained to assist with literacy and numeracy support;
- the roles and responsibilities of the co-ordinators have been clarified and developed further and the co-ordinators have undertaken professional development in leading their respective areas of responsibility;
- the school has formalised its procedures for collecting and analysing performance data and in monitoring the quality of the children's learning; and
- additional literacy resources were acquired to support the development of the children's spelling and reading.

The Education and Training Inspectorate carried out two interim monitoring visits and a follow-up inspection in June 2012. The action plan produced by the school in response to the inspection findings is of a good quality. The school development plan, which has been adjusted in light of the inspection findings, is of a very good quality.

The following are the most important improvements since the focused inspection:

- the diagnostic support for children with special educational needs, where all available data is used well to inform in-class and withdrawal interventions;
- the very good standards achieved by most of the children who require support with aspects of their learning;
- the dedicated and effective co-ordinators, whose capacity to lead, manage and monitor learning has been developed and who understand their role and responsibilities clearly;
- the close scrutiny by all teachers of the internal data to inform planning, classroom practice and whole-school improvement;
- the very good standards achieved by the children in literacy and numeracy, particularly at key stage 1;
- the quality of the lessons observed during the follow-up was always good: with one-half of the lessons very good, and a further one-third outstanding; and
- the highly effective, committed and enthusiastic leadership provided by the Principal and Vice-principal, who are focused on raising the educational outcomes further for the children.

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

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