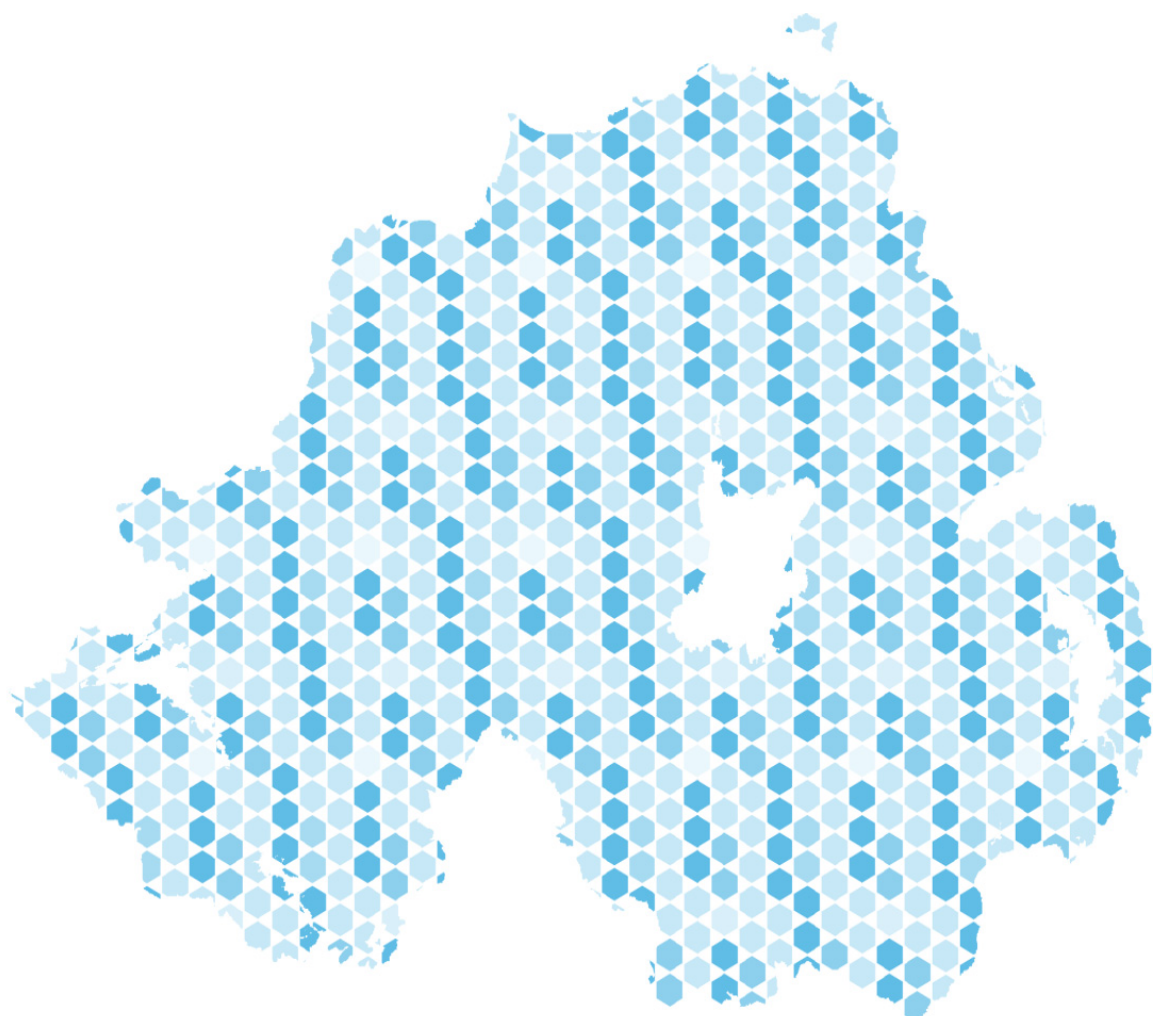


PRIMARY INSPECTION



Education and Training
Inspectorate

Carrickfergus Model Primary
School, Co Antrim

Report of an Inspection
in October 2010

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

Carrickfergus Model Primary School is situated in the town of Carrickfergus in County Antrim. All of the children attending the school come from the town and within a 15 mile radius of the school. The enrolment has generally remained steady in recent years and currently stands at 406. At the time of the inspection, approximately 4.6% of the children were entitled to free school meals. The school has identified 16% of the children who require additional support with aspects of their learning. At the time of the inspection three substitute teachers were deployed in the school.

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 FINDINGS OF THE INSPECTION

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

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics almost all of the children attain very good standards in literacy and numeracy.
- The children identified with special educational needs make good progress and achieve good standards, of which they are capable.

Provision for Learning

The provision for learning is very good.

- The children's behaviour is exemplary; they are well-motivated, demonstrate a positive attitude towards learning and, work well both individually and when given the opportunity, collaboratively on group activities.
- The teachers are very hard-working, committed to the education and care of the children, and are very well supported by the classroom assistants. The quality of the teaching observed ranged from satisfactory to outstanding, most was good or better.
- The provision for special educational needs is very good. Effective arrangements are in place to identify the children who require additional support with aspects of their learning and realistic targets for achievement are set for these children.

- The quality of the arrangements for pastoral care is outstanding. This is evident through the excellent working relationships at all levels, the whole-school celebration of the children's learning and their achievements, the recent developments to enrich the quality of the children's learning experiences both indoors and outdoors, and the strong family and community ethos. The support staff make a highly effective contribution to the life and work of the school.
- The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives very good attention to promoting healthy eating and physical activity, for example, through the comprehensive policy for healthy eating and nutrition, the regular communication with parents and the children and the emphasis placed on promoting healthy breaks and lunches, which encourage the children to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is very good.

- The Principal provides dedicated and outstanding leadership and management in providing for the pastoral and academic needs of all of the children. He has high expectations of the staff and the children and promotes a strong sense of collegiality amongst all the staff.
- The whole-school self-evaluation and school development planning processes are very good. Within the School Development Plan, there is a strong focus on the provision for literacy and numeracy.
- The special educational needs literacy, numeracy and information and communication technology co-ordinators provide very good leadership: good processes have been developed to assess and track all of the children's progress in learning.

CONCLUSION

In the areas inspected, the quality of 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: Carrickfergus Model Primary** iii. **Date of Inspection: W/B 11/10/10**
 ii. **School Reference Number: 301-0553** iv. **Nature of Inspection: Short**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	58	60	59	60	60
Enrolments					
Primary	407	414	410	406	404
Reception	0	4	0	3	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): 95.3% **NI Avg Att: 94.9%**
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|--------------------------------|---------------------|---------------------|--------------------------|
|--|--------------------------------|---------------------|---------------------|--------------------------|
- D. i. Number of Teachers
 (including the principal and part-time teachers): 16 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 25.25 NI PTR: 20.7
- iii. Average Class Size: 28.86
- iv. Class Size (Range): 27 to 30
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|----|
| i. Clerical support: | 66 |
| ii. Foundation Stage Classroom Assistant Support: | 80 |
| iii. Additional hours of other classroom assistant support: | 92 |
- vi. Percentage of children with statements of special educational needs: 0.50%
- vii. Total percentage of children on the Special Needs Register: 15.59%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 7%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English** 87.93% **Mathematics** 93.11%

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 102 questionnaires issued to the parents, 61 (60%) were returned to Inspection Services branch, including 38 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their pleasure with the high quality of education and care provided by the staff, the children's progress, the dedication and approachability of the staff and the quality of leadership provided by the Principal. The few issues raised were discussed with the Principal.

One governor met with the inspection team on the first day of the inspection and expressed strong support for the work of the school.

Thirteen of the teachers and twenty two members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 and 7 children; they talked happily and enthusiastically about their experiences at school, the opportunities provided for them to participate in decisions to improve aspects of the provision, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.

ACCOMMODATION

- The size of the classrooms restricts the opportunities to deliver aspects of the curriculum effectively.

© CROWN COPYRIGHT 2010

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

