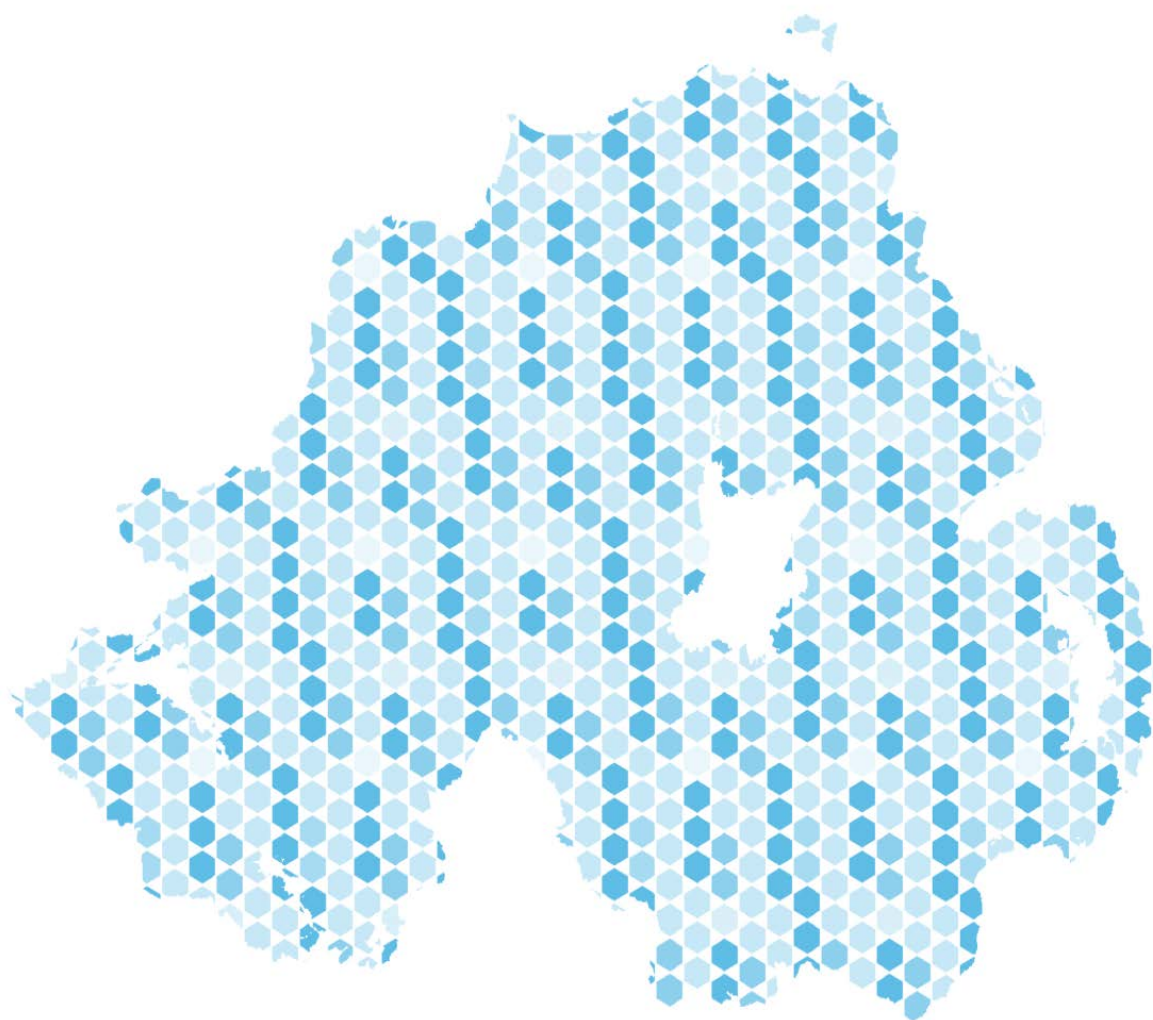


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Carnalbanagh Primary School,  
Ballymena

Report of an Inspection  
in November 2012

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

Carnalbanagh Primary School is situated in a rural setting approximately seven miles from Glenarm, County Antrim. All of the children come from the surrounding area within a radius of 15 miles. The enrolment has decreased over the past four years and currently stands at 39. At the time of the inspection, approximately 29% of the children were entitled to free school meals. The school has identified 23% of the children 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 education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

**The quality of the children's achievements and standards is good.**

- The **standards** achieved by most of the children in English are good and in line with their ability. The children express themselves confidently and articulately. They participate well in class discussion, read with a good degree of fluency and expression and write competently for a range of audiences. The children attain good standards in mathematics in line with their ability. They engage well in problem solving activities and use appropriate mathematical language to express their learning.
- The children identified with **special educational needs** make good progress in their learning.

## Provision for learning

**The provision for learning is good.**

- Most of the **children** are enthusiastic, well motivated, and engage actively in their learning. They work together collaboratively, showing respect for the opinions of others and for the school environment. They interact well with one another in paired and group work and are able to demonstrate and apply their learning in a variety of contexts. Their behaviour is very good.
- During the inspection, the quality of the **teaching** observed ranged from satisfactory to very good, with the majority of the teaching being very good. In the most effective practice the teachers were creative in connecting the children's learning and used skilful questioning to develop understanding and enrich discussion. In addition the children were given appropriate choices in their tasks to sustain interest and develop independence in their learning. Where the teaching was less than effective the children were unclear of the learning and insufficiently challenged, resulting in low levels of motivation and engagement.
- The provision for **special education needs** is good. Additional provision either through in-class or withdrawal support is matched well to the children's needs. The support is effective and has a positive impact on their self-esteem and their learning.
- The quality of the arrangements for **pastoral care** is very good. This is evident through an ethos of mutual respect and the inclusive, caring learning environment, in which the children are valued and supported in their learning.
- The teachers make appropriate use of **information and communication technology** (ICT) to support the children in their learning in both literacy and numeracy. During the inspection, there were good examples of the interactive white boards being used effectively to engage and stimulate the children's thinking. The children use ICT well to carry out research on various topics across the curriculum.
- The school gives good attention to promoting **healthy eating and physical activity**, through, for example the healthy breaks and the good range of sporting activities available to the children, which encourage them to adopt healthy lifestyles.

## Leadership and management

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

- The **Principal** provides very good leadership. She has been in post for two years and during this time she has begun to develop a culture of effective monitoring and self-evaluation. She has a clear vision for the future of the school, leads by example, combines successfully her teaching duties and leadership role and promotes a collegiate approach to decision-making within the school.

- The **school development planning** processes are very good. The school development plan appropriately identifies priorities for improvement, underpinned by action plans which focus clearly on raising further the standards achieved by the children in literacy and numeracy.
- 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.
- The **governors** report that they are well-informed about all aspects of the life and work of the school and work effectively with the Principal to ensure the school is managed well.
- It will be important that the employing authority, school 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.

## CONCLUSION

In the areas inspected, the quality of education provided by the school is good. The organisation has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This includes the need to:

- embed monitoring and self-evaluation of provision at all levels in the school to increase the level of challenge for the children and raise further the standards achieved.

The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Carnalbanagh Primary** iii. **Date of Inspection: 20/11/12**  
 ii. **School Reference Number: 301-0470** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	3	9	5	6	2
<b>Enrolments</b>					
Primary	46	52	48	43	39
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): 94.17% **NI Avg Att: 94.7%**

Average Attendance for those children on the  
 Special Educational Needs Register: 96.67%

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

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 3 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 15.6 NI PTR: 20.2
- iii. Average Class Size: 13
- iv. Class Size (Range): 2 to 8
- v. Ancillary Support:  
 Number of Hours **Per Week:**
- i. Clerical support: 14
  - ii. Foundation Stage Classroom Assistant Support: 19.5
  - iii. Additional hours of other classroom assistant support: 35
- vi. Percentage of children with statements of special educational needs: 7.69%
- vii. Total percentage of children on the Special Needs Register: 23.07%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 28.9%
- 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> |
| 85.7%          | 71.4%              | N/A          |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- |               |               |               |
|---------------|---------------|---------------|
| <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> |
| 2             | 6             | 5             |

### **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.

Of the 29 questionnaires issued to the parents in the primary school, 19 (65%) were returned to Inspection Services Branch including ten which contained additional written comments.

Most of the parents expressed high levels of satisfaction with the educational and pastoral provision in the school. In particular the parents acknowledged the commitment to meeting the needs of all the children, the atmosphere of mutual respect, the inclusive ethos and the importance of the school in the local community.

The teaching and support staff responded very positively to the staff questionnaires. They commented on the mutual respect throughout the school, the value placed on the school within the community and how much they enjoy working in the school to provide the best for all the children.

The inspection team met with the chair of the governors who expressed his support for the Principal and the place of the school within the rural community.

The inspectors also met with a group of the year 6 children. They spoke enthusiastically and articulately about all aspects of school life including their enjoyment of learning, the reward system and their role in the decision making processes within the school. They also indicated that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being.

The small number of concerns that were raised in the questionnaires have been reported to and discussed with the Principal.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

