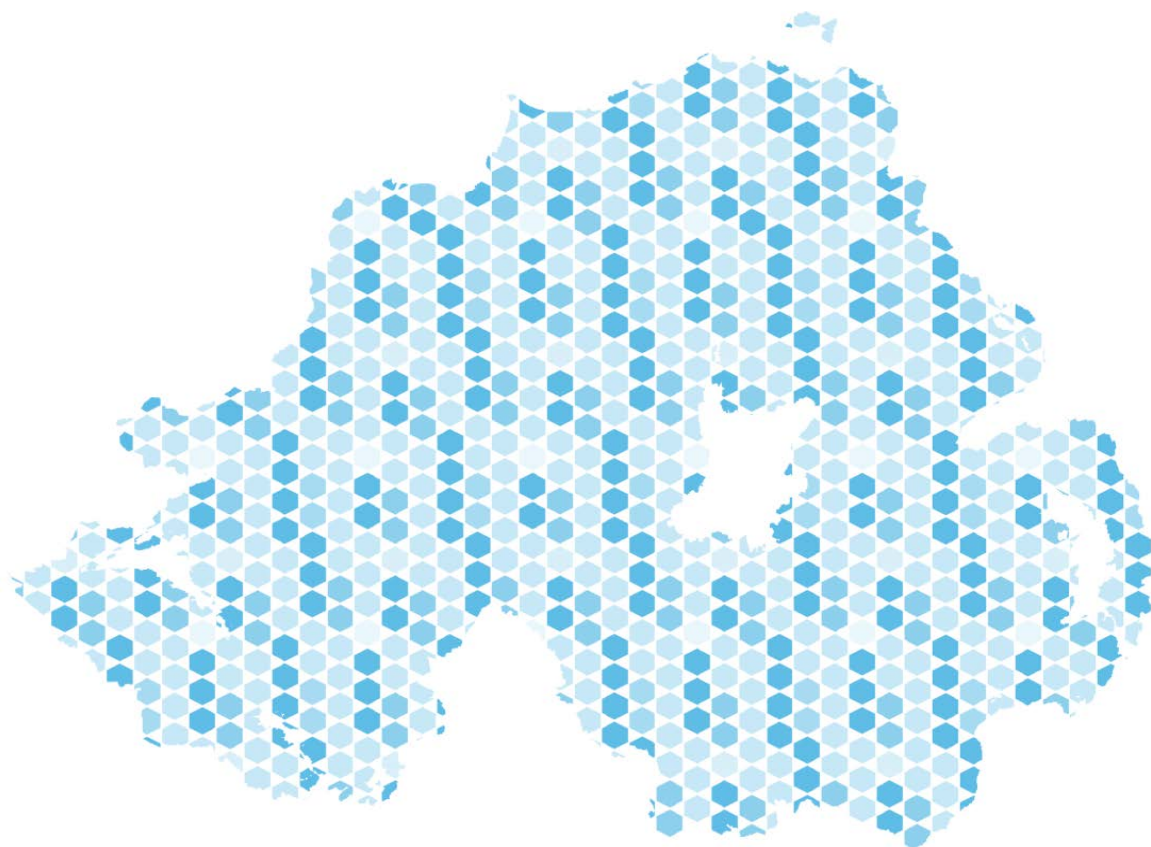


PRIMARY INSPECTION



Education and Training
Inspectorate

Braniel Primary and Nursery
School, Belfast

Controlled, co-educational

Report of a Monitoring Inspection
in March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Monitoring Inspection of Braniel Primary School, Belfast (401-1683)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Focus of the inspection

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for children.

During the inspection, lines of inquiry were selected from the development plan priorities; the school was asked to demonstrate if and how the actions taken have led to improvement for the children. The lines of inquiry focused on the school's actions to:

- develop the children's higher order literacy skills through the implementation of initiatives including task boards and reading journals; and
- the use of relevant professional learning and self-evaluation opportunities to inform planning and bring about improvement.

Key findings

- The implementation of literacy task boards is having a positive impact on the children's outcomes. They facilitate a fluid progression from reading to writing tasks and reinforce the link between the writer's craft and the promotion of higher order reading skills, such as scanning, skimming and predicting.
- Self-evaluation is a high priority for all of the staff with a clear self-evaluation time-line written into the school development plan. The board of governors has established a self-evaluation sub-committee to whom the literacy co-ordinator has presented the findings of the recent collegiate book discussion which focused on the children's reading journals across all the key stages. Furthermore, classroom observations carried out by co-ordinators and teachers, with resultant feedback, also inform well teachers' self-reflection and professional development.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding reflect the guidance issued by the relevant Departments.

Conclusion

At the time of inspection, and for the lines of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This will be reflected in future inspection arrangements.

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