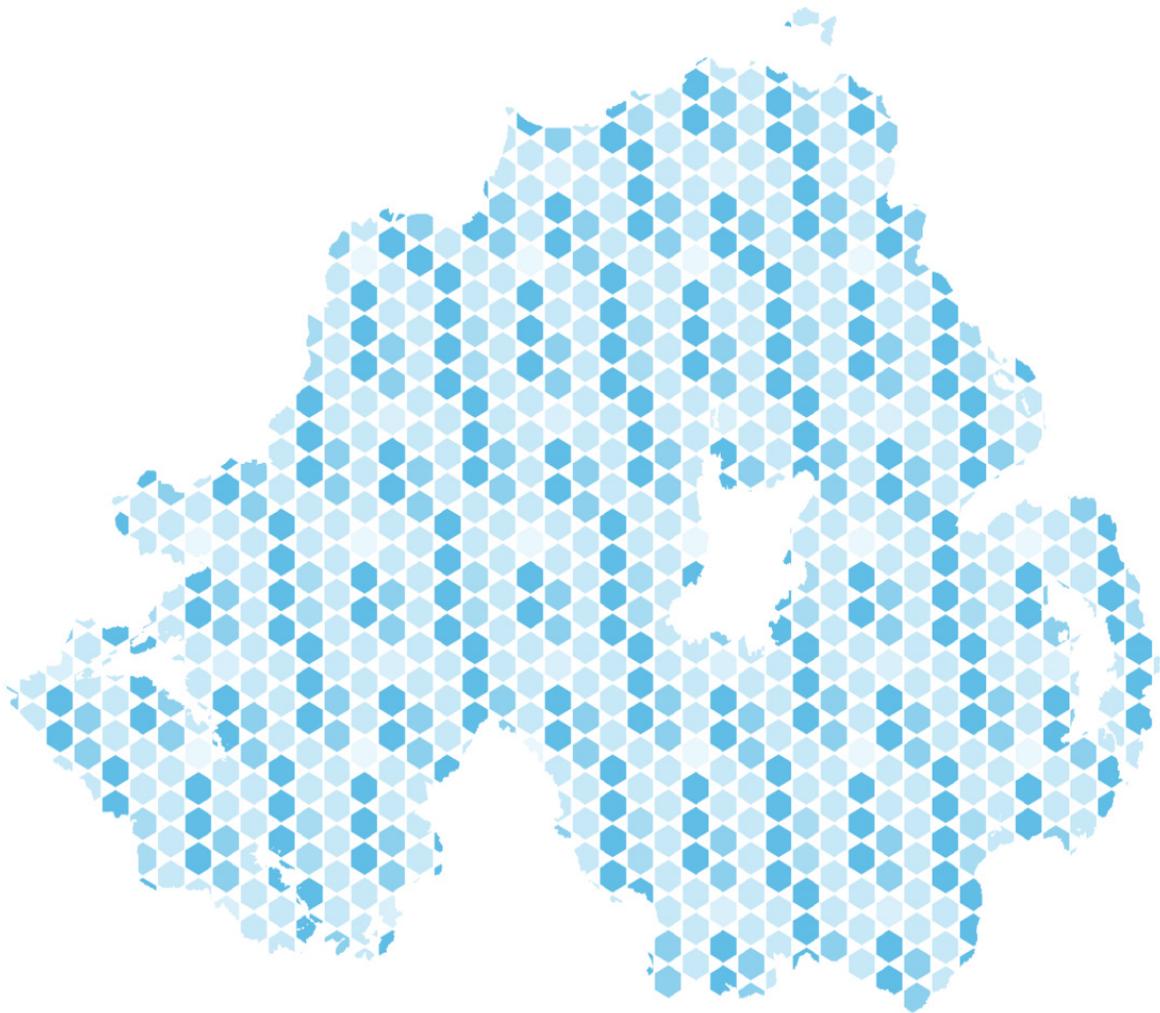


PRIMARY INSPECTION



Education and Training
Inspectorate

Carniny Primary School,
Ballymena

Report of an Inspection
in September 2011



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



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

Carniny Primary School is situated in the north of Ballymena. A majority of the children attending the school come from within a three mile radius of the school. The enrolment has risen steadily over the past five years and currently stands at 274. At the time of the inspection, just over 10% of the children in the school were entitled to free school meals. The school has 12% of the children as requiring additional support with aspects of their learning.

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 the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- The **children** co-operate with their peers and work well in groups and pairs. By the end of Key Stage 2, they make very good progress in developing their thinking skills and the ability to learn independently. The children are enthusiastic, highly motivated, and enjoy and engage actively in their learning.
- The children attain very good **standards** in English and mathematics.
- The children identified with **special educational needs** progress well in their learning across the curriculum, and reach the standards of which they are capable by the end of year 7.

Provision for Learning

The quality of the provision for learning is good.

- The **teachers** are committed to the education and care of the children, and are supported well by the classroom assistants. The school has identified appropriately the need to develop further the teachers' evaluations of planning with a greater focus on the quality and extent of the children's learning.

- During the inspection, the quality of the **teaching** observed ranged from outstanding to satisfactory; a majority was good or better. In the more effective lessons: the teachers' expectations of what the children could achieve were appropriately high; there was a very good structure to the lesson; and the teachers used skilful questioning to engage the children actively and promote enjoyment in learning. In the less effective lessons: the pace was too slow; and the level of challenge was too low and not matched closely enough to the ability of all of the children.
- The provision for **special educational needs** is very good. The children who require additional support with aspects of their learning are identified early and a range of intervention programmes is used to address effectively their individual needs. Well-focused individual education plans provide suitable guidance and are used appropriately by most of the teachers to match the learning to the needs of the children.
- The quality of the arrangements for **pastoral care** is outstanding. This is evident through: the caring and friendly ethos within the school; the excellent behaviour of the children; the regular celebration of the children's successes which builds their self-esteem; and the wide range of extra-curricular opportunities which enhance the children's learning and social development.
- The school has very good, comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school gives good attention to promoting **healthy eating and physical activity**; for example, there is a Healthy Eating Policy and focus on healthy snacks which encourage the children to adopt healthy lifestyles.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** provides highly effective **leadership**, sets a clear direction for the work of the school, and leads successfully the school improvement agenda.
- There is a comprehensive **school development plan** (SDP) that is underpinned by rigorous self-evaluation. There are appropriate action plans to support the SDP, and performance data is used effectively to identify priorities for development.
- The **governors** are fully involved in the strategic planning for the work of the school and they support well the Principal and the teachers in the implementation of the SDP.
- The **Vice-principal** and the **co-ordinators** are very effective in their clearly defined roles. They monitor and evaluate appropriately the quality of the provision across the school.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Carniny Primary** iii. **Date of Inspection: W/B 26/09/11**
 ii. **School Reference Number: 301-6129** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	32	41	27	38	44
Enrolments					
Primary	245	257	260	269	274
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): 96.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 96.1%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|---------------------|--------------|--------------|-------------------|
|--|---------------------|--------------|--------------|-------------------|
- D. i. Number of Teachers (including the principal and part-time teachers): 11.6 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 23.6 NI PTR: 20.2
- iii. Average Class Size: 27
- iv. Class Size (Range): 25 to 30
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|------|
| i. Clerical support: | 33.5 |
| ii. Foundation Stage Classroom Assistant Support: | 76.2 |
| iii. Additional hours of other classroom assistant support: | 153 |
- vi. Percentage of children with statements of special educational needs: 1.8%
- vii. Total percentage of children on the Special Needs Register: 12%
- viii. Number of children who are **not** of statutory school age:
- ix. Percentage of children entitled to free school meals: 10.6%
- 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 | 90.9% | Mathematics | 86.4% | Irish | 0% |
|---------|-------|-------------|-------|-------|----|

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection.

One hundred and thirty-five questionnaires were issued to the parents of the children; 32 (24%) were returned to Inspection Services Branch and 14 contained additional written comments. Most of the responses from the questionnaires returned were highly affirmative. The parents commented positively on the approachable teaching staff, and indicated that their children enjoy school and progress well in their learning.

Twelve of the teachers and eight support staff completed confidential online questionnaires. Most of these responses were wholly positive indicating very strong support for the work and life of the school.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

A few of the parents and representatives of the governors met with the inspection team on the first day of the inspection. The parents praised the Principal and the staff for the caring learning environment within the school, the standards achieved and the wide range of extra-curricular opportunities provided for the children. The governors expressed their high regard for the overall quality of education and pastoral care provided for the children and, in particular, the commitment of all of the staff.

The inspectors also met with a group of the year 6 children; they reported that they feel happy and secure in school, and are aware of what to do if they have worries about their safety and well-being.

HEALTH AND SAFETY

- There is a lack of car parking facilities at the school.
- The fencing around the perimeter of the school is inadequate. Access to the school grounds needs to be reviewed to ensure the safety of the children at all times.

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