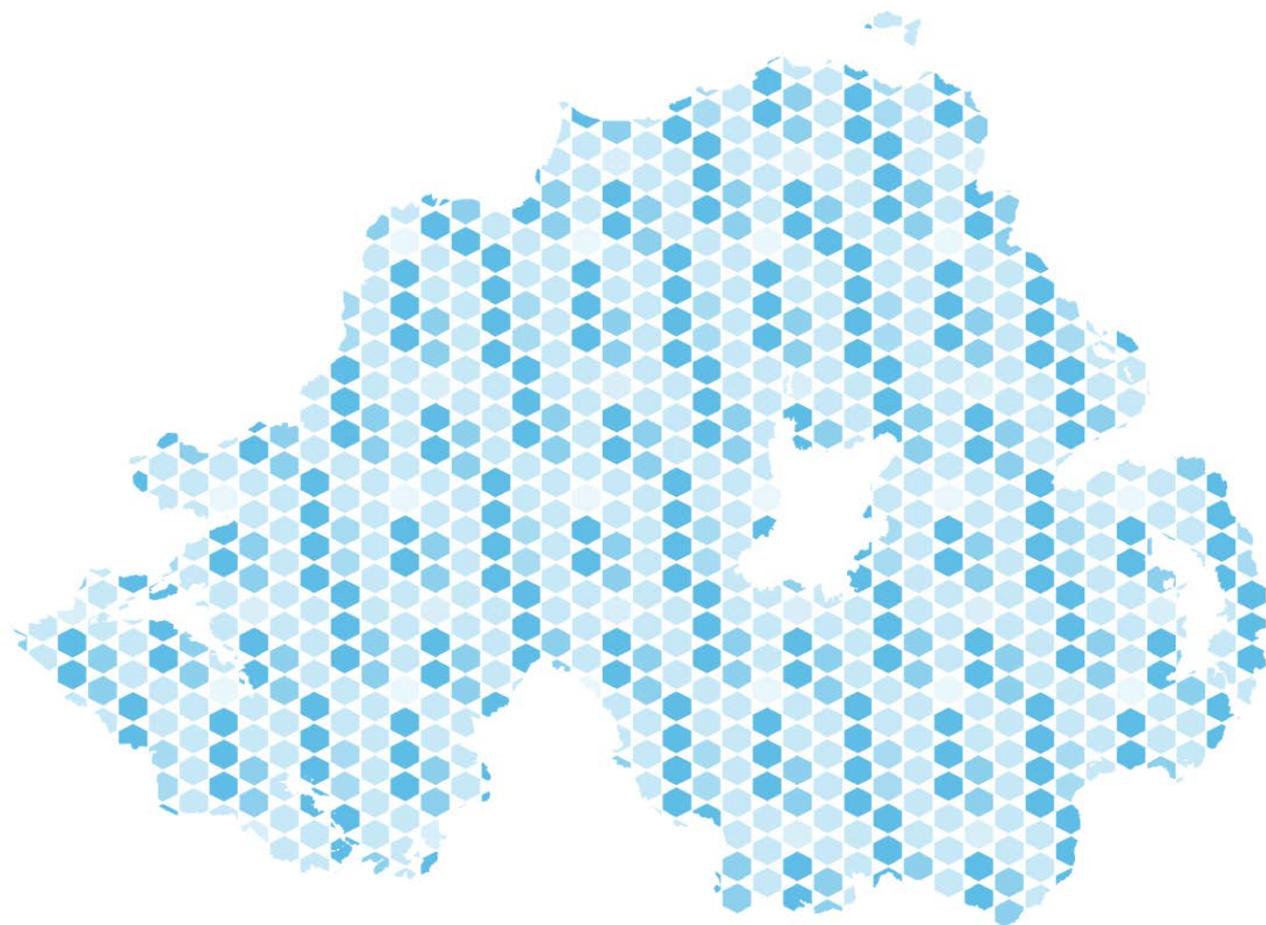


PRIMARY INSPECTION



Education and Training
Inspectorate

Rosemount Primary School and
Nursery Unit, Derry

Report of an Inspection in
February 2016

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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

Forty-two percent of parents responded to the confidential questionnaire, with 32 parents providing additional information through written comments. The responses to the parental questionnaire and the parents' written comments indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the welcoming school environment and their appreciation of the very high levels of care and support provided for the children by the teaching and non-teaching staff. A small number of issues were raised by parents, including communication matters and changes to school practices. Seventy percent of staff completed the confidential questionnaire and their responses were very positive about a range of aspects of school life, including the opportunities provided for ongoing professional development. The ETI has reported to the principal and chair of the governors the views of the parents and staff and discussed the issues emerging from the questionnaires.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

3. Context

Rosemount Primary School and Nursery Unit is a maintained co-educational primary school situated in Derry. Almost all of the children attending the school come from the immediate area. The enrolment has increased steadily and currently stands at 349, including 61 children in the nursery unit.

Rosemount Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	301	313	328	349
% School attendance	94.6	95.0	94.9	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	44	41	48	48
No. of children on SEN register	71	67	57	67
% of children on SEN register	23.5	21.4	17.4	19.2
No. of children with statements of educational need	6	8	7	8
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Key findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Very good
Leadership and management	Outstanding
Nursery Unit	Very good

5. Achievements and standards

- The children are engaged by, and enjoy learning in, an inclusive, stimulating and welcoming environment. Their interactions with other members of the school community and with visitors demonstrate high levels of respect, courtesy and kindness; their behaviour is exemplary. The children are well-disposed towards learning, give of their best and exemplify very well the school mission statement, to 'Be the Best You Can Be'.
- The school's performance data shows that all of the children, including those experiencing difficulty with aspects of their learning, achieve in line with their ability or above expectation in mathematics, and almost all of the children, including those who require additional support, achieve in English in line with their ability or above expectation. The children who are identified as underachieving make excellent progress in meeting the targets in their intervention plans, as do the children who have additional needs outlined in their individual education plans.
- Across the school, the children demonstrate very good listening skills and express themselves confidently through meaningful group and class discussions. The children read with fluency, expression and demonstrate very good comprehension skills. In discussions with the inspectors, a small group of year 7 children discussed a wide range of authors and demonstrated mature insights into the reasons for, and benefits of, reading. The quality and accuracy of the children's written work across the curriculum is of a very high standard, and indicates consistent progress across the key stages.

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

- In mathematics, the children contribute competently and enthusiastically to well-planned investigations and problem-solving in pairs and in small groups. As they progress through the school, the children acquire systematically the key mathematical concepts and develop well their understanding and skills in handling data, shape and space, measures and number. By the end of key stage 2, the most able children display high levels of flexibility in their approach to mental calculations, are very confident in their understanding of mathematical language and can apply well their mathematical knowledge and understanding in a range of contexts.
- The children in the nursery unit are happy, well settled and secure in the established routines of the day. They make independent choices and access their own material from the well organised range of resources available. The children are confident; they collaborate well with peers and engage enthusiastically in sustained play. The children concentrate well during story time; they listen attentively and many are able to express their ideas well with a mature level of language. The children's mark-making and representational drawings are well developed and celebrated in the displays in the playrooms. Many children have acquired early mathematical concepts and are able to sort, count, use positional language and compare and contrast objects for size and capacity. All of the children are developing well their gross motor skills as they engage in physical, energetic play outdoors.

6. Provision for learning

- The teachers' planning across all key areas of the curriculum is comprehensive; it informs and guides well the provision and promotes connected learning which is meaningful and contextualised for the children. The teachers evaluate thoroughly and diligently their planning and this very good practice facilitates well the continuity and progression in the children's learning.
- All of the lessons observed during the inspection were effective in promoting learning; most of the lessons were very good or outstanding. In the most effective practice, the lessons were very well-structured and engaged the children in challenging, creative, and interesting activities which developed well their critical thinking and their personal capabilities. The learning was made explicit to the children through very effective plenary sessions and the teachers' skilful exposition of the learning intentions.
- The children's work is marked regularly and affirmatively and formative feedback encourages the children to think about their work and to improve it further, whilst effective questioning by the teachers is used well to assess the children's learning. The children are encouraged to reflect on their learning through the use of effective age-appropriate self-evaluation logs.
- The school has developed a comprehensive and coherent approach to the whole-school development of the children's language and literacy skills, and all aspects of literacy are taught in a connected, integrated way. The programme for the development of reading is very well structured; it enables the children to use a variety of appropriate strategies, access a wide range of genres and experience enjoyment in reading. The highly effective teaching of writing is a particular strength in the school and the children have very good opportunities to write in meaningful contexts across the curriculum.

- There is a consistent approach to numeracy planning across the school arising from detailed and thorough long-term planning which provides effective guidance to enable progression. Across the key stages, well-focused mental mathematics activities are used as an enjoyable and challenging introduction to lessons to consolidate the children's previous learning and develop their use of mathematical language. The teachers use a range of practical resources to engage the children's mathematical curiosity and deepen their understanding. The children are given regular and very effective opportunities to apply their numeracy skills in real and relevant contexts across the curriculum.
- The nursery unit's playrooms are bright, stimulating and inviting, and contain resources to support the six areas of the pre-school curriculum. The planning is clear and guides very well the staff's work with the children. The staff's interactions with the children are of a very good quality; discussions and open-ended questioning support well the development of the children's language and thinking and the children benefit from the variety of drawing, writing and painting activities. There are opportunities for visitors to talk to the children about their roles in the community; this promotes effectively the children's understanding of the world around them. The daily routine is well organised and provides very good opportunities for free choice in play.
- The quality of provision for pastoral care is outstanding. A deeply caring and inclusive ethos permeates the life and work of the school and nursery unit and is evident in the commitment of all staff to meeting the holistic needs of every child. All children are valued as unique individuals with distinctive personalities, circumstances and potential, and the children's achievements are acknowledged and celebrated in numerous ways including certificates recognising courtesy towards others. The children benefit from being given responsibilities within the school, such as reading with younger children in the 'Book Buddies' scheme. The children access a wide range of extra-curricular and extended-school activities which, together with the meaningful community links, contribute well to the children's holistic development. In discussions with inspectors, children from years 6 and 7 made informed comments about their views on a range of subjects including the careers that interest them. The children talked very positively about their learning experiences across the curriculum, their enjoyment of reading, mathematics and school life.
- The provision for meeting the needs of children who require additional support with aspects of their learning is outstanding. The children demonstrate highly positive dispositions towards learning and are integrated skilfully and sensitively into whole-class activities. Early identification of need is prioritised and appropriate intervention ensures that the children benefit from very effective support both in class and in withdrawal sessions. The individual educational plans outline clear, measurable targets and progress is effectively monitored and assessed. Highly skilled learning support assistants make a valuable, and much-valued, contribution to the children's learning and well-being. The inclusive approach to meeting the children's holistic needs and the high expectations for progress in their learning, are particular strengths of the provision.

- The school and nursery unit give very good attention to promoting healthy eating through educating children to take responsibility for their own health and well-being and through the provision of a wide range of extra-curricular sports and clubs. The school has established a fruit shop which is managed by the children and there are very good opportunities for the children to engage in physical activity, including using the wildlife garden, which serves as an excellent outdoor classroom.

7. Leadership and management

- Leadership at all levels is focused clearly on improving further the learning experiences for all of the children and enabling the social, emotional, spiritual and academic development of each child. The senior leadership possess complementary leadership skills, they set very high standards and expectations for all and guide competently the school's improvement programme. The senior leadership is very well supported in this work by highly conscientious and very effective co-ordinators, teachers, learning support assistants and non-teaching staff who work collaboratively to enhance the children's learning experiences and improve their outcomes. Consequently, the school community is cohesive, vibrant and clearly child-centred.
- The school development plan², is well-informed by very effective self-evaluation processes and good levels of consultation; it makes outstanding use of the extensive internal school data and outlines a range of appropriate priorities for development across the school's provision. The associated action plans guide very well the development work across the school and there are excellent processes in place to monitor and evaluate the implementation of the actions.
- Continuous professional development is afforded a high priority by the school leaders. The staff benefit from access to internal and external development opportunities which empowers them, enhances their professional expertise and impacts positively on the children's learning experiences.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are very well informed about the work and life of the school, they play a pro-active, integral and valuable role in the school improvement process and they exercise their challenge function as necessary to ensure that the children's learning experiences, progress and outcomes are paramount.
- On the basis of the evidence available at the time of the inspection, the school and nursery unit have comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, children in years 6 and 7 reported that they feel happy and safe at school and know what to do if they have any concerns about their well-being.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

8. Overall effectiveness

Rosemount Primary School and Nursery Unit has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

Health and Safety

1. The employing authority, governors and principal need to review procedures for access to the school at the beginning and end of the school day.

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