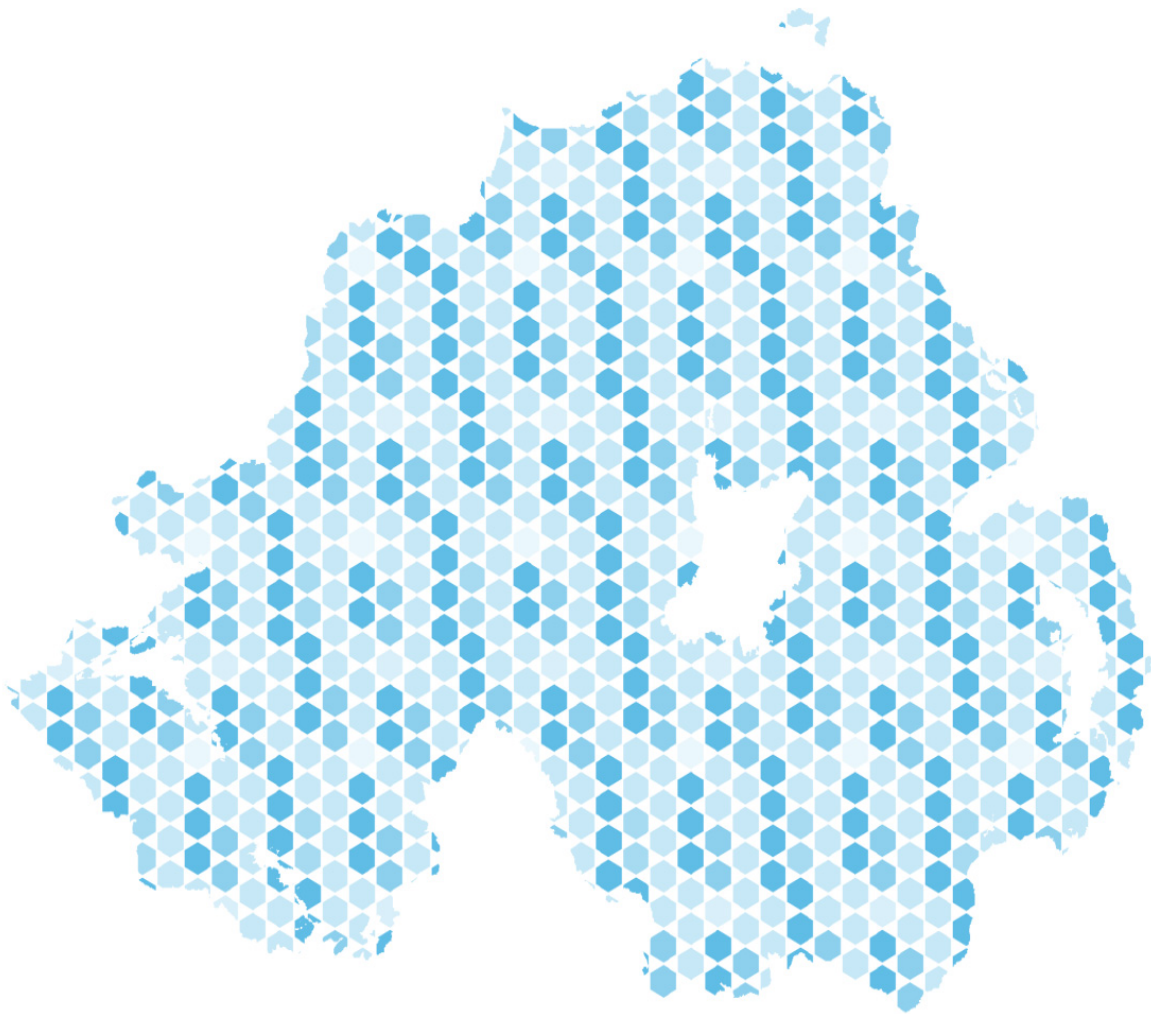


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Crumlin Integrated Primary  
School, Co Antrim

Report of an Inspection  
in March 2012

## CONTENTS

<b>Section</b>		<b>Page</b>
	STATISTICAL INFORMATION	
1.	INTRODUCTION	1
2.	ACHIEVEMENTS AND STANDARDS	3
3.	THE QUALITY OF PROVISION FOR LEARNING	5
4.	LEADERSHIP AND MANAGEMENT	6
5.	CONCLUSION	7
	APPENDIX	

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: Crumlin Integrated Primary** iii. **Date of Inspection: W/B 12/03/12**  
 ii. **School Reference Number: 305-0859** iv. **Nature of Inspection: Focused**

B.

<b>School Year</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Year 1 Intake	28	30	27	25	28
<b>Enrolments</b>					
Primary	202	208	194	171	147
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): 94.9% **NI Avg Att: 94.7%**
- Average Attendance for those children on the  
Special Educational Needs Register: 93.2%
- | <b>Primary &amp;<br/>Reception</b> | <b>Nursery<br/>Unit</b> | <b>Special<br/>Unit</b> | <b>Irish Medium<br/>Unit</b> |
|------------------------------------|-------------------------|-------------------------|------------------------------|
|------------------------------------|-------------------------|-------------------------|------------------------------|
- D. i. Number of Teachers  
(including the principal and part-time teachers): 9.48 0 0 0  
(Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 15.5 NI PTR: 20.2
- iii. Average Class Size: 21
- iv. Class Size (Range): 13 to 28
- v. Ancillary Support:  
Number of Hours **Per Week**:
- |  |      |
|--|------|
| i. Clerical support:   | 32.5 |
| ii. Foundation Stage Classroom<br>Assistant Support:           | 30   |
| iii. Additional hours of other<br>classroom assistant support: | 75   |
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 27.89%
- viii. Number of children who are **not** of statutory school age: 4
- ix. Percentage of children entitled to free school meals: 6.1%
- 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):
- |                    |        |
|--------------------|--------|
| <b>English</b>     | 64.51% |
| <b>Mathematics</b> | 58.06% |
| <b>Irish</b>       | N/A    |

## 1. INTRODUCTION

### 1.1 SCHOOL CONTEXT

Crumlin Integrated Primary School is situated in the village of Crumlin in County Antrim and draws its pupils from the village and the surrounding area. Almost half of the pupils come from families of service personnel stationed in the immediate area; consequently, there is significant movement within the school population. The school's enrolment has decreased over the past four years from 202 in 2007 to 147 in 2011.

The school began the process of transforming from controlled to controlled integrated status in September 2010 and having reached the appropriate community balance, controlled integrated status was confirmed at the beginning of the current academic year.

At the time of the inspection, approximately 6% of the children were entitled to free school meals and 28% of the children were identified as needing additional support with aspects of their learning.

### 1.2 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

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

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of the children from years 4, 6 and 7 which included members of the School Council.

Of the 105 questionnaires issued to the parents of children at the school, 49 were returned to Inspection Services Branch, including 26 which contained additional written comments.

The responses from the parents indicated a very high level of satisfaction with the educational and pastoral provision of the school. In particular, the parents acknowledged the very caring ethos, the development of the children's personal and social skills, the range of extra-curricular activities available and the benefits of integration. The parents highlighted their confidence in, and the approachability of, the Principal and the staff.

A very small number of parents raised some matters which have been discussed with the governors and with the Principal.

All ten members of the teaching staff and six members of the support staff completed the online questionnaire. Five members of the teaching staff and one support staff member provided written comments. All of these responses from the staff were very positive and highlighted the very good working relationships and the support of the staff for the work of the school.

The governors expressed their support for the Principal, staff and the work of the school and highlighted in particular, their appreciation of the school's holistic approach to the children's development and the benefits of integration for both the school and the local community.

In discussions, the children spoke positively about many aspects of school life. In particular, they valued the help of the teachers and the wide range of curricular activities and after school clubs.

The children indicated that they feel happy and safe in the school and are fully aware of what to do if they have any concerns or worries regarding their work, safety or well-being.

#### 1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding.

The care and guidance provided by the school staff supports very well the children's personal development and achievement. Among the strengths are the inclusive and supportive ethos throughout the school and the sensitive and effective support provided by the staff for the children, and for parents experiencing particular periods of stress. The school is developing effectively the provision for Personal Development and Mutual Understanding and this is supported well by the partnership work that the school has undertaken with a neighbouring school. The children benefit from the very good opportunities to develop roles of responsibility during playtime, sports sessions and through the buddy system, while the School Council and eco-team provide the children with opportunities to contribute to decision-making on aspects of school life that affect them. The work of the children is valued, displayed extensively and their successes are celebrated regularly.

#### 1.5 CHILD PROTECTION/ SAFEGUARDING

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

#### 1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity. Healthy breaks are encouraged and parents are supported with information on healthy eating choices for their children. The children have frequent and regular opportunities to participate in sport, including swimming, football and hockey and the school makes effective use of the outdoor space to promote energetic play.

#### 1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school has developed very good and supportive links with the parents; regular newsletters and a texting service ensure that parents are well-informed about school life. There are appropriate opportunities for the parents to consult with teachers about their child's learning, and to contribute their views on aspects of the school's policies and

provision, including the School Development Plan (SDP). The children benefit from the helpful links the school has established with schools in other countries and with local businesses. The school has good working relationships with the playgroup located within the school grounds.

## **2. ACHIEVEMENTS AND STANDARDS**

### **2.1 LEARNING**

The children are confident, respectful and positively disposed to learning. They are highly motivated, reflective, and work confidently both independently and with others.

An analysis of the Key Stage (KS) 2 assessment data shows that in English, the school's performance was above the Northern Ireland (NI) average in three out of the past four years, while in mathematics, the school's performance was above the NI average in two of the years. Compared with schools in the same free school meal band, the levels of attainment in mathematics were below those of similar schools over the four years, while in English they were below in three out of the four years<sup>[1]</sup>. The context of this school is such that it has a high number of children who do not complete a full seven years in the school. The school's internal data demonstrates that most of the children, including those who have been identified as requiring additional support with their learning, make good progress and achieve standards in English and mathematics that are in line with their ability.

### **2.2 ENGLISH AND LITERACY**

The quality of provision for English and literacy is very good.

The literacy co-ordinator has appropriately identified the need to improve the standards attained in the end of KS2 assessments and has implemented a range of effective actions to raise standards in English. The current focus is on improving the children's writing, developing a more individualised whole-school scheme for spellings and targeting under-achievement in literacy; all are integral to the SDP. The staff has gathered and analysed the performance data and used this information to set targets for all of the children. The co-ordinator scrutinises the children's books, as part of a monitoring and evaluating exercise and provides useful feedback to the teachers on aspects of their work.

At all key stages, the children experience a variety of well-planned opportunities to work and interact with others and these promote effectively their thinking, talking and listening skills. In the FS, the children listen to and respond to stories and talk purposefully about their learning. In KS1 and 2, they express their opinions articulately and by year 7, almost all of the children can offer their ideas and viewpoints confidently and converse well with their peers and adults alike.

Reading is developed well throughout the school; the children enjoy reading for pleasure and they make effective use of books, as well as ICT, to research topics. They read fluently and with understanding and expression and use a range of strategies to comprehend unfamiliar words or text. The teachers use a variety of appropriate approaches, including shared, guided and independent reading, to develop the children's skills. In the FS and KS1, there is a good focus on developing the children's phonological awareness and on

---

<sup>[1]</sup> The key stage outcomes for small primary schools should be interpreted with caution as a large percentage change from year to year can often be attributed to a very small number of children.

teaching them a wide range of reading strategies. All of the children, including those with significant barriers to learning or who have experienced an interrupted education, are able to read by the time they leave the school in year 7. The school has invested recently in creating a bright and inviting library which now has a sizeable number of high quality reading materials that are matched to the needs, abilities and interests of all of the children.

The development and quality of the children's writing in the FS and KS1 is mostly good or better. The teachers make effective use of planned topics to encourage independent writing across the curriculum and the children have appropriate opportunities, including those provided by ICT, to plan, draft and edit their writing in order to improve the quality of their work. The teachers in FS provide appropriate opportunities for the children to develop good letter and sentence formation and they have opportunities to write in different formats including poems, letters, and reports. At KS2, the children write in a range of appropriate forms and the quality of their writing is mostly good. At times, there is an over emphasis on the use of worksheets and writing frames which limit the quality of the children's written responses, particularly for the more able children.

Most of the children make year-on-year progress in English and the standards they attain by the end of Year 7 are good.

## 2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is very good.

The co-ordinator has worked hard to develop the provision and under her direction, the school is analysing a range of quantitative data in order to inform the future planning for teaching and learning. Through the monitoring of the planners, teacher evaluations, children's books and information gleaned from standardised tests, the co-ordinator has identified areas for development; these include an appropriate focus on the need to raise the levels of the children's attainment in the end of KS2 assessments. The monitoring has also resulted in significant work being carried out recently on developing the teaching of fractions across the school. The co-ordinator provides helpful feedback to the teachers on aspects of their work.

The planning for mathematics and numeracy provides for a whole-school programme which is broad and balanced. The children have good opportunities to apply their mathematical knowledge in contexts across the curriculum and to develop their skills of problem-solving. The children benefit from the good focus the school places on making mathematics relevant and developing life skills such as financial capability; this is well supported by the good range of enrichment activities provided, such as involvement in World Maths day and the work with a local bank.

In the FS, the children are developing their confidence in the use of mathematical language and their conceptual understanding through a range of practical activities, games and action songs. This includes stimulating and enjoyable play-based learning activities where the children explore and investigate through real-life contexts. For example, the garden centre and the accident and emergency play centres present the children with very good opportunities to make accurate use of mathematical language and concepts.

Across KS1 and 2, the children's learning in mathematics is developed progressively through a variety of experiences, including an appropriate range of mental maths and ICT activities, which develop and support their learning. The children are encouraged to talk about the methods they use to solve problems; this adds relevance and challenge to their learning. The children respond well to these approaches and demonstrate flexibility in their thinking and enjoyment in mathematics.



By the end of KS2, most of the children attain good standards in mathematics.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

#### **3.1 PLANNING**

The teachers have worked hard to review the planning to ensure progression in the children's learning. This guides the day-to-day work of the staff and references appropriately the individual needs and interests of the children. The planning is thorough, differentiated well and includes advice from the learning support teachers when required. The children are involved productively in contributing towards setting their own learning targets and regularly evaluating their achievements.

The teachers' plans reflect clearly the opportunities for the effective integration and use of ICT to enhance the children's learning.

The teachers evaluate the effectiveness of their teaching and, in the best practice, use the information to guide future planning to meet the needs of all of the children.

#### **3.2 TEACHING**

The quality of the teaching observed during the inspection was always good or very good; over half the lessons were very good and a small number were outstanding. In the most effective practice, the lessons had a clear structure and the activities were well-paced, the teachers provided clearly differentiated tasks and asked good questions which challenged the children's thinking and extended their responses. A strong focus was placed on practical activities; good opportunities were provided for the children to plan independently how they would approach their task, and they were encouraged to think about their learning and to set personal targets. The most effective practice reflected the outworking of the school's vision statement, which focuses on the development of positive attitudes, thinking skills and personal capabilities.

#### **3.3 ASSESSMENT**

There are appropriate procedures and records for keeping the parents informed about their children's progress. Around half of the children transfer from the playgroup located within the school premises to the primary school. The year 1 teacher receives valuable information on the children's achievements which facilitates the transition process.

The Vice-principal is leading effectively the school's work on the use of performance data; good progress is being made in developing the systems for monitoring, tracking and evaluating the children's progress. Through a range of standardised tests and other information, the school identifies appropriately the children who may be at risk of under-achieving and the teachers access pertinent information to enable them to plan for common areas for improvement and for individual children's needs.

The teachers mark the children's work promptly and with positive and encouraging comments. In the best practice, they provide detailed guidance about how the work might be improved.

There are appropriate procedures for keeping the parents informed about their child's progress through an annual written report and two parent-teacher meetings.

### 3.4 SPECIAL EDUCATIONAL NEEDS

The quality of the provision for the children identified as requiring additional support with aspects of their learning is very good.

The Principal and the special educational needs co-ordinator work together effectively to ensure that provision for special educational needs (SEN) has a high priority in the school.

The children who require additional support in literacy and numeracy are identified at an early stage through teacher observation and assessment. Two learning support teachers collaborate with class teachers to write concise, child-friendly, individual education plan targets that are implemented in the classroom and in withdrawal sessions for literacy and numeracy. The learning support teachers assess the needs of the children and address their learning difficulties through sensitive, skilful teaching using a broad range of highly effective strategies. The children make good progress and gain confidence through, for example, regularly evaluating their achievements. Two classroom assistants provide an effective Reading Partnership programme to support those children who require additional reading activities.

The school's assessment data demonstrates that nearly all of the children requiring additional support make good progress and are achieving in line with their ability.

## 4. LEADERSHIP AND MANAGEMENT

The overall quality of leadership in this school is very good.

The Principal, who has been in post for eight years, has a clear and realistic vision for the development of the school, and is highly committed to meeting the needs of the children, their families and the wider community. She has very good working relationships with the children, the parents, the staff and the governors. The Principal has guided the school successfully through a period of significant change; she places a clear focus on continuous improvement and is developing a culture of reflection and self-evaluation across the school.

The Principal is supported very well by the Vice-principal, who leads and manages efficiently a significant number of key areas relating to the school's curricular and pastoral provision. Together, the Principal and Vice-principal work collaboratively and effectively as a senior management team and are supported by the co-ordinators who lead competently in their various areas of responsibility. There is very good communication and a strong sense of collegiality within the school.

### 4.1 PLANNING FOR IMPROVEMENT

The Principal and staff have worked hard at developing a whole-school approach to school improvement. There is a significant amount of development work being undertaken across the school, including a key focus on raising the standards in literacy and numeracy; this work is supported by effective action plans.

The school development plan complies with the Department of Education (School Development Plans) Regulations (Northern Ireland) 2010.

### 4.2 ACCOMMODATION

The staff have created bright and attractive classrooms and communal areas. The caretaking and cleaning are of a very high standard and this contributes to the positive atmosphere within the school.

#### 4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The board of governors has been recently reconstituted. The governors are well informed, have a clear understanding of the school's priorities and challenges, and are fully involved in the work and life of the school.

#### 5. CONCLUSION

5.1 The strengths of the school include:

- the confident, articulate and respectful children, who display exemplary behaviour and high levels of engagement in the learning process;
- the outstanding quality of the pastoral care provision;
- the quality of the teaching, which in the majority of the lessons observed, was very good or better;
- the good standards attained by most of the children in literacy and numeracy;
- the sensitive and skilful support for the children who require additional help with aspects of their learning; and
- the very good, collaborative leadership provided by the Principal and the Vice-principal.

5.2 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.

**HEALTH AND SAFETY**

- There is no vision panel in one of the classroom doors.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

