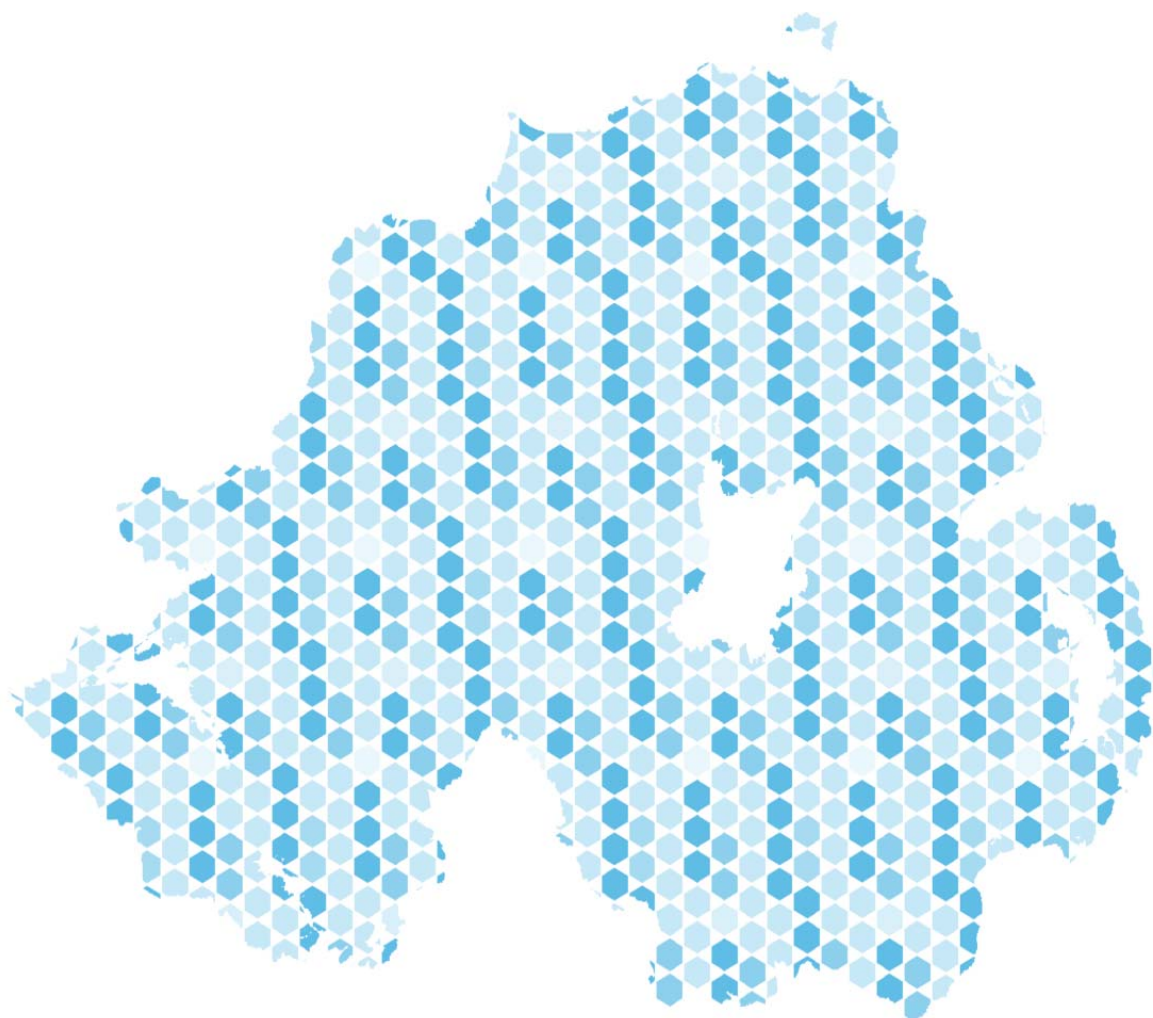


PRIMARY INSPECTION



Education and Training
Inspectorate

Hazelwood Integrated Primary
School and Nursery Unit,
Belfast

Report of an Inspection
in April 2010

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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, the Inspectorate 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: Hazelwood Integrated Primary Belfast** iii. **Date of Inspection: W/B 26/04/2010**
 ii. **School Reference Number: 106-6531** iv. **Nature of Inspection: Focused**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	52	55	51	56	57
Enrolments					
Primary	405	404	404	401	404
Reception	0	0	0	0	0
Nursery Unit	52	52	51	52	52
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): 93.9% **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): 19 2 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.3 NI PTR: 20.4
- iii. Average Class Size: 28.85
- iv. Class Size (Range): 24 to 31
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|-----|
| i. Clerical support: | 81 |
| ii. Foundation Stage Classroom Assistant Support: | 102 |
| iii. Additional hours of other classroom assistant support: | 405 |
- vi. Percentage of children with statements of special educational needs: 3.7%
- vii. Total percentage of children on the Special Needs Register: 28%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 28%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: **English** 71.19% **Mathematics** 71.18%

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Hazelwood Integrated Primary School is situated on the Whitewell Road, in North Belfast. The children who attend the school and the nursery unit come from a wide catchment area. The enrolment in the primary school has remained steady over the past five years and currently stands at 404. In addition, 52 children attend the nursery unit which operates two part-time sessions; almost all of the children transfer to the primary school.

Approximately 28% of the children are entitled to free school meals (FSM). The school has identified 28% of the children as requiring additional support with 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 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, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of children from year 6.

One hundred questionnaires were issued to the parents of children in the primary school; 53 were returned to Inspection Services Branch and of these, 39 contained additional written comments. The responses from the questionnaires indicated strong support for the work and life of the school, with the parents commenting favourably on the welcoming and warm atmosphere of the school and the clear focus on the children's welfare. A group of eight parents met with the reporting inspector during the inspection; they acknowledged the support they receive from the school in helping them with supporting their children's learning.

Fifty-two questionnaires were issued to parents of children in the nursery; 15 of the parents responded to the questionnaires and eleven made additional written comments. The responses indicate that the parents regard the nursery highly and appreciate the way in which the staff involve the parents in the life and work of the unit and support the children as they settle in to the unit.

Nineteen of the teachers completed a confidential questionnaire. These responses were very positive indicating strong support for the work of the school. There were ten additional written responses from the teachers. In the written responses the teachers highlighted the school's focus on the development of the whole child and the dedication of the parent helpers who support the work of the school.

Sixteen of the support staff completed a confidential questionnaire. The questionnaire returns and the seven written responses indicate that the support staff feel valued and that they take pride in the work they do on behalf of the children.

The governors expressed strong support for the ethos of the school. They indicated that they receive regular feedback on the progress the children are making. In particular, they commented positively on the friendships the children make at the school that last long into their adult lives.

The children in year 6 spoke with confidence about what to do if they have any concerns about their safety and well-being and reported that they appreciated the support they receive from their teachers.

The Education and Training Inspectorate (Inspectorate) has reported to the Principal and representatives of the governors the very few concerns emerging from the parents' and teachers' questionnaires.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the primary school is outstanding and in the nursery is very good. The teaching staff, classroom assistants, ancillary staff and parent volunteers work very hard and have built a welcoming atmosphere and a strong community ethos. The strengths of the pastoral provision include: the inclusive, caring and supportive ethos, the strong sense of community, the excellent working relationships, the children's participation in a wide range of extra-curricular activities, the effective consultation within the school community, the important links established with other agencies to enhance the children's learning, and the confident, friendly children whose behaviour is excellent. In the nursery, the strengths include the warm, caring and supportive approach which promotes the children's confidence and self-esteem and the response of the children whose behaviour is good.

1.5 CHILD PROTECTION

The school and nursery have very good comprehensive arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by Department of Education.

1.6 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

The school gives a high priority to establishing links with parents and the local community. Parental consultation and involvement in the children's learning are important features in the life of the school; an active Parent Teacher Association provides good support and resources for the work of the school. Importantly the school offers parents an excellent range of activities including classes in positive parenting and the development of literacy and numeracy skills. The parents report that these educational activities support their involvement in their children's learning. In addition, a teacher supports well the newcomer children with aspects of their learning in literacy and numeracy, and their parents, with language classes, pastoral issues and translation services.

The children's learning is enhanced through the strong links with the local community including for example the 'Time to Read' programme and links with the Northern Ireland Forest School Association. Participation in the Schools Cross Community Programme further enhances the development of the children's social skills.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children are motivated to do well and show a keen interest in their work. When presented with more challenging work the children enjoy solving problems and completing their own investigations.

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in mathematics the school's performance is in line with the Northern Ireland (NI) average and that in English it is below the NI average. When compared with schools in a similar FSM category, the level of attainment in mathematics is above the average and in English it is below the average.

2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is good.

In foundation stage (FS) and KS1 the teachers develop the children's talking and listening skills through effective questioning, play-based activities and shared and guided reading. A majority of the children in the FS display good standards in talking and listening and express their thoughts and ideas well. In year 3 the children participate fully in circle time discussions and by the end of KS1 they collaborate effectively and express their ideas confidently. At KS2 the children manage group discussions, ask imaginative and challenging questions, and present their findings articulately.

The programme for reading across the school is currently being reviewed. New resources have been introduced recently to improve the children's' phonological awareness in FS and to motivate the boys in KS1. In the FS, the children are able to recognise letter names and sounds, match sentences to pictures, and retell stories. However, the teachers need to develop the children's interests in books further by incorporating them more fully into the play-based learning activities.

A commercial programme is used to develop the children's reading skills, including modelled, shared and guided reading. In the best practice, this programme is enhanced by the use of more stimulating and relevant resources including interactive web-based materials, novels and short stories. In KS1 and KS2 the children enjoy reading and show an interest in books. As a result of the recent investments the children have access to a wider range of fiction and non-fiction books from the class libraries and the school library. Further opportunities are provided to raise the profile of reading and develop children's interest in books through the use of visiting authors and the events associated with the successful book week. By the end of KS2 the majority of the children read with fluency, accuracy and expression. The children in year 7 talk with great enthusiasm and enjoyment about the novels they have read.

In FS there is a systematic approach to the introduction of writing; the children copy letters, have a go at writing words and begin to form sentences. The children need to have more opportunities across the curriculum to write independently. In addition, the teachers need to set higher expectations for what the children are able to achieve.

Throughout KS1 and 2 the children write in different styles including reports, letters, note-making, instructions and biographies. The children in year 6 have written detailed adventure stories relating to their topic work in the World Around Us and there are opportunities in a number of different year groups for the children to write for an authentic audience and purpose relating to the school Eco-Schools programme. Information and communication technology is used effectively to support their writing and presentational skills, for example, in the production of newspaper reports. As the children get older there is some imbalance between functional grammar work and the more creative aspects of writing. It is, therefore, timely and appropriate that the newly-appointed literacy co-ordinator has identified the need to promote creative writing across the school.

The standards achieved in literacy are satisfactory; while the majority of children achieve standards in English commensurate with their age, by the end of KS2 about one-quarter do not. The teachers have recognised the need to address this and a range of initiatives have been introduced to improve the provision and raise the standards achieved by the children. These include whole-school strategies to improve the children's listening skills and concentration, as well as a range of intervention programmes to support target groups of low- and under-achievers. There is quantitative evidence that a majority of children involved are making significant progress as a result of these initiatives. It will be important that the outcomes of these programmes continue to be monitored to inform their future development and to guide the teachers in raising the standards the children attain.

2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is good.

The standards achieved by the children in mathematics are good. By the end of KS1, the children demonstrate a very good knowledge of mathematical concepts and are able to talk with confidence about their experiences. In most classes mental mathematics activities are appropriately challenging and well-paced; in a minority of the lessons observed, the children were encouraged to articulate their thinking processes and the teachers used effective questioning to challenge and extend the children's thinking. Although the older children demonstrate their knowledge of important mathematical concepts, for example, place value and metric measures, they are unsure of the most effective mental mathematics strategies.

The numeracy co-ordinator has been very recently appointed. She recognises the need to develop her role in monitoring and evaluating the quality and effectiveness of the planning, learning and teaching of mathematics across the school and to plan more systematically for whole-school development. The scheme of work for mathematics needs to be reviewed, and used by the teachers to ensure continuity and progression in the children's learning.

The teachers provide the children with a wide range of practical experiences in number, shape and space, measures and data-handling; in particular, the children have very good opportunities to collect and analyse data in a variety of meaningful contexts. The teachers make good use of a range of practical materials to establish a secure understanding of important concepts such as place value and length. In the FS the teachers need to develop further the opportunities for the children to develop their mathematical language and understanding within play based learning.

Throughout the school the teachers work hard to motivate the children and to engage their interest by making the learning fun and active; they provide frequent opportunities for the children to work with their peers in pairs and small groups. The children have regular opportunities to engage in a variety of problem-solving and investigative mathematics activities; the very good practice observed in a minority of classes, where these experiences permeate all elements of the children's mathematical learning, needs to be applied more consistently across the school.

A particular strength of the provision is the excellent opportunities the children have to use their mathematical learning in a range of different contexts across the curriculum and in everyday life. Some of the older children, for example, monitored the school's electricity consumption, drawing and analysing graphs to demonstrate the effectiveness of the Eco Council's energy conservation measures. The teachers make very effective use of a range of ICT, including interactive whiteboards and programmable devices to support learning and teaching in mathematics.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The teachers plan conscientiously for their work. Presently, they are devising their plans on a weekly basis as they seek to embed the Northern Ireland Curriculum. It is appropriate that they intend to develop these into medium-term planning, such as six-weekly units, in order to support the children's learning through developed themes and topics which promote opportunities for connected learning. In almost all instances, the teachers' planning is focused appropriately on the intended learning outcomes for the children; this practice needs to be applied more consistently for the children in the foundation stage. The teachers evaluate the quality of the lessons, and in the best practice seen, the evaluations are focused clearly on what the children learn.

3.2 TEACHING

The quality of teaching observed ranged from outstanding to inadequate. In the majority of instances the teaching is good or better and in almost one half, the teaching is very good or outstanding. In the best practice seen, the teachers use effective questioning, promote the children's thinking skills and personal capabilities, provide practical activities for the children which involves them in active learning and ensure that all adults in the class engage fully with the children either to extend or to support their learning. Where the practice was less effective, in a small number of instances, the children did not play an active part in their learning, the work was insufficiently challenging and there was an over-reliance on the use of textbooks.

3.3 ASSESSMENT

Over the past two years the school has raised considerably its awareness and use of performance data to inform and improve the children's learning. Through a more comprehensive analysis of data, the teachers are now identifying those children who are in danger of low or under-performance, particularly in literacy. A range of intervention approaches are being used to meet these children's needs and there is evidence to show that these approaches, which include, for example, Rainbow Reading, Reading Partnerships and Time to Read are boosting the children's attainment, self-esteem and confidence. The school's strategy for developing further its use of data is both systematic and sensible. This is being supported by the use of assessment tools, for example, Assessment Manager to track the progress of children within and between year groups.

The school provides two parent-teacher meetings for each child throughout the year. These include an opportunity for the parents to complete a questionnaire beforehand which helps inform the discussions. An annual report is sent to the parents in June. The reports are comprehensive and provide a very useful profile of the children's strengths and attainments and the areas they need to improve upon.

The teachers mark the children's work conscientiously. In most cases the work is annotated with comments which recognise the effort the children make and offer encouragement. In the best practice, which is evident in most classes, the teachers indicate to the children how their work may be improved. Peer marking is being promoted among the older children; this process of evaluating the work of others is proving helpful in encouraging the children to reflect upon and to improve their own work.

3.4 SPECIAL EDUCATIONAL NEEDS

The quality of the provision for special educational needs (SEN) is good.

There is a very welcoming and inclusive ethos for children with additional needs throughout the school. Although SEN is not a major focus within the current school development plan, the school does give a high priority to the provision for SEN across all classes. In order to help guide the further development in SEN provision, the school recognises the need to draw up a relevant action plan.

Currently, two full-time SEN teachers withdraw small groups of children for extra support in both literacy and numeracy. These withdrawal sessions are planned between the SEN teacher and the class teacher and ensure good links with class work. In the best practice, the sessions include effective group work where the approaches and tasks are varied and well-matched to the children's learning needs and interests.

A Nurture Room has been established within the school to help meet the needs of those children, from the nursery classes through to the year 7 classes, who have social, emotional and/or behavioural difficulties. The support sessions provided by the full-time teacher and the classroom assistant within the Nurture Room are very good. The classroom assistants throughout the school make a significant, positive contribution to the support for children with additional needs.

The SEN teachers work closely with the class teachers to create appropriate individual education plans (IEPs) for the children who need support with their learning or guidance with their behaviour. These IEPs are of very good quality and outline appropriate targets and strategies to promote improvement. The parents are involved in the process and are kept well-informed at all stages.

The school receives beneficial multi-disciplinary support for those children requiring specialised help through a wide variety of agencies and bodies, including, for example, the services of the Belfast Education and Library Board Curriculum Advisory Support Service, Harberton Outreach Services, Clarawood Outreach Service, and other agencies to support learning and teaching. There is very good communication between the special educational needs co-ordinator and all the support bodies.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The quality of leadership and management is good.

The Principal, who has been in post since September 2009, has made a very good start in leading and managing the school and in focusing attention on raising further the standards and achievements of the children. She sets a positive tone and places a strong emphasis on developing strategies to promote positive behaviour. The Principal has worked effectively with the newly appointed Vice-principals, the teachers, parents and governors to identify, and take forward priorities for improvement.

4.2 PLANNING FOR IMPROVEMENT

There is a collaborative approach to the School Development Planning (SDP) process, including consultation with teachers, governors and parents. Importantly, a culture of self-evaluation continues to develop and inform the process of school improvement. The school gives very good attention to and meets fully the requirements of the Education (School Development Plans) Regulations NI 2005 Order.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are highly committed to the welfare of children and their families and to the ethos that underpins the work of the school. They are very well informed about school developments, and are fully involved in the strategic planning and policy development for the school. The governors support the Principal and staff in the implementation of the SDP including reviewing targets for improvement and monitoring the progress made against the agreed priorities.

5. CONCLUSION

5.1 The strengths of the school include:

- the inclusive, welcoming and supportive ethos of the school, characterised by the outstanding quality of the pastoral care provision;
- the highly effective links established with the parents and the local community;
- the quality of the teaching, which in almost half of the lessons observed was very good or outstanding;
- the good standards achieved by the children in numeracy;
- the very good use made of the local environment to engage the children's interest and promote their learning; and
- the very good start made by the Principal in leading and managing the school and in promoting further a culture of self-evaluation.

5.2 The area for improvement is the need to:

- to identify and build upon those teaching approaches and strategies which are seen to be having most beneficial impact on the children's learning in order to raise standards further.

5.3 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 an area for improvement which the school has demonstrated the capacity to address.

The Inspectorate will monitor the school's progress on the area for improvement.

6. THE NURSERY UNIT

The nursery unit is accommodated in the grounds of Hazelwood Integrated Primary School.

The main strengths within the nursery unit's educational and pastoral provision include:

- the very positive ethos based on good working relationships between the staff, parents and children;
- the many good examples of effective staff interaction with the children to promote their language and learning;
- the children's good levels of confidence and independence, their very good use of creative materials and their interest in books and stories;
- the excellent work developed to involve parents in their children's education;
- the excellent use made of visits and visitors to enhance the children's learning experiences; and
- the reflective approach of the nursery staff and their commitment to continuous improvement in the interest of the children.

The priorities for development include the need to:

- continue to develop and implement the planning consistently to ensure all aspects of the programme provide sufficient challenge and progress in the children's learning;
- ensure greater consistency in the quality of the staff interactions to promote the children's mathematical language; and
- review the organisation and management of the nursery resources to maximise the effective use of the accommodation and staff.

The nursery gives very good attention to promoting healthy eating as demonstrated through the healthy break and their involvement in a dental programme with the children. There are very good opportunities for energetic physical and outdoor play.

CONCLUSION

In the areas inspected, the quality of education provided by this nursery unit is good.

The nursery has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the nursery has demonstrated the capacity to address. The Inspectorate will monitor the nursery's progress on the areas for improvement.

APPENDIX

HEALTH AND SAFETY (PRIMARY)

The pathway to the forest is constructed with loose gravel and stones; this limits access to the resource for children with restricted mobility.

HEALTH AND SAFETY (NURSERY)

The perimeter fence is too low and presents a health and safety hazard for the children.

STATISTICAL INFORMATION ON HAZELWOOD NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	26	26
Attending part-time		
Under 3 years of age*		
With statement of special educational needs		
Without a statement but receiving therapy or support 1 from other professionals for special educational needs		
At CoP stages 3 or 4**	4	4
At CoP stages 1 or 2**	1	
With English as an additional language	1	4

* 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.	10
Average attendance for the previous year.	89.7%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
	4 hours	After School 13:00-14:00

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	2	
Nursery Assistants		
Qualified Nursery Assistants	2	1

Number of: ***	
Students	2
Trainees	

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	52
Percentage returned	29%
Number of written comments	11

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