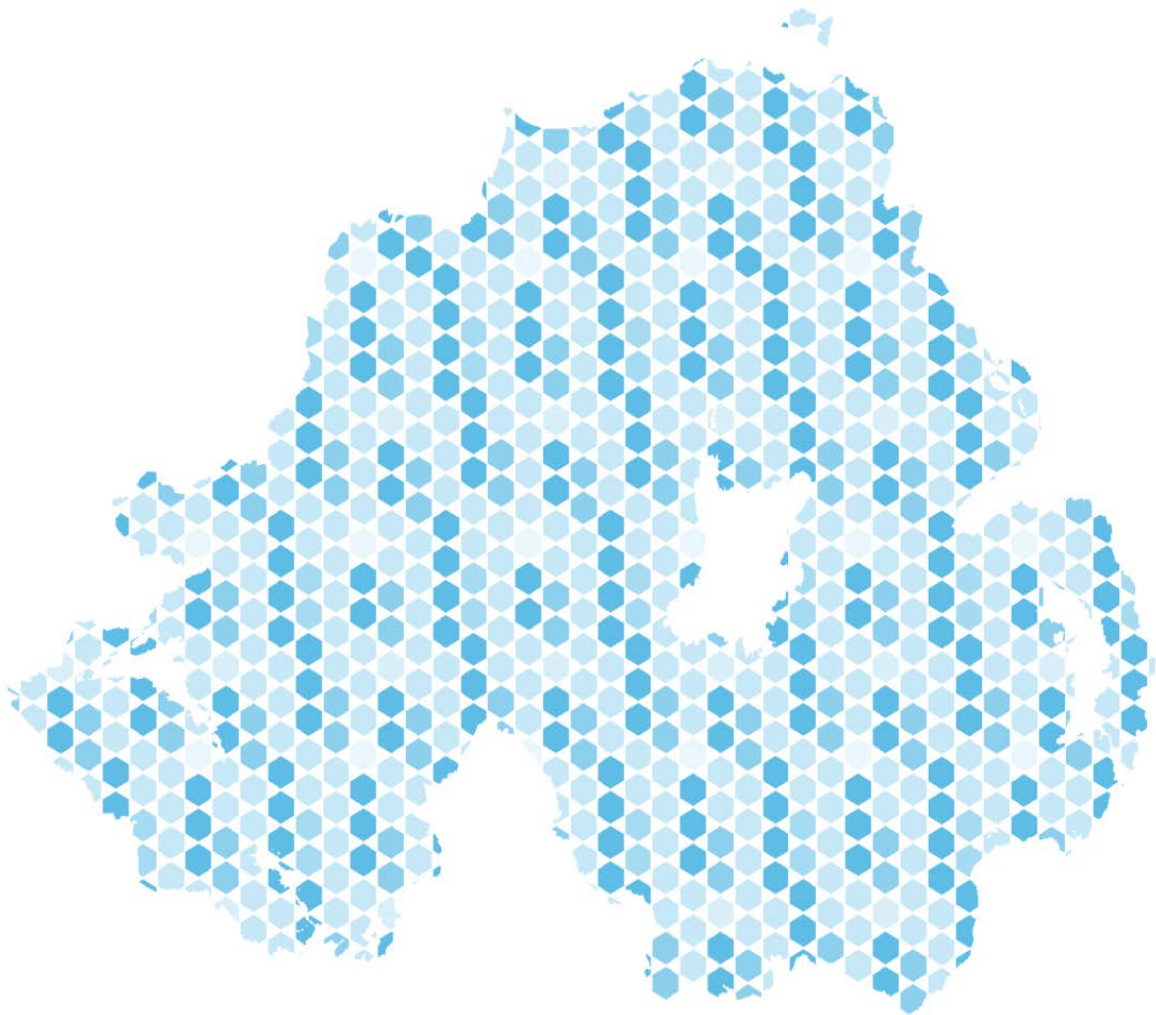


PRIMARY INSPECTION



Education and Training
Inspectorate

Rosetta Primary School and
Nursery Unit, Belfast

Report of an Inspection
in March 2013



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Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

Quantitative terms

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

1. School context

Rosetta Primary School and nursery unit is situated in south-east Belfast. The enrolment of the primary school has increased significantly over the past four years and now stands at 206 children including 26 children in full-time places in the nursery unit. At the time of the inspection 37% of the children were entitled to free school meals and 25% of the children in the primary school were identified as requiring help with aspects of their learning. There have been significant changes in staffing in the school in the past 18 months; during the inspection three of the eight class teachers in the primary school were employed in a temporary capacity and a number of co-ordinator roles were still to be appointed.

2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school and nursery unit; 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.

OVERALL FINDING OF THE INSPECTION

In most of the areas inspected, the quality of education provided by this school is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.

Summary of key findings

Achievements and standards	Satisfactory
Quality of provision	Satisfactory
Leadership and management	Satisfactory
Nursery unit	Good

KEY FINDINGS OF THE INSPECTION

3. Achievements and standards

The quality of the children's achievements and standards is satisfactory.

- The children are highly motivated and engage fully with their learning. Throughout the school they work co-operatively during paired and group work. By the end of key stage (KS) 2 most of the children are confident, articulate and can apply their thinking skills and knowledge with very good levels of independence.

- An analysis of the end of KS2 assessment data shows that the school's performance in English and mathematics has been above both the Northern Ireland average and the average of schools in the same free school meals category in two of the last four years.
- The children achieve good standards in literacy and numeracy. By year 7 the most able children are able to read with a good level of fluency and expression and achieve good standards in writing. The children are knowledgeable in most of the areas of the mathematics curriculum and have good flexibility in using a range of mathematics strategies and can apply them well in real-life contexts. By the end of KS1, the most able children are not as confident in their use of mathematics and although they are fluent in their reading, they have a limited understanding of the written text. There is a need to ensure more consistent progression in the children's learning from the foundation stage (FS) through to KS2.
- The school has identified approximately 25% who require additional support with aspects of their learning. The majority of the children identified are making appropriate progress and reach the standards of which they are capable.
- Almost all of the children in the nursery unit are well-settled and engage in purposeful play. They are developing well their personal and social skills, their early language and communication skills and their early mathematical language. They show very good levels of perseverance with activities, including those that involve problem solving. The children are confident in their interactions with their peers and the adults and are developing their understanding of sharing. They are imaginative in their play and can readily access available resources to extend their learning and thinking. Through appropriate role modelling and interaction by the adults, the children are developing a natural interest and enjoyment in non-fiction books related to their play activities.

4. **Provision for learning**

The quality of the provision for learning is satisfactory.

- The quality of the teaching observed ranged from outstanding to inadequate with a majority of the teaching evaluated as good or better. In the best practice the teachers use effective questioning and build well on the children's prior learning. The learning is well-paced and connected meaningfully across the curriculum, often within real-life contexts. The development of the children's thinking skills and personal capabilities is a particular strength in KS 2. This high quality practice and the use of effective teaching strategies needs to be disseminated across all key stages to support all teachers in raising the standards across the school. In the less effective practice, the teachers' planning and the activities provided are not matched well enough to the range of ability of the children in the class and do not provide sufficient challenge for the more able children. The children's learning is uneven across the school due to the inconsistency of the teaching approaches used from class to class. In most classes, the children receive insufficient oral and written feedback on how to improve their learning. In the majority of classes the teachers need to have higher expectations of the children's capabilities and for the presentation of their work.

- The teachers plan regularly for the children's learning and activities; however, there is insufficient guidance in the short-term plans to support the teachers and classroom assistants in their work with the children. The school's current literacy and numeracy schemes provide a useful overview for the development of the children's learning. The school has identified the need to develop further the teaching of reading, comprehension skills and the teaching of processes in mathematics. The teachers now need a shared understanding of the learning and teaching strategies required to provide literacy and numeracy programmes which meet the needs of all the children more effectively. Currently, the use of ICT to support learning is limited throughout the school. Greater priority and a higher profile need to be given to the more effective use of ICT at all levels within the school including by the management, staff and children.
- Play-based learning within the primary school is underdeveloped and does not build effectively enough on the good provision within the nursery unit. The teachers and classroom assistants in FS and KS 1 need to provide appropriate progression and challenge for the children and ensure that numeracy and literacy skills are developed naturally through all areas of the play programme.
- The pastoral care in the school and nursery unit is of a good quality. The teachers and staff know the children well and are dedicated to their welfare. They work hard to provide an inclusive environment for all the children and provide very good support for newcomer children. Around the school the children's work is celebrated in attractive displays. The children are well-behaved, welcoming to visitors and respectful to their peers and the adults within the school. The children's views are listened and responded to through the representatives in the active school council. The school supports a range of charities which raises the children's awareness of those less fortunate than themselves. In the nursery unit there is a warm and nurturing ethos which is ensuring that the children are well-settled and enjoy their learning.
- The quality of the provision for special educational needs is good. Those children who receive the effective withdrawal support programmes in literacy make good progress in their learning. The school needs to consider providing additional support for those children who experience difficulty in numeracy. The school and nursery unit liaise well with a range of external agencies to provide targeted additional support for the children who require additional specialist intervention. The school's policy for special educational needs to be tailored to the practices and procedures that operate within the school. It is important that the staff review and develop the individual education plans (IEP) for the children. The current IEPs do not provide sufficient detail, include the involvement of the parents and children or highlight the specific nature of the learning needs of the children.
- The nursery unit provides rich learning opportunities for the children in all areas of the pre-school curriculum. The planning emphasises a good range of interesting activities and provides good guidance for the staff on a daily basis. The learning activities on offer encourage exploration, investigation, and the skilful questioning by the staff extends the children's language and thinking skills. The adults respond appropriately to the children's interests and ideas and build on them effectively to promote further their learning and development. Learning activities based on the natural world and the use of natural resources is developing the children's curiosity about their environment. The progress of

individual children is regularly observed and evaluated by the staff; there is a need to ensure that the agreed assessment methods are appropriate to the age and stage of development of the children in the nursery unit. A monthly newsletter informs the parents of the key learning objectives and regular planned 'Stay and Play' sessions encourage further involvement of families in the children's learning experiences. There is a need for the staff to review aspects of the organisation of the day to ensure the effective use of all time for learning.

- The school and the nursery unit give good attention to encouraging the children to engage in healthy eating through the operation of a healthy eating policy. There is a need for the school to provide more regular opportunities for all of the children to engage in energetic physical activity. The nursery unit provides a healthy and varied snack to encourage the children to explore new tastes.

5. Leadership and management

The quality of leadership and management is satisfactory.

- Currently the school leadership is in a state of transition; at present there is not an equitable distribution of roles and responsibilities within the school. There is a need to provide more effective, strategic leadership and management at all levels to provide sustainable improvement in learning and teaching. It will be important that all new and existing co-ordinators are empowered to provide strategic leadership and lead development and improvement in learning and teaching in their curricular areas. Opportunities need to be provided for all of the staff to lead an area of curricular development and be up-skilled in all aspects of their professional development.
- A useful start has been made to the collection and analysis of performance data however, there is an urgent need for the leadership and management to embrace and use the ICT programmes available to collate, record and analyse this data in a systematic way. The school development plan and associated action plans for literacy and numeracy highlight appropriate areas for development; these plans need to be developed further to indicate more clearly how the school will bring about the necessary improvements in the learning and teaching through appropriate professional development for all staff. The school development plan needs to be reviewed to include areas for development within the nursery unit.
- The school is developing useful links with the parents and the local community. The school has an enthusiastic Parent Teacher Association that raises valuable funds which are used to enhance further the children's learning. Through good links with the local churches, Ministers contribute significantly to the life and work of the school through membership of the Board of Governors (governors) and in regularly leading the school assemblies. In both the school and nursery unit, a wide range of visitors to the school and educational trips are used well to extend the children's understanding of the world around them.
- The governors are highly supportive of the Principal and the staff and are committed to the improvement of the school. The Principal keeps the governors informed about the achievements and standards within the school. The governors understand their roles and responsibilities and they provide challenge, when necessary, to improve and support the work of the school.

- On the basis of the evidence available at the time of the inspection the school and nursery unit have satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department but the following minor areas need to be addressed:
 - the policies relating to safeguarding and pastoral care need to be updated to reflect more fully the practices and procedures within the school and nursery unit;
 - ensure that the governors, parents and children are consulted about the policies; and
 - ensure that a risk assessment is carried out for every educational visit.

In discussions with the year 6 children they indicated that they feel happy in school and that they know who to speak to if they have any concerns about their well-being.

CONCLUSION

In most of the areas inspected, the quality of education provided by this school is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

The areas for improvement include the need:

- to provide more effective strategic leadership and management at all levels to effect sustainable improvement in learning and teaching;
- to raise further the standards of literacy, numeracy and ICT for all the children; and
- for all the teachers to develop a shared understanding of and implement the learning and teaching strategies required to provide literacy and numeracy programmes which meet the needs of all the children more effectively.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
PRIMARY SCHOOL	
Number of Questionnaires Issued	139
Number of Questionnaires Returned	36
Percentage of Returns	26%
Number of Comments	12

NURSERY UNIT	
Number of Questionnaires Issued	26
Number of Questionnaires Returned	6
Percentage of Returns	23%
Number of Comments	0

Almost all of the responses from the parental questionnaires in both the primary school and nursery unit indicated a high level of satisfaction with the provision in the school. In particular, the parents highlighted the welcoming ethos, the very supportive staff and Principal and their care for every child as an individual. The very small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed their strong support for the work of the school and the hard working staff and Principal.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	5
Number of Comments	*

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	11
Number of Comments	0

* Denotes a number less than 5.

Almost all of the staff who responded indicated their support for the work of the school.

Health and safety

- The radiators on the lower corridors are too hot and pose a risk to the children; other areas of the school are extremely cold.
- The school needs to carry out regular risk assessments on the following:
 - the use of the school hall when the children are engaging in physical education ;
and
 - the provision being made for the children with nut allergies in school;

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Rosetta Primary** iii. **Date of Inspection: W/B 11/03/13**
 ii. **School Reference Number: 101-0157** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	27	26	28	29	40
Enrolments					
Primary	151	147	165	179	190
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): 94.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 92%

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): 8 1 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 23.75 NI PTR: 20.2
- iii. Average Class Size: 24
- iv. Class Size (Range): 19 to 29
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | | | |
|---|--|-------|--|
| i. Clerical support: | | 30 | |
| ii. Foundation Stage Classroom Assistant Support: | | 92 | |
| iii. Additional hours of other classroom assistant support: | | 112.5 | |
- vi. Percentage of children with statements of special educational needs: 3%
- vii. Total percentage of children on the Special Needs Register: 25%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 37%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | | |
|--|----------------|--------------------|--------------|
| | English | Mathematics | Irish |
| | 61% | 74% | N/A |

STATISTICAL INFORMATION ON ROSETTA PRIMARY SCHOOL NURSERY UNIT, BELFAST

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 special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	3	0
With English as an additional language	4	0

* On 1 July.

** 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.	23%
Average attendance for the previous year.	92.8%

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 (qualified)	1	0
Nursery Assistants (non-qualified)	0	0

Number of: ***	
Students	0
Trainees	1

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	26
Percentage returned	23%
Number of written comments	0

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