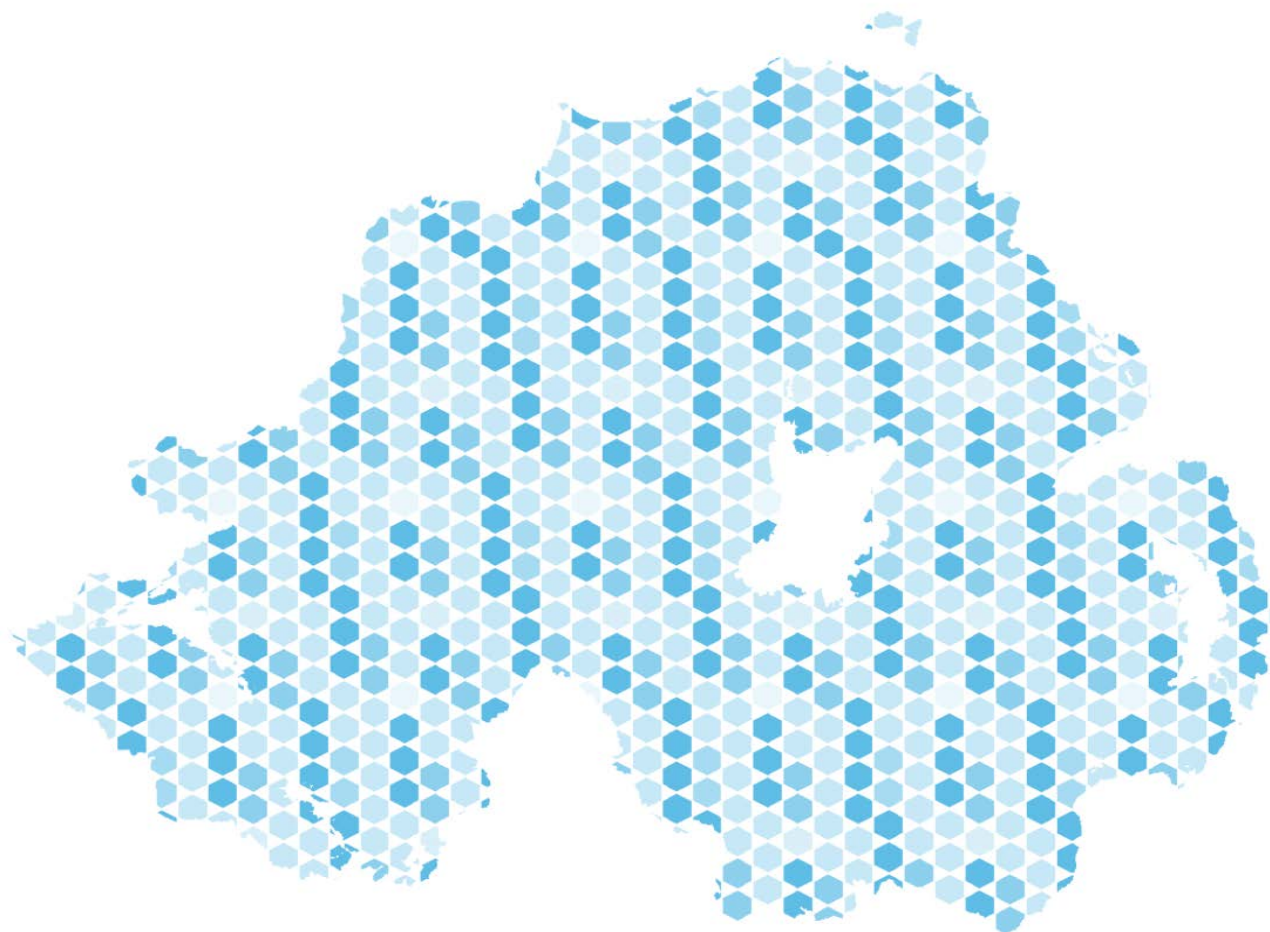


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Maine Integrated Primary  
School, Randalstown,  
County Antrim

Report of an Inspection in  
May 2016



The Education and Training Inspectorate  
Promoting Improvement

## Providing Inspection Services for:

Department of Education  
Department for the Economy  
Department for Communities

CUSTOMER  
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EXCELLENCE



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## Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The 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.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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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 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 learning and teaching, 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(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Twenty-one percent of parents and 44% of staff responded to the confidential questionnaire. In their responses to the questionnaire, the parents expressed their appreciation of the school's welcoming ethos, the helpful, approachable teachers and the range of educational experiences from which the children benefit. A significant minority of the parents who completed the questionnaire raised concerns about aspects of leadership and communication; a minority of parents raise concerns about safeguarding. The ETI has reported to the principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions. The responses from the staff who completed the confidential questionnaire were wholly positive.

## **2. Focus of inspection**

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy or numeracy; and
- quality of leadership and management.

## **3. Context**

Maine Integrated Primary School is situated on the outskirts of Randalstown. Most of the children attending the school come from the immediate community. While the enrolment has remained steady over the past four years, a significantly higher intake is anticipated in September 2016. Over the same period, the proportion of children entitled to free school meals has fallen by around one-third, while the proportion requiring additional help with aspects of their learning has fluctuated, but has risen very slightly overall. The school participates in the Moving Forward Together initiative, working with other local primary and post-primary schools. Refurbishments completed in September 2015 include two new classrooms, a new multi-purpose hall, a substantially extended play area and an administrative centre.

Maine Integrated Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	113	115	121	111
% Attendance	94.8	95.9	96.3	N/A
% Attendance for those children on the SEN Register	94.4	94.0	96.6	96.3
Percentage of pupils entitled to Free School Meals	17	19	14	11
% of children on SEN register	14	16	20	17
No. of children with statements of educational needs	*	*	*	5
No. of newcomers	*	*	5	*

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

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Capacity to identify and bring about improvement
<b>Achievements and standards</b>	Very good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Good

#### 5. Achievements and standards

- The children have a positive disposition to learning, engage readily in classroom activities and respond enthusiastically in discussion. They stay on task, work well independently and interact maturely with their peers in pairs or groups. The children's behaviour is very good; they respond well to the teachers' high expectations. As they progress through the school, the children are increasingly confident in their use of information and communication technology (ICT) to enhance their learning.
- The school's performance data shows that most children make progress in English and mathematics in line with their ability or above expectation. The majority of children who require additional support in aspects of their learning make similar progress.
- The standards attained by the children in literacy are very good. Across the key stages, the children present their ideas and opinions articulately in oral tasks. Most of the children write with confidence for a range of purposes appropriate to their age and stage of development; the standard of the written work in their books and on display is high. The children in year 7 speak with evident enjoyment of their favourite authors and genres. They read fluently and are able to infer, predict, reason and summarise at a high level.

- The children who require additional support in aspects of their learning meet most of the targets in their individual education plans. They develop social and self-management skills which will help them progress to the next stage of their learning. Most of the children who receive reading support make very good progress.

## **6. Provision for learning**

- Almost all of the teaching observed during the inspection was good or better and was effective in promoting learning. In these lessons, the teachers build on, and extend, the children's previous learning through open-ended discussion; plenary sessions are used skilfully to consolidate the children's understanding of key concepts. The teachers' planning guides the teaching effectively and ensures continuity and progression in the children's learning. The short-term planning underpins well-structured, engaging lessons. In the most effective planning, in most of the lessons observed, the activities are well matched to the needs and abilities of all the pupils. While the majority of the teachers mark the children's work regularly and positively, there is variation in the quality of marking to promote improvement.
- The children who require support with aspects of their learning benefit from differentiated work in class and the support of their teachers and classroom assistants. Many of the staff have accessed appropriate training and incorporate effective intervention strategies in their teaching. Additional reading support is provided at an early stage to build the children's confidence and address identified areas of need. There are regular, planned opportunities for the co-ordinator to meet with all members of staff to monitor the progress of the children on the special educational needs register. More detailed written feedback from the monitoring of planning, alongside opportunities to observe in-class and withdrawal provision, is needed to inform more effectively decisions on the future professional development needs of all staff and the most appropriate interventions for the children.
- The quality of the provision for literacy is good. The detailed, practical planning for language and literacy ensures balanced coverage of talking, listening, reading and writing. From the foundation stage, the children's oral skills are developed through opportunities for talking and listening in literacy and in other areas of the curriculum. A key strength of the programme for reading is the extended range of books and other materials which are well matched to the children's interests and abilities. There are well-conceived opportunities for writing, closely linked to the children's wider learning in the World Around Us.
- The quality of pastoral care in the school is very good. The children play an active role in decision making through the eco-council and the school council. The senior children take on leadership roles as playground buddies and peer mediators. There is an effective, whole-school approach to promoting and rewarding positive behaviour which is celebrated at the weekly assemblies and on notice boards around the school. The children engage in a range of sporting, musical and other extra-curricular activities and events, which enable them to develop wider skills and abilities. The children in year 6 and year 7 spoke very positively about the school's inclusive ethos characterised by the school performances in which they all have an opportunity to participate.

- The school gives very good attention to promoting healthy eating and physical activity through, for example the fruit breaks and extensive opportunities for participation in sport through the after-school provision, thereby encouraging the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The senior leadership team (SLT) shares and articulates a clear vision for school improvement in which the children's holistic development is central. The SLT enjoys the strong support of the school staff and has fostered a collegial ethos. The continuing professional development of all staff, linked closely to the key targets for school improvement, is a clear priority which is effectively managed by the SLT.
- Due to recent changes in staffing, there is an acting co-ordinator for both numeracy and assessment; too many curricular responsibilities are held by the senior leaders. It will be important for the SLT and the governors to review these leadership roles and responsibilities and plan for the appointment of post-holders in these key curricular areas in order to ensure that progress is sustained.
- The school development planning<sup>1</sup> process is informed by regular consultation with the children, the parents, the staff and the governors, and by ongoing analysis of the school's internal performance data. The targets are appropriate and include initiatives to enhance the children's learning in mathematics, reading, writing and ICT. The quality of the associated action plans is variable. In the majority of the action plans, the processes for monitoring and evaluating the impact of the planned actions are insufficiently rigorous. As a consequence, progress cannot be measured accurately.
- There are well-established links with the parents and wider community. The children's learning and development are enriched through a wide range of cultural, sporting and curricular opportunities within the community, notably through their ongoing work with a local maintained primary school.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The chair and vice-chair have recently been appointed, following a period of strained working relationships between the governors and the SLT. The inspectors met a majority of the re-structured board of governors who expressed high levels of support for the work of the school.
- On the basis of the evidence available at the time of the inspection, the school's arrangements for safeguarding children are unsatisfactory and do not adequately reflect the guidance issued by the Department of Education. In particular, the school needs to resolve promptly the ongoing investigation by governors involving the safeguarding of the children and take any necessary action as appropriate.

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<sup>1</sup> The school development plan meets the requirements of the School Development Planning Regulations (2010) NI.

- In discussions with the inspectors, the children in year 6 reported that they feel safe and secure in school. They know what to do and who to speak to if they have any concerns about their well-being.

## **8. Overall effectiveness**

Maine 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 particular, the need:

- for a review of the key curricular roles and responsibilities with a view to building the capacity of post-holders to monitor and review the provision; and
- for the new governors to ensure that the arrangements for safeguarding the children are reviewed rigorously and that any identified improvements are implemented as a matter of urgency.

The ETI will return to the school within six working weeks to monitor progress in addressing the safeguarding issue.



**Health and Safety / Accommodation**

1. There are no visibility panels in the doors to some of the rooms where children work.

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Mr J Costelloe  
Principal  
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15 June 2016

Dear Mr Costelloe

**UPDATE ON SAFEGUARDING ARRANGEMENTS - MAINE INTEGRATED PRIMARY SCHOOL**

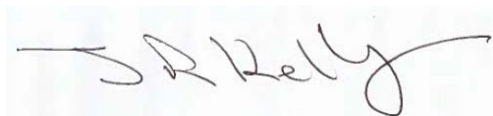
In line with the child protection/safeguarding procedures of the Education and Training Inspectorate, the reporting inspector returned to Maine Integrated Primary School on 13 June 2016 as a follow-up to the inspection which was conducted on 4 and 5 May 2016; the purpose of the visit was to ensure that issues concerning safeguarding, which was evaluated as unsatisfactory in the inspection, had been addressed.

On the basis of the evidence available, the revised arrangements were evaluated as comprehensive.

In the interim period, the school accessed support from representatives of the Education Authority, including from the Child Protection Support Service for Schools.

The school has reviewed and adjusted appropriately its safeguarding policy and procedures in light of the inspection findings. This review of policy was also informed by the recent investigation of a safeguarding concern. The investigation was carried out thoroughly and in line with the school's complaints procedure.

Yours sincerely



**JACQUELINE KELLY (MRS)**  
Inspection Services Team

cc Chairperson of the Board of Governors  
Dr C Mangan, Education Authority