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*The Education and Training Inspectorate -
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Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



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Education and Training Inspectorate

Report of a Follow-up Inspection

**Grove Primary School
Belfast**

January 2007

FOLLOW-UP TO THE SCHOOL SUPPORT PROGRAMME (SSP) INSPECTION OF GROVE PRIMARY SCHOOL, BELFAST, BT15 3DJ (101-0283)

The School Support Programme follow-up inspection in January 2006 highlighted strengths in:

- the enhanced role of the subject co-ordinators;
- the useful line of development for talking and listening;
- the increased use of Information and Communication Technology in learning and teaching;
- the effective school development plan and associated action plans;
- the improved climate for learning; and
- the good behaviour of the children.

The inspection identified the need for improvement in the following key areas:

- the need to continue the useful development work undertaken in the analysis of assessment outcomes and to make more effective use of these analyses to inform the teacher's planning for learning and teaching;
- build further on the work carried out in raising the standards of the children's achievements, particularly in English; and
- consolidate the work undertaken in the development of the teacher's planning for learning and teaching and to include more specific guidance on how the range of different learning needs of the children are to be met.

In the interval since the inspection, the following changes which affect the work of the school, have taken place:

- the enrolment has decreased slightly from 84 to 81, in addition, 22 children are enrolled in the Nursery Unit.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 23 January 2007.

The following are the most important improvements since the follow-up inspection:

- the attendance of the children has improved significantly and there are fewer discipline referrals to the Principal;
- there is an improved climate for learning and teaching throughout the school; the children are well-settled, they stay on task and are enthusiastic in their response; marking for improvement and quality feedback are given to the children as part of the school's work on Assessment for Learning, and success criteria are shared with them;
- the school is forging productive links both locally and internationally. There is a thriving Mother and Toddler group organised under the auspices of Sure Start, and, a recent story telling event drew a substantial number of adults and children to the school. The breakfast club caters for a growing number of pupils and other schemes are planned under

the Extended Schools initiative The school has established recently a link with a partner school in Berlin;

- the teachers are making good progress with the analysis of assessment outcomes and effective use is made of these analyses to inform the teacher's planning for learning and teaching and to set realistic targets for the children. Standardised tests have been introduced; the teachers are monitoring appropriately the performance of individuals and groups of children. As a consequence of this monitoring a number of children have been identified as being in need of additional support with their learning and are receiving this support;
- new and more consistent approaches to reading and writing have now been embedded in the work of the school. Appropriately, there is a greater emphasis on reading. The children have increased opportunities to work meaningfully on tasks related to their reading and they are involved in good discussions about their work; they can talk fluently about their favourite authors and they have produced a wider range of written work, including a response to their group novels;
- under the thoughtful leadership of the Principal, who is in her second year in post, the school has a clear sense of direction and has identified appropriately its priorities. With the strong commitment of the Vice-Principal, she has embraced curriculum change vigorously and has introduced a series of comprehensive and systematic processes to quality assure all aspects of the school's provision, practices and procedures, leading to improvement. The teachers have become involved in a wider range of suitable, curricular developments and associated initiatives. The teachers are growing in confidence and now take responsibility for most of the training and development in which they are engaged;
- the school has received good support from the Curriculum and Advisory Support Service of the Belfast Education and Library Board , and
- the inspection confirms that the school has identified appropriate priorities for future development and the Inspectorate endorses the rigour of the school's action plans; there is increasing capacity within the school for self-evaluation, leading to improvement.

The school has made good progress in addressing the key areas for action. The parents and broader community can have confidence in the school's commitment to and action for improvement, and the effectiveness of its action in response to the findings of the follow-up inspection.

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