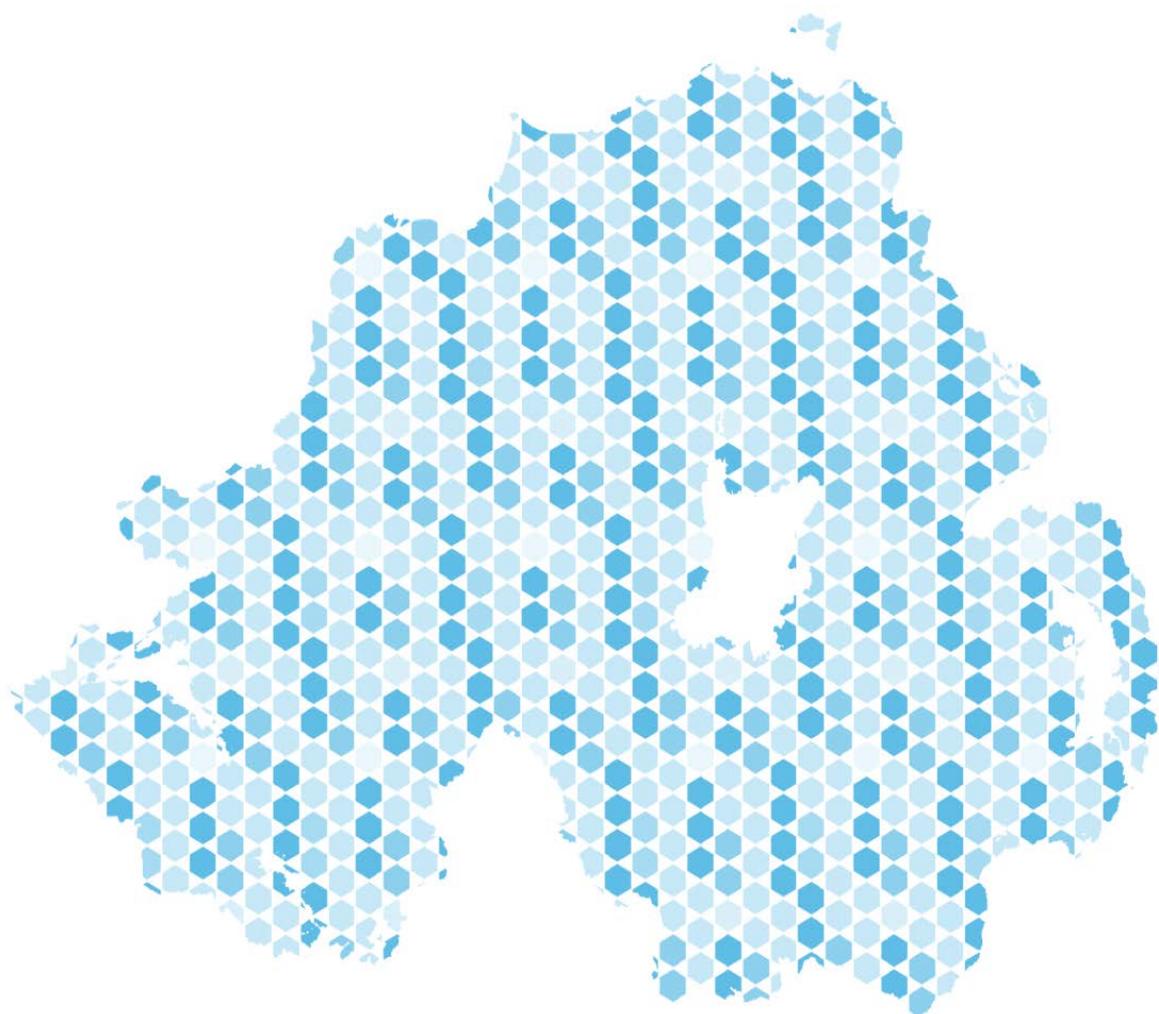


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Carntall Primary School,  
Clogher

Report of an Inspection  
in September 2013



Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



## 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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

|                |
|----------------|
| DESCRIPTOR     |
| Outstanding    |
| Very Good      |
| Good           |
| Satisfactory   |
| Inadequate     |
| Unsatisfactory |

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## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- 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.

| Questionnaire  | Number issued | Number returned | Percentage returned | Number with comments |
|----------------|---------------|-----------------|---------------------|----------------------|
| Teaching staff | 5             | *               | -                   | *                    |
| Support staff  | 10            | 9               | 90%                 | *                    |
| Parental       | 47            | 5               | 10.6%               | *                    |

\* fewer than 5

The ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result of technical difficulties, reported to ETI by the school, the response rate to the parent/carer questionnaires was low. In the discussions held during the inspection, both the governors and children spoke positively about the school highlighting in particular the caring ethos and the very good standards achieved across the curriculum.

## 2. Context

Carntall Primary School is situated in a rural setting approximately two miles from the town of Clogher in County Tyrone. The catchment area extends to a 10-mile radius of the school. Over the last four years, the enrolment has ranged from 73 to 90 children and it is currently 73 children.

| Carntall Primary School                              | 2010/11     | 2011/12     | 2012/13   | 2013/14   |
|--|-------------|-------------|-----------|-----------|
| Enrolment  | 84          | 90          | 78        | 73        |
| % Attendance (NI Average)                            | 96.3 (94.9) | 96.5 (95.2) | 97 (94.7) | -         |
| FSME Percentage <sup>1</sup>                         | *           | 12.2        | 16.4      | 16.4      |
| % (No) of children on SEN register                   | 29 (24)     | 22 (20)     | 23 (18)   | 23.3 (17) |
| No. of children with statements of educational needs | 8           | 7           | *         | *         |
| No. of newcomers                                     | 0           | 0           | 0         | 0         |

**Source:** data as held by the school.

\* fewer than 5

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

### 3. Focus of inspection

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

### 4. Overall finding

|                                   |                  |
|-----------------------------------|------------------|
| <b>Overall Performance Level</b>  | <b>Very Good</b> |
| <b>Achievements and Standards</b> | <b>Very Good</b> |
| <b>Provision</b>                  | <b>Very Good</b> |
| <b>Leadership and Management</b>  | <b>Very Good</b> |

### Key findings of the inspection

#### 5. Achievements and standards

- In most of the lessons observed, the children responded positively to their teachers and engaged conscientiously in the learning activities. In these lessons, the children worked well individually and in groups demonstrating effective personal and social skills through meaningful discussion with their peers.
- Most of the children can apply their previous learning to a range of contexts, enabling them to solve unfamiliar problems, think critically and evaluate their achievement.
- An analysis of the end of key stage (KS) 1 and 2 performance data over three of the past four years\* and the school's internal performance data indicates that all of the children, including those who require additional support with aspects of their learning, make at least very good progress in English and mathematics in line with their ability.
- The children's achievements and standards in information and communication technology (ICT) are very good; all of the children achieve the Council for the Curriculum, Examination and Assessment (CCEA) ICT Accreditation at the end of years 4 and 7.

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\* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

## **6. Provision for learning**

- The area of learning co-ordinators produce clear and coherent plans and policies which guide effectively the work of the teachers throughout the school. The teachers' short-term planning identifies clearly the intended learning and differentiated activities with detailed observations and evaluations which inform future planning and learning.
- The quality of the teaching observed was good or very good in just over 80% of the lessons. In the effective teaching, there is a good balance of written, oral and practical activities that take account of the children's abilities and interests. In a small number of lessons, the children are not sufficiently engaged as the learning activity does not match their interest or ability.
- The additional learning needs of the children are identified at an early stage; the teachers use appropriate strategies and a wide range of resources to address the specific needs of each child. The progress of the children is monitored closely and evaluated regularly and, where appropriate, the individual education programmes are adjusted. The classroom assistants are well trained to fulfil their role and they support sensitively the children with their learning.
- The teachers use consistently a broad range of strategies for the teaching of reading and writing throughout the school. There has been an appropriate emphasis on the teachers' professional development regarding the teaching of literacy resulting in a coherent and progressive programme across the school.
- The principal is reviewing the numeracy provision across the school to achieve greater consistency in the quality of the children's learning experiences in mathematics.
- The quality of the arrangements for pastoral care in the school is very good. The children take an active role in the school's eco-council and they engage well in the regular drama productions and wide range of extra-curricular activities. The teachers and the children benefit from the links which have been established with a neighbouring school. It is timely that a school council is being set up to extend the opportunities for the children to articulate their views and contribute to decisions which affect their experiences at school.
- The children enjoy a wide range of outdoor pursuits and sporting activities. There is a very good emphasis, across the school, on healthy eating at break and lunchtime to which the children respond well.

## **7. Leadership and management**

- The principal provides very good leadership alongside her significant teaching responsibility of four days each week. She supports the staff pastorally and professionally with a clear focus on the holistic development of the children and the standards that they attain. The principal sets high expectations for all aspects of the school's provision and she works closely with the governors and the parents to maintain the school's high standing in the community.
- The school development planning and action planning processes are very good; they are based on a critical evaluation of key aspects of the school's provision and a robust analysis of performance data.

- The co-ordinators are knowledgeable and enthusiastic about their specialist areas and provide effective curricular leadership to their colleagues.
- The governors have a clear understanding of their role and function; they are well informed about leadership, standards, learning and teaching and fully support the staff and principal. The parents, staff and school community can have confidence in the aspects of governance evaluated.
- 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 sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

## **8. 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.

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