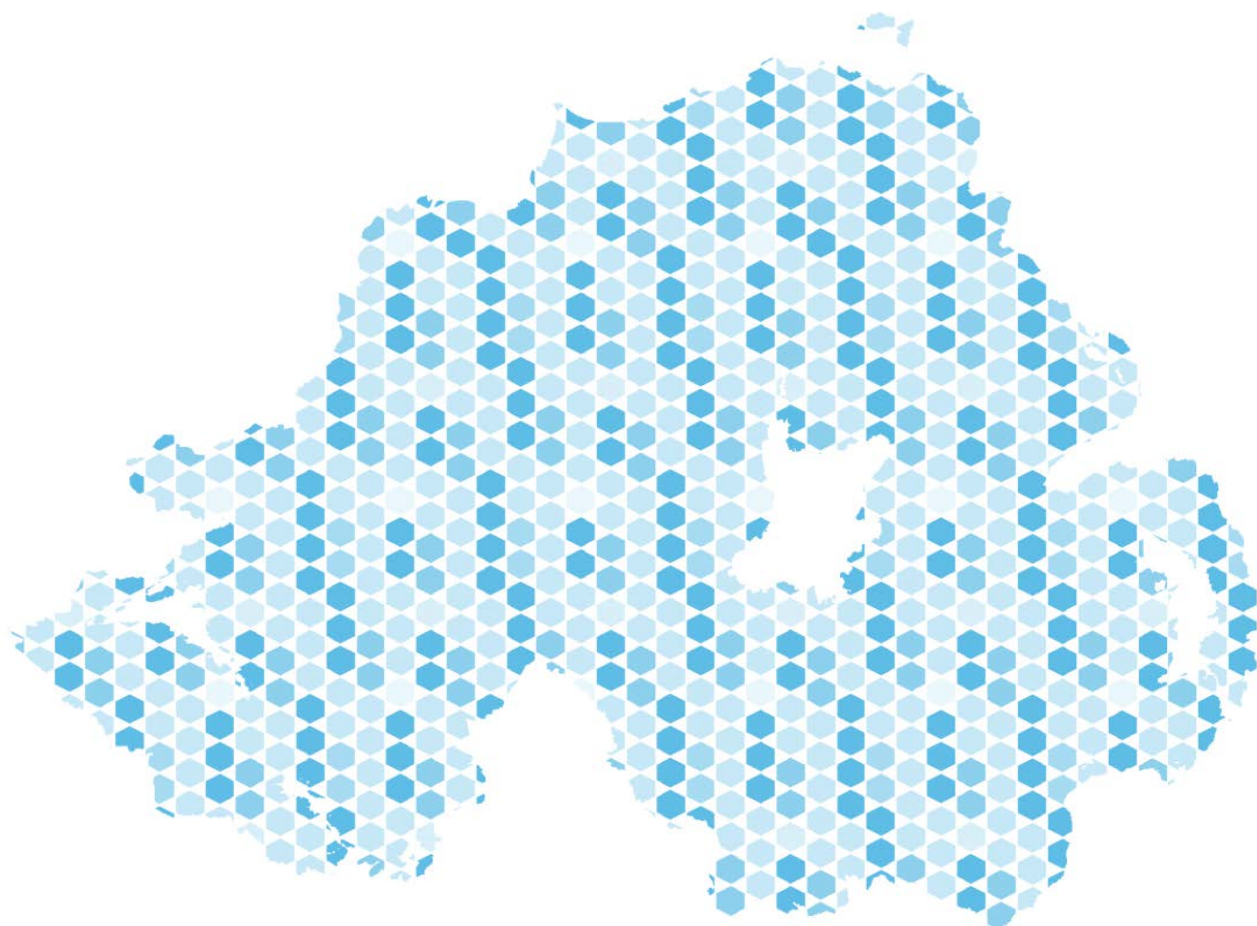


PRIMARY INSPECTION



Education and Training
Inspectorate

Corran Integrated Primary
School, Larne, County Antrim

Integrated, co-educational

Report of a Follow-up Inspection
in October 2016



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



FOLLOW-UP TO THE INSPECTION OF CORRAN INTEGRATED PRIMARY SCHOOL, LARNE, BT40 1TP (306-6561)

The Education and Training Inspectorate (ETI) carried out an inspection of Corran Integrated Primary School and Nursery Unit in February 2015¹, which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas of improvement identified were to:

- develop further the cycle of effective whole school improvement to include clear development priorities with action plan targets that focus on raising standards; and
- develop the whole school use of data to plan effective differentiation in the learning and raise further the achievements of children in literacy and numeracy.

The school's action plans were of a good quality. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out interim follow-up visits in September 2015 and April 2016 and, a follow-up inspection in October 2016.

In the interval since the initial inspection, the actions and changes which affect the work of the school include:

- significant changes in the teaching staff and roles and responsibilities have taken place including the appointment of a new teacher and a new special educational needs co-ordinator (SENCO);
- the principal now teaches in addition to her leadership role;
- the staff have received a range of relevant training and support from the Education Authority including staff development focused on guided reading and mental mathematics; in addition ,C2K provided guidance in the effective use of data;
- the staff have visited other schools for professional exchange and to share practice and approaches; and
- the school have increased their range of books to support the teaching of comprehension and provide extension for the more able readers and developed their outdoor learning environment.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement is now good. The new senior leadership team and the formation of curricular development teams across the key stages provide more effective strategic and collegial leadership and management. The team are using a broader range of approaches to monitor and evaluate the quality of learning and teaching; this is developing well with a clear plan on

¹ [Primary Inspection - Corran Integrated Primary School and Nursery Unit, Larne, Co Antrim | Education Training Inspectorate](#)

how this will be embedded further including more regular scrutiny of the work in the children's books. Improved approaches to self-evaluation are helping the staff to identify more clearly their own strengths and relevant priorities for continued professional development; this includes the need for teachers to develop a more consistent approach to the use of assessment for learning strategies and marking for improvement to inform the children about how to improve their work.

The staff use their internal performance data more effectively to track the children's progress and achievements. They use this information to identify target groups of children for support in the classrooms and for specific learning intervention programmes. The SENCO leads effectively the training of staff to identify early children's additional learning needs and trains the staff to support an increasing range of relevant interventions through programmes, such as, 'Catch-up Maths'. They have made a good start to developing further their understanding of levelling children's standards in literacy and numeracy.

Increased links with other local schools, local partnerships and health professionals are building further the teachers' capacity through the engagement in professional development and sharing of effective practice. The improved communication with the parents involves them more closely with their children's learning at home through, for example, information on guided reading and participation in the 'Big Bedtime Read'.

The governors are better informed about the children's standards and achievements by the senior leadership team and they are more confident in using their challenge function to support whole school improvement.

The quality of learning and teaching remains good. Throughout the follow-up process, the quality of learning and teaching was always good or better. The teachers use more effective questioning to develop the children's thinking skills. There is better use of mathematical language by the children and they have increased opportunities to engage in appropriate practical and investigative work. The staff are more confident and skilled in the teaching of guided reading and mental mathematics strategies because of their staff development programme and improvements in their planning methodologies.

The improvements made in the learning environment, both in the classrooms and the outdoor areas, enhance the quality of the children's learning experiences; the whole school literacy events are promoting well the children's enjoyment of reading. The nursery unit has developed their planning to focus more clearly on the learning intentions and the staff provide a greater range of natural resources in the areas of play. The staff support more consistently the children's exploration and investigation of their environment.

The standards and achievements are now good. The school's data indicates a decrease in the level of underachievement as the children move through key stage two; the majority of children who participated in the mathematics and reading interventions also improved their attainment. The children use mathematical language more frequently and more confidently to explain their thinking during lessons; they have a better understanding of mathematical strategies and are beginning to apply them more effectively to solve problems within their class work. They use their higher order reading skills to engage more fully with the text during their guided reading sessions; and, they are using more effectively different types of writing for a range of audiences and purposes. Good quality examples of the children's work are celebrated on attractive displays within the classrooms. The children in the nursery unit work more creatively and imaginatively with materials to develop their investigative skills and their own ideas.

Conclusion

Corran Integrated Primary School and nursery unit demonstrates the capacity to bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in developing the role of the co-ordinators to monitor more rigorously the work in the children's books and marking for improvement to raise further the standards in literacy and numeracy.

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