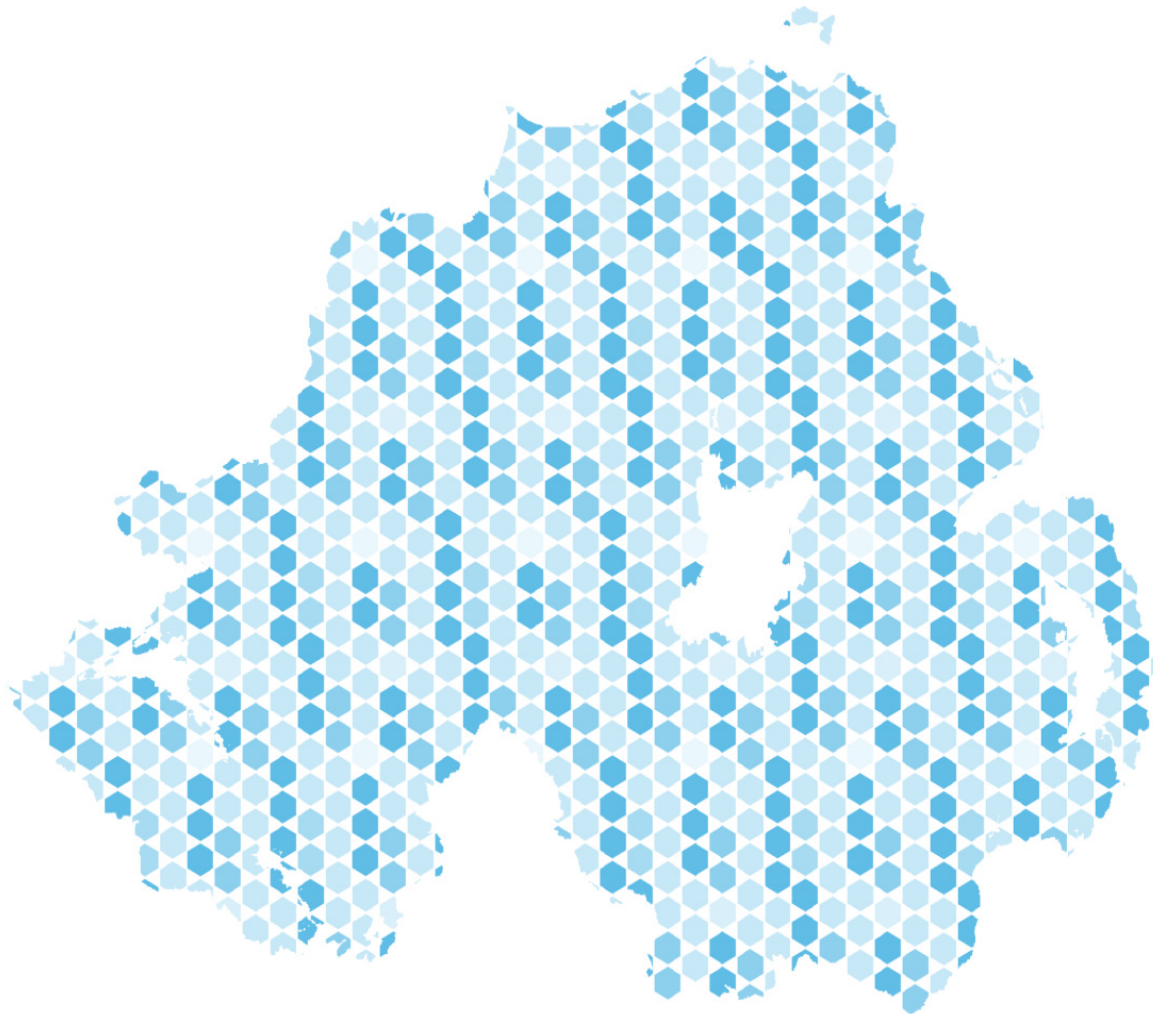


PRIMARY INSPECTION



Education and Training
Inspectorate

Campbell College Junior
School, Belfast

Report of an Inspection
in September 2010

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Campbell College Junior School
ii. **School Reference Number:** 162-0020
iii. **Date of Inspection:** W/B 27/09/2010
iv. **Nature of Inspection:** Focused

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	16	21	24	21	32
Enrolments					
Primary	122	150	166	164	172
Reception	0	0	0	0	0
Nursery Unit	24	24	24	41	41
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.5% **NI Avg Att:** 94.9%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|--|--------------------------------|---------------------|---------------------|--------------------------|
|--|--------------------------------|---------------------|---------------------|--------------------------|
- D. i. Number of Teachers (including the principal and part-time teachers): 10.4 2 0 0
(Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 16.5 NI PTR: 20.7
- iii. Average Class Size: 21.5
- iv. Class Size (Range): 16 to 25
- v. Ancillary Support:
Number of Hours **Per Week:**
- | | |
|---|------|
| i. Clerical support: | 42.5 |
| ii. Foundation Stage Classroom Assistant Support: | 65 |
| iii. Additional hours of other classroom assistant support: | 20 |
- vi. Percentage of children with statements of special educational needs: 1.16%
- vii. Total percentage of children on the Special Needs Register: 11.04%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 0.58%
- x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: **English** 100% **Mathematics** 100%

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Campbell College Junior School is situated within the grounds of Campbell College and is the junior department of the main school. The school caters for boys, the majority of whom travel from South and East Belfast and North Down. Over the past three years the school has had a substantial waiting list. Less than 1% of the children are entitled to free school meals. The school has identified 11% of the children as requiring additional support with aspects of their learning. The Kindergarten Department for younger children was not inspected.

1.2 THE INSPECTION FOCUSED ON:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6.

One hundred and thirty-nine questionnaires were issued to parents. Approximately 60% of the parental questionnaires were returned to the Inspection Services Branch (ISB): thirty-nine contained additional written comments. The responses from the parental questionnaires were highly affirmative, indicating very strong support for the life and work of the school. In particular, the parents acknowledged the very caring and supportive learning environment, the wide range of after-school activities provided, the dedicated and hard-working Principal and staff, and the strong sense of community within the school.

Seven teachers and six support staff completed the confidential online questionnaire with ten including additional written comments. All of the responses were positive of all aspects of the work of the school.

The governors expressed their strong support for the Principal and staff. In particular, they highlighted the caring ethos and the important role played by the Junior School within Campbell College. The year 6 children talked openly, positively and with a clear sense of pride about their experiences in the school. They value the range of sporting opportunities and the help and support of their teachers. The children indicated that they know whom to turn to if they have any concerns regarding their work or their safety and well-being.

The Education and Training Inspectorate has reported to the Principal and the Chairperson of the governors the very few issues emerging from the questionnaires.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding and concern for the children's well-being pervades the life of the school.

Among the strengths are the very positive ethos which promotes the children's confidence and self-esteem. This is demonstrated through the School Council wherein children's views and opinions are sought and valued; the 'House System' which promotes school pride and personal endeavour; the wide range of after-school activities; the year 7 'Buddy System'; and the playground equipment which develops the children's attitudes of sharing and responsibility.

1.5 CHILD PROTECTION

The school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education (DE).

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives outstanding attention to promoting healthy eating and physical activity. There are effective policies and programmes in place, for example, healthy breaks, health promoting school status and healthy eating workshops, which encourage the children to adopt healthy lifestyles.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

Effective links with parents are maintained through regular newsletters and an electronic mailing system. In addition, the parents are invited to attend curriculum and information evenings and parent/teacher meetings; they also receive written reports throughout the year on their child's progress. The parents of those children with special educational needs (SEN) are involved in the process of developing individual education plans for their children and are kept well informed at all stages. The school draws upon the expertise of parents for various activities such as rugby coaching and costume making for school productions.

The school has developed a range of effective links with the wider community to support and enhance the children's learning opportunities. All of the children participate in an extensive programme of educational visits; the older children have the opportunity to take part in a residential trip each year. The school has developed a successful link with a rural primary school and the school grounds are used occasionally by other local schools. The school also fosters close links with Campbell College and the children avail of its facilities for swimming and games and benefit from the teaching of its staff for modern languages, physical education and music.

The school provides its own child care services before and after school and during school holidays.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

An analysis of the key stage (KS) 2 assessment data over the past four years shows that, in both English and mathematics, the school's performance has remained consistently high. The percentage of children achieving Level 4 or above at the end of KS2 is significantly above both the Northern Ireland (NI) average and the average for schools in the same free school meals category.

Nearly all the children, including those with SEN, are highly motivated and demonstrate very good levels of engagement and enjoyment in their learning. Most children bring high levels of ability to their learning. The children requiring additional help are identified at an early stage through the use of diagnostic tests and teachers' observations.

In the best practice, the children enjoy the many opportunities given to them by their teachers to interact with one another in group and paired work and to complete tasks co-operatively. In class discussions, the children are responsive and articulate.

2.2 ENGLISH AND LITERACY

The overall quality of the provision for English and literacy in the school is very good.

The staff provide a literacy rich environment which supports effectively all aspects of the children's language development. There is evidence that the boys enjoy using the well-stocked school library and the range of books linked to current topics within their own classrooms.

A particular feature of the whole school is the children's confidence and competence to express themselves orally. In the best practice observed, the children are encouraged to use their skills to extend and justify answers and explain their thinking. During the inspection, the very good examples observed included the children in the foundation stage (FS) describing their representational drawings and models during a plenary session, children in KS1 expressing their opinions on friendship and respecting the opinions of others, and children in KS2 demonstrating increasingly the ability to justify their arguments and clarify their points of view. The effective use of drama and opportunities to perform at whole school plays and assemblies further enhances these experiences for the children. Most of the children demonstrate excellent listening skills. Where the children were observed to be less attentive, in a minority of instances, the lessons lacked pace or were poorly matched to the children's abilities.

The children's written work is of a high quality and, throughout the school, they understand and engage in a wide range of writing forms. Their written work is very well presented and the children make good progress in writing with increasing accuracy and proficiency as they move through the school. In the FS the children are provided with a suitable range of resources to experiment with mark making, form letters and write for a purpose. These approaches need to be enhanced further to ensure a sufficiently challenging and consistent approach which will motivate all of the children to engage in early writing during both indoor and outdoor play. In KS1 and KS2 the opportunities for writing are developed further through a range of genre, including poetry and story writing. By the end of KS2 the children are completing a good range of writing to very good standards.

Reading sessions are well-managed and much thought has been given to motivating the children as readers through the provision of a range of reading materials, most of which is well-matched to the boys' interests and needs. By the end of KS2 a majority of the children are reading at a level above that which is appropriate for their age. Individual children are offered effective additional support through a range of means including differentiated teaching and learning activities within classes and through withdrawal support. There is evidence that the children are making improvements as a result of this intervention.

Information and communication technology is used well to support the teaching of reading and writing during sessions in the ICT suite and research based homework. By year 7, children demonstrate effective use of ICT, for example, to prepare leaflets linked to class work.

The children's progress and attainment in English and literacy is monitored at KS1 and KS2 through a range of appropriate standardised tests. The Principal in her role as literacy co-ordinator has appropriately prioritised the need to refine and use this information to identify and set targets at class level for any children who are underachieving. The teachers need to ensure that the information from the children's pre-school experiences is used more fully to provide suitable progression in their learning. The literacy action plan identifies suitable targets for future development; these need to be built on further.

2.3 MATHEMATICS AND NUMERACY

The overall quality of the provision for numeracy is very good.

In most classes, the children are given suitable opportunities to develop their mathematical knowledge and understanding through a range of appropriate experiences, including the use of practical equipment. The children have a positive attitude to mathematics; they work well individually, in pairs and in groups and co-operate freely during practical sessions. There are regular sessions of mental mathematics in all of the classes.

The teachers use ICT effectively to support the children in their mathematical learning and provide opportunities for the children to apply their learning in everyday contexts and across the curriculum. The year 7 children have participated successfully in the Council for Curriculum, Examinations and Assessment (CCEA) ICT Accreditation scheme.

In the best practice, the teachers provide opportunities for the children to engage in problem-solving and investigations. In the majority of the numeracy lessons observed, the teachers use effective questioning to motivate and challenge the children and to encourage them to reflect on and explain their learning using the appropriate mathematical language. In the less effective practice, in a minority of lessons observed, the activities lacked appropriate challenge and the teachers missed opportunities to promote effective learning.

By the end of KS1 and KS2 most of the children attain very good standards in mathematics. During discussions with a group of the children in year 4, they demonstrated a sound understanding of number and number operations, measures and shape and space. In similar discussions with a group from year 7, the children were highly motivated and enthusiastic about their work in mathematics; they used appropriate mathematical language and demonstrated flexibility in their thinking and problem-solving.

The teachers, under the effective leadership of the Principal in her role as numeracy co-ordinator, have devised a helpful action plan which has a strong focus on the analysis of data to inform future planning. The programme for numeracy outlines clearly the learning intentions for each area of the mathematics curriculum, the lines of progression and the mathematical language to be developed.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The quality of the planning to support the teaching and learning is very good. There is effective long-term planning in place to guide the teachers in planning for the teaching of numeracy and literacy. The school has worked hard in identifying and developing effective cross-curricular links to ensure that the children are given opportunities to apply their skills across a range of curricular areas. In the best practice, teachers make meaningful evaluations of the children's learning and adapt their planning to meet the needs of all the children.

The special educational needs co-ordinator (SENCO) works closely with the class teachers to create appropriate individual education plans (IEPs) for the children who need support with their learning or guidance with their behaviour. These IEPs are of very good quality and outline appropriate targets and strategies to promote improvement.

There is a need to develop further the planning for activity-based learning within the FS and KS1 in order to ensure that there is appropriate progression and challenge for the children and that numeracy and literacy skills are developed naturally through all areas of play.

3.2 TEACHING

The quality of the teaching in the majority of the lessons observed was good or better, including a significant minority evaluated as being outstanding. In a minority of the lessons there was a need for improvement.

In the best practice, the teachers use effective questioning to encourage a high level of extended responses from the children. They motivate and challenge the children and encourage them to reflect on and explain their learning. In these classes, the teachers employ effective classroom management strategies, have high expectations for good behaviour and provide effective opportunities for the children to engage in collaborative and independent learning. They convey clearly the learning they wish to promote, and help the children to make an accurate assessment of their own learning at the end of the session. Most of the teachers have appropriately high expectations of the children, which is evident in the very good progress they make in their learning.

In the less effective practice, the pace and challenge of the lessons does not engage the children effectively. The children are not given sufficient opportunities to investigate, problem solve, take risks, develop their thinking skills and demonstrate their learning. There is a need to identify and disseminate the best practice that exists in the school to ensure consistency in the children's learning experiences.

The special educational needs (SEN) teacher provides appropriate and effective intervention to support to children with SEN through withdrawal sessions. The support in the withdrawal groups is of a high quality and is linked effectively to the children's work in class through careful and regular liaison with the class teachers.

3.3 ASSESSMENT

The school is currently developing its processes for the analysis of performance data. The teachers have made a good start to using the results from standardised tests and benchmarking data to assess the level of the children's attainment in literacy and numeracy and to set realistic targets for improvement. The parents are kept well-informed of their children's progress through parental interviews and written reports. The children's work is marked regularly and supportively and there are good examples of the teachers using marking effectively to help the children to improve their work. The majority of teachers are also using effectively a range of strategies to help children assess their own learning.

3.4 SPECIAL EDUCATIONAL NEEDS

The quality of the provision for special educational needs (SEN) is very good. The school has a very inclusive and welcoming ethos for children with SEN; it gives a high priority to those children who require support with their learning and allocates a substantial resource to improving the children's learning through, for example, the deployment of a part-time SEN teacher.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership in the school is good. The Principal is dedicated and committed to the life of the school and to the well-being of children. She builds well on the good relationships established with staff, parents and children, to ensure a positive ethos and a strong commitment to pastoral care. The Principal fosters a collaborative approach to ongoing school development, is very supportive of her staff and shows commitment to their welfare and continued professional development.

The SENCO has a clear vision for the development of SEN provision, which is firmly focused on the needs of the children. She is systematic and effective in her work and is diligent in liaising with and supporting the teachers. There is a need for the Principal and Senior leadership team to evaluate the current arrangements for in-class support provided by the SEN teacher in order to make best use of this support.

The co-ordinators have provided very good curriculum leadership within their areas of responsibility. It is now timely that co-ordinators monitor and evaluate the quality of learning and teaching in a more rigorous manner.

4.2 PLANNING FOR IMPROVEMENT

In drawing up the current SDP, there was wide consultation with the staff, the children and the parents. These include the dissemination of the best quality teaching across the school and the more effective evaluation of the teaching and learning. There is also need for a more strategic approach to the development of activity-based learning, including planning for progression and resources for both indoor and outdoor learning environments; this should be included, with associated action plans, as a priority in the SDP.

The School Development Plan (SDP) meets fully the requirements of the Department of Education School Development Planning Regulations/Schedule 2005/19.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are fully involved in the strategic planning and policy development for the school and support the Principal and the staff effectively in the implementation of the SDP. They have managed the financial needs of the school efficiently to increase staffing levels and to meet the identified priorities in the SDP.

4.4 ACCOMMODATION

The school building is modern, spacious and well-organised. There are many bright and colourful displays depicting aspects of school-life and celebrating the children's work. The internal and external environments of the school are very pleasant and well-maintained.

5. CONCLUSION

5.1 The strengths of the school include:

- the very positive ethos characterised by the outstanding provision for pastoral care;

- the highly articulate and courteous children and the very high standards they attain in both literacy and numeracy;
- the majority of the teaching observed, which ranged from good to outstanding;
- the hard work and collaborative approach to leadership and management of the Principal;
- the very wide range of after-school activities provided which enrich the children's learning experiences; and
- the strong support of the parents and the involvement and commitment of the members of the Board of Governors to the development of the school.

5.2 Areas for improvement are the need to:

- develop a more rigorous and systematic approach to monitoring and evaluating the teaching and learning and the dissemination of good practice; and
- review and develop the curriculum and resources for activity-based learning both indoors and outdoors.

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 areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress in addressing the areas for improvement.

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