

eti

*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



INVESTOR IN PEOPLE

Education and Training Inspectorate

Northern Ireland Numeracy Strategy

Quality Assurance Report

Published: May 2006

CONTENTS

Section		Page
1.	INTRODUCTION	1
2.	OUTLINE OF THE EVALUATION STRATEGIES USED BY THE NISGN	2
3.	THE INSPECTORATE'S QUALITY ASSURANCE	3
4.	THE SELF-EVALUATION PROCESS IMPLEMENTED BY THE NISGN	7
5.	SUMMARY OF FINDINGS	8
6.	CONCLUSION	10
	APPENDIX A	11
	APPENDIX B	12

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

- More than 90% - almost/nearly all
- 75%-90% - most
- 50%-74% - a majority
- 30%-49% - a significant minority
- 10%-29% - a minority
- Less than 10% - very few/a small number.

GRADE		
1	Significant Strengths	good (ranging to outstanding)
2	Strengths outweigh weaknesses	fully satisfactory (ranging to good)
3	Weaknesses outweigh strengths	fair (ranging to fully satisfactory)
4	Significant weaknesses	poor

1. INTRODUCTION

The Department of Education (DE) introduced The School Improvement Programme (SIP) in February 1998. The programme recommended the setting up of a regional steering group to co-ordinate and devise a strategic approach to the development of numeracy. Consequently the Northern Ireland Numeracy Strategy (NINS) was officially launched in February 2001. The aim of the initiative was to improve the quality and provision of the learning and teaching of mathematics within the context of three strands:

- leadership and management;
- learning and teaching;
- the use of information and communication technology (ICT).

The Northern Ireland Steering Group for Numeracy (NISGN) was established to oversee the management of the strategy. The group is chaired by a Senior Education Officer (SEO) within the Curriculum Advisory and Support Service (CASS) and comprises the mathematics advisors in each of the Education and Library Boards (ELBs), other members from CASS, Initial Teacher Education and representatives from the business community. A member of the Education and Training Inspectorate (Inspectorate) acts as assessor to the group.

Since its main implementation, DE has invested over £1 million each year in the funding of the NINS. More details of the funding are given in Appendix A. An action plan for the development of numeracy was developed by the NISGN to guide the initiative from 1998 to 2004; subsequently this was followed by an action plan for 2004 to 2007. Since the beginning of the NINS, each of the ELBs has submitted an annual self-evaluation report to DE, giving account of the activities undertaken and the progress made. The Inspectorate has worked closely with the respective ELB officers in the evaluation and review of these reports.

In November/December 2002, the NISGN requested the Inspectorate to carry out a quality assurance inspection (QAI) of the work of the NINS. Protocols for this exercise were agreed and the NISGN completed a self-evaluation report that was given to the Inspectorate in January 2005.

Evidence Base used in the Inspectorate's evaluation

The purpose of the QAI was to evaluate the efficacy of the procedures used by the NISGN in the support of participating schools, and the validity of the outcomes and recommendations presented in the self-evaluation report.

In arriving at their evaluations, the Inspectorate:

- discussed the self-evaluation report, together with the substantial supporting information, with the NISGN and separately with representatives from the mathematics support service of each ELB;
- attended a sample of in-service training sessions (INSET) which were part of the NINS support for schools in each ELB;

- gathered evaluations from schools (see below*) on their mathematics provision and latterly on the progress made through their participation in the NINS;
- considered the NINS self-evaluation reports produced annually by the mathematics support service of each ELB and the findings from the Inspectorate assessor on the NISGN; and
- carried out a questionnaire evaluation of those teachers involved in the focus groups which were set up as part of the NISGN self-evaluative process. The questionnaire used is shown in Appendix B.

2. OUTLINE OF THE EVALUATION STRATEGIES USED BY THE NISGN

In their evaluation of the NINS, the NISGN identified three quality indicators (QI) and associated features; these are measurable statements which describe the benefits brought about by the implementation of the strategy.

These are:

QI i. **The effectiveness of the leadership and management of numeracy**

- Feature 1: Schools have established structures to support numeracy development.
- Feature 2: Schools implement a planned cycle of development for numeracy.

QI ii. **Learning and teaching**

- Feature 1: Teachers create an appropriate learning environment and employ a range of teaching strategies matched to pupils' needs.
- Feature 2: Pupils are confident, suitably challenged and motivated learners of mathematics and are making appropriate progress.

QI iii. **Implementation of the numeracy strategy**

- Feature: Structures have been developed to support numeracy development.

Furthermore, each feature is broken down into associated characteristics; these provide specific details of elements within the feature. For example, '*Pupils can apply their mathematical skills in a range of contexts within mathematics and across other areas of the curriculum.*' is a characteristic within the feature, '*Pupils are confident, suitably challenged and motivated learners of mathematics and are making appropriate progress.*'

* In the main, information was gathered as part of the procedures for all school inspections which included an aspect of mathematics in the focus of inspection from September 2001 to March 2005. This involved 138 focused inspections in the primary sector and 36 inspections in the post-primary sector.

Overall, the three quality indicators are sub-divided into the five features above which are, in turn, further divided into a total of 22 characteristics. This was an appropriate structure for the self-evaluation and maintained a fair balance of planning, learning, teaching, standards achieved in schools and also the management and support of the NINS.

Section 4 of the NISGN Report sets out the findings of the self-evaluation. The evidence used to undertake the evaluation is drawn directly from schools by way of questionnaire surveys and focus group research. The evidence gathered is set against each of the 22 characteristics and judgements made accordingly.

3. THE INSPECTORATE'S QUALITY ASSURANCE

3.1 Feature: Schools have established structures to support numeracy developments.

3.1.1 The NISGN Findings:

In almost all of the schools participating in the research, the roles and responsibilities for the co-ordination of numeracy are clearly defined, there is a whole-school shared understanding of and commitment to numeracy and the development of numeracy features on the school development plan; in the majority of schools the senior management team (SMT) is actively committed to the development of numeracy. In three of the four characteristics, reference is made to a more coherent and sustained approach to numeracy development in the primary sector than in post-primary.

3.1.2 The Inspectorate Findings:

In the majority of primary schools, the leadership and management of numeracy was evaluated to be sound or better. A feature of these schools is the enthusiasm and motivation of the numeracy co-ordinator and the support for numeracy from the principal and/or the SMT; there is a clear vision for the development of mathematics and there is a commitment to promote improvement.

In the post-primary sector, the majority of schools have made a good start on the development of numeracy; in the best practice, the co-ordinator promoted a whole school approach to numeracy and there was strong support from the principal and/or SMT.

3.2 Feature: Schools implement a planned cycle of development for numeracy.

3.2.1 The NISGN Findings:

Most schools have identified needs and priorities in relation to numeracy development; most schools stated that action planning had taken place, with a significant majority having identified qualitative and quantitative targets. In the majority of schools, procedures are in place to monitor and evaluate progress in numeracy; half of respondents state that progress is monitored and evaluated on a regular basis, particularly in the primary sector.

3.2.2 The Inspectorate Findings:

In a significant majority of primary schools and in a majority of post-primary schools, appropriate documentation, including action plans, has been compiled to support the development in numeracy; in almost all instances, the planning was based on the effective auditing of current practice in mathematics.

In both sectors, although more so in primary, the schools have begun to monitor more coherently the progress being made in mathematics and the achievements of the children/pupils. In a minority of schools, insufficient use is made of quantitative data to set appropriate targets for improvement. There is variation in the strategies used by the ELBs to agree, manage, evaluate and refine their support for individual schools. In some ELBs in particular, an agreed contract between the ELB and the school plays a central role in the monitoring process. For example, in the best practice in a minority of the ELBs, a CASS Agreement, ensured that each school undertook self-evaluation at the end of each year and that the CASS support in subsequent years matched the revised needs of the school.

Inspection evidence supports the NISGN view that the NINS has brought about improvement in the weaknesses in the management and co-ordination of numeracy in the primary sector. In a majority of the post-primary schools inspected, however, the quality of the departmental management was judged to have weaknesses that outweigh any strengths. Identified areas for improvement include leadership, monitoring and evaluation, awareness of standards, numeracy across the curriculum and a focus on teaching and learning in departmental meetings.

3.3 Feature: Teachers create an appropriate learning environment and employ a range of teaching strategies matched to pupil needs.

3.3.1 The NISGN Findings:

A majority of schools agreed that teachers create a motivating environment for learning mathematics; most stated they were aware of different learning styles, and a majority stated that they made use of these when teaching mathematics. The majority of teachers make use of a range of teaching approaches which have been enhanced by participation in the strategy. In relation to the use of ICT, the evidence indicates that, where resources permit, teachers, particularly in the primary sector, make appropriate use of ICT to enhance learning in mathematics.

Most teachers plan for the systematic development of mathematical skills and concepts. While, overall, most of the schools planned for progression in mental mathematics there was a significant variation between the primary and post primary sectors; for example, 56% of post primary respondents were aware of progression compared to 86% in primary. There was a similar variation between the post-primary sector and primary in the planning for numeracy across the curriculum. A significant minority of schools report the provision of extra-curricular mathematics activities such as maths clubs and trails.

3.3.2 The Inspectorate Findings:

In all primary schools there is evidence of teachers using a good range of teaching approaches in mathematics; in the post-primary sector, the range of activities through which the pupils enjoy and gain an interest in mathematics has increased. During the period 2001/02 to 2004/05, there has been an increase in the teaching which has been evaluated to have significant strengths; for example, at KS1, this has increased from 23% to 31% of the lessons seen and, at KS2, from 38% to 53% of the lessons seen. In a significant minority of post-primary schools, the schools' participation in the NINS had resulted in few beneficial changes to either the professional discussion of the mathematics teachers or the range of teaching approaches employed.

ICT is used effectively in a majority of schools to promote aspects of mathematics including handling data and shape and space. Generally, however, the use of ICT to support teaching and learning within mathematics is an area for improvement for many schools.

In the primary sector, almost all pupils receive regular and frequent sessions of mental mathematics; the pupils are building up a range of mental strategies, becoming more flexible in their reasoning and in the use of mathematical language. This progress is less evident in the post-primary sector where there is little increase in the opportunities for good co-operative learning or good oral work by the pupils.

3.4 Feature: Pupils are confident, suitably challenged and motivated learners of mathematics and are making appropriate progress.

3.4.1 The NISGN Findings:

Evidence suggests that as a result of participation in the numeracy strategy the majority of pupils engage readily with mathematical activities in the classroom and that they demonstrate increasing confidence in thinking through and articulating solutions to mathematical problems; the latter is particularly true in the primary sector. A minority of pupils can readily apply their mathematical skills in a range of contexts. Evidence suggests that, where resources permit, pupils are confident and competent in using ICT in mathematics; again this is more evident in the primary sector.

With respect to the standards attained by pupils, the NISGN report states that the evidence suggests that almost all pupils are making appropriate progress in mathematics. External test outcomes are presented to support this view. The end of key stage (KS) results show an increase in the percentage of pupils achieving the higher levels at KS1, 2 and 3 between 1999 and 2003. Between 1999 and 2003, the percentage of pupils attaining Level 4 or above at KS2 has increased from 75.4% to 78.2% and between 1999 and 2003 the percentage of pupils attaining Level 5 or above at KS3 has increased from 67.0% to 70.7%. The Focus Group Report states that a minority of post-primary teachers and a majority of primary teachers attribute improvements in standardised and/or KS test findings as a direct result of involvement in the numeracy strategy. Others stated that they felt it was still too early to judge.

3.4.2 **The Inspectorate Findings:**

In almost all primary schools participating in the NINS, two significant improvements are evident in relation to the children's learning in mathematics:

- their competence in mental mathematics; and
- their ability to talk about mathematics.

Other benefits include the pupils' increased confidence and enjoyment for the subject. During the period 2001/02 to 2004/05, there has been an increase in the children's learning which has been evaluated to have significant strengths; for example, in the learning related to mathematical processes, this has increased from 14% to 33% of the schools visited, in the learning of number, the increase was from 33% to 58% of the schools visited, and in regard to other mathematical learning, the increase was from 19% to 36% of the schools visited. The inspectors comment regularly that pupils are often insufficiently challenged in their mathematics and would benefit from increased opportunities to apply their learning to more complex contexts such as problem-solving and investigative work.

In a significant minority of the post-primary schools, involvement in the NINS has not brought about improvements in the range and quality of the pupils' mathematical experiences. In the post-primary sector, the use of standardised tests, broader assessment procedures and the process of target setting have become more prevalent in schools as a result of the NINS. However, on no occasion did the Inspectorate gain firm evidence that standards in post-primary schools had risen as a direct result of the Numeracy Strategy.

3.5 **Feature: Structures have been established to support numeracy development.**

3.5.1 **The NISGN Findings:**

The establishment of a regional steering group helped to develop a strategic approach to ensuring a high profile for numeracy with input from a wide variety of stakeholders, providing a focus on priority issues and maintaining a process of regular monitoring and evaluation. The ELB numeracy teams have co-operated to provide consistent support for schools and opportunity for all teachers of mathematics to be involved in the NINS. Relationships among the ELBs have been strengthened; these relationships will facilitate future collaborative work. The NINS has created an environment for change, where co-ordinators are empowered to lead and manage numeracy development in their schools.

3.5.2 **The Inspectorate Findings:**

The NISGN has provided a good overall strategy and direction for the NINS. In particular, the range of expertise in the group, for example including teacher education, business and industry has provided a broad foundation of expertise that has been helpful. The significant time and effort taken to reach a shared understanding of numeracy issues across the ELB teams provided a valuable foundation for joint working and contributed to the consistent and coherent delivery of the NINS. The effective co-operation and joint planning initiated by the NISGN resulted in clear structures being established to provide support and common themes being evident across the ELBs. The strategy of developing an action plan for each school was

effective in clearly identifying the needs of individual schools and setting out targets and performance indicators for evaluating success. The good relationships maintained between CASS support teams and teachers contributed significantly to the success of the NINS.

In almost all schools, the SMT and numeracy co-ordinator reported that the support and guidance that the school had received from the CASS Officer had been of high quality. Generally, schools were confident that the CASS Officers would respond positively to requests for support and guidance. It was often the judgement of the Inspectorate, however, that in post-primary schools while the CASS support for particular events was good, for example for a whole-school awareness raising day through the organisation of an mathematical event, CASS support that promoted improvement in day-to-day classroom practice was less effective.

4. THE SELF-EVALUATION PROCESS IMPLEMENTED BY THE NISGN

The NISGN undertook thorough planning for their self-evaluation process that was appropriately based on the strategy of the Inspectorate model outlined in “Together Towards Improvement”. Appreciable time and effort were taken to agree a strategy which was systematic and had the ownership and understanding of the whole NISGN and the respective ELB officers. The features and characteristics identified as QIs were detailed, relevant and provided an appropriate focus for the evaluation. The evidence on which the evaluations were based was gathered through two extensive questionnaires focused respectively on ‘leadership and management’ and on ‘learning and teaching’. The questions included in the questionnaire provided a comprehensive and rigorous coverage of the identified features and characteristics which often had an appropriate emphasis on tracking improvement for learners through the NINS. The questionnaires were issued to all schools participating in the first two cohorts of the NINS, which represented a representative sample of all the schools involved. There was a good response to these questionnaires; 62% of sample schools for the leadership and management questionnaire and 61% for the learning and teaching questionnaire. The questionnaires were mainly completed by principals and/or numeracy co-ordinators.

In order to evaluate the third QI, the implementation of the NINS, a series of focus groups of teachers were held in each ELB, one for primary teachers and a second for post-primary teachers. The schools were chosen randomly within a balanced sample of management types. The focus groups considered a wide range of outcomes arising from their participation in the NINS. The facilitator, who was independent of the ELB mathematics support service, collated their responses. Due to the conditions under which the focus groups were set up, the Inspectorate was unable to interview a sample of participants and therefore gathered their views by means of a questionnaire as outlined above in section 1. A majority (73%) of the teachers involved made a response to the Inspectorate’s questionnaire. They reported that the focus group sessions were conducted in an appropriate and professional manner and allowed them to express their views about their experiences in the NINS. In addition, they commented on the benefits for their learning and teaching from their participation in the NINS. A small number reported that there was insufficient time during the focus group to discuss all the areas under question.

Overall, the procedures for the questionnaires used in Strategy Group’s self-evaluation and the focus groups were carried out in a detailed and professional manner and the outcomes were collated, analysed and summarised appropriately.

The evidence base, used by the NISGN, relied throughout on the recorded views of teachers concerning the progress made and benefits for learning. There was limited consideration of an analysis of the actual improvements made by the children/pupils and the standards achieved; for example, through consideration of the children's/pupils' progress in standardised tests or in identified performance indicators relating to qualitative factors such as confidence and interest in mathematics or ability in mathematical thinking.

5. SUMMARY OF FINDINGS

The NISGN Summary

The NISGN report concludes that:

'The rationale for developing the strategy was based upon perceived weaknesses in the management and co-ordination of numeracy. There were also concerns regarding attitudes towards numeracy together with pupils' skills and abilities in this area.

The NI Numeracy Strategy has successfully addressed these identified weaknesses and has shown to have brought about improvements in the management and co-ordination of numeracy within schools throughout Northern Ireland.

In addition there have been significant improvements in attitudes towards numeracy and there is evidence to show that improvements have been achieved in pupils' skills and abilities. The full extent of these improvements cannot yet be quantified as changes in teaching need time to become fully embedded in school culture, and the learning process takes time to mature with the individual student.'

The Inspectorate Summary

The Inspectorate findings with regard to the NISGN's evaluation process are summarised below. As a consequence of the inspection activity linked to the quality assurance process, the Inspectorate can also make comment on the outworking of the Numeracy Strategy itself. Almost all of these findings are matched to those within the NISGN's report. The main difference is in the greater need for improvement and implementation of the NINS in the majority of post-primary schools. This area for improvement is referred to consistently in the body of the NISGN report and supported by the evidence collated in the appendices to the report. Overall there is clear evidence that the NINS represents value for money in the changes and improvements effected in the primary phase. This is much less evident in the post-primary phase, where the influences of the NINS have remained secondary to those of external syllabi and examinations at General Certificate of Secondary Education (GCSE) and General Certificate of Education (GCE) Advanced (A) levels.

The strengths of the NISGN's self-evaluation report include:

- the thorough planning and preparation for the report which ensured that all participants understood and had ownership of the process;

- the strong co-operation across the ELBs in the consistent implementation of the agreed strategies under the direction of the NISGN;
- the appropriate identification of relevant quality indicators, key features and characteristics on which to base the self-evaluation;
- the focus of the report on a fair sample of schools and the strong response provided by these schools to the relevant questionnaires;
- the evidence gathered from the schools and teachers on which the evaluation is based;
- the professional approach adopted to complete the self-evaluation while maintaining an element of independence from the CASS responsible for delivering the NINS;
- the judgements made throughout the report which are generally in line with those provided by the Inspectorate.

The area for improvement of the self-evaluation report is:

- the greater use of quantitative measures linked to the children's/pupils' experience and performance, in addition to the extensive information which was gathered through the questionnaires to schools.

The strengths of the NINS include:

- the comprehensive programme of school support focusing on important aspects of mathematics;
- the INSET provided to support the NINS in a climate of good relationships with schools and high expectations from teachers of the teams providing help;
- the effective raising of the profile of mathematics in schools;
- the improved interest and motivation of children/pupils, particularly in primary schools;
- the more frequent opportunities for the children/pupils to engage with mental mathematics and consequent improved mathematical thinking;
- the clear evidence of improvement in the quality of learning and teaching in the primary sector;
- the improvement in the management of mathematics in schools through the development of action plans with clear performance indicators and success criteria;

- in the best practice, in a small minority of schools, the establishing of a climate of self-evaluation of the mathematics provision.

The areas for improvement of the NINS include:

- the need, in a majority of post-primary schools, for more consistent implementation in the classroom of the good practice promoted through the NINS;
- the need for more effective use of ICT to support the learning and teaching of mathematics;
- the need, in a majority of post-primary mathematics departments, for more proactive leadership in promoting improvement in the quality of teaching and the pupils' achievements.

6. CONCLUSION

There are many strengths in the comprehensive self-evaluation of the Northern Ireland Numeracy Strategy carried out by the Northern Ireland Steering Group for Numeracy. The evaluations made are generally in line with those of the Inspectorate. The areas for improvement, outlined above, need to be addressed to develop further the evaluation strategy used - in particular, to include more direct analysis of the children's/pupils' performance. Overall, Government, CASS, schools, parents and pupils can have confidence in the work done by the NISGN in overseeing the NINS. The implementation of the strategy has brought about significant improvements in the teaching and learning of mathematics in the primary sector. In the post-primary sector, however, while improvements in the planning and provision for mathematics are evident, the strategy has been less effective in improving the overall quality of the pupils' classroom experiences.

APPENDIX A**SUMMARY OF FUNDS ALLOCATED TO SUPPORT THE NORTHERN IRELAND
NUMERACY STRATEGY**

Year	Numeracy Strategy Funding in £
99/00	393,000
00/01	1,230,000
01/02	1,440,000
02/03	1,284,000
03/04	1,428,000
04/05	1,314,000
Total	7,089,000

QUESTIONNAIRE USED BY THE INSPECTORATE TO GATHER THE VIEWS OF MEMBERS OF THE FOCUS GROUPS

	Number of Teachers in Focus Groups	Number of Responses	Percentage
Primary	50	39	78
Post-Primary	48	33	69
Total	98	72	73

EDUCATION AND TRAINING INSPECTORATE

YOUR VIEWS ABOUT THE NORTHERN IRELAND NUMERACY STRATEGY (NINS) FOCUS GROUP

Questions for Teachers

- The questions are likely to take you around 10 minutes to complete.
- Please answer each question frankly - your views will contribute to the quality assurance inspection of the NINS.
- Please read each statement and tick the answer that best fits your experience of the focus group. If you feel you can't answer any of the questions, please leave them blank. Please use blue or black ink.
- Please return your completed form to Inspection Services Branch, in the pre-paid envelope provided, by 13th May 2005.
- If you require further information or help in completing the questions, please phone Mrs Pauline Galway, Inspection Services Branch at 028 9127 9726.

Thank you for completing the questions.

EDUCATION AND TRAINING INSPECTORATE
Questions for Focus Group

Please tick the boxes relevant to the sector and education and library board you work in:

Post-primary

Primary

SELB

SEELB

BELB

NEELB

WELB

(Please tick)

*Strongly
Agree*

Agree

Disagree

*Strongly
Disagree*

1	I am happy about the way in which I was approached to participate in the focus group	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2	It was appropriate that the ELB advisors briefed the focus group before the session	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3	The focus group sessions were conducted in a professional and relaxed manner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4	The size of the focus group facilitated contributions from all participants	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5	The twenty areas for discussion were appropriate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6	There was sufficient time to discuss all of the areas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7	The focus group afforded me an opportunity to express my views about my experiences of the numeracy strategy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8	Involvement in NINS has benefited the teaching of mathematics in my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9	Involvement in NINS has benefited the learning of mathematics in my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Please use the space provided below to expand on any of the answers you have given. You can also add any other comments you wish to make about your involvement with the NINS, including the focus group.

A large, empty rectangular box with a thin black border, intended for the respondent to provide additional comments or expand on their previous answers.

Thank you for giving your views. Please return your completed form to Inspection Services Branch, in the pre-paid envelope provided, by 13th May 2005.

© CROWN COPYRIGHT 2006

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 DE website: www.deni.gov.uk or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.