

PRIMARY INSPECTION



Education and Training
Inspectorate

Carnalridge Primary School,
Portrush

Report of an Inspection
in January 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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- | | | | | |
|----|-----|---|------|---|
| A. | i. | School: Carnalridge Primary Portrush | iii. | Date of Inspection: W/B 11/01/10 |
| | ii. | School Reference Number: 301-2049 | iv. | Nature of Inspection: Short |

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	27	35	31	26	22
Enrolments					
Primary	198	202	198	192	187
Reception	11	7	7	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): | 96.8% | NI Avg Att: 94.9% |
|----|---|-------|--------------------------|

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
<p>1. Mathematics</p> <p>2. English</p> <p>3. Science</p> <p>4. History</p> <p>5. Geography</p> <p>6. Art</p> <p>7. Music</p> <p>8. Physical Education</p> <p>9. Religious Education</p> <p>10. Personal, Social and Health Education (PSHE)</p>	<p>1. Mathematics</p> <p>2. English</p> <p>3. Science</p> <p>4. History</p> <p>5. Geography</p> <p>6. Art</p> <p>7. Music</p> <p>8. Physical Education</p> <p>9. Religious Education</p> <p>10. Personal, Social and Health Education (PSHE)</p>	<p>1. Mathematics</p> <p>2. English</p> <p>3. Science</p> <p>4. History</p> <p>5. Geography</p> <p>6. Art</p> <p>7. Music</p> <p>8. Physical Education</p> <p>9. Religious Education</p> <p>10. Personal, Social and Health Education (PSHE)</p>	<p>1. Mathematics</p> <p>2. English</p> <p>3. Science</p> <p>4. History</p> <p>5. Geography</p> <p>6. Art</p> <p>7. Music</p> <p>8. Physical Education</p> <p>9. Religious Education</p> <p>10. Personal, Social and Health Education (PSHE)</p>

- | | | | | | | |
|----|----|---|---|---|---|---|
| D. | i. | Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 9 | 0 | 0 | 0 |
|----|----|---|---|---|---|---|

- ii. PTR (Pupil/Teacher Ratio): 20.78 NI PTR: 20.4

- iii. Average Class Size: 26.57

- iv. Class Size (Range): 21 to 31

- | | | | |
|----------------------------------|--|---|-------|
| v. Ancillary Support: | | | |
| Number of Hours Per Week: | | i. Clerical support: | 30.25 |
| | | ii. Foundation Stage Classroom Assistant Support: | 30 |
| | | iii. Additional hours of other classroom assistant support: | 104 |

- vi. Percentage of children with statements of special educational needs: 4.3%

- vii. Total percentage of children on the Special Needs Register: 37%

- viii. Number of children who are **not** of statutory school age: 0

- ix. Percentage of children entitled to free school meals: 11%

- | | | | |
|----|---|--------------------------|------------------------------|
| x. | Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: | English
87.09% | Mathematics
87.09% |
|----|---|--------------------------|------------------------------|

CARNALRIDGE PRIMARY SCHOOL, PORTRUSH, CO ANTRIM, BT56 8PB (301-2049)

SCHOOL CONTEXT

Carnalridge Primary School is situated approximately one mile south of Portrush, on the main road to Coleraine. The enrolment has declined slightly in recent years because the school no longer has a reception class. At the time of the inspection, approximately 11% of the children were entitled to free school meals and 37% of the children were on the special needs register.

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.

The inspection also evaluated the school's arrangements for pastoral care and child protection.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection as well as a meeting with a representative of the Board of Governors (Governors) and a group of children from years 6 and 7. One hundred and thirty-six questionnaires were issued to the parents; 20% were returned to the Department of Education (DE) and nine of these contained additional written comments. The responses from the questionnaires indicated that all of the parents appreciate the professional and approachable staff, the care and support provided for their children and the high standard of behaviour expected by the staff. The very few issues arising from the parental questionnaires were shared with the Principal and Vice-principal, and the Governors.

The representative of the Governors reported that they were kept fully informed about the work of the school.

Most of the teaching staff responded to the online teacher questionnaire. The responses indicated that a significant minority of the staff were concerned about aspects of the leadership and management, particularly in regard to the recent arrangements for the school's provision for special educational needs.

The children from years 6 and 7 talked very positively about aspects of school life they enjoy, including the after-school activities. They are aware of what to do if they have worries about their safety or well-being.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is very good. Among the strengths are the welcoming and happy atmosphere throughout the school, the very good behaviour of the children and the establishment of an active and enthusiastic school council.

CHILD PROTECTION

The school has very good arrangements in place for safeguarding the children and these reflect fully the guidance issued by DE.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, for example, the school council's involvement in the introduction of healthy breaks and the dissemination of important nutritional information, which encourages the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include:

- the positive ethos and very good arrangements for pastoral care;
- the quality of teaching which was good or better in most of the lessons observed;
- the good start made to self-evaluation within the area of pastoral care;
- the very good and regular links with parents; and
- the range of after-school activities and educational trips for the children.

The areas for improvement include the need:

- to review the current provision for supporting children with special educational needs to ensure that in-class and withdrawal support is more cohesive and balanced and that the children's achievements are improved;
- to improve the standards achieved by the children in literacy and numeracy, particularly at key stage 1; and
- to develop the leadership and management, at all levels, to ensure a more effective school development planning process that is based on effective monitoring and evaluation and focused on improving the standards the children achieve.

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 standards, learning and teaching, and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

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