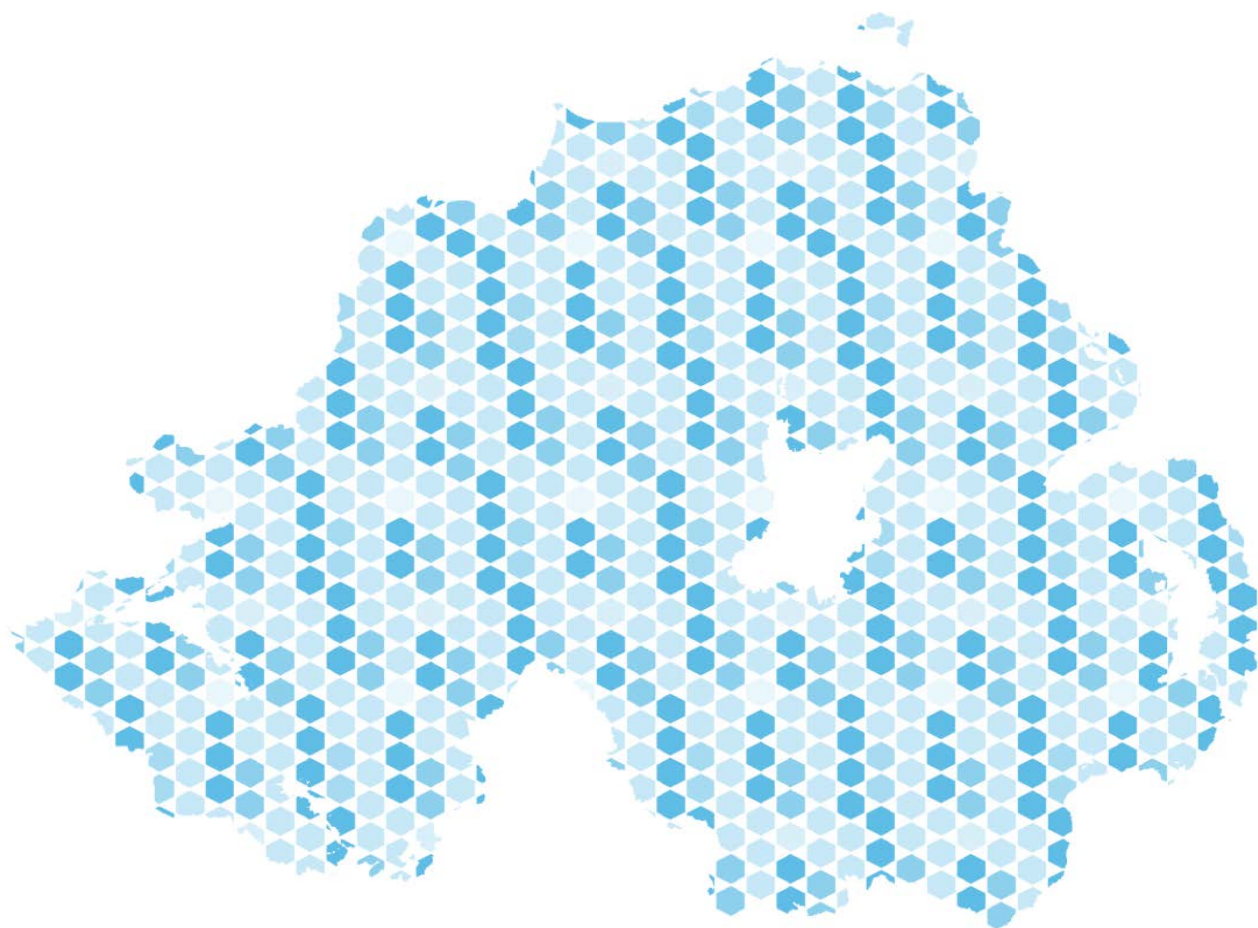


PRIMARY INSPECTION



Education and Training
Inspectorate

Carnlough Controlled Integrated
Primary School, Ballymena,
County Antrim

Controlled Integrated

Report of an Inspection in
September 2016



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Quantitative terms used by the Education and Training Inspectorate

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

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

Twenty-seven percent of parents and 86% of staff responded to the questionnaires. The responses to the parental questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the high quality of care for the children, the inclusive ethos of the school and the approachability and responsiveness of the staff and acting-principal. The responses to the staff questionnaire were unanimously positive; they emphasised the quality of working relationships across the school and endorsed the leadership of the acting-principal. The ETI has reported to the acting-principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on literacy (including how the school is addressing low attainment and underachievement where applicable);
- quality of provision for learning with a particular focus on literacy; and
- quality of leadership and management.

3. Context

Carnlough Controlled Integrated Primary School is situated in the village of Carnlough, County Antrim. Most of the children attending the school come from the village of Carnlough and the surrounding rural area. The enrolment has fluctuated over the past four years and the school operates below capacity. The percentage of children entitled to free school meals has gradually increased over the past four years, and the proportion requiring additional help with aspects of their learning has increased in the past two years. An acting-principal has been in post since September 2015 and the two remaining teachers are employed temporarily.

The school has an active shared education partnership with three other local primary schools.

Carnlough Controlled Integrated Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	42	28	36	32
% School attendance	93.5	95.2	95.2	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	30.9	32.1	33.3	37.5
No. of children on SEN register	5	*	6	5
% of children on SEN register	11.9	7	17	18.7
No. of children with statements of educational need	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Good
Provision for learning	Important area for improvement
Leadership and management	Important area for improvement

5. Achievements and standards

- Overall, the children achieve good standards in English. Most of the children have good talking and listening skills, contribute to discussions, read aloud and share their ideas openly. In all classes, the children are developing well their understanding of the key features of the different forms of writing. By year 7, a majority of the children have a good understanding of grammar and know how language may be used to improve their writing.
- The children enjoy reading and draw upon a range of strategies to understand more complex ideas and vocabulary in a variety of texts, including, at key stage (KS) 2, a range of novels. By year 7, the most able children read with good levels of interest and understanding and talk enthusiastically about the books they read for pleasure and information.

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

6. Provision for learning

- The provision for learning is an important area for improvement. The whole-school medium-term planning does not provide sufficiently detailed guidance in order to ensure progression in learning and consistency in the quality of the learning experiences across the school. As a result, the tasks set do not always challenge the children. In one-half of the lessons observed that were good in promoting learning: explanations were clear; and questioning developed the children's thinking and encouraged them to extend their responses. It is important that the effective practice is built upon and that a shared understanding of high quality learning and teaching is developed.
- Across the school, the children acquire good reading skills through a varied range of teaching approaches and texts. In all key stages, the most able readers require additional challenge in the range of materials they read to extend further their reading standards. The children develop the quality and range of their extended writing across a number of forms. They have, however, limited opportunities to transfer and develop their writing skills in contexts across the curriculum and require clearer guidance on how to improve further their writing.
- The play-based learning needs further development in order to ensure progression in the children's acquisition and use of their developing skills across the curriculum.
- The children who require additional support with aspects of their learning are very well integrated into the life of the school and the classroom assistants support them sensitively within and beyond the classroom. The targets in the individual education plans are not focused sufficiently on incremental learning. Reviewing the approach to individual education plans at whole-school level, and increasing the involvement of parents and learners in the process, is necessary to support a more effective approach to target-setting.
- The provision for pastoral care in the school is good. The children's development is supported by an effective preventative curriculum and by the school's positive behaviour management approaches. Extra-curricular and enrichment activities, including collaborative trips with the school's shared education partners, extend the children's learning experiences and provide opportunities for them to learn together with peers from other schools.

7. Leadership and management

- Within the school, the leadership is in a state of uncertainty and is an important area for improvement. Appropriately, the Education Authority (EA), and the board of governors have made arrangements to appoint a principal as a matter of priority. In the interim, the acting-principal has managed very well the operational challenges of the school, has appointed temporary curriculum co-ordinators and has put in place a number of key policies within a short space of time. The school development plan², which is in its second year of a three-year cycle, and the associated action plans, have limited evaluations of the impact on the learning. The acting-principal has begun to make more effective use of the school's internal data and other sources of first-hand evidence in the whole-school improvement process.

² The school development plan is partially compliant with the requirements of the School Development Planning Regulations (NI) 2010.

- The collaborative working partnerships, in particular the shared education project, are a particular strength of the school. Through this work, the children's personal and social development is enhanced and they are prepared well for the next stage in their learning. Furthermore, staff are provided with valuable professional development opportunities which contribute to the improvement of the provision for the children. There is open and effective communication with parents through a range of formal and informal meetings and through the recently updated school website and the Parent Teachers' Association (PTA) is active in supporting the work of the school.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review, namely:
 - to recruit further governors; and
 - to exercise appropriately the challenge function.
- 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.
- 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 broadly reflect the guidance issued by the Department of Education. The following area needs to be addressed:
 - to ensure the designated governor and newly-appointed designated teacher receive appropriate training.
- In discussions with the inspectors, the children in KS2 reported that they feel safe and secure in school and know what to do if they have any concerns about their well-being.

8. Overall effectiveness

Carnlough Controlled Integrated Primary School needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are to:

- develop a shared understanding of high quality learning and teaching;
- monitor and evaluate effectively the impact of the school improvement work on the children's learning experiences and on raising standards; and
- address the safeguarding training.

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 in 12 to 18 months.

Health and Safety / Accommodation

Risk assessments should be carried out as a matter of urgency by an appropriate authority in relation to:

- the buzzer system into the school building, which does not allow for sight of the person being admitted;
- the communal access to the boys' and girls' toilets; and
- the open access to the mobile classroom.

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