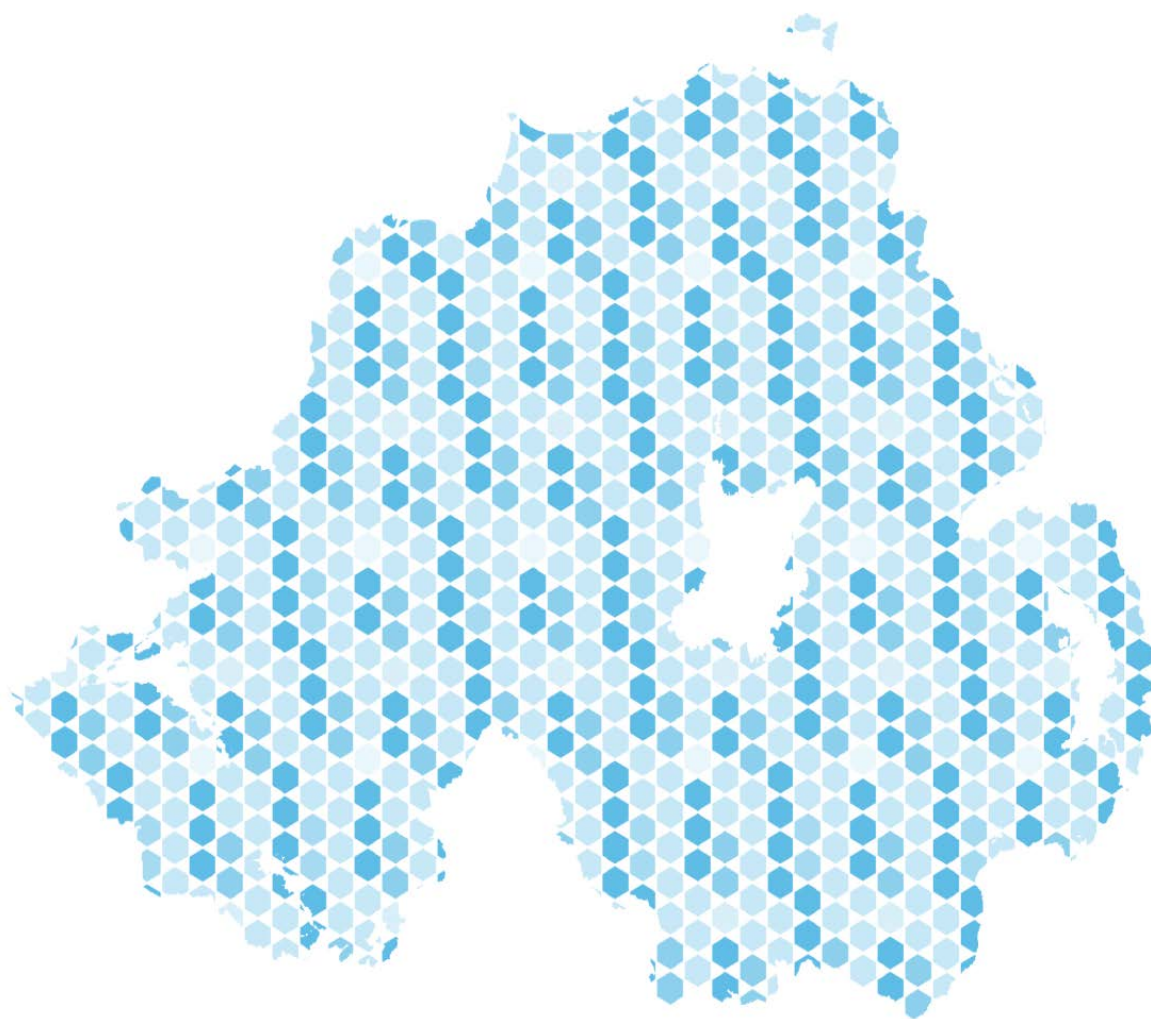


PRIMARY INSPECTION



Education and Training
Inspectorate

Carrickfergus Central Primary
School, Carrickfergus, County Antrim

Controlled, co-educational

Report of an Inspection (Involving Action
Short of Strike) in May 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Overall effectiveness	3

Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Carrickfergus Central Primary School is situated close to the centre of Carrickfergus, County Antrim. All of the children come from the town and surrounding areas. Over the past four years, the enrolment has declined but more recently has been on the increase. In the same period, the percentage of children entitled to free school meals has increased and the number of children identified as requiring additional support with aspects of their learning has fluctuated. A new principal was appointed and took up post in September 2015. The school holds a silver Eco-schools award and celebrated success recently as winner of the Mid and East Antrim 2016 School Gardening Project.

Four of the teaching unions which make up the Northern Ireland Teachers' Council have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following limited evaluations are based on the evidence as made available at the time of the inspection.

Carrickfergus Central Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	86	79	72	80
% School attendance	94.9	94.7	94.6	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
% FSME Percentage ¹	44	52	58	54
No. of children on SEN register	19	23	16	16
% of children on SEN register	22	29	22	20
No. of children with statements of educational need	*	*	*	*
No. Of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the online questionnaire information to parents and staff. Therefore, it is not possible to report on the views of parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;

¹ The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- quality of provision with a particular focus on numeracy including across the curriculum; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are reported below.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- the learning outcomes for the children, including those who require additional support with aspects of their learning;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences; and
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussion with the inspectors, a group of children from year 6 reported that they feel safe and secure in school and know what to do if they have any concerns about their well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

- 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.

The ETI was unable to evaluate the impact and effectiveness of:

- the strategic leadership;
- the middle leadership; and
- action to promote and sustain improvement.

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the staff, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

In order to conduct a primary inspection, inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

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

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- a meeting with a representative from the governors; and
- a meeting with a group of children from year 6.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

² And the overall provision in a subject area or unit, as applicable.

© CROWN COPYRIGHT 2017

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