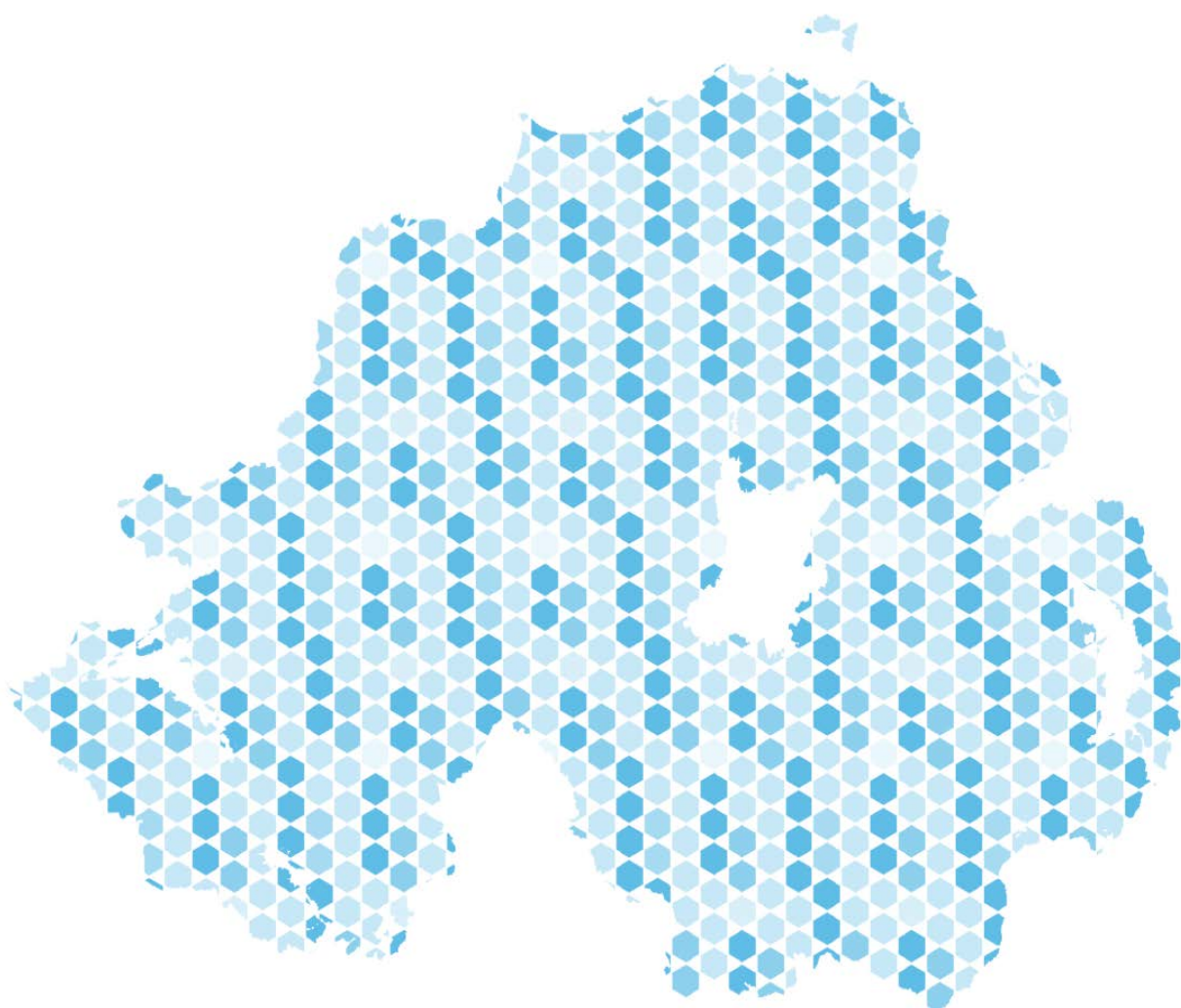


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

Corran Integrated Primary  
School and Nursery Unit  
Larne, Co Antrim

Report of an Inspection in  
February 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  
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## 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

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	5
8. Conclusion	6
Appendix	

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

Almost 15 % of parents and 80% of staff responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the teachers' and support staff's hard work and especially appreciated the care for the children's welfare and support for their learning. They acknowledged the hard work and the leadership of the principal. Most of the staff completed questionnaires and their responses were very positive; they emphasised the quality of the working relationships across the school and the links with the parents and wider community. The ETI has reported to the principal and a representative of the board of governors the main areas of concern emerging from the questionnaires during discussions.

## **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 including the nursery unit; and
3. the quality of leadership and management.

## **3. Context**

Corran Integrated Primary School and Nursery Unit is located in Larne, County Antrim. It is the only integrated school in the area and draws children from across the greater Larne district. The school accommodation consists of temporary mobile classrooms; however, funding has been secured for a permanent building and plans for the new school build are well advanced. The nursery unit is located in a mobile unit adjoining the primary school; the nursery access an enclosed outdoor play area which is shared with the foundation stage (FS) children. There are currently 165 children attending the school and an additional 26 in

the nursery unit. The percentage of children who are entitled to free school meals entitlement (FSME) has risen steadily over the past three years and now stands at 29%. At the time of the inspection, the school was undergoing a period of significant staffing changes. A new school leadership team has recently been appointed and almost all of the co-ordinators have taken up their roles within the past year.

<b>Corran Integrated Primary School</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Enrolment	186	178	168	165
% Attendance (NI Average)	94.8 (95.2)	95.3 (94.9)	95 (95.6)	96.1
FSME Percentage <sup>1</sup>	18.8	21.3	24.4	29.1
% of children on SEN <sup>2</sup> register	25.8	25.8	25.9	24
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Performance Level</b>	<b>Satisfactory</b>
<b>Achievements and Standards</b>	<b>Satisfactory</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Satisfactory</b>
<b>Nursery Unit</b>	<b>Good</b>

#### 5. Achievements and standards

- The children are enthusiastic learners who are developing very positive attitudes and dispositions to their work. Their behaviour is very good; they respond well to the positive ethos and good quality working relationships that are evident in the classrooms. When presented with the opportunity, they participate very well in class discussions and, when taking part in appropriately challenging activities, the children demonstrate a very good ability to think flexibly and complete investigations.
- The school's internal performance data of the past three years shows that a majority of the children achieve in English and mathematics in line with or above expectation. Almost all of the children who require additional support with aspects of their learning are making good progress in their English and mathematics in line with their ability or above expectation.

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

<sup>2</sup> The term 'SEN' refers to the percentage of pupils on the school special educational needs register.

- The children are confident to contribute their ideas and talk about their learning during class activities. When responding to effective questioning, the children demonstrate maturity in articulating their views and opinions and can justify their reasoning. They research information relating to their topic work and enjoy reading a range of fictional books including novels as they progress through the school. The children make effective use of dictionaries and thesauri to support their writing and understand the features of a wide range of writing forms. By year 7, the most able children read fluently and with good expression and they can write for a range of purposes and audiences. It will be important for the teachers to develop progression in the children's literacy including the quality of their writing, their higher order reading skills and the presentation of their work across the key stages.
- The children understand key mathematical concepts and, when provided with suitable opportunities, apply successfully the skills they have been taught. The younger children use a suitable range of practical materials and enjoy the indoor activity-based activities to develop their early understanding of number; they would benefit from more consistent opportunities to use and embed their mathematical language during the daily routines and across all areas of the curriculum. By year 7, the children can explain their thinking using appropriate mathematical language. The highest achieving children demonstrate a good range of strategies to solve mathematical problems; however, they are inconsistent in their approach to solving more challenging or unfamiliar tasks. These skills need to be developed more systematically within each class and progressively across the school.
- Most of the children in the nursery unit are making good progress across all areas of the pre-school curriculum. Particular strengths include the children's independence when managing their daily routines and the high level of interest in books and mark-making. A small number of the pre-school children require more consistent implementation of the planned strategies to support and develop their language, attention and listening skills.
- The children access and use confidently information and communication technology (ICT) in the classroom to research topics and consolidate aspects of their literacy and numeracy. The staff have appropriately identified the need to provide further access to ICT in order to provide the children with more extended use across the key stages.

## **6. Provision**

- In the best practice, the teachers use all of the available assessment information to ensure that learning tasks are appropriately differentiated and well matched to the children's needs and abilities. They plan effectively for a good range of creative and connected learning activities, including topic work and activity-based learning sessions, which motivate and interest the children to develop their literacy and numeracy skills in meaningful contexts. There is appropriate pace and challenge to the tasks where the teachers' skilful use of questioning develops well the children's thinking and oral responses and facilitates the learning. Where the practice is less effective, there is insufficient challenge in the activities, especially for the average and more able children. Overall, the

teachers need to give a higher priority to developing more fully the children's thinking skills through open-ended, challenging activities and provide structured opportunities for the children to reflect upon and assess their own learning and that of their peers. The teachers have identified appropriately differentiation in learning and teaching as an area for improvement and now need to plan a whole school approach to developing a shared understanding among the staff.

- The provision for the children identified with additional learning needs is very good. The children who require help with aspects of their learning are identified early and are supported effectively with in-class and withdrawal sessions. The intervention strategies support well the children's learning; they engage very well in the programmes and take pride in their achievements. The individual education plans are informative and guide well the teachers planning for each child identified as requiring support. The school liaises closely with parents and relevant external agencies to provide a coherent approach to the support for the children and their learning. The staff's involvement in continuous professional development through the Special Educational Needs: Literacy Project has raised the awareness and capacity of staff to develop dyslexia friendly classrooms.
- There are many good opportunities for the children to develop their talking and listening skills during literacy lessons and across the wider curriculum. The recently developed library is used well by the children to broaden their reading experiences. The staff are appropriately refining the teaching of reading to increase further the range of classroom strategies being used. The focus on non-fiction writing is having a positive impact on the range of forms in which the children engage. It will be important for the teachers to develop a whole school scheme for literacy to ensure that all staff have a shared understanding of the systematic and progressive teaching of literacy skills, within and across year groups, in order to raise further the standards achieved by the children.
- The children have good opportunity to select and use a suitable range of practical equipment to develop their understanding of key mathematical concepts. The whole-school guidance for numeracy provides a broad and balanced coverage of the key mathematical skills; however, it will be important to show clear progression of the children's learning across the key stages. The staff have identified appropriately the need for their greater use of diagnostic data in planning the children's work and developing further the children's use and understanding of the full range of problem-solving strategies. There is a further need to broaden the children's mathematical experiences to include more open-ended, problem-solving tasks and activities.
- The nursery unit staff plan a good range of learning experiences within the playroom. These experiences promote suitable learning opportunities across the pre-school curriculum including the children's ability to make their own choices and develop their collaborative, imaginative and creative play. Resourcing and planning for outdoor learning needs to be improved and developed in both the nursery unit and in the foundation stage. In the best practice, the quality of the staff's interaction is sustained, promotes settled and productive play and enhances very well the children's language, thinking and learning. This good practice needs to be evident more consistently throughout the session. The children's progress is tracked and the information used to inform parents of their child's progress and to identify early any additional needs.

- The quality of the provision for pastoral care in the school and nursery unit is very good. The school's integrated ethos develops respect for diversity and equality and is evident in the welcoming, caring and supportive atmosphere which permeates throughout the school. Children have many opportunities to assume positions of responsibility such as the school council, playground 'buddy scheme' and Eco-council. The school is currently working towards becoming a Rights Respecting School, having gained the United Nations Children's Fund (UNICEF) Rights Respecting School Recognition of Commitment Award. The school is a bronze Eco -School award winner.
- The school gives very good attention to promoting healthy lifestyles, healthy eating and physical activity. These combined with a wide range of health and wellbeing projects and links with other relevant agencies encourage the children to adopt healthy dispositions.

## **7. Leadership and management**

- The senior leadership team (SLT) gives a strong pastoral lead and are seeking to manage the many staff changes to ensure minimal disruption to the ongoing school development process. They are committed to the well-being of the children and staff and to improving the provision for learning. The SLT has identified and begun to revisit elements of whole school practice to match the staff development programme to the current staffing arrangements. It will be important that the new staff and co-ordinators are provided with appropriate opportunities to develop a shared understanding of, and ensure consistent quality in, the children's learning experiences. The SLT needs to ensure clear progression in the learning to raise the standards for all children.
- The school has worked diligently to maintain and develop the provision for the children in key areas, such as, the pastoral care and the special educational needs arrangements for those children requiring additional support. The current school development plan (SDP) identifies clearly the relevant priorities for school improvement; these need to be measured more robustly against the baseline of ETI's quality assurance indicators. The school's action plans need to be more focused on the learning needs of each child in order to guide further the process of learning, teaching, monitoring, evaluation and improvement. It will be important that the school's action plans set clear priorities, appropriate targets and use qualitative and quantitative measures of performance in order to determine progress. It will also be important that the school leaders monitor regularly the actions for improvement in order to measure the progress that is made against the targets.
- The school and the nursery unit have extensive links with various partners, parents and the wider community. The links developed through, for example, the Larne Early Education Providers (LEEP) and Barnardo's 'Ready to Learn' programme supports well the continuous development, knowledge and skills of both staff and families in how to support further the children learning.



- The board of governors and the SLT have worked tirelessly to secure funding for and make progress in developing a new school building, the plans of which are well advanced. The chairperson of the board of governors expressed support for the principal in managing the many and significant changes in staffing. 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. It will be important that the governors gain a greater awareness of the full range of data being used to measure the children's progress and plan strategically to support consistency in staffing, planning and appointing leaders in key aspects of the provision.
- On the basis of the evidence available at the time of the inspection, the school and the nursery unit have comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

## **8. Conclusion**

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

The most important areas of improvement include:

- to develop further the cycle of effective whole school improvement to include clear school development priorities with action plan targets that focus on raising standards; and
- to develop the whole school use of data to plan for effective differentiation in the learning and raise further the achievements of children in literacy and numeracy.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

**Health and safety**

1. The board of governors and staff need to carry out a risk assessment of the access points into the school.
2. There is no access to staff toilets within the nursery unit.
3. The staff need to plan and document the arrangements required to ensure the correct adult- to- child ratio is maintained throughout the nursery unit's day.

**Accommodation**

1. The limitations in the current temporary accommodation include the ramp leading to the nursery unit that is damaged and presents a health and safety trip hazard to the parents and children accessing the nursery unit.

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