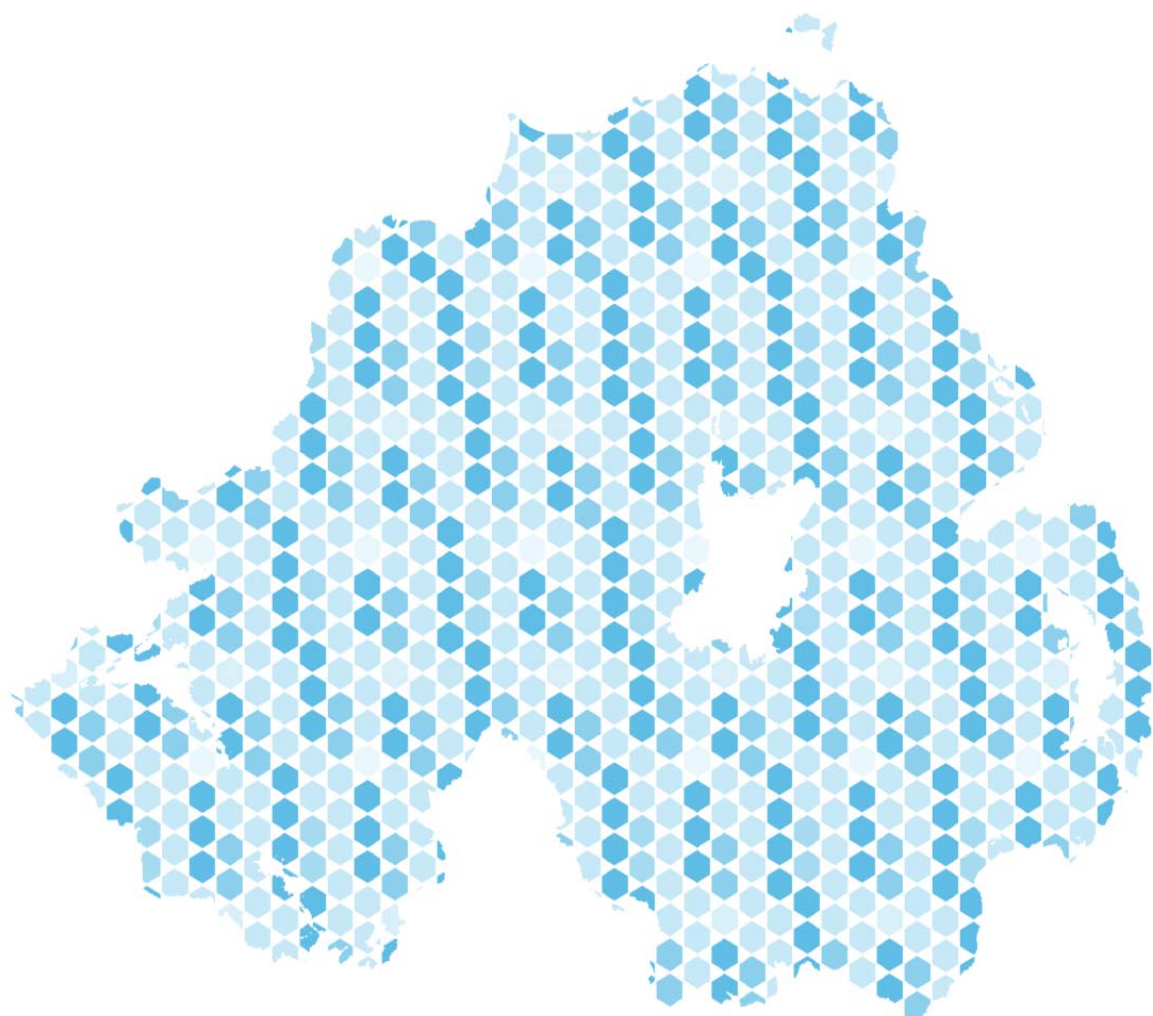


PRIMARY INSPECTION



Education and Training
Inspectorate

Cliftonville Integrated Primary
School, Belfast

Report of an Inspection
in November 2009

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BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cliftonville Integrated Primary School** iii. **Date of Inspection: W/B 09/11/2009**
 ii. **School Reference Number: 105-6483** iv. **Nature of Inspection: Focused**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	21	21	14	32	27
Enrolments					
Primary	167	145	145	156	159
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): 89.6%

**Primary & Nursery Special Irish Medium
 Reception Unit Unit Unit**

- D. i. Number of Teachers
 (including the principal and part-time teachers): 8 1 1 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 15:9 NI PTR: 20.4
- iii. Average Class Size: 22.7
- iv. Class Size (Range): 14 to 27
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 30
 - ii. Foundation Stage Classroom Assistant Support: 67.5
 - iii. Additional hours of other classroom assistant support: 95
- vi. Percentage of children with statements of special educational needs: 2.5%
- vii. Total percentage of children on the Special Needs Register: 16%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Number of families in school: 135
- x. Percentage of children entitled to free school meals: 42.13
- xi. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above at English and maths: **English Maths**
 36.84 52.64

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Cliftonville Controlled Integrated Primary School is situated on the Cliftonville Road in north Belfast. The majority of the children who attend the school come from the greater Shankill area; an increasing number come from the vicinity of the school. The current enrolment of the school stands at 159. Approximately 40% of the children are entitled to free school meals (FSM), and the school has identified 16% of the children as requiring additional support with aspects of their learning. The school transformed to Controlled Integrated status in September 2008. Twenty-six children are enrolled in the Nursery Unit attached to the school.

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 inspection evaluated the contribution of information and communication technology (ICT) in promoting and supporting learning. The school's arrangements for pastoral care, including child protection, were also evaluated.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS 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 groups of children from years 6 and 7.

One hundred and sixty one questionnaires were issued to the parents in the school and nursery unit; approximately 41% of the parental questionnaires were returned to the Department of Education (DE). Seventeen of the returns relating to the school and five of those relating to the nursery unit contained additional written comments. The responses from the parental questionnaires indicate a high level of satisfaction with the quality of the provision in the school and nursery unit. In particular, the parents acknowledged the caring staff and the warm and friendly atmosphere that permeates the school and nursery unit.

Nine teachers and nine support staff completed the confidential online questionnaire. All of the responses were affirmative of the work of the school. The support staff also indicated that they feel valued by the Principal, management and teachers.

An analysis of the questionnaires and the written comments along with any issues raised by the parents, teachers and support staff were shared with the Principal and the governors.

The governors spoke of the very good working relationships between themselves and the staff of the school. In particular, they commented on how well the staff and governors work together to promote the children's welfare.

The children interviewed talked enthusiastically about the many aspects of school that they enjoy. The discussions with the children indicated that they are aware of what to do if they have any worries about their safety and/or well-being.

1.4 PASTORAL CARE

The quality of pastoral care is outstanding in the nursery unit; in the school the quality of pastoral care is very good. Both the school and the unit have in place appropriate action plans for the ongoing development of the pastoral provision. These plans include the development of opportunities for the children to become more involved in the decision-making process about issues which affect them in school. The strengths of the pastoral provision include:

- the welcoming and inclusive ethos; and
- the effective contribution made by the teaching and support staff to the children's well-being.

1.5 CHILD PROTECTION

The school and nursery unit have very good arrangements in place for safeguarding children. These arrangements reflect the guidance issued by DE.

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school, including the nursery unit gives good attention to promoting healthy eating and physical activity. The quality of the school meals and the links made between the catering and teaching staff help to reinforce positive health messages to the children. The nursery unit has achieved the Diamond Award for dental health care. Currently, healthy food is not provided consistently in the breakfast club and in the after-school club.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The parents are kept well-informed about the life of the school through a range of means including regular newsletters; and there is a range of links made with other agencies to support the school's provision. However, the children would benefit from greater participation in a variety of educational activities and visits in the local and wider community. The school has made efforts to involve the parents more in the education of their children. For example, curriculum meetings are held at the beginning of each school year to outline the programme the children will experience. Attendance at parental workshops has been less encouraging and the school needs to explore other ways of increasing the parent participation in these important events.

The nursery unit staff meet regularly with the staff of similar local pre-school centres to discuss relevant curricular issues. In the nursery unit there are well-established links with the parents, local pre-schools and appropriate agencies including the local SureStart.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children are keen to learn and show a positive attitude to school and to their work. In general, they engage well with their teachers and work co-operatively in paired and group work. A minority of the children have short concentration spans and find it difficult to focus their attention on the teaching or on the tasks they are asked to carry out. This is an aspect of their learning which needs to be addressed through establishing and reinforcing clear classroom routines and expectations.

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 consistently well below the

Northern Ireland average. Compared with schools in the same FSM category, the levels of attainment in English and mathematics are also well below the average.

2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is inadequate.

In talking and listening, the quality and range of the work is satisfactory. In reading, only a significant minority of the children achieve a satisfactory standard. The standards achieved in writing are unsatisfactory. While the children make use of ICT to compose and edit their writing, overall the use of ICT to support learning and teaching in English and literacy is under-developed.

The key strengths in the literacy provision include:

- the effective use of information obtained through the 'COMET'¹ programme, which is used to produce a Language Profile for each child and to set individual targets for improvement;
- the introduction from year 1 of a talking and listening programme which encourages the children to work with a partner to discuss and explain their answers and ideas, which is giving the children support when discussing questions posed by the teacher and reporting their thoughts back to the class;
- the current work undertaken in developing the children's writing skills, which is a key focus of the school's development in literacy this year;
- the opportunities for the children to write in a variety of styles; in the best practice these opportunities are linked to the current class topic and the children's own experiences; and
- the good start made by some teachers in marking for improvement; and the opportunities provided for the children to assess their own work and that of their peers in order to improve the quality of their writing.

The areas for improvement include the need for:

- more effective development of the children's skills to ensure they become more confident and competent readers and writers and achieve higher standards;
- the teachers to raise their expectations of what the children are capable of achieving and to develop an appropriate programme of work in order to address the under-achievement and low achievement of most of the children; and
- rigorous evaluation of the impact which the current initiatives are having on the children's learning and the extent to which they are making a difference to the standards they attain.

2.3 MATHEMATICS AND NUMERACY

While there is a small number of the children in each year group attain the expected standard in their mathematics, overall the quality of provision and outcomes for mathematics

¹ [Communication and Education Together](#)

is inadequate. By the end of KS2, the children who attain the expected standard are able to work flexibly with numbers, have a good understanding of place value and contribute confidently during sessions in mental maths. Nevertheless, they have the ability to reach even higher standards.

The children make use of ICT particularly in their work relating to data handling and measurement. However, in general, the use of ICT to support learning and teaching in mathematics is under-developed.

The key strengths in the mathematics provision include:

- the work undertaken to develop the whole-school planning for mathematics which includes yearly schemes of work and provides a useful guide to the teachers from which to undertake their short-term planning;
- the emphasis placed on teaching mathematics through practical activities and the opportunities afforded for the children to be actively involved in their learning; and
- the developing confidence and competence of the co-ordinator in leading the development of mathematics in the school through a systematic approach to action planning and the monitoring of the teachers' planning.

The areas for improvement include:

- the need for a more systematic diagnosis of the children's competences to identify (on an individual basis) those aspects of mathematics in which the children are insecure;
- the need to devise a strategy which will set out the stages the children will go through and the milestones they should reach within each year's programme to help ensure that more children meet the expected standard by the end of each key stage; and
- the need for the teachers to raise their expectations for what the children are capable of achieving and to develop an appropriate programme of work in order to address the under-achievement and low achievement of most of the children.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The teachers prepare detailed planning documents that guide their work. In addition, many of the teachers are beginning to evaluate their lessons on the basis of what the children have achieved. They need to use these evaluations to inform the children's subsequent learning experiences to meet more effectively their identified needs and to raise the standards the children attain.

3.2 TEACHING

The teachers are hard-working and highly committed to the children. The quality of teaching in most of the lessons observed during the inspection was good or better. The features of the most effective practice included lessons that provided opportunities for the children to work through practical activities and to develop their understanding through talking and discussing. However, in general, the teachers do not have high enough expectations for what the children are capable of achieving and this often results in work which is not sufficiently challenging and does not enable the children to reach sufficiently high standards.

3.3 ASSESSMENT

The teachers, guided by the hard-working assessment co-ordinator, are beginning to use a range of standardised tests and end-of-key stage data to evaluate the children's learning. The school has made significant progress in their analysis of performance data within the last year. This analysis has begun to inform the setting of targets for improvement in aspects of literacy and numeracy. The teachers need to evaluate the effectiveness of the classroom practice, in the light of their analysis of the performance data, to ensure better outcomes for the children.

The teachers mark the children's work regularly. Increasingly they are providing helpful comments and indications of how the children might improve their work. The teachers need to develop this work further to encourage the children to evaluate their own learning, become more independent and to be involved in helping to set meaningful and suitably challenging targets for self-improvement.

The parents are provided with opportunities to discuss their children's progress in meetings which take place twice in the first term of the year. A written evaluation of each child's progress is sent home at the end of the school year. The school needs to identify more clearly how the parents can support their children's progress and help them to improve.

3.4 SPECIAL EDUCATIONAL NEEDS

The school has identified 31 children who require additional support with aspects of their learning. There is an ethos of inclusion which is characterised by the commitment of the staff to support and integrate these children into the classroom activities. The special educational needs co-ordinator (SENCO), draws up educational plans in consultation with the teachers and external agencies, where appropriate. Almost all of the support provided by the SENCO is through a withdrawal system and a small number of the children also receive support from outreach agencies.

During the inspection, the SENCO and the classroom teachers were observed giving effective support to both individual and small groups of children.

The children's Individual Learning Plans (IEPs) are written and reviewed by the SENCO, in consultation with the teachers and the parents. The more effective IEPs are focused on attainable, clear and measurable targets for improvement.

The SENCO has identified the need to review the SEN support. This review is timely and needs to lead to the development of a more rigorous and systematic approach of tracking each child's progress in order to assist staff with individualised planning for support, and help to ensure more progress in raising the children's standards and achievements.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management is inadequate. There is insufficient emphasis placed on improving the standards in literacy and numeracy which the children attain. In the last year, some progress has been made in evaluating the children's attainments through the examination of performance data. This process needs to be built upon through a more effective diagnosis of the children's individual strengths and areas for improvement, which is then used to inform and improve the quality of their learning. Strategies need to be implemented, as a matter of urgency, to ensure that the standards do not fall further from an already low base, as predicted by the school, but rather begin to improve.

The Principal, who has been in post for eight years, gives a high priority to the future sustainability of the school and its enrolment. To that end, she led successfully the development involved to transform the school to controlled integrated status. The school's enrolment has shown a slight improvement.

The school entered the Achieving Belfast programme last year. Through this, it is receiving additional teaching and support staff provided through the programme. This initiative is at an early stage of development and the provision of this intervention support is already making a positive contribution to the teaching within the school and, importantly, the children's learning. The impact and outcomes of this intervention strategy need to be monitored regularly, by the school, for the improvements they bring about in the children's literacy and numeracy standards.

The school's involvement in the Achieving Belfast programme has provided good opportunities for consultation about the school development plan (SDP) within the school community. Importantly, a more effective culture of self-evaluation needs to be developed further to inform the process of school improvement. The SDP meets fully the requirements of the SDP regulations (2005).

4.2 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors give significant time to supporting the Principal in the development of policy and in the implementation of the SDP.

5. CONCLUSION

5.1 The strengths of the school include:

- the welcoming and inclusive ethos;
- the dedication and enthusiasm of the leadership, teachers, support staff and governors who are very committed to the children and their welfare;
- the positive attitudes of almost all of the children to their learning shown by their interest and perseverance in, and readiness for, their work; and
- the very good quality of the arrangements for pastoral care and child protection.

5.2 The areas for improvement include the need:

- to address, as a matter of urgency, the low and under-achievement of the children in literacy and numeracy and work more effectively to close the achievement gap within the school;
- to recognise and diagnose more effectively the children's individual learning needs, including those with special educational needs, and to tailor the teaching to ensure each child makes the progress of which he/she is capable; and
- for leadership to have higher expectations for what the children can achieve, to focus more clearly on the quality of the children's learning, and to implement strategies which will ensure improvements in the standards they attain.

5.3 In almost all of the areas inspected, the quality of education provided in this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the children.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement, over a 12-18 month period.

6. THE NURSERY UNIT

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

- There is a caring and inclusive atmosphere in the nursery unit where the contributions of individual children are valued. The children are generally well-settled and respond positively to the high expectations of the staff. There is a positive team working approach which ensures consistency and progression in the children's learning.
- The staff have developed effective methods of planning the pre-school programme and assessing the children's development and achievement. The planning identifies appropriate themes and activities. Regular observations by all the staff informs future planning that meets the individual learning needs of the children.
- The staff are very effective in supporting the children in their learning. Their skilful and sensitive interactions with the children help promote settled, purposeful and co-operative play. Children are increasingly able to persevere with planned activities and are developing independence. Skilful open-ended questioning by the staff extends the children's thinking skills and supports the development of early language.
- There are good to very good opportunities for learning in all areas of the pre-school curriculum. There are particular strengths in the promotion of the children's personal social and emotional development and early mathematical language. The nursery unit is involved in the "Comet" project and is actively promoting the development of the children's concentration, listening and communication skills.
- The children make good use of the learning environment, both indoors and outdoors. They make conscious decisions about the activities they engage in and the materials they use because of the well-organised and accessible range of resources. During outdoor play the children are able to demonstrate increasing physical development and social interaction is evidenced through the use of taking turns and sharing equipment.
- The nursery unit has established very effective links with the parents. Regular newsletters and workshops actively encourage the parents to support their children's learning. Information about their child's progress is made available to parents during three formal interviews in the school year and parents have an opportunity to talk less formally to staff when leaving and collecting children.

6.2 The Principal is supportive of the work of the nursery unit and considers the nursery unit to be an integral part of the school. The enthusiastic, dedicated and hard-working teachers and support staff are committed to the further development of the nursery unit. The staff have implemented effective methods of self-evaluation and priorities within the nursery unit's action plans are fully incorporated into the SDP. There is clear evidence that the process has led to improvements in the children learning and further involvement of the parents in the life and work of the nursery unit.

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

STATISTICAL INFORMATION ON THE NURSERY UNIT IN CLIFTONVILLE INTEGRATED PRIMARY SCHOOL, BELFAST (105-6483)

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
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	0	0
With English as an additional language	1	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.	30.7%
Average attendance for the previous year.	85.9%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
4 .5 hrs		

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers		2 (Job Share)
Nursery Assistants		
Qualified Nursery Assistants		

Number of: ***	
Students	2
Trainees	

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	26
Percentage returned	46%
Number of written comments	5

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