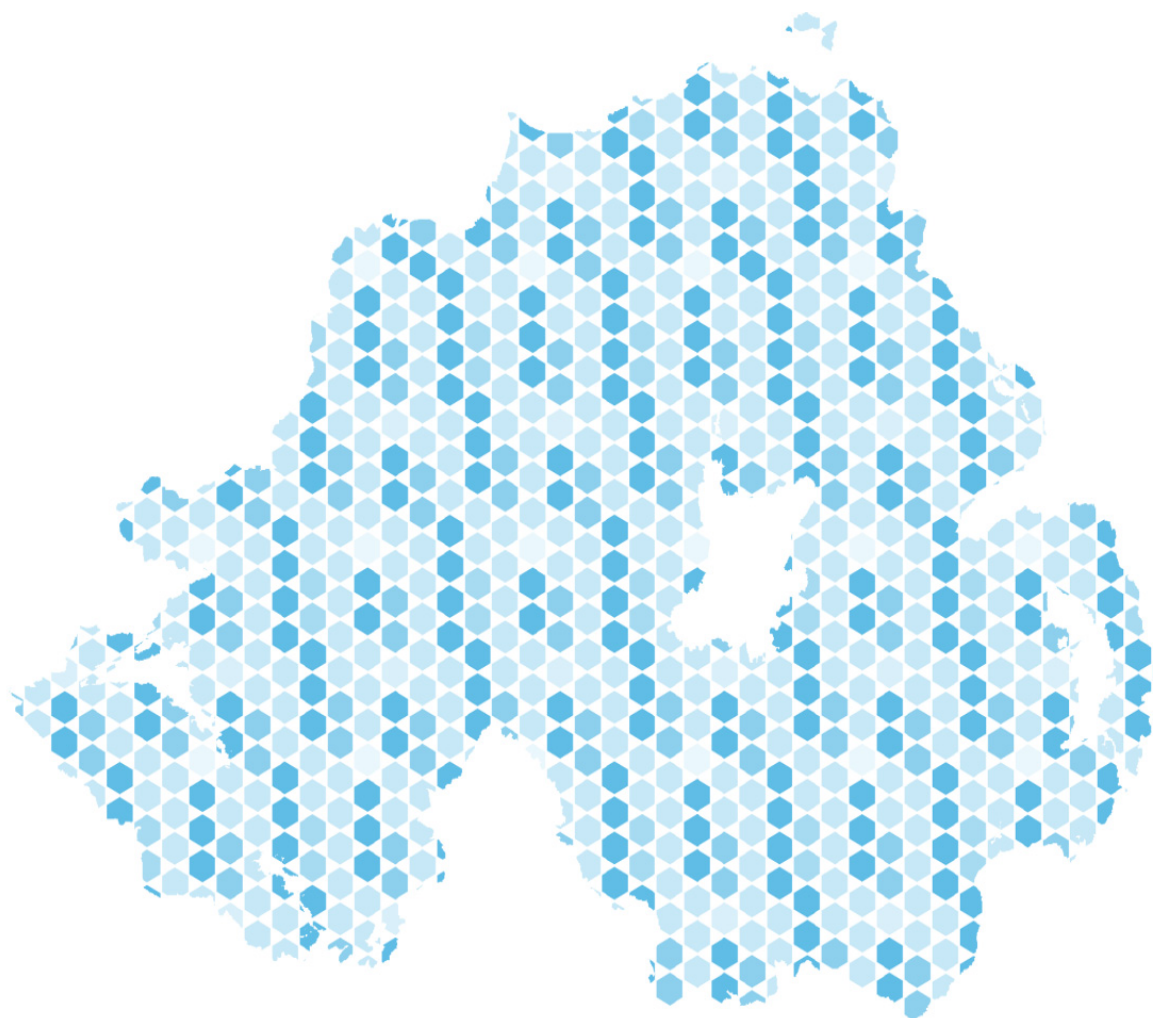


PRIMARY INSPECTION



Education and Training
Inspectorate

Ballycarry Primary School,
Carrickfergus

Report of an Inspection
in October 2011

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

Ballycarry Primary School is a controlled primary school situated in the village of Ballycarry, Carrickfergus, County Antrim. All of the children attending the school come from the village and surrounding rural area. The enrolment has been in steady decline over the past four years and currently stands at 82. The school has identified approximately 18% of the children as requiring additional support with aspects of their learning. At the time of the inspection, fewer than 10% of the children in the school were 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 most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In English and mathematics, most of the **children** attain standards in line with their ability. To raise the standards of attainment further the teachers need to set clearer targets for the children, including those who require additional support with aspects of their learning, based on their diagnosis of the needs of each child.
- The children identified with **special educational needs (SEN)** are well integrated in class and work confidently alongside their peers.
- The **children** have good social and interpersonal skills; they listen and respond well to the views of others, and communicate their ideas confidently in whole-class, paired and group activities.
- The children engage well in, and enjoy, practical investigative mathematics activities.

Provision for learning

The provision for learning is satisfactory.

- The **children's** behaviour is very good, they are proud of their achievements and of their school in general.
- The **teachers and support staff** are dedicated and hard-working; the classroom assistants make a valuable contribution to the children's learning in class. They are fully committed to the education and care of the children.
- The quality of the **teaching** observed, during the inspection, ranged from inadequate to very good; the majority being good or very good.
- The **teachers' written planning** is detailed but there is an overemphasis on activities, rather than on the learning and the expected outcomes for the children. The short-term planning does not guide the teachers effectively enough in their day-to-day work with the children and, as a result, they do not match the work well enough to the learning needs of all of the children. There is an over reliance on the use of worksheets, particularly in the foundation stage classes.
- The quality of the provision for **SEN** is satisfactory. The children benefit from withdrawal sessions in literacy and numeracy however, the in-class support is not sufficiently targeted to the needs of the children.
- The quality of the provision for **play-based learning** is inadequate.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the excellent working relationships at all levels throughout the school. The children are involved in the life and work of the school through meaningful consultation, and their views are valued and acted upon.
- The school has satisfactory arrangements in place for **safeguarding** children. These arrangements reflect broadly the **child protection** guidance issued by the Department of Education (DE). The school needs to review and update the code of conduct, including the arrangements for intimate care, and provide staff training in child protection for non-teaching staff.

Leadership and Management

The quality of leadership and management is satisfactory.

- The **Principal** is committed to the welfare of the children.
- The role of the **co-ordinators** is not developed sufficiently to enable them to oversee the developments of learning and teaching within their areas of responsibility.
- The school's processes for self-evaluation leading to improvement and school development planning are at an early stage of development. The current school development plan (SDP) outlines broad areas for improvement. It will be important for the staff to make adjustments to the SDP to take account of the inspection findings to ensure a clearer focus on key priorities.

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 following areas require further development:

- review and improve the quality of the teacher's planning to meet more effectively the needs of all of the children, and to ensure consistency in the quality of the learning experiences for the children;
- improve the quality of the provision for play-based learning; and
- develop more robust and systematic monitoring and evaluation, including self-evaluation processes, to bring about the necessary improvements in learning and teaching.

CONCLUSION

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Ballycarry Primary** iii. **Date of Inspection: W/B 24/10/11**
 ii. **School Reference Number: 301-0809** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	15	10	8	15	10
Enrolments					
Primary	107	102	92	84	82
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): 95.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 95.1%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|---|--------------------------|----------------------------|---------------------|----------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 5.46% | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 15.01% | NI PTR: 20.2 | | |
| iii. Average Class Size: | 20.5 | | | |
| iv. Class Size (Range): | 16 to 25 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | | | | |
| i. Clerical support: | | | 17.5 | |
| ii. Foundation Stage Classroom
Assistant Support: | | | 10 | |
| iii. Additional hours of other
classroom assistant support: | | | 10 | |
| vi. Percentage of children with statements of special educational needs: | | | 3.65% | |
| vii. Total percentage of children on the Special Needs Register: | | | 18.29% | |
| viii. Number of children who are not of statutory school age: | | | 0 | |
| ix. Percentage of children entitled to free school meals: | | | 9.75% | |
| 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
91.42% | Mathematics
100% | Irish
N/A | |

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire prior to the inspection. Of the 61 questionnaires issued to the parents, 20 (32.8%) were returned to Inspection Services Branch and a small number contained additional written comments. All of the teachers and the support staff completed questionnaires and a small number contained written comments.

The parents, the teachers and the support staff responded extremely positively to the questionnaires and indicated very high levels of satisfaction with, and support for, the school.

The inspectors also met with the year 6 children. They were very enthusiastic about their experiences at school. The children feel safe in school and are aware of what to do if they have worries about their well-being.

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