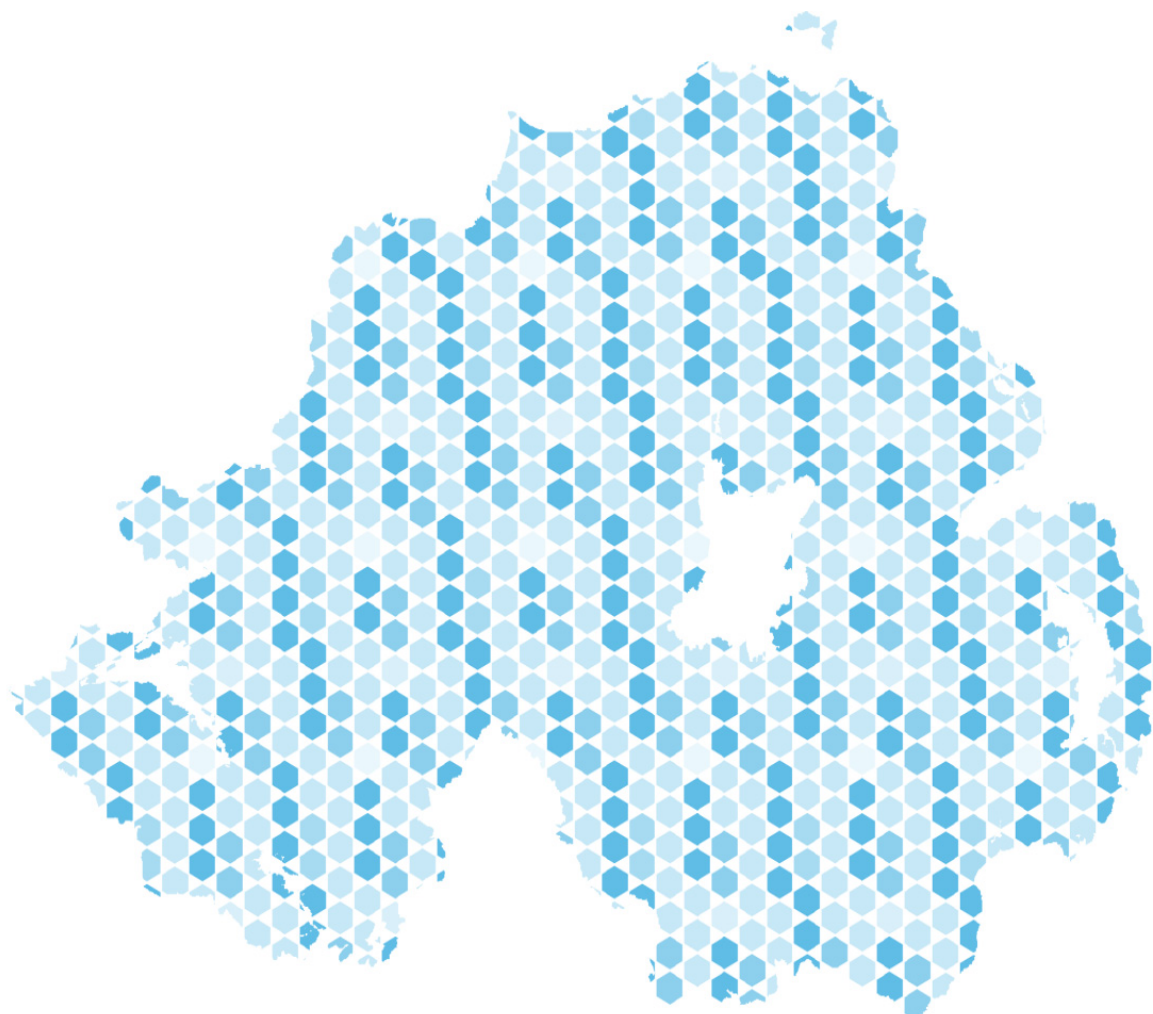


PRIMARY INSPECTION



Education and Training
Inspectorate

Cranmore Integrated Primary
School, Belfast

Report of an Inspection
in October 2010

CONTENTS

Section		Page
	STATISTICAL INFORMATION	
1.	INTRODUCTION	1
2.	ACHIEVEMENTS AND STANDARDS	3
3.	THE QUALITY OF PROVISION FOR LEARNING	5
4.	LEADERSHIP AND MANAGEMENT	6
5.	CONCLUSION	7
	APPENDIX	

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: Cranmore Integrated Primary Belfast** iii. **Date of Inspection: W/B 04/10/10**
 ii. **School Reference Number: 106-6580** iv. **Nature of Inspection: Focused**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	26	25	27	29	30
Enrolments					
Primary	185	193	189	195	182
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
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): 93.7% **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): 9 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.2 NI PTR: 20.7
- iii. Average Class Size: 26
- iv. Class Size (Range): 20 to 30
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|-------|
| i. Clerical support: | 32.5 |
| ii. Foundation Stage Classroom Assistant Support: | 15 |
| iii. Additional hours of other classroom assistant support: | 236.5 |
- vi. Percentage of children with statements of special educational needs: 4.39%
- vii. Total percentage of children on the Special Needs Register: 43%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 27.4%
- 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** 72% **Mathematics** 80%

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Cranmore Integrated Primary School is situated on Finaghy Road North on the boundary of west and south Belfast. Since the last inspection in 2002, the enrolment has increased steadily from 169 children, to the current figure of 182 children. The number of children attending the school identified as having special educational needs has increased significantly within this period, from 9% in 2002, to 43% in 2010. The children who attend the school come from an increasingly wide catchment area.

1.2 FOCUS

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.

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

In addition, the school was selected as part of a sample to monitor the implementation of the healthy food in schools initiative.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF 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 and year 7.

Sixty-nine parental questionnaires were returned to Inspection Services Branch. Twenty-two returns included additional written comments. The parents expressed a very high level of satisfaction with the overall educational and pastoral provision being provided by the school. In particular, they appreciated the safe, caring and inclusive ethos, the support provided for children with a range of additional needs, and the dedicated and courteous staff.

The responses to the teacher questionnaires were affirmative of the school. They indicated that the teachers enjoy their work, are supportive of one another and recognise the Principal's role in facilitating opportunities for developing leadership within the school. The support staff indicated, also, a high level of satisfaction with their work within the school.

The governors reported their appreciation of the hard-working staff and their confidence in the Principal's vision for the school, the commitment to the welfare and success of the children and the continued professional development of her staff.

The small number of issues raised through the questionnaires has been shared with the Principal and the governors.

In discussion with a group of children from year 6 and year 7, they report that they feel happy and safe at school and are aware of what to do if they have any concerns. They talked about being respectful to a range of cultures within the community and their enjoyment of a number of aspects of school life. In particular, they appreciated the opportunities to participate in sport, use the school library and expressed their enjoyment of a range of writing experiences during English lessons.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in this school is very good.

The strengths of the pastoral care provision include:

- the inclusive and supportive ethos which promotes the children's confidence, self-esteem and respect for others;
- the friendly, well mannered children and their very good behaviour;
- the wide range of extra curricular activities and visits available which provide a very good breadth of learning experiences for the children;
- the celebration of the children's work and achievements through attractive displays of their work; and
- the commitment to meeting the needs of children with a range of additional needs.

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.

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity. The annual Healthy Lifestyle Week and the well-established healthy break scheme encourage the children to adopt healthy lifestyles.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school encourages communication and links with the parents through a range of appropriate means. These include, for example, the excellent guidance material and information workshops to guide parents on how they can support their child's development in numeracy and literacy and the very informative school website. There are links with a wide range of organisations in the community through charity work, visits and visitors to the school. The school has identified the need to continue to engage with the immediate local community and with the full range of parents from the wide and varied catchment area from which the children travel. The recently established School's Council provides a good opportunity to engage the children in the development of personal responsibility and decision-making processes within the school.

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 English and mathematics, the school's performance is below the Northern Ireland average. Compared with schools in the same free school meals category, the levels of attainment in English and mathematics are also just below the average.

The school's internal performance data indicates that most of the children's attainments in mathematics are commensurate with their ability and are showing steady improvement. The majority of the children attain levels in English which are in line with their ability. Those children who require additional support with English and mathematics are identified at an early stage, receive well-focused support and are making good progress in improving their standard of work.

Almost all the of the children are well motivated and often demonstrate good levels of engagement and enjoyment in their learning. They generally listen attentively and are becoming increasingly confident at learning collaboratively though group and paired work as they progress through the school. The children's levels of interest and engagement were most evident when the content of the lesson was linked to relevant and meaningful learning experiences.

A significant number of the children identified on the special needs register display delay in aspects of their learning due to a range of factors including, for example, language delay and a short attention span. Those children who find some difficulty in responding within larger groups in class show good levels of engagement and enjoyment during smaller group sessions in, for example, the sensory room or during in-class learning support sessions for English and mathematics.

2.2 ENGLISH AND LITERACY

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

The literacy co-ordinator provides very good leadership in developing English throughout the school. He monitors and evaluates effectively the quality of the children's learning and has identified appropriately the further development of the children's reading and spelling strategies in the school development plan (SDP).

The literacy and language scheme provides helpful guidance for the teaching of English. Most of the teachers make good use of half-termly and weekly plans to identify the learning intentions and they prepare well for individual English lessons.

Talking and listening activities are integrated well into the children's learning experiences. In most classes, the teachers use skilful questioning to encourage the children to share ideas, to offer opinions, to explain their learning and to listen to the views of others. Consequently, by year 7, the majority of the children express their ideas with confidence.

There is an appropriate and systematic approach to the acquisition of reading skills which includes shared, modelled, guided and independent reading. Phonological awareness and spelling are also developing through appropriate schemes. Most of the children enjoy reading and show a keen interest in books; for example, the children in the foundation stage (FS) respond positively to the use of "Big Books" and the KS1 and KS2 children participate in guided reading sessions to develop a wide range of appropriate reading skills. The development of reading for pleasure is further promoted through "Book Week" and visits

from local writers. The Reading Partnership programme develops successfully the children's reading competences and builds their self-esteem to become readers that are more confident. The children in the FS enjoy exploring books during outdoor play and KS2 children develop appropriate study and research skills. In a minority of classes, there is a need to develop more effective strategies for the teaching of reading. In particular, the more consistent use of books during play based learning sessions, a clearer focus on the development of key reading skills during reading sessions and a greater variety of follow-up reading activities to improve the children's levels of inferential comprehension skills.

The children write for an increasing range of purposes as they progress through the school. In the most effective practice evaluated, the teachers introduced the topic in a stimulating way that engaged the children's interest. All the children were well prepared for the writing task and were able to empathise with the characters or topic about which they were writing and incorporated, as necessary, the research aspects of their topic work. In addition, the children in KS2 engaged in revising and editing their own writing assisted by meaningful peer evaluation. On the occasions where the teaching was less successful, the class teacher's expectations did not match the children's learning needs and the task did not enable the children to develop their independent writing skills nor engage in revising and editing their own writing.

2.3 MATHEMATICS AND NUMERACY

The quality of provision in mathematics is very good.

The co-ordinator has a clear vision for the development of mathematics. She encourages effectively the children's enjoyment of learning mathematics through games and special events, such as 'Mathematics Week,' and the setting of a weekly numeracy challenge. The staff development programme in numeracy has succeeded in raising the profile of mental mathematics and is a useful forum for the discussion of effective teaching strategies.

The overall programme for mathematics ensures good coverage of the processes in mathematics, number, measures, shape and space and handling data. In a minority of the teachers' short-term planning, there is a need for evidence of greater challenge, coherence and progression in core numeracy skills to meet the learning needs of all children.

In the FS, the children engage in a range of oral and practical sessions which develop progressively the children's ability to understand number and to sort, order and identify patterns and shapes. In the best practice observed, the play-based activity sessions reinforced and extended the children's mathematical thinking and developed their mathematical language.

In KS1, the mathematics lessons provide the children with opportunities to acquire and develop their knowledge and understanding of number facts and place value, and to enhance speed and accuracy in number operations, both mentally and by written calculation. The children engage in a range of practical activities which help develop their understanding of shape and space, measures and handling data. In year 4, the children spoke positively about their learning of mathematics and demonstrated confidence in their understanding of time and money and a good recall of number bonds. By the end of KS1, the majority of the children's attainment in mathematics is in line with their ability.

At KS2, the children enjoy their mathematics and are encouraged to apply their mathematical skills across the areas of learning. In the best practice observed, the children were encouraged to develop flexibility in their mathematical thinking through tasks set in real-life contexts which were of interest to the children. In discussion with the year 7 children, they demonstrate a good understanding of number, reasoning, estimation and

shape and space. By the end of KS2, most children have a good understanding of number and handling data; they can solve problems and are able to work flexibly with numbers. The recently appointed learning support teacher works very effectively with the children who are not performing in line with their ability in mathematics; there is evidence that these children are making good progress.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The whole school and individual teacher planning is developing well; the staff use it to guide their daily work to ensure progression in the children's learning. The topic-based planning promotes a cross-curricular approach which identifies a suitable range of knowledge, skills and understanding to be promoted. The school's internal performance data is used increasingly to inform the planning process effectively. The half-termly evaluations of the teaching and learning provide a useful overview of the content covered and the range of teaching strategies employed. The teachers' short-term evaluations need, however, to be more sharply focused on the quality of the children's learning. The best practice, where this information is used most effectively to meet the needs of individual and groups of children, needs to be disseminated to all staff.

3.2 TEACHING

The quality of the teaching ranged from satisfactory to very good; 70% of the teaching observed was good or very good. In the remaining lessons, there was a need for improvement.

In the best practice observed, the teachers built upon the children's previous knowledge, the lessons were well paced and matched the varying needs and interests of the children within the class. The teachers set high expectations for the children and used effective questioning to gain responses from the children which were incorporated purposefully into the learning. The sharing of learning intentions and well-managed plenary sessions were used to good effect to recap and reinforce the learning. The children were provided with a good range of opportunities to work as a whole class, in smaller groups, pairs or individually, as appropriate to the task. The classroom assistants and learning support staff were used to good effect to support the children's learning or social needs in the class and during withdrawal sessions.

In the less effective practice, the learning intentions were unclear and the pace and content of the lessons were not well matched to the needs and interests of the children.

There is satisfactory use of ICT to support the learning and teaching of English and mathematics. The teachers are confident in their use of the Interactive White Boards and introduce some relevant software programs to support the children's learning in literacy, numeracy and topic work. The teachers need to ensure that there is a greater emphasis on the children using ICT to support and develop their learning on a meaningful daily basis.

3.3 ASSESSMENT

The teachers mark the children's work diligently and regularly. Positive verbal and written comments provide the children with suggestions as to how their learning might be improved. In the best practice, the learning intentions and success criteria of lessons are shared and negotiated with the children in a meaningful way. A good start has been made to the introduction of peer and self-assessment to evaluate and improve achievement and learning. This best practice needs to be implemented consistently in all year groups.

The teachers monitor the children's progress regularly and systematically, and collate the information centrally. The school uses classroom observation and a suitable range of standardised and non-standardised testing to assess the children's levels of achievement in English and mathematics. The available performance data is used effectively to analyse trends at whole-school level, to monitor and track the progress of individual children and to identify underachievement.

There are appropriate procedures in place for keeping parents well informed about their children's learning including formal parent/teacher consultations and a written report. The school operates an 'open door' policy for further informal consultations.

3.4 SPECIAL EDUCATIONAL NEEDS

The school's provision for the children with special education needs is very good. Approximately 40% of the children have been identified as requiring support for a wide range of additional needs; just over 4% of these children have statements of educational need. A learning support teacher offers very good sessions in English and mathematics to small groups of children within their classrooms. In addition, some of the children receive help tailored to their individual needs, each week, from a range of external support services including the Belfast Education and Library Board, Harberton and Clarawood Outreach. The effective use of the well-resourced sensory room supports children's social and emotional well-being and behaviour. The children respond well to the sessions organised by the well-trained support staff. The special education needs co-ordinator, who is enthusiastic and well organised, provides effective leadership in her role. Suitable individual education plans which are clear, focused and appropriately short term, guide the work and the majority of these children are making good progress in English and mathematics.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The overall quality of leadership and management within the school is very good. The experienced and well-established Principal conveys to the staff, parents, children and community a clear vision and commitment to the philosophy of Integrated Education. She promotes effectively, within the school, an inclusive ethos for all children irrespective of cultural and linguistic background or ability. The Principal sets high expectations for her staff and keeps their deployment under review to ensure the best use of their skills and expertise. A distinctive feature of the school is the high level of commitment to developing leadership skills and ongoing professional development for all of the teaching and support staff in the interests of school improvement. The Vice-principal, literacy, numeracy and special educational needs co-ordinators have all demonstrated very effective leadership roles within their curricular areas.

4.2 PLANNING FOR IMPROVEMENT

The SDP is compliant with the Department of Education School Development Planning Regulations (Northern Ireland) 2005/19.

A culture of reflection and self-evaluation is developing well within the school; the staff, parents, governors and children are provided with opportunities to be involved in the process. There are very good examples of the school development planning process leading to improvement including, for example, the increasingly effective use of the analysis

of performance data to inform classroom practice and improve the children's attainment in English and mathematics and the development of a range of support for children with additional needs. Continuous staff development and training are linked effectively to the areas identified for school improvement. The SDP needs to be refined further in light of the inspection findings.

4.3 ACCOMMODATION, RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The quality of the accommodation is very good; it is bright and well maintained. There is an adequate range of resources to support learning and teaching; the FS and KS1 classes would benefit from additional resources to ensure sufficient challenge and progression in the activity based learning both indoors and outdoors. The school has identified appropriately the development of an outdoor area for learning as a priority.

5. CONCLUSION

5.1 The strengths of the school include:

- the inclusive school ethos which fosters a culture of mutual respect and values the individuality of each child;
- the positive attitudes and dispositions for learning displayed by most of the children and the steady improvement in the children's attainment in literacy and numeracy;
- the good or very good teaching evaluated in a majority of the lessons;
- the clear commitment to capacity building among all of the staff through continued professional development;
- the very good quality of the provision made for children with a wide range of additional learning needs; and
- the vision and very good strategic leadership of the Principal supported effectively by the Vice-principal and the literacy, numeracy and special educational needs co-ordinators.

5.2 In the areas inspected, the quality of the education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the learners and has demonstrated its capacity for sustained self-improvement.

HEALTH AND SAFETY

The school needs to carry out a risk assessment of:

- the access to the school grounds during break and lunch times; and
- the access to the Breakfast Club through the external doors leading to the dining room.

© CROWN COPYRIGHT 2010

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 ETI website: www.etini.gov.uk

