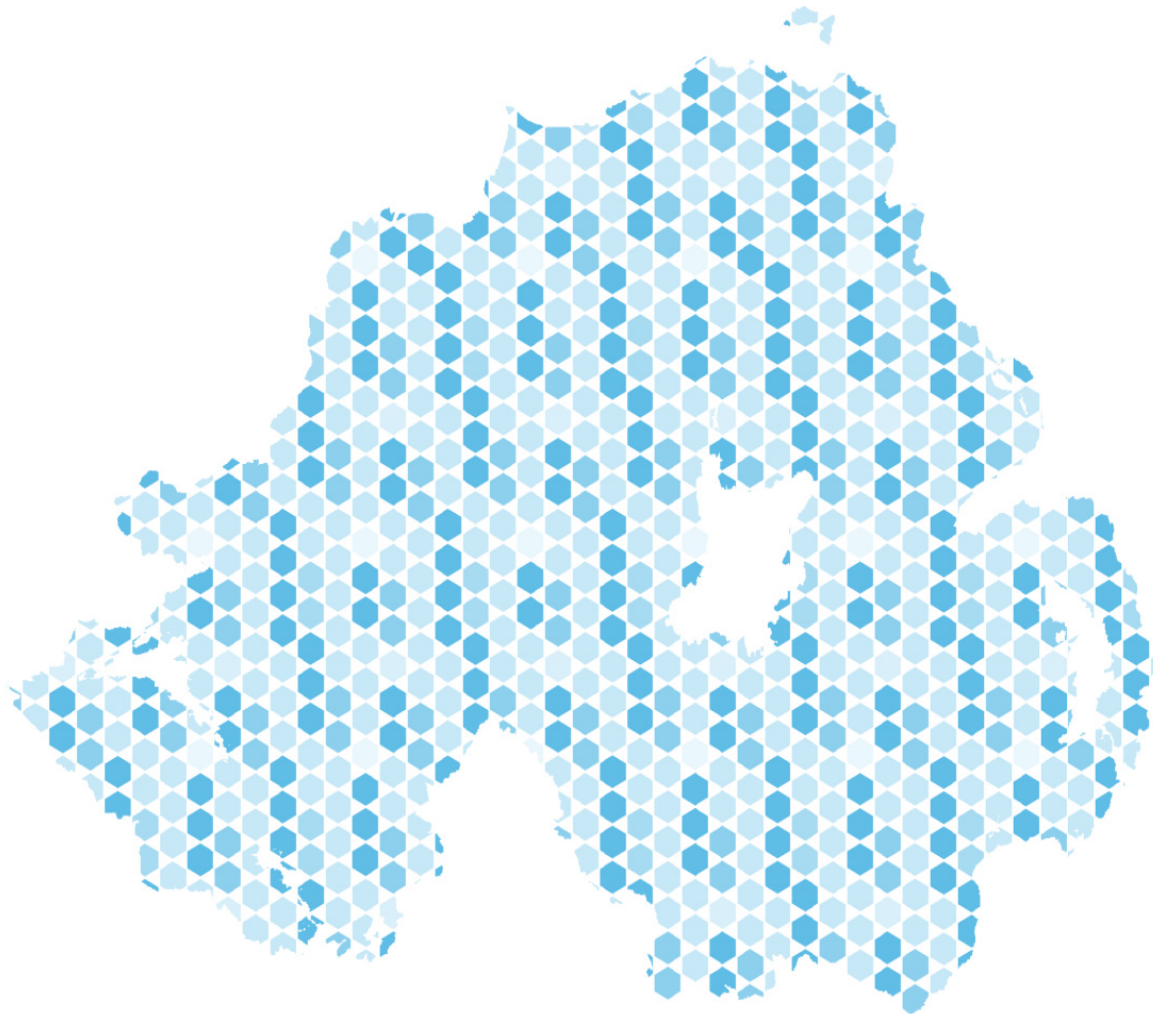


PRIMARY INSPECTION



Education and Training
Inspectorate

Nazareth House Primary
School, Derry

Report of an Inspection
in February 2011

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



CUSTOMER SERVICE EXCELLENCE

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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: Nazareth House Primary Derry** iii. **Date of Inspection: W/B 21/02/2011**
 ii. **School Reference Number: 203-0373** iv. **Nature of Inspection: Focused**

B.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 1 Intake	39	35	24	33	30
Enrolments					
Primary	305	283	259	240	235
Reception	0	0	0	0	0
Nursery Unit	26	26	26	26	26
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): 93.6% **NI Avg Att: 94.9%**

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 11 1 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.36 NI PTR: 20.7
- iii. Average Class Size: 23.5
- iv. Class Size (Range): 16 to 33
- v. Ancillary Support:
 Number of Hours **Per Week:**
- | | |
|---|------|
| i. Clerical support: | 1 |
| ii. Foundation Stage Classroom Assistant Support: | 37.5 |
| iii. Additional hours of other classroom assistant support: | 60 |
- vi. Percentage of children with statements of special educational needs: 0.85%
- vii. Total percentage of children on the Special Needs Register: 23.18%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 44%
- 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 86.11%** **Mathematics 77.78%**

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Nazareth House Primary School is situated on Bishop Street in Derry. The children who attend the school come from a wide catchment area. The enrolment of the school has decreased over the past five years and currently stands at 234 children with an additional 26 in the nursery unit. At the time of the inspection, approximately 44% of the children were entitled to receive free school meals and 23% were identified by the school as requiring additional support with aspects of their learning.

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.

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, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching 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 the children from year 6.

Almost 56% of parental questionnaires from the primary school were returned to Inspection Services Branch. Thirty-eight returns included additional written comments. The parents expressed a high level of satisfaction with the educational and pastoral provision provided by the school. In particular, they acknowledged the caring and supportive staff, the good manners and behaviour of the children and the opportunities provided for them to participate in extra-curricular activities.

Fifty-four percent of the parents from the nursery unit responded to the questionnaires, seven of whom wrote additional comments. The parents expressed a very high level of satisfaction with the provision in the nursery unit. In particular, many parents indicated that they appreciate the hard-working, courteous and approachable staff, and the good communications established between the nursery and the parents.

Ten of the teachers and five members of the support staff responded to the online questionnaires. These responses were very positive and highly affirmative of the work of the school.

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

The governors expressed strong support for the school. In particular they spoke of the very good working relationships at all levels, and the efforts made by the school to help the parents become more productively involved in their children's learning.

In discussions, the children in year 6 reported that they feel very safe and secure and are aware of what to do if they have concerns about their safety or well-being. They talked enthusiastically about many aspects of school life including the happy and caring ethos of the school, the helpful teachers and their enjoyment in their learning.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in both the school and the nursery unit is excellent. There is a very inclusive environment where all members of the school community are valued. A whole-school approach to promoting and rewarding positive behaviour encourages the children to develop their interests as well as raising their confidence and self-esteem. There are very good working relationships at all levels, and the mutual respect between the teachers and the children fosters a supportive ethos which permeates the school and reflects their motto, 'caring and sharing'. The children contribute to decision making within the school through an effective school council. Their participation in a wide range of extra-curricular activities enriches their personal development and learning experiences. The children are very welcoming and their behaviour both in and out of class is exemplary.

1.5 SAFEGUARDING

The school and nursery unit have 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 and nursery unit give very good attention to promoting healthy eating and physical activity, for example through the tropical fruit parties and the meaningful health promoting links with the local health forum which encourage the children to adopt healthy lifestyles.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school maintains very effective links with parents through their website and regular, informative newsletters. The teachers make good use of the school diary to communicate with parents. The children's experiences are enriched by their engagement with the local community, for example, through musical performances and inter-generational work.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children are friendly, courteous and very well behaved. They are highly motivated and demonstrate excellent levels of engagement and enjoyment in their learning. They interact confidently with their teachers and with one another. The children experience a range of appropriately challenging tasks and activities with opportunities to display their very good

levels of independence and self management skills; they regularly take responsibility for their own learning by setting personal targets for improvement. They take pride in their written work and regularly apply their learning in a variety of meaningful contexts. The children who receive additional support with their learning make very good progress. By the end of year 7, most are achieving standards in literacy and numeracy which are in line with their ability

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English the school's performance is mostly above the Northern Ireland (NI) average and that in mathematics it is below the average. When compared with schools in the same free school meals category, the levels of attainment in English are above the average and in mathematics are mostly above the average. The school participates in the Council for Curriculum, Examinations and Assessment ICT Accreditation scheme and by the end of KS2 the majority of the children achieve very good standards.

2.2 ENGLISH AND LITERACY

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

The teachers provide the children with a wide range of opportunities to talk about their learning and to share their views in pairs, groups and through whole class discussions. The children are confident and demonstrate a clear understanding of the rules of group discussion. The teachers develop further the children's language through effective and challenging questioning which encourages them to generate their own ideas and to make their own judgements. Nearly all of the children are able to express themselves well and to give extended oral responses.

The school has developed a literacy rich environment to support the children's learning. It promotes the enjoyment of books through a number of initiatives which involve parents in their children's reading and encourage the children to use the school library. The children learn to read using a well structured programme which incorporates a range of methods and reading material to meet the interests and abilities of all the children. The teachers make very good use of a range of strategies including the systematic development of phonological awareness. The children are enthusiastic about reading and are keen to talk about their favourite authors and characters. They read with fluency and expression and show a very good understanding of the text. By the end of KS2 almost all of the children are reading at a level commensurate with, or above their ability.

In the foundation stage (FS) the teachers support the children well to develop letter formation, to write words and to express ideas in simple sentences. During play-based learning, the children have well-planned opportunities to mark-make and experiment with writing. In KS1 and KS2 the children develop increasing fluency in their writing. They write in a variety of genres and for a variety of audiences. The children have opportunities to write across the curriculum and to develop their skills by producing extended pieces of writing. The majority of children take great pride in their work, writing with accuracy and to a very high standard. The children's work is celebrated in attractive and informative displays throughout the school.

The recently appointed literacy co-ordinators have made a good start in collecting samples of work and monitoring teaching plans. The literacy policy and scheme provide helpful and appropriate guidance for the teaching of English throughout the school.

2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is very good.

The children's mathematical knowledge and skills are developed systematically throughout the school from the FS upward and this is underpinned by detailed planning documents. The children receive a wide range of experiences in number, shape and space, measures and data-handling. Across all key stages, the children engage keenly in practical and investigative activities, set in meaningful and age appropriate contexts; these tasks develop well their understanding of key mathematical concepts and their ability to think flexibly. The development of the children's mental mathematics is incorporated well within lessons. The teachers encourage the children to talk about the application of the mathematical processes used and to justify their reasoning.

The development of mathematics within the school is led jointly by two co-ordinators, who have been very recently appointed. A numeracy policy clearly guides the co-ordinators' work and identifies appropriate responsibilities which are key to ensuring they are effective in their leadership role. They recognise the need to develop further the monitoring and evaluation of the quality of the numeracy provision and learning across the school and the systematic planning for whole school development. Imaginative whole school mathematical challenges capture the children's interest and enhance their enjoyment and understanding of numeracy, while attractive displays celebrate their achievements.

By the end of year 7 most of the children achieve high standards in mathematics and are working at a level in line with, or above, their ability. They demonstrate a sound understanding of the key mathematical concepts and can apply these well in a range of meaningful contexts. In the last two years, the school has used a range of appropriate data to set targets for the children's achievements; these have been met and surpassed both at KS1 and KS2.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The teachers prepare diligently long, medium and short term planners to guide the learning. The plans identify clear lines of progression and detail appropriately the intended learning outcomes and the teaching strategies to be used. Most of the written plans are evaluated effectively by the teachers in order to inform future planning and are adapted to take full account of the range of ability within the class. A major strength throughout the school is the extent to which the teachers have involved the children in the planning process.

The school makes good use of the teachers' knowledge and expertise, as well as a range of standardised tests, to identify those children requiring additional help and to understand the holistic needs of the children. The teachers take responsibility for the creation and implementation of the individual education plans (IEPs). In most classes the IEPs contain specific targets and outline appropriate strategies to guide the teaching and learning, and to address the individual pupil's need. There is a need to ensure greater consistency of the target setting in the IEPs across the school.

3.2 TEACHING

During the inspection the quality of the teaching observed ranged from outstanding to satisfactory; almost all of the teaching was good or better with more than seven-tenths being very good or outstanding. The teachers set appropriately high expectations for all of the children. They understand the children's learning needs and use a suitable range of

teaching strategies to engage their interests and ensure high levels of motivation and involvement. Most of the lessons are very well-paced and challenging; skilful questioning is used to stimulate thinking and to develop extended oral responses from the children. Information and communication technology is used creatively and effectively in all of the classes, with teachers making good use of computer programs, programmable devices and websites to support learning and teaching in literacy and numeracy. All the classrooms are equipped with interactive white boards and both the teachers and the children use them confidently and proficiently. The classroom assistants make a very significant contribution to the effective teaching and learning throughout the school.

The teachers have identified almost one-quarter of the children as needing support with aspects of their learning. There is excellent deployment of the classroom assistants in class to support the children's learning, in line with their IEPs. In the withdrawal sessions observed, the children were motivated by and engaged in a range of numeracy and literacy activities well suited to their individual needs. The sessions are conducted in a supportive and inclusive environment.

3.3 ASSESSMENT

The teachers use a range of standardised and end of key stage tests to evaluate the children's learning. This performance data is analysed effectively to identify promptly those children who are under-achieving or who are having difficulty with aspects of their learning. An appropriate range of intervention strategies are being used very successfully to meet the needs of these children. The school could use this performance data more effectively to inform the setting of whole-school targets for improvement in aspects of literacy and numeracy.

The teachers mark the children's work regularly and supportively and provide the children with helpful comments on how their learning can be improved. Children are encouraged, through peer assessment, to reflect upon and improve the quality of their own work and that of others; they are involved fully in setting targets to develop their subject knowledge and skills.

The children's achievements and standards are reported to the parents regularly through an annual written report, three formal parent-teacher meetings and informal contacts between teachers and parents as the need arises. The annual written reports are prepared to a high standard by the class teachers and provide the parents with a comprehensive evaluation of their children's progress and attainment.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management in this school is good. The Principal has been in post for five years. He sets a positive tone for the working of the school through his excellent working relations and open channels of communication with the children, parents and staff. He is dedicated to the well-being of the children and promotes in them a sense of their own worth and a respect for others. He is very well supported by the Vice-principal who is fully committed to the continued development of the school. The special educational needs co-ordinator (SENCO) liaises well with class teachers, learning support staff and outside agencies to support those children who are having difficulty with their learning. The Principal and the governors need to develop further the role of the school management team and co-ordinators in monitoring and evaluating the quality of the teaching and learning, in order to identify more strategically the key priorities for whole-school development.

4.2 PLANNING FOR IMPROVEMENT

A collegial approach to school development planning has been established which involves the staff in the setting of priorities for both the primary school and the nursery unit. The school development plan (SDP) meets the requirements of the School Development Plans Regulations (Northern Ireland) 2005. However the action plans are too general to guide the monitoring of the implementation of the targets and do not adequately identify the strategies through which these targets will be realised.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The school governors make very positive contributions to the life and work of the school and support effectively the Principal and the staff in the implementation of the SDP. They attend training regularly and ensure that all aspects of the life and work of the school are kept under review.

5. CONCLUSION

5.1 The strengths of the school include:

- the inclusive, welcoming and supportive ethos of the school and the excellent working relationships at all levels, which are exemplified in the school motto, 'caring and sharing';
- the outstanding quality of the pastoral care provision for the entire school community;
- the excellent behaviour of the children and their positive attitudes to their learning;
- the high standards achieved by the children in literacy and numeracy;
- the high quality of the teaching observed which was very good or outstanding in the majority of the lessons; and
- the dedication and commitment of the hard-working Principal, Vice-principal, teachers and non-teaching staff who co-operate effectively to support the children's progress and development.

5.2 The areas for improvement are:

- the need for the Principal to develop further the role of the school management team and co-ordinators in monitoring and evaluating key aspects of the school's provision; and
- the need to devise more sharply focused action plans to guide more effectively the work and future development of the primary school and the nursery unit.

In the areas inspected, the quality of education provided in 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 on the areas for improvement.

6. THE NURSERY UNIT

6.1 The main strengths within the nursery unit's educational and pastoral provision are as follows:

- there is a welcoming, inclusive and purposeful atmosphere in the nursery and the relationships between the staff and the children are excellent. The staff creates a secure, supportive environment which contributes to the development of the children's confidence and self-esteem. The children respond very well to the staff's expectations, and their behaviour is outstanding;
- the children are secure and happy in the nursery; they settle quickly and confidently to the activities and co-operate well with one another. Their responses to the planned activities are very good and they display excellent levels of interest and concentration in the very good range of activities provided for them;
- the broad curriculum is appropriate and provides excellent opportunities for learning in all areas of the pre-school curriculum. The promotion of the children's language development, the development of their mathematical language and their personal, social and emotional development are particularly well-delivered by the staff;
- the teacher prepares carefully for her work and she is supported very well by the nursery assistant. They have worked hard as a team to provide written planning for learning which is thorough and comprehensive. The staff's evaluations are detailed and lead to appropriate future planning which builds on the children's previous learning;
- the assessment methods employed by the staff, based on their regular, detailed and comprehensive observations of the children's reaction to the activities, record clearly the children's progress and development; and
- the nursery teacher brings a high level of skill, commitment and enthusiasm to her work and promotes a strong sense of teamwork among the nursery staff. She is an excellent role model and leads very effectively developments in the nursery. She is supported very well by the nursery assistant.

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

STATISTICAL INFORMATION ON NAZARETH HOUSE PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	26	0
Attending part-time	0	0
Under 3 years of age*	0	0
With statement of SEN**	1	0
At CoP stages 3 or 4***	4	0
At CoP stages 1 or 2***	1	0
With English as an additional language	0	0

* On 1 July.

** Special Educational Needs.

*** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	31%
Average attendance for the previous year.	95.2%

2. *Duration of Sessions*

Full-time	Part-time: am	Part-time: pm
4½ hours	-	-

3. DETAILS OF STAFF

Number of:	Full-Time	Part-Time
Teachers	1	0
Nursery Assistants	0	0
Qualified Nursery Assistants	1	1 (SEN)

Number of: ****	
Students	4
Trainees	1

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	26
Percentage returned	54%
Number of written comments	7

HEALTH AND SAFETY

- Glass panels do not exist in several of the classroom doors impeding the view of the classroom from the corridor.

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