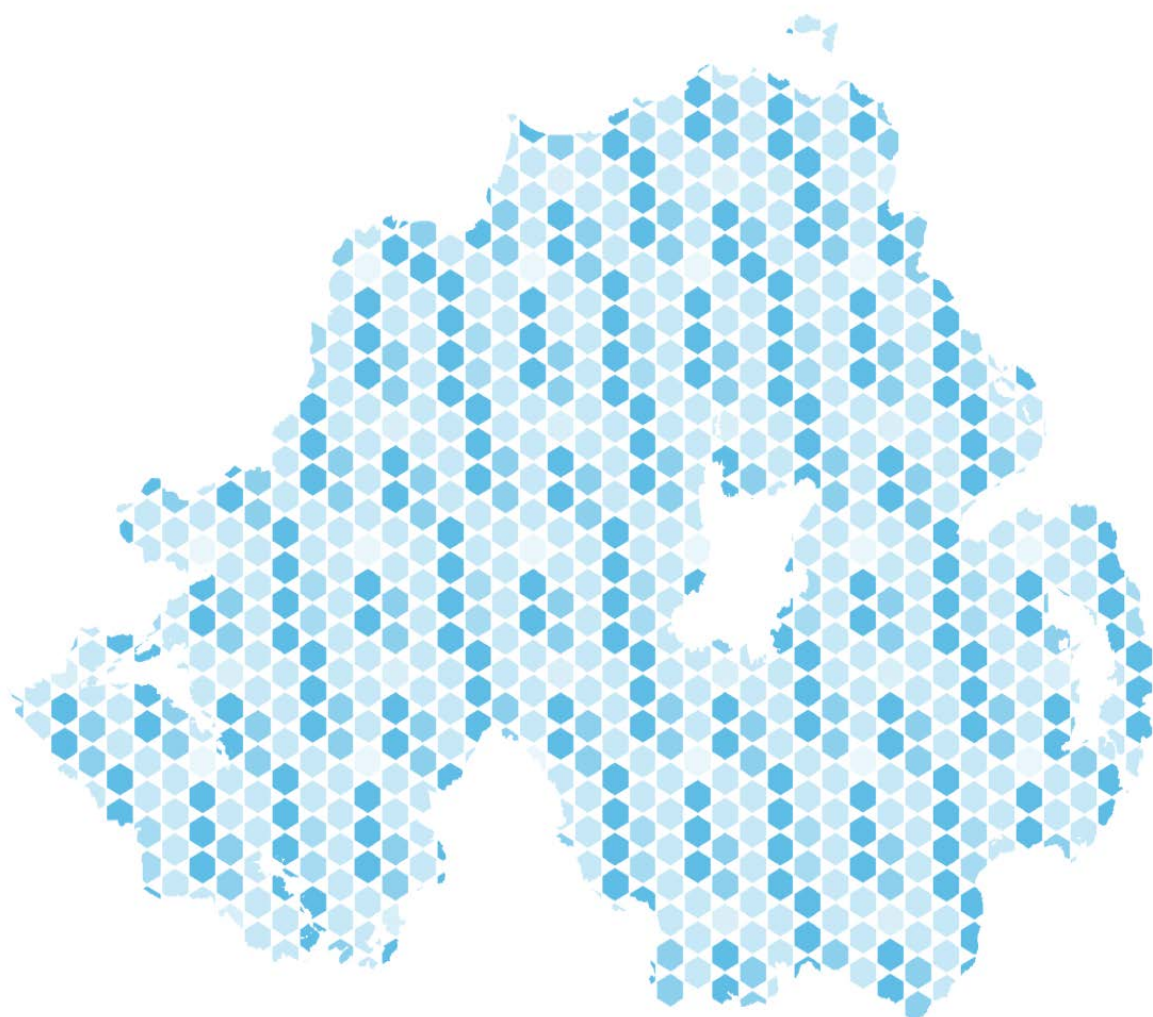


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Carnaghts Primary School,  
Ballymena

Report of an Inspection  
in February 2013

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

Carnaghts Primary School is situated close to Ballymena in Co. Antrim. Most of the children attending the school come from the surrounding area. The enrolment has increased over the last four years and currently stands at 99 children. At the time of the inspection, approximately 11% of the children in the school were entitled to free school meals and around 16% of the children had been identified by the school 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 the 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.**

- The **children** are enthusiastic learners; they respond positively to the learning and enrichment opportunities provided and demonstrate flexibility and resilience. They work well independently and in pairs or small groups. The children's behaviour is exemplary.
- By the end of Key Stage 2, the **standards** achieved by most of the children in English, mathematics and ICT are very good. The children express themselves confidently and articulately; they read with fluency and very good understanding and write competently for a range of audiences and purposes. The children are flexible in their mathematical thinking; they use their mathematical knowledge across the curriculum and in meaningful contexts and engage well in problem-solving activities.
- The children who have been identified as having **special educational needs** make very good progress in their learning and reach the standards of which they are capable.

## **Provision for Learning**

**The provision for learning is very good.**

- The staff and the children have created a very positive environment and climate for learning. The quality of the **learning and teaching** observed during the inspection was always good or better; in the majority of lessons, it was either very good or outstanding. In the most effective practice, the teachers used skilful questioning to challenge the children's thinking and develop their oral responses, there was effective differentiation and resources including ICT were used well to support the children's learning.
- The provision for **special educational needs** is very good. The school identifies at an appropriately early stage, the children who need additional support with aspects of their learning. Additional provision, either through in-class or withdrawal support, is matched very well to the children's needs. The support is effective and has a positive impact on the children's learning and self esteem.
- The quality of the arrangements for **pastoral care** is very good. A strong sense of family and community is evident throughout the school and the holistic development of each child is central to the school's work. An extensive range of extra-curricular activities, educational trips and other enrichment activities enhances the children's learning experiences and their personal and social development.
- The school gives very good attention to **healthy eating and physical activity** through, for example, the emphasis on healthy breaks and the very good programme of physical education available to all the children.

## **Leadership and Management**

**The quality of leadership and management is good.**

- The **Principal** has been in post for four years, provides good leadership and is supported very well by the vice-principal. The Principal is highly committed to the life and work of the school and dedicated to the care of the children. He has developed a strong team spirit and sense of collegiality amongst the staff. The vice-principal is very effective in her roles and the co-ordinators are enthusiastic, hard-working and manage well their areas of responsibility.
- There is an appropriate **school development plan (SDP)** in place which has been informed by consultation and focuses on improving further the provision for literacy and numeracy. The current processes for the analysis and use of data to inform whole-school self-evaluation and action planning need to be more rigorous and formal.
- The school has very good **links and partnerships** with the parents and the wider community.
- 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.

- It will be important that the employing authority, school governors and the staff continue to 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.

## CONCLUSION

In the areas inspected, the quality of the 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.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Carnaghts Primary** iii. **Date of Inspection: 06/02/13**  
 ii. **School Reference Number: 301-0825** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	11	15	13	11	15
<b>Enrolments</b>					
Primary	92	97	102	102	100
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): 95.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the  
 Special Educational Needs Register: 94.5%

**Primary & Reception    Nursery Unit    Special Unit    Irish Medium Unit**

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 7 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 19.8 NI PTR: 20.2
- iii. Average Class Size: 19.8
- iv. Class Size (Range): 14 to 29
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- i. Clerical support: 20
  - ii. Foundation Stage Classroom Assistant Support: 25
  - iii. Additional hours of other classroom assistant support: 40
- vi. Percentage of children with statements of special educational needs: 2%
- vii. Total percentage of children on the Special Needs Register: 16%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 11.1%
- 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):
- |                |                    |              |
|----------------|--------------------|--------------|
| <b>English</b> | <b>Mathematics</b> | <b>Irish</b> |
| 77.78%         | 77.78%             | N/A          |

## **APPENDIX 2**

### **THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, 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 the year 6 children to engage in a discussion with the inspectors.

Of the 73 questionnaires issued to the parents, 27 (37%) were returned to Inspection Services Branch including 17 which contained additional written comments.

Almost all of the parental questionnaire responses indicated high levels of satisfaction with the life and work of the school. In the positive written comments, the parents highlighted the approachability of the Principal and the staff; the family atmosphere within the school and the extensive range of extra-curricular activities available.

Most of the teachers and all of the support staff completed the questionnaires; their responses were entirely positive. The written comments provided by the staff highlighted the friendly atmosphere within the school, the effective working relationships and the staff's appreciation of the high levels of parental support.

The governors expressed their appreciation for the work of the Principal and staff, the support given by the parents and the family atmosphere within the school.

The inspectors met with a group of the year 6 children; the children talked very positively about school life, the caring atmosphere within the school, the sporting and other extra-curricular activities available to them and the support provided by the teachers.

The children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

The inspectors reported to the Principal and the governors the views expressed in the questionnaires and the written comments and the very few issues raised by them.

**ACCOMMODATION**

- Facilities for physical education are inadequate; the lack of an indoor space for physical education results in most of the taught programme being delivered outdoors.



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