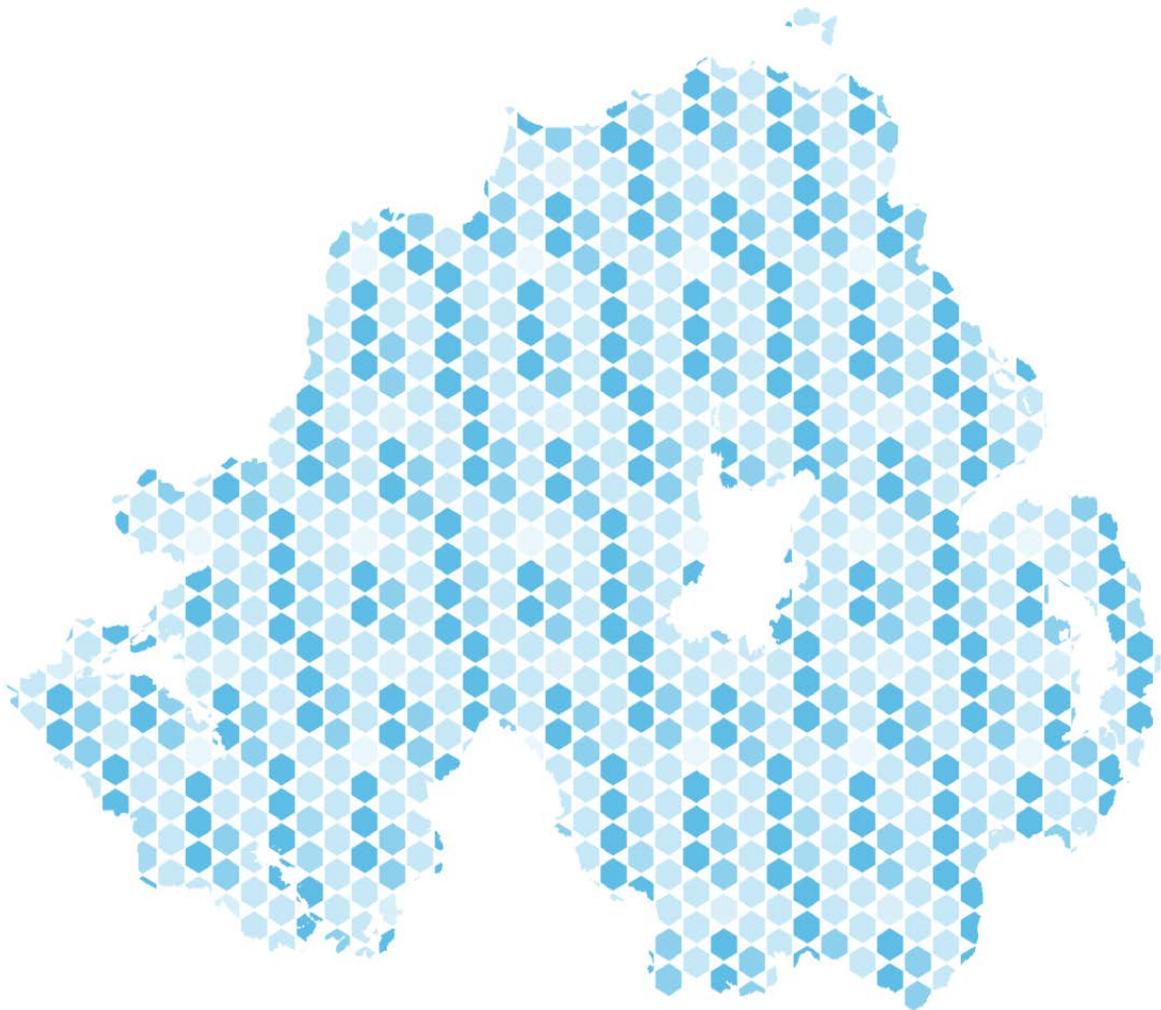


PRIMARY INSPECTION



Education and Training
Inspectorate

Orangefield Primary School
and Nursery Unit, Belfast

Report of an Inspection in
June 2014

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Inspectorate's (ETI) publication, *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parent	295	78	26	39
Teaching staff	20	20	100	10
Support staff	23	11	48	*

*fewer than 5

The ETI is trialling a range of methods to collect the views of parents/carers and, as a result, the percentage questionnaires returned may be low.

The responses to the parent questionnaires indicated a very high level of satisfaction with the life and work of the school. In particular, the parents recognised the progress made by their children and highlighted their appreciation of the diligent and caring staff and principal. The very small number of matters raised was discussed with the governors and the principal. The teachers and most of the support staff completed questionnaires and their responses, including their written comments, were overall very positive.

2. Context

Orangefield Primary School is situated just off the Castlereagh Road in the East Belfast area. The enrolment has increased over the last four years, and is currently 404 children, with an additional 52 children in the school's nursery unit; nearly all of the children come from the surrounding area. At the time of the inspection, just under 20% of the children were entitled to free school meals, and around 17 % of the children were identified by the school as requiring additional support with aspects of their learning. The average attendance rate of the children was above the Northern Ireland (NI) average over the past four years.

Orangefield Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	384	389	399	404
% Attendance	95.1%	95.4%	95.2%	-
FSME Percentage ¹	13.5%	17.2%	18.8%	18.0%
% (No) of children on SEN register	20%	17.7%	19.2%	17.3%
No. of children with statements of educational needs	14	12	12	8
No. of newcomers	*	*	5	9

Source: data as held by the school.

* fewer than 5

3. Focus of inspection

The inspection focused on:

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

4. Overall finding

Overall Performance Level	Very good
Achievements and Standards	Very good
Provisio	Very good
Leadership and Management	Very good
Nursery Unit	Outstanding

Key findings of the inspection

5. Achievements and standards

- The children show a clear sense of pride in their school and their behaviour is exemplary. They are highly motivated, settle well to their work, and show respect to their peers, their teachers, and the other adults. When given the opportunity, they participate enthusiastically in well-planned collaborative paired and group activities, demonstrating good levels of independence and self-management. In addition, the children develop increased self-confidence, independence and maturity as they progress through the school.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the key stage (KS) 2 assessment data, in three of the past four years², shows that in mathematics, the school's performance is consistently above the Northern Ireland (NI) average and in English is at or above the average. Compared with schools in the same free school meals category (FSM), the levels of attainment in English and mathematics are at or above the average in each of the same three years.
- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make good progress in English and mathematics.
- Across the key stages (KS), the children demonstrate a positive disposition towards their learning, and communicate confidently with their peers and adults. During the inspection, groups of children from year 4 and year 7 read fluently and talked with a high degree of understanding about their reading, the characters in their books and their favourite authors. Throughout the school, the children write competently for a range of purposes and audiences, showing good progress. A recent whole-school priority has been the development of handwriting, and the impact is clearly demonstrated in the high standard of the children's handwriting throughout the school. By the end of KS2, the most able children talk with enthusiasm about, and have a very good understanding of, their work in mathematics. They are able to apply a good variety of strategies for solving mathematical problems across a range of areas including number, measures, shape and space.
- The children in the nursery unit are confident and happy, and spend lengthy periods engaging in sustained and productive play. They produce representational work and model making of a very high standard, and show very good levels of independence in their work and play. They co-operate very well with the staff and their peers, can listen attentively to stories, follow instructions, and demonstrate very good thinking and problem-solving skills. The children are making outstanding progress in all areas of the pre-school curriculum; almost all demonstrate very good pre-writing skills and early number recognition.
- The children's achievements and standards in information and communication technology (ICT) are well above the Northern Ireland (NI) average as evidenced by their performance in the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation Scheme.

6. Provision

- The quality of the teaching ranged from satisfactory to outstanding. Most of the teaching was good or better; half of the lessons were very good or outstanding. In the most effective practice, the teaching is characterised by the skilful questioning of the teachers and the appropriate degree of challenge set within the lessons, where the work is well matched to the varying needs of the children. The children are given many opportunities to develop their creative and thinking skills. The staff have identified the need to disseminate the existing very good or

² Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

outstanding practice, in particular, to develop further the children's thinking skills across all classes, and the inspection findings endorse this as an appropriate priority. The teachers' planning is comprehensive and they complete detailed evaluations which, in the best practice, are focused on the learning within the class and are used well to inform future practice.

- The children's work is marked regularly and, in the best practice, the teachers' written feedback acknowledges appropriately the children's successes and provides clear guidance for improvement. Where this occurs, there is evidence, from the scrutiny of the children's written work, that the children use the guidance to improve their work through correcting or re-drafting.
- Information and communication technology (ICT) is integrated well across the school and the nursery unit to support the children's learning and to enhance the quality of teaching. The investment in ICT is significant: the classrooms are well resourced and the teachers and children make very effective use of the school computer suite. Information and communication technology (ICT) is used effectively to support the children's numeracy activities and to develop their reading skills. The experience and knowledge they gain is impacting positively on both the quality of their learning and their motivation to learn.
- The support for children with additional learning needs is of a high quality, and the teachers use well the detailed information provided by the special educational needs co-ordinator to guide their classroom practice. The children who require additional help with aspects of their learning are identified at an early stage in both the nursery unit and school, and appropriate support is put in place to address their individual needs. The strategies and targets outlined in the individual education plans are well focused, reflect a detailed knowledge of each individual child, and indicate clearly both the children's support needs and the intervention strategies required to meet those needs. The children benefit from a well-planned, collaborative programme of support which is provided through an appropriate blend of in-class and withdrawal sessions including, where necessary, a range of external agencies. Throughout the school, the classroom assistants make a valuable contribution to the children's learning.
- Across the school, there is a clear priority given to the development of the children's literacy skills, with detailed planning for progression in talking and listening, reading and writing. There are a number of successful initiatives to support the development of children's confidence in reading and their reading skills including the new reading scheme, the Business in the Community 'Time to Read' volunteers, and 'Book Buddies'. The school is currently focusing on the development of creative writing and very good use is made of the literacy co-ordinator, as a published author, to inspire the younger children. There is a need for the teachers to ensure that the children's skills in the range of writing forms are developed further, with greater opportunities to write across all areas of learning.
- Across the key stages, the children benefit from a broad and balanced programme for mathematics, with good coverage of number, shape and space, measures and handling data. They have good opportunities to investigate and problem solve and clearly enjoy the practical activities. In the most effective practice, the mathematical activities are set within a real-life context and there is

an appropriate focus on challenging the children to explain their mathematical reasoning, and to articulate, clarify and extend their mathematical thinking. The children have very good opportunities within play-based learning in the foundation stage, to apply both their mathematical and literacy skills in well-planned play activities.

- The high quality pastoral provision in the school is characterised by its caring, inclusive ethos and effective community links, which develop well the children's sense of fairness and respect for others. There is an appropriate focus on promoting positive behaviour and the children's achievements are highly valued and celebrated, both in school and out of school. The children take part, in significant numbers, in a range of activities beyond the classroom which develops well, for example, their sporting and musical skills, and promotes their self-confidence and self-esteem. The children respond well to and demonstrate maturity in taking on roles and responsibilities through, for example, a role as playground prefects, the active school council and the eco-council. The children in year 5 have benefitted greatly from their participation in a Community Relations, Equality and Diversity (CRED) programme with a maintained school in the city which has helped them to value and respect their own identity and culture, and that of others.
- The nursery unit is presented to a very high standard; the learning environment is enhanced by stimulating play areas and attractive displays, incorporating much of the children's own artwork. The staff plan an interesting and varied programme that provides appropriate challenge and progression for the children throughout the year. A variety of different methods is used to gather information about the children's progress and development, and the information is used appropriately to inform future learning. The quality of the interaction between all of the staff and the children is consistently of a very high standard. The parents are kept well informed about their child's progress and how they can support their child's learning and the work of the nursery unit.
- The school gives very good attention to promoting a healthy lifestyle through, for example, the physical education programme, extra-curricular activities and clubs, and the provision of healthy breaks.

7. Leadership and management

- The principal has a clear vision for the school and nursery unit, focused on achieving the highest quality of learning and teaching for all of the children. The school development plan (SDP) is informed appropriately by consultation with the children, parents and governors, and the school's monitoring and evaluation processes, including an efficient use of the available performance data. In order to become more effective at identifying children who are potentially underachieving at all levels of ability, the principal and the leadership team have identified as a key priority, and are already working on, the use of a wider range of assessment data to achieve this purpose. In doing this, it will be important that the leadership and management use the ICT programmes available to collate, record and analyse this data in as systematic a way as possible.

- The co-ordinators are knowledgeable and are fully committed to the continuous improvement of the quality of provision for their areas of responsibility. They monitor and evaluate regularly the teachers' planning, the children's class work and homework, and increasingly have purposeful opportunities to observe classroom practice.
- The school has a high standing in the community and has established very effective links with local schools, community groups and support agencies to enhance the learning opportunities for the children. The arrangements in place for communicating with parents and for involving them meaningfully in their child's education are well conceived and effective, and ensure that the parents play a very active role in the life and work of the school and nursery unit.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The well-informed governors support the principal and staff very effectively, and, through the judicious exercise of their challenge and leadership role, they make a very positive contribution to the life and work of the school. Notable key features include the governors reviewing and challenging, where necessary, evidence presented to them from a range of post holders on the effectiveness of the actions being taken.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the year 6 children, they report that they feel safe and secure in school and know who to go to if they have concerns about their safety or well-being. The children spoke with enthusiasm and confidence about their experiences in school.

8. Conclusion

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

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