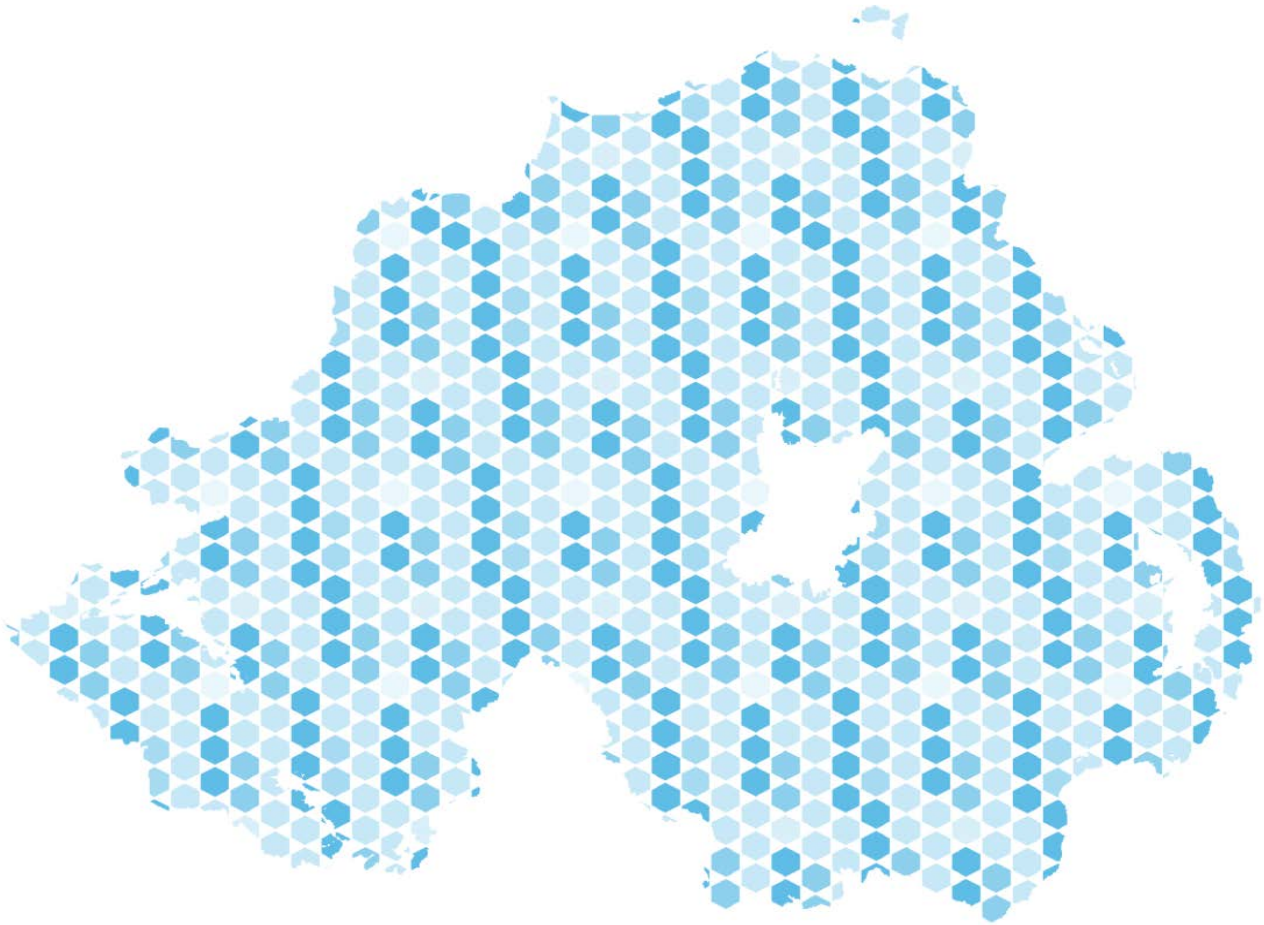


PRIMARY INSPECTION



Education and Training
Inspectorate

Carnlough Controlled Integrated
Primary School, Carnlough,
County Antrim

Controlled Integrated, co-educational

Report of a Follow-up Inspection
in December 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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CUSTOMER
SERVICE
EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF CARNLOUGH CONTROLLED INTEGRATED PRIMARY SCHOOL, CARNLOUGH, COUNTY ANTRIM, BT44 0EU (305-0519)

The Education and Training Inspectorate (ETI) carried out an inspection in Carnlough Controlled Integrated Primary School in September 2016 which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement included the need to:

- develop a shared understanding of high quality learning and teaching;
- monitor and evaluate effectively the impact of the school improvement work on the children's learning experiences and on raising standards; and
- address the safeguarding issue.

The school's action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was amended to address the inspection findings. The ETI carried out an interim follow-up visit in May 2017.

In the interval since the first follow-up inspection, actions or changes which affect the work of the school have taken place:

- the acting principal's and a second teacher's positions were appointed in a permanent capacity;
- the staff received ongoing support from representatives of the Education Authority in the areas of leadership and management and curriculum improvement;
- the staff addressed aspects of the areas for improvement through their collaborative working within the shared education partnership;
- the staff developed further the planning for learning across the school; and
- the remaining safeguarding issue from the original inspection was addressed.

Key findings

- The outcomes for learners remain good. The children work enthusiastically and are interested in their learning. In discussions with inspectors, the year 6 and 7 children read with interest and discussed the features of a range of genres of novels and how authors use language to gain the reader's interest. The same children had a good knowledge of key mathematical concepts and they used confidently and flexibly a variety of mental mathematical strategies. In all classes, the children are developing well their thinking skills and personal capabilities in meaningful contexts across the curriculum. The children's self-reliance and capacity to work together in their learning is being developed effectively.

- The quality of provision is now good. An agreed, consistent format for planning literacy has been developed which has resulted in improved learning experiences and outcomes for the children. The staff consult on, share and review regularly the impact of the improved learning and teaching methods on the children's work. All of the lessons observed were effective in extending the children's learning. The literacy lessons contained high expectations and were set appropriately within interesting cross-curricular contexts. The planned tasks were well-matched to the children's needs and interests and the teachers posed questions skilfully to connect and extend the children's prior learning and to deepen their understanding and critical thinking.
- The quality and effectiveness of leadership, management and action to promote improvement are now good. The staffing structure of the school is now more stable and there is a clear and shared strategic vision for continuous school improvement. The management of change and the actions to promote improvement have impacted positively on the quality of the provision and the children's outcomes. The school development planning process is informed by meaningful consultation. Appropriate, improved monitoring and evaluation strategies and checkpoints are now being operated and inform more accurately the whole school improvement work. The governors continue to have an active role in school life and are monitoring the progress of the school development plan using first-hand evidence from curriculum leaders and the children.
- It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school and the school's provision and budget in order to address the current and future needs of the pupils and the staff.

Overall effectiveness

Carnlough Controlled Integrated Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in:

- continuing to develop high quality learning and teaching to raise further the children's outcomes in literacy and numeracy.

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