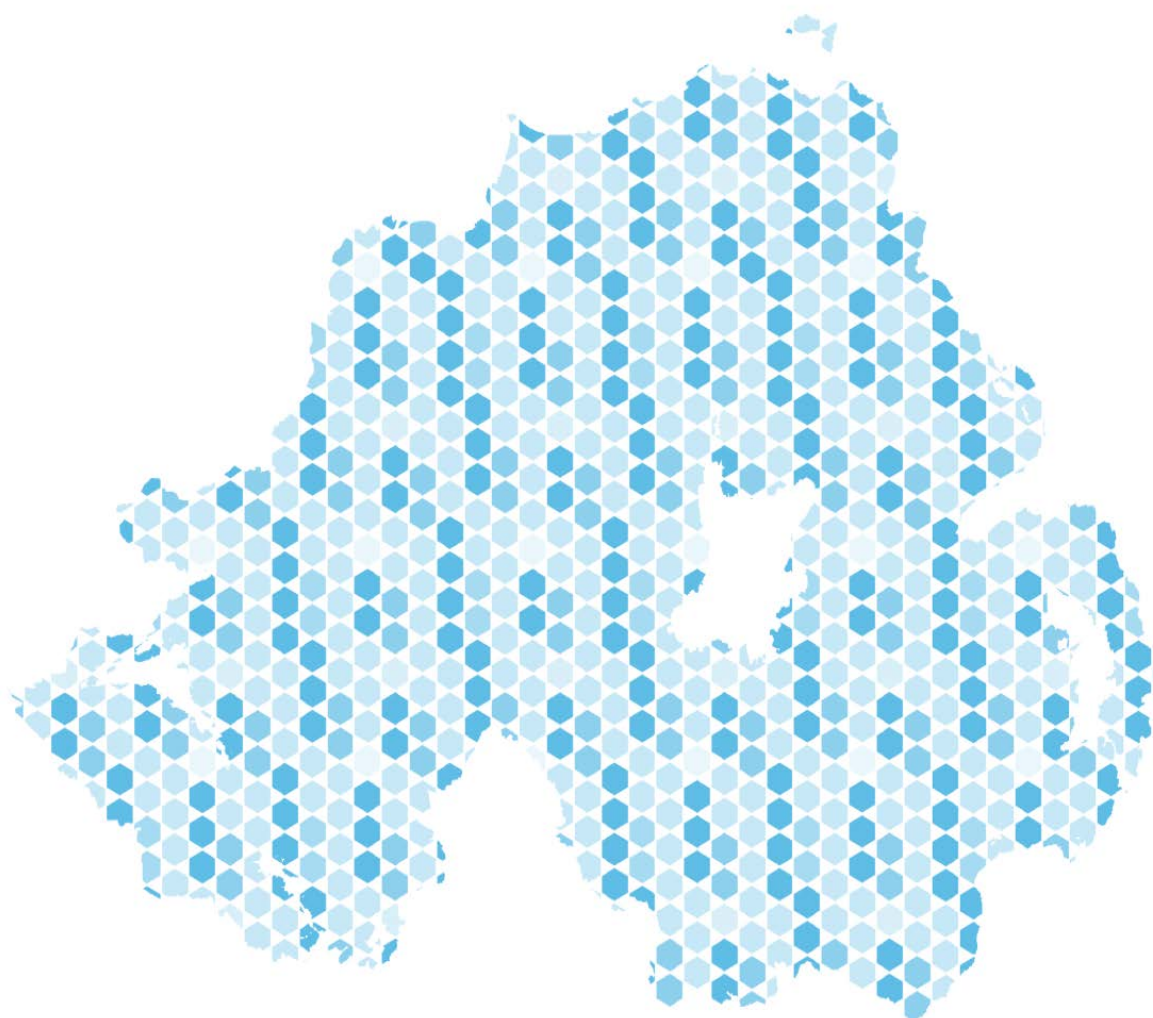


PRIMARY INSPECTION



Education and Training
Inspectorate

Carrickmannon Primary
School, Ballygowan

Report of an Inspection
in November 2012

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

Carrickmannon Primary School is situated in a rural location on the outskirts of Ballygowan, Co Down. Most of the children attending the school come from the surrounding area. The enrolment has increased in recent years from 84 in 2008 and currently stands at 96 children. At the time of the inspection, 13.5% of the children in the school were entitled to free school meals. The school has identified 19% of the children as having additional needs with 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is very good and the pastoral care is outstanding. 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 are friendly, courteous and helpful to each other and to visitors to the school.
- In English and mathematics, the children make very good progress as they move through the school and attain **standards** in line with their assessed ability.
- The children are confident in talking about their work and develop active listening skills, participate well in discussions and use evidence to justify their opinions. They work well independently and collaboratively and apply their learning effectively into meaningful, real-life contexts. The children enjoy **reading** and show interest and skill in a range of texts, talking with enthusiasm and knowledge about the books and publications they have used in school across a range of topics. Most of the children are able to talk about their **mathematical learning** and thinking and to explain the processes they deploy, using appropriate mathematical language by the end of key stage 2 (KS2).
- The children identified with **special educational needs** make good progress in line with their ability and enjoy a wide range of practical activities used to enhance their understanding and skills.

- Most of the children in KS1 attained level 2 and in KS2 most of the children attained level 4 in the **information and communication technology (ICT)** accreditation of the Council for the Curriculum, Examinations and Assessment.

Provision for Learning

The provision for learning is very good.

- The teachers ensure a positive and supportive classroom ethos promoting confident and **independent learning**. The children are valued, respected and nurtured by the school staff.
- In most of the lessons the **quality of the teaching observed** was very good or better. The teachers use a range of effective learning and teaching strategies that thoroughly engage and interest the children. The teachers have high expectations of the children and there is a good pace to the lessons. The teachers' planning, lessons and evaluations are very well focused on the children's learning. The classroom assistants contribute effectively to the children's education by supporting and supervising individual and group activities with consideration and skill.
- The teachers integrate opportunities to develop **thinking skills and personal capabilities** into their lessons and the children are encouraged to think for themselves and to find solutions to learning tasks. Literacy and numeracy skills are integrated competently by the staff into their lessons.

- The provision for **special educational needs** is very good. The children in need of additional help with their learning are identified early through a wide range of assessments and a thorough system of observations. The children are supported very well in their learning, social and emotional development. The teachers are currently in the process of identifying additional support strategies to enhance further the provision.
- The quality of the arrangements for **pastoral care** in the school is outstanding. The school has a caring, inclusive and supportive community ethos. There are very positive working relationships at all levels throughout the school and the school promotes effective links with the parents and a wide range of organisations to support the children's academic, personal and social development.
- The school gives very good attention to promoting **healthy eating** and physical activity and there are regular opportunities for the children to engage in a range of outdoor play and sporting activities.

Leadership and Management

The quality of leadership and management is very good.

- The teaching Principal provides effective **leadership** to set high expectations in educational and pastoral standards, foster a collaborative team ethos amongst the staff and provide strategic, well-paced development for the school. There is a strong commitment by the school staff to professional development to enhance further the educational and pastoral school provision.

- The school **self-evaluation** and **school development planning** are very good. The associated action plans set appropriate targets for whole-school development.
- The **co-ordinators** have clear roles and are developing effective leadership skills for their areas of responsibility. They work hard to ensure that the planning reflects the analysis and interpretation of their assessment information; the inspectorate endorses the school plans to strengthen this area further.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the size of the school provision in order to address the current and future needs of the children and the staff.

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.

No follow-up inspection is required.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Carrickmannon Primary** iii. **Date of Inspection: W/B 21/11/12**
 ii. **School Reference Number: 301-6005** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	8	9	18	13	12
Enrolments					
Primary	84	77	81	95	96
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): 97.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.9%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers (including the principal and part-time teachers): 4.42 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.72 NI PTR: 20.2
- iii. Average Class Size: 24
- iv. Class Size (Range): 14 to 32
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 11
 - ii. Foundation Stage Classroom Assistant Support: 25
 - iii. Additional hours of other classroom assistant support: 72.75
- vi. Percentage of children with statements of special educational needs: 3%
- vii. Total percentage of children on the Special Needs Register: 19%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 13.5%
- 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 100% Mathematics 100% Irish N/A**

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. Of the 95 questionnaires issued to the parents of the children in the school, 49 were returned to Inspection Services branch, including 26 which contained additional written comments. All of the parental questionnaires expressed very high levels of satisfaction with the life and work of the school. In the written comments, the parents valued the warm family ethos of the school, the care and commitment of the principal and staff to the development of the children and the very good standards attained by the children. Several parents raised the issue of a lack of safe parking for parents at the school. The few issues raised were discussed with the Principal.

Five of the teachers and four members of the learning support staff responded very positively to the staff questionnaires.

The inspectors met with a group of the year 7 children; they appreciate the caring and friendly school environment and their kind teachers. They spoke with enthusiasm about their enjoyment of learning, particularly English, art, ICT and mathematics.

HEALTH AND SAFETY

- There is a lack of safe parking space for parents outside the school.
- The school is actively exploring ways to secure the outside play area for children in the Foundation Stage.

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