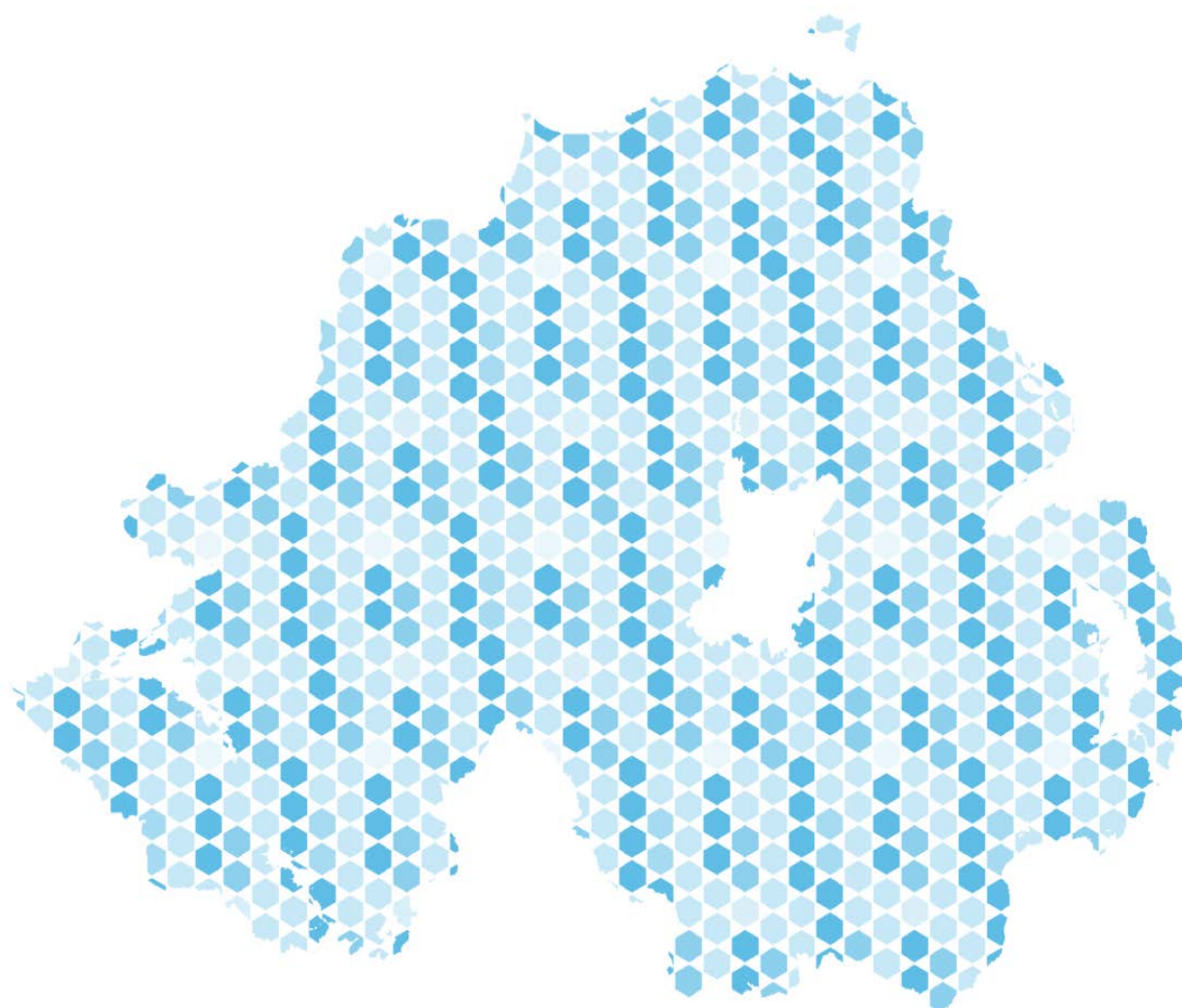


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Carryduff Primary School,
Belfast

Report of an Inspection in
June 2015

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

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with two representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Thirty-nine percent of parents and sixty-three percent of staff (teachers and support staff) responded to the questionnaires. The responses to the parental questionnaires indicated high levels of satisfaction with the overall life and work of the school. In particular, they commented on the friendly, inviting and supportive culture of the school, and the hard-work and enthusiasm of the approachable staff who provide every possible opportunity for the children to excel. A majority of the staff completed questionnaires and their responses were wholly positive. They acknowledged the good working relationships at all levels and the very supportive parents. In discussion with the representatives from the board of governors, the governors expressed their appreciation for the hard work and dedication of the principal and staff. ETI has reported to the principal and the representatives of the board of governors the main findings emerging from the questionnaires, including a small number of concerns that were raised.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision in the school; and
3. the quality of leadership and management.

3. Context

Carryduff Primary school is situated on the outskirts of South Belfast with the majority of the children coming from the surrounding area. The enrolment has increased slightly over the past four years; in addition a social communication unit opened in the school almost two years ago; and the number of newcomer children has increased by half. During the past year there has been a change in the senior management team; and also in the employment arrangements for some of the teaching staff.

Carryduff Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	171	171	178	176
% Attendance	96.2	94.5	96.2	96.8
FSME Percentage ¹	17.5	22.8	17.4	20.4
% of children on SEN register	21.6	21.6	19.1	18.1
No. of children with statements of educational needs	6	6	*	*
No. of newcomers	6	6	5	9

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Good
Achievements and Standards	Very Good
Provision	Good
Leadership and Management	Good
Social Communication Unit	Very Good

5. Achievements and standards

- The children are well motivated and demonstrate high levels of engagement and enjoyment in their learning. They interact confidently with their teachers and demonstrate interest and skill in learning collaboratively through group and paired work. They are developing a strong sense of responsibility for their environment and for the needs of the wider community through, for example, the recently formed ECO club and in raising funds for charities.
- The school's performance data shows that most children make very good progress in English and mathematics in line with their ability or above expectation. The children who require additional support with aspects of their learning are consistently making progress in English; and the school has accurately identified the need to improve their attainment in mathematics.
- Throughout the school, the children talk confidently about their learning and share their views willingly with their teachers and peers. In discussion with the children, they expressed an enjoyment of reading and spoke knowledgeably about a wide range of books. Across the key stages the children are able to write in different forms and for a variety of purposes; by the end of key stage (KS) 2 the children are able to write competently in a wide range of contexts.
- In the foundation stage the children have developed understanding of number and shape, and competently use a wide variety of mathematics games and activities to consolidate their learning. By the end of KS2, most of the children are secure in their understanding of number and place value and the most able children can apply their mathematical knowledge capably and, when encouraged, can draw on a range of strategies to complete accurately mental calculations.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- The children in the social communication unit make very good progress. They improve their socialisation and communication skills, assisted by a wide range of visual prompts and appropriate opportunities to learn with their peers. The children engage well with their learning and are growing in confidence.
- The children enjoy and make use of information and communication technology (ICT) in a variety of settings; they research information for topic work and make digital presentations. There is a variation in the use of ICT to enhance learning and teaching across the year groups; the school has appropriately identified the expansion of the ICT provision and its consistent, meaningful use to improve further the children's learning experience as a priority for improvement.

6. Provision

- In the most effective practice, in approximately one-half of the lessons observed, the teachers shared clearly with the children the intended learning; they used skilful questioning to develop the children's oral and thinking skills; and the assessment for learning strategies were used effectively to extend the children's thinking and learning. It will be important that this good practice is disseminated to all teachers to ensure greater consistency in learning and teaching across the school. The characteristics of the less effective lessons observed were the missed opportunities to make the learning relevant for the children; over-direction by the teacher which limited the learning; and the lack of meaningful differentiation.
- The teachers' long-term planning shows evidence of clear progression and there is a breadth and balance in the coverage of topics. However, the medium- and short-term planning does not include explicitly the information and evaluations needed to guide effectively the teachers in their work with all the children.
- The teachers mark the children's written work regularly with positive comments and, in the best practice they provide clear indications of how it could be improved further. In the most effective practice, the children are given good opportunities to evaluate constructively their own work and that of their peers. The school has appropriately identified the need to embed this more consistently across the key stages.
- There is effective communication between the special educational needs coordinator, the learning support teacher, class teachers, parents and children in writing and implementing well focussed individual education plans (IEP). The IEPs have specific and measureable targets for each child with suitable strategies to support the children's needs; however they require further refinement so that information about the children's strengths is also recorded. The teachers need to ensure that planned learning activities are linked more effectively to the targets and strategies and that evidence is consistently collated to measure progress. It is important that classroom assistants are deployed effectively in each class so that the children's learning is consistently supported and progressed.

- A key strength of the school's provision is the well planned guided and reciprocal reading programmes where children develop effectively their fluency and enjoyment of reading using a wide range of reading books, class novels, and guided reading activities. There has been recent well-targeted investment in reading material of particular interest to boys resulting in further enthusiasm and engagement in reading by all of the children. In the most effective practice, the children have very good opportunities to develop their talking and listening skills through meaningful class discussion and appropriate group and paired work. There is a need for all of the teachers to address consistently the children's presentation of their work and handwriting.
- The numeracy lessons are well-structured and start with appropriate mental mathematics activities. The children use mathematical language with increasing fluency as they progress through the school and demonstrate a good understanding of number, measure, shape and space and handling data. In the most effective practice, problem-solving tasks, the use of real-life contexts and links to other curricular areas are used well to promote more meaningful learning for the children. In order to improve the numeracy provision further there is a need to extend and challenge mathematically the children and to broaden the children's mathematical experiences to include more open-ended problem-solving tasks and problem-posing activities. The school has put in place a range of appropriate strategies to improve further the children's standards in numeracy and in particular support the children who have been identified as low and underachieving.
- The quality of the provision in the social communication unit (SCU) is very good. Six children attend the SCU and there is an appropriately individualised structure for each of them. The ethos is caring and the children and their needs are managed sensitively and collaborative working relationships between the teacher and classroom assistants are very good. The teachers' planning is detailed and activities are matched well to the interests and needs of the children. There are suitable opportunities for the children to integrate with their mainstream peers, for example, during Spanish lessons. The children are provided with very good opportunities to improve their communication skills, assisted by a wide range of visual prompts and support cards. There is effective liaison with parents to ensure they are well informed of their child's progress.
- The high quality pastoral care reflects the child-centred provision and ethos of the whole school. The teachers and staff promote a safe and caring learning environment where the children are respectful of one another, developing a sense of their own worth and a regard for others. The children feel valued, work well together and are supportive of each other in lessons and during informal interactions at break and lunch times. Furthermore, they report that they enjoy learning and are proud members of their school community; they particularly appreciate and enjoy the individual and class rewards. The positive approach to promoting good behaviour is strategically planned, with ongoing implementation, evaluation and review of the pastoral care programme, developing effectively the children's skills in self-management, personal responsibility and leadership.

- The school gives very good attention to promoting healthy eating and physical activity through, for example, the healthy eating policy. The physical education programme, which includes the provision of games equipment for the children's use at break and lunch times and a wide range of curricular and extra-curricular sporting activities, encourages the children to adopt healthy lifestyles and make healthy choices.

7. Leadership and management

- There is an effective collegial approach to decision making at all levels within the school. The senior leadership team has a clear direction for the school's development and it is fully committed to the well-being of the children and raising the standards they attain. The school's internal performance data is used systematically to track the progress of all of the children and assess the standards they reach.
- The school development plan includes an overview of the work of the school. The leadership team has appropriately identified the need to develop a more coherent and strategic approach to whole-school planning, monitoring and self-evaluation processes in order to ensure consistency in learning and teaching and to raise further the standards across the school.
- The school encourages the parents to become involved in the education of their children. Effective communication with parents is maintained through regular newsletters and meetings. An active parent-teacher association raises funds to contribute to resources such as home reads and ICT equipment. The school has identified, appropriately, the need to develop further the link with parents to include programmes which will enable them to support further their children's learning.
- The governors carry out their roles conscientiously and supportively and understand well the challenges and opportunities facing the school. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review, namely to review the roles and responsibilities of the senior leadership team; and to develop further the role of each of the coordinators.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the year 6 children reported that they felt very secure in school and know what to do if they have any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. These include the need to develop more robust and systematic monitoring and evaluation, including self-evaluation processes, to bring about the necessary improvements in learning and teaching.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

Health and safety/accommodation

1. There is a need to review and monitor regularly the access arrangements to the school site as it is impacting on the outside lessons.

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