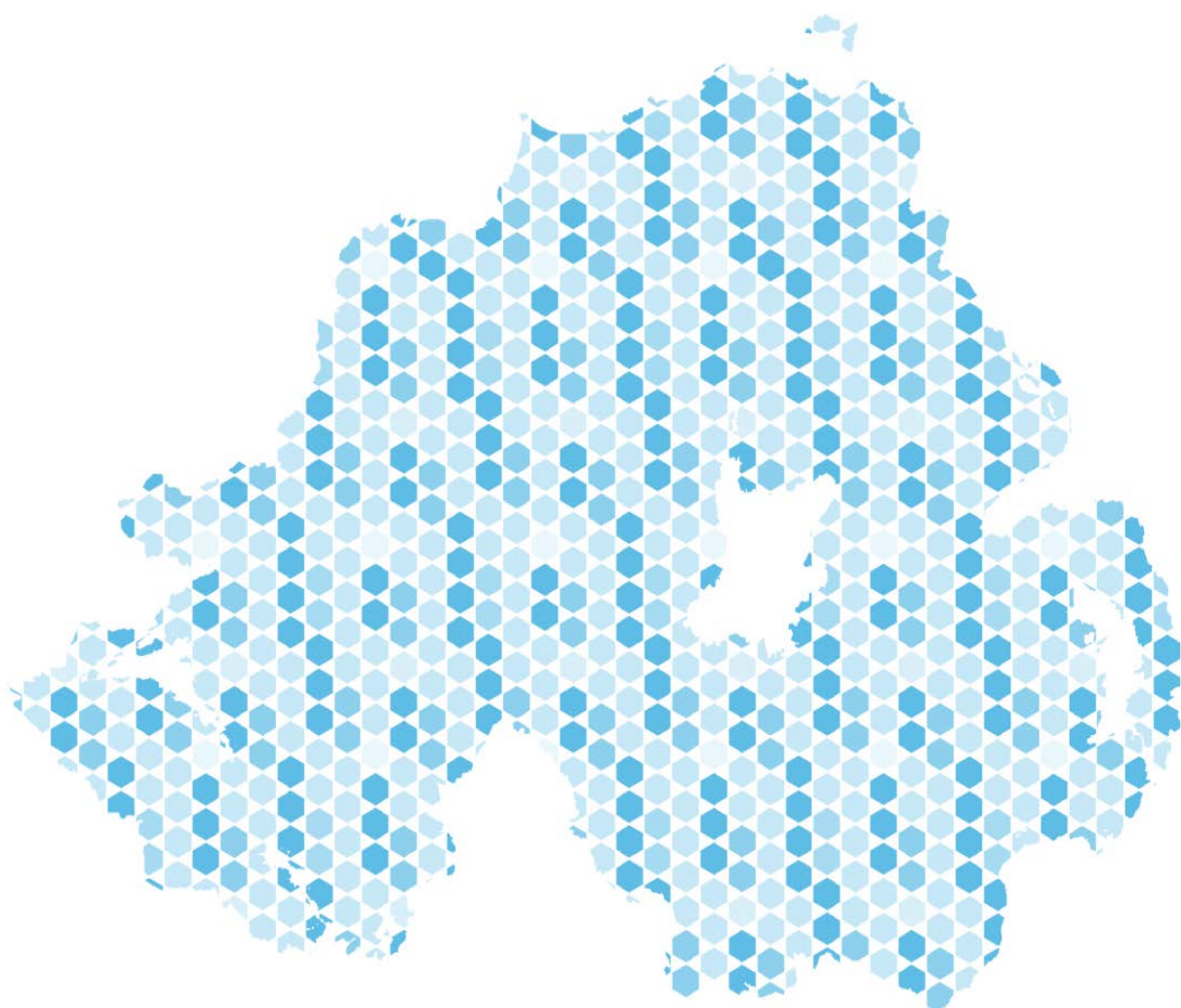


# PRIMARY INSPECTION 2014-15



Education and Training  
Inspectorate

Ballymoney Model Controlled  
Integrated Primary School,  
Co Antrim

Report of an Inspection in  
May 2015

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*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

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

CUSTOMER  
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## 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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Fifteen percent of the parents and 80% of teaching and non-teaching staff responded to the questionnaires. Almost all of the responses to both the parental and staff questionnaires were positive about the life and work of the school. In particular, the parents highlighted their appreciation of the caring staff, the level of educational support their children receive and the community spirit promoted within the school. The main messages and a small number of issues arising from the questionnaires were shared with the principal and a representative of the board of governors.

## **2. Focus of inspection**

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for literacy and numeracy in the school, including the speech and language centre; and
3. the quality of leadership and management.

## **3. Context**

Ballymoney Model Controlled Integrated Primary School is located on the North Road within the town boundary. The children attending the school come from a wide catchment area that includes the town and surrounding rural district. There has been a steadily increasing enrolment over the past four years which now stands at 324 children, which includes thirteen children who attend the speech and language centre within the school. The school has identified approximately 24% of the children as requiring additional support with aspects of their learning and approximately 38% of the children are entitled to free school meals. The school has appointed a principal and vice principal within the past two years and several key co-ordinators within the past six months.

Ballymoney Model Controlled Integrated Primary School	2011/12	2012/13	2013/14	2014/15
Primary School Enrolment	284	299	298	324
Speech and Language Centre Enrolment	17	18	10	13
% Attendance	95.1	94.7	95.4	95.7
FSME Percentage <sup>1</sup>	26.1	33.8	32.9	38.1
% (No) of children on SEN register	22.5	21.4	21.2	23.5
No. of children with statements of educational needs	20	19	11	18
No. of newcomers	*	*	*	7

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

\* fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Performance Level</b>	<b>Good</b>
<b>Achievements and Standards</b>	<b>Good</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Very Good</b>
<b>Speech and Language Centre</b>	<b>Very Good</b>

#### 5. Achievements and standards

- The children are very well-behaved throughout the school and are respectful of each other, their teachers and visitors. They listen attentively in class and engage willingly in their learning, completing the tasks their teachers set for them. They interact effectively with their peers during paired and group work and support each other well in their learning.
- The school's internal performance data indicates that, by the end of stage 2, most of the children make good progress in English and mathematics, in line with their ability or above expectation. Almost all of the children who require additional support with aspects of their learning make very good progress and meet the targets set for them in their individual education plans.
- The standards achieved by the children in literacy are good. The children's early writing skills are developed well in the foundation stage and these are built upon effectively as they progress through the school. The children write in different forms and for a variety of purposes and, in the most effective practice, in a small minority of classes, they plan, edit and redraft their work. There is variation in the standard of the presentation of the children's written work across the school. By year 7, the most able children read with fluency and expression and discuss their enjoyment and appreciation of the range of stimulating reading resources now available to them in the school.

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

- The standards achieved by the children in numeracy are good. The key mathematical concepts in handling data, shape and space, number and algebra are progressively embedded as the children advance through the school. Consequently, by the end of key stage two, the most able children have a good understanding of mathematical language. When posed with mathematical challenges, the children are able to discuss how they arrive at their solutions; a particular strength is the area of number. By year 7, the children demonstrate flexibility in mental mathematics and can apply their knowledge and understanding in a range of contexts.
- The children in the speech and language classes demonstrate increasing levels of confidence and are developing effective social skills. They integrate well with their peers and are fully included in the life of the school.
- The children use information and communication technology (ICT) effectively to enhance and display their learning across the curriculum and to collaborate digitally in a shared learning project with another school.

## **6. Provision**

- A whole-school approach to planning across all learning areas guides appropriately the teachers in delivering a broad, balanced and well-connected curriculum. All of the teachers mark the children's work regularly with positive comments and, in the best practice, provide clear indications of how the children can improve further the quality of their work. The school has appropriately identified the need to ensure consistency across the school in marking for improvement and to develop the children's role through purposeful self and peer assessment. There are effective systems in place to track the progress the children make in literacy and numeracy.
- In the most effective practice, the lessons observed were well-resourced and well-structured, with an appropriate pace for learning. The teachers set high expectations for the children, in both their work and behaviour, and used skilful questioning to extend the children's thinking and consolidate their understanding. It will be important for the teachers to promote further the children's talking and listening skills, independence and creativity through, for example, the development of active learning strategies and further opportunities to engage in more independent learning. It will also be important for the school to develop and improve further the quality of the play in the foundation stage to ensure more effective, high-quality learning experiences for the children that builds appropriately on their prior learning.
- The school's literacy programme ensures good progression as the children move through the school. The medium-term planning is thorough and guides individual teachers well in the teaching of literacy. All of the teachers evaluate the learning in literacy at each half-term; the evaluations should be used to inform more effectively future planning to meet the needs of all children and consequently to improve further the quality of learning and teaching. The recent focus on improving the quality of reading throughout the school has had a positive impact on the children's achievement in and enjoyment of reading; the literacy

co-ordinator has put in place effective systems for monitoring and evaluating and has identified the need to continue to develop the provision in reading in order to improve further the children's standards. The children are provided with opportunities to write in a range of genres and for a range of audiences; there is, however, an over reliance on tasks which limit the opportunities to extend the children's learning and creativity.

- The planning in numeracy is thorough and detailed and ensures continuity and progression in all aspects of the mathematics curriculum. A key feature of the planning is the specific attention given to practical maths which provides appropriate opportunities for the children to develop their skills in meaningful, real-life contexts across the curriculum. The mathematics provision is monitored and evaluated, regularly and effectively, by all of the staff to ensure the programme meets the learning needs of the children. The school has appropriately identified, through effective analysis of data, development of problem-solving skills as an area for improvement. The recent development of mathematics intervention programmes for children and the promotion of programmes to further involve parents in support of their children's learning, is an appropriate strategy to raise further the standards in numeracy.
- The quality of the provision for the children who require additional support is very good. There are effective arrangements in place to identify early those children who are experiencing difficulty with aspects of their learning. The children benefit from a range of support programmes to develop their literacy and numeracy skills such as; the reading partnerships programme; and the highly effective withdrawal support classes. The individual education plans (IEP) provide specific information with detailed teaching strategies that are well evaluated and focused. In the best practice, the IEPs inform teachers' planning effectively to meet the needs of each child. The school needs to identify and share the best practice and continue to develop the capacity of all staff to ensure consistency in approach to evaluating the effectiveness of the teaching strategies outlined within the IEPs. A range of external services are utilised in order to address individual children's needs; effective collaboration between teachers and outside agencies supports well the children's learning and development. The teachers and classroom assistants work effectively to guide the children in their learning.
- The children in the speech and language centre enjoy the highly-structured, calm and nurturing environment. The teachers and classroom assistants know the children well and plan effectively to provide stimulating and challenging lessons. They set appropriate individual targets for each child and work closely with the Speech Therapist to plan and implement a range of effective strategies to develop the children's language skills and build their confidence. The children respond positively to the effective support strategies designed to encourage their social and emotional development. The teachers monitor closely the progress of every child and liaise very effectively with parents to ensure they are well informed and can continue with strategies to support their children at home. The children enjoy the regular opportunities to integrate with their peers so that, by the end of their time in the centre, most reintegrate successfully to mainstream classes.

- The high quality pastoral care is characterised by an inclusive, nurturing and child-centred ethos. The staff and children embrace diversity and there are highly supportive, respectful relationships amongst all members of the school community; this supports well the children in developing a sense of their own worth and a respect for others. The positive approach to promoting good behaviour, devised in consultation with the school council, is embedded well throughout the school and supports effectively the children's development of personal responsibility, self-management and leadership skills. The school has been awarded the level one Rights Respecting Schools status.
- The school gives very good attention to promoting healthy eating and physical activity through, for example, the healthy eating policy and the after-school cookery club. The extensive physical education programme, which includes the provision of games equipment for the children's use at break and lunch times and a wide range of extra-curricular sporting activities, addresses well the children interests and encourages them to adopt healthy lifestyles.

## **7. Leadership and management**

- Notwithstanding the early stage of development of the senior leadership team, they have a clear vision for school improvement based on well-informed knowledge of the school and the community. They are wholly focused on meeting the needs of the children and on raising further the attainment of all of the children; to this end they are implementing an effective plan for improvement which is based on professional knowledge and an understanding of change processes. The school has begun to develop and implement a distributive model of leadership which involves all teachers and has appropriately begun to revise the roles and responsibilities of key coordinators and staff.
- The process of school improvement is guided effectively by the school development plan<sup>2</sup> (SDP), which is informed through consultation with all key stakeholders. The priorities focus appropriately on the quality of the provision for learning and outcomes in literacy and numeracy. The co-ordinators and teachers monitor and evaluate the quality of the learning experiences for the children; however, the use of their evaluations to inform forward planning is inconsistently applied across the school and is an area for further development.
- There are effective links with other schools which enhance the learning experiences of the children. The children talk with enthusiasm about the range of learning and sporting opportunities, during and outside normal school hours, which is having a positive impact on their well-being and self esteem. The school is developing further the role of the parents, in support of their children's learning.

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<sup>2</sup> The school development plan meets the requirements of The Education (School Development Plans) Regulations (Northern Ireland) 2010.



- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The recently constituted board of governors bring a broad range of skills to meet the developmental needs of the school. Given the recent nature of their appointment, it is important that all of the governors receive the appropriate training and develop their support and challenge functions to ensure further improvement in the school.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education; however the process of risk assessments and associated documentation for relevant school events, should be agreed with staff, ratified by the board of governors and embedded further within the school. In discussions with the inspectors, the year 6 children reported that they felt safe in school and knew what to do and whom to go to, if they had concerns about their well-being.

## **8. Conclusion**

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified the following area for improvement which the school has demonstrated the capacity to address:

- to develop further the systems to monitor and evaluate the quality of the learning and provision at all levels, to ensure consistency in best practice and consequently raise further the standards and achievements of all children.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the area for improvement.

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