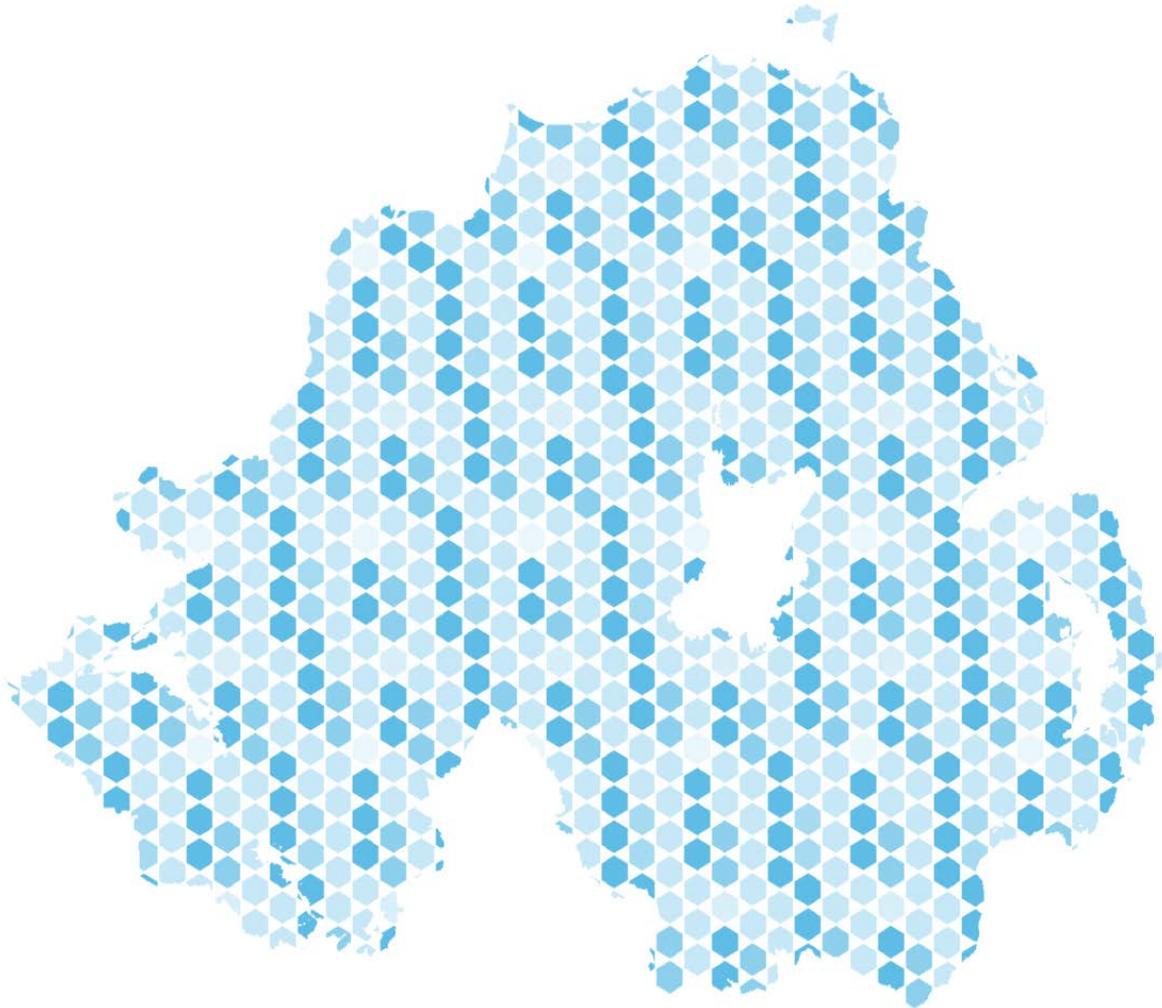


PRIMARY INSPECTION



Education and Training
Inspectorate

Carniny Primary School,
Ballymena, County Antrim

Controlled, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
January 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Carniny Primary School is a controlled primary school situated on the outskirts of Ballymena. Almost all of the children attending the school come from the local area. The enrolment has remained stable over the past four years and the school operates at maximum capacity. The percentage of children entitled to free school meals and the proportion of children who require additional support with aspects of their learning have risen slightly over the same period. A vice-principal and two teachers have been appointed in the current academic year. The school has a well-established shared education link with a local maintained school.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) 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 evaluations are based on the evidence as made available at the time of the inspection.

Carniny Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	291	291	287	286
% School attendance	96.8	96.5	96.7	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	12	14.5	13.5	15
No. of children on SEN register	42	41	38	43
% of children on SEN register	14.5	14	13	15
No. of children with statements of educational need	6	7	6	6
No. of newcomer children	0	*	*	5

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Five percent of the parents and most of the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were almost all positive and in the written comments they highlighted the caring ethos and the good progress made by their children. The responses to the staff questionnaire also endorsed the effective working relationships within and inclusive nature of the school. The ETI has communicated to the principal and representatives of the board of governors the main findings, and any individual issues arising, from the questionnaires.

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

3. Focus of the inspection

The ETI was unable to evaluate:

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

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;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

- There is a well-embedded culture of self-evaluation in the school. The current school development plan meets fully the school development planning regulations and contains a range of actions to promote improvement which have been informed by the analysis of the school's assessment data and take account of the views of the governors, parents, children and staff.

- In discussion with representatives of the board of governors, they reported that they understand their role in supporting and challenging the staff. The recent introduction of link governors for key learning areas is providing the governors with a better knowledge and understanding of important aspects of the school's provision.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. In discussion with a group of children from year 6 the children reported that they feel safe, happy and cared for in school and that they know what to do if they have any concerns.

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.

9. 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. This will be reflected in future inspection activity.

Health and safety/Accommodation

1. There are no toilet facilities in the year 4 mobile which requires the children to cross to the main building.

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](#)

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 representatives 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.

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 in 12 to 18 months.
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 in 18 to 24 months.

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

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