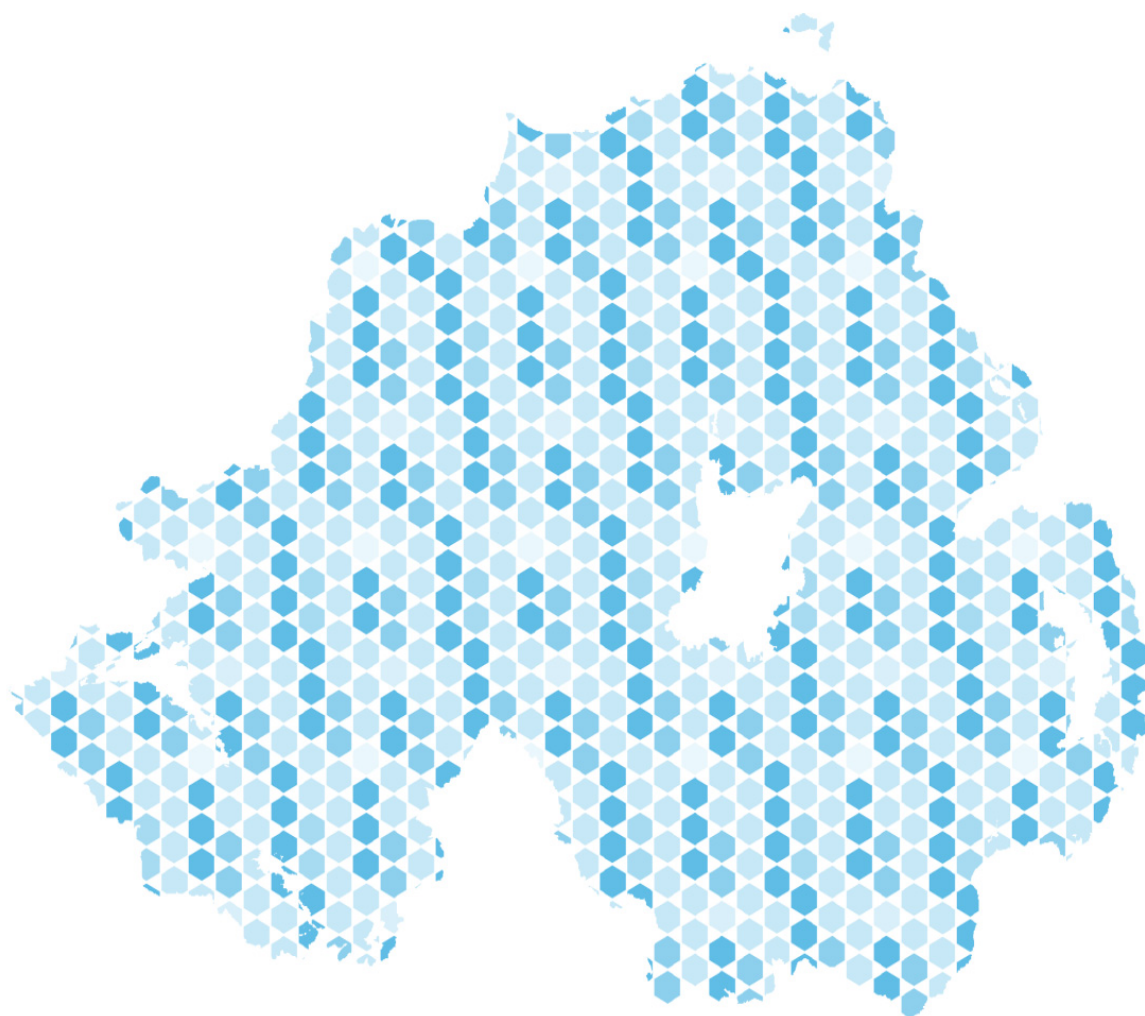


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Carrowreagh Primary School,  
Ballymoney

Report of an Inspection  
in May 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:

<b>DESCRIPTOR</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## SCHOOL CONTEXT

Carrowreagh Primary School is a co-educational controlled primary school situated three miles south of Ballymoney. Most of the children come from the surrounding rural area, within a three mile radius of the school. The enrolment has declined steadily over the past five years and currently stands at 71; at the time of the inspection there were a further nine reception children who are of pre-school age. The school has identified 23% of the children as requiring additional support with aspects of their learning, and 10% of the children are entitled to free school meals.

## 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 areas for improvement which the school has demonstrated the capacity to address.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- The children enjoy and participate enthusiastically in their **learning**. They have high levels of independence and a sense of responsibility for aspects of their learning owing, in part, to the effective setting of personal targets. The children have good social, interpersonal and problem solving skills, and work well in pairs and groups throughout key stage (KS) 1 and KS2.
- In **English**, most of the children attain good standards in line with their ability. They are confident in talking and listening, and write with accuracy in a variety of contexts across the curriculum. The children make good progress in developing their reading skills. They communicate their ideas articulately in whole-class, paired and group activities; their oracy skills are very good.
- Overall, the children attain very good standards in **mathematics**. At KS1, the children have a very good understanding of table facts, and use mental mathematics strategies effectively for basic addition and subtraction. Across KS1 and KS2, they present their mathematics to a high standard, have a good knowledge of number, measures, shape and space, and most of the children make expected or better progress.

- The children identified with **special educational needs** make very good progress in their learning, meet the targets as set out in their individual education plans, and reach the standards of which they are capable.

### **Provision for Learning**

The quality of the provision for learning is good.

- The **teachers** prepare thoroughly for lessons. The school has identified appropriately the need to review the long-term planning for literacy and numeracy in order to ensure greater continuity and progression in the children's learning. There is suitable short-term planning that matches well the learning to the needs of individual children.
- During the inspection, the quality of the **teaching** observed was good or very good; a majority was very good. In the most effective lessons: the learning intentions were understood clearly by the children; there was an useful review of previous learning, and good connections made across the areas of learning; the learning was set within a meaningful real-life context; and the children's own experiences were built upon effectively. The teachers and children also used an appropriate range of assessment for learning strategies.
- The provision for **special educational needs** is very good. At KS1 and KS2, the children who require additional support with aspects of their learning are identified early and intervention strategies and programmes are put in place, including meaningful individual support plans. The school provides effective in-class support, liaises appropriately with the parents, and involves the children in setting their personal learning targets. The progress of the children is monitored closely.
- The quality of the arrangements for **pastoral care** is very good. This is evident through: the caring, supportive and friendly ethos within the school; the positive working relationships between the children and the staff; the excellent behaviour of the children; and the whole-school celebration of the children's learning and achievements.
- On the basis of the evidence available at the time of the inspection the school has satisfactory arrangements in place for **safeguarding** children. These arrangements reflect broadly the guidance issued by the Department of Education (DE); however, protocols relating to aspects of the children's personal care need to be agreed with the staff and governors, and shared with the parents.

### **Leadership and Management**

The overall quality of leadership and management is satisfactory.

- The **Principal**, who has been in post for three years, sets high expectations and has provided effective **leadership** of the school through a period of significant change. There is very good communication at all levels, and a strong sense of collegiality among the staff within the school.

- The **school improvement process** is managed through the school development plan (SDP) and associated action plans which guide effectively the development work. The SDP is based appropriately on consultation with the children, the parents, the teachers and the Board of Governors (governors). The available assessment data is used very successfully to recognise individual children who are underachieving, or achieving at a low level, and to set targets and identify actions to raise standards. However, self-evaluation to identify actions to help bring about whole-school improvement is underdeveloped at all levels.
- Over the past three years, co-ordinating responsibilities have been strengthened and the **co-ordinators** have demonstrated a commitment to leading aspects of development work across the school. Currently, there is variation in the clarity of the roles and responsibilities in key areas of the curriculum and the co-ordinators do not monitor and evaluate closely enough the quality of the provision.

## 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:

- review the roles and responsibilities of the co-ordinators and, in particular, to develop effective monitoring and evaluation of the provision in order to inform self-evaluation and identify actions to help bring about further improvement in learning and teaching and the standards that the children attain.

It is important that the employing authority, 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. In addition, there is a need to review and monitor closely the financial and wider implications for the school relating to the enrolment of the reception children during the academic year.

The ETI will monitor the school's progress on the areas for improvement and the quality of the provision in the school.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Carrowreagh Primary** iii. **Date of Inspection: W/B 14/05/12**  
 ii. **School Reference Number: 303-0572** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	8	13	10	11	*
<b>Enrolments</b>					
Primary	76	78	72	70	71
Reception	*	*	*	*	9
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): 95.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the  
 Special Educational Needs Register: 93.9%

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

- D. i. Number of Teachers  
 (including the principal and part-time teachers): 4.6    0    0    0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.1    NI PTR: 20.2
- iii. Average Class Size: 20
- iv. Class Size (Range): 12 to 29
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- i. Clerical support: 25
- ii. Foundation Stage Classroom Assistant Support: 30
- iii. Additional hours of other classroom assistant support: 25
- vi. Percentage of children with statements of special educational needs: \*
- vii. Total percentage of children on the Special Needs Register: 22.5%
- viii. Number of children who are **not** of statutory school age: 9
- ix. Percentage of children entitled to free school meals: 10%
- 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): **English 83.3%    Mathematics 75%    Irish 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: **Year 1 8    Year 2 12    Year 3 N/A**

### **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. The inspection team also met with a small group of the parents and representatives of the governors, at their request, on the first day of the inspection.

Fifty-five questionnaires were issued to the parents of the children; 29 (53%) were returned to Inspection Services Branch and 15 contained additional written comments. All of the responses from the questionnaires returned were highly affirmative. The parents commented positively on: the overall quality of education provided by the school; the individual support provided for, and progress of, the children; the approachable staff and effective communication between the home and the school; and the leadership of the Principal.

The responses from all of the teachers and almost all of the support staff who completed online questionnaires were wholly positive, indicating very strong support for the work and life of the school.

The inspectors met with a group of the year 6 children; they spoke positively about their enjoyment of school, the opportunities to participate in extra-curricular activities, and the individual support that they received from their teachers with their learning. The children reported that they feel happy and secure in school, and are aware of what to do if they have concerns about their safety and well-being.

The inspection team reported to the Principal and representatives of the governors the views emerging from the questionnaires and the discussions.

### **HEALTH AND SAFETY**

- There is a lack of car parking facilities and traffic calming measures on the main road outside the school; this constitutes a significant health and safety risk for the children and their parents and needs to be addressed urgently.

### **ACCOMMODATION**

- There is a lack of indoor facilities for play and physical education.



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