

PRIMARY INSPECTION



Education and Training
Inspectorate

Christ the Redeemer Primary
School and Nursery Unit,
Belfast

Report of an Inspection
in May 2010

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: Christ the Redeemer Primary School, Belfast** iii. **Date of Inspection: W/B 26/05/2010**
 ii. **School Reference Number: 403-6618** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	69	73	64	76	78
Enrolments					
Primary	472	501	522	540	541
Reception	0	0	0	0	0
Nursery Unit	52	52	52	51	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): 93.5% **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): 26 2 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.6 NI PTR: 20.4
- iii. Average Class Size: 25.76
- iv. Class Size (Range): 19 to 28
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|---|-------|
| i. Clerical support: | 65 |
| ii. Foundation Stage Classroom Assistant Support: | 120 |
| iii. Additional hours of other classroom assistant support: | 192.5 |
- vi. Percentage of children with statements of special educational needs: 1.66%
- vii. Total percentage of children on the Special Needs Register: 20%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 34.75%
- 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 | Mathematics |
| 83.7% | 84.9% |

**CHRIST THE REDEEMER PRIMARY SCHOOL AND NURSERY UNIT, BELFAST,
CO ANTRIM, BT17 0TG (403-6618)**

SCHOOL CONTEXT

Christ the Redeemer Primary School and Nursery Unit is situated on Lagmore Drive, Dunmurry, in the Parish of Christ the Redeemer, Lagmore. The enrolment in the primary school has increased in recent years and currently stands at 541; in addition, 52 children attend the nursery unit which operates two full-time sessions. At the time of the inspection, approximately 35% of the children in the primary school were entitled to free school meals. The school has identified approximately 20% of the children who require additional support with aspects of their learning.

The range of well-designed continuing professional development for staff has contributed well to the improved standards in the children's learning experiences and attainments. For example, the highly effective co-ordination of information and communications technology (ICT) and the development of the children's ICT skills throughout the school have resulted in the school achieving the *Becta Next Generation Learning Award* in June 2009, and the *Becta ICT Mark* in February 2010. Furthermore, the year 6 teachers were selected to represent schools from Northern Ireland in the Microsoft competition in Berlin in 2010 because of their use of ICT to enhance learning and teaching, particularly to improve boys' participation in learning. In addition, the numeracy co-ordinator and Sustainable Schools' co-ordinator have been shortlisted for the *Times Education Supplement (TES)* awards for their curricular development work.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of the provision for learning;
- the quality of the leadership and management; and
- the quality of the provision in the nursery unit.

The school's arrangements for pastoral care and child protection were also evaluated.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teaching staff and support 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 year 6, year 7 and the School's Council.

Of the 108 questionnaires issued to the parents in the primary school, approximately 55% were returned to the Inspection Services Branch (ISB), including 36 that contained an additional written comment. The responses from the questionnaires indicated that almost all of the parents appreciated the innovative and child-centred leadership of the Principal and Vice-principal, the professional and approachable staff, and the stimulating range of work and the supportive learning experiences provided for their children. In the nursery unit, of the 52 questionnaires issued to the parents, approximately 35% were returned to

ISB including eleven that contained an additional written comment. Those who responded indicated a very high level of satisfaction with the overall provision, and they recorded their appreciation of the caring and professional staff; they reported that the parents are encouraged to be involved in their children's education and that the nursery is well thought of in the community. All of the responses were shared with the governors of the school, the Principal and the school leadership team.

Thirty-three teachers completed the online questionnaire, 21 of which contained an additional comment. The responses from the teachers were affirmative of the developmental, curricular, and pastoral work of the school. They valued highly the opportunities provided for continuing professional development, supported by the leadership of the Principal, Vice-principal, fellow co-ordinators and governors.

Seventeen of the support staff responded to the online questionnaires, with 14 additional written comments. All of these responses indicated a strong sense of teamwork and high morale. The support staff commended the high level of mutual respect which permeates the school and the child-centred approach in dealing with any matters concerning the children.

The children in year 6 reported that they are happy and secure in school. They indicated that they know whom to talk to if they have any concerns. The children spoke enthusiastically about aspects of learning they enjoy, the rewards in place to celebrate their contributions to school life and to acknowledge good behaviour, and how they are supported well by the staff.

PASTORAL CARE

The quality of the arrangements for pastoral care in the primary school and the nursery unit is outstanding. Among the strengths are:

- the positive ethos which develops well the children's confidence and self-esteem;
- the effective involvement of the children in planning and reviewing their work;
- the excellent working relationships at all levels;
- the children's involvement in decision-making processes in the school, for example, through their active participation in the School Council and the ECO committee; and
- the vibrant, creative and stimulating learning environment provided for the children.

CHILD PROTECTION

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

HEALTHY EATING AND PHYSICAL ACTIVITY

The primary school and the nursery unit give outstanding attention to promoting healthy eating and physical activity. The nursery unit's staff develop the children's understanding of healthy lifestyles through the nursery's routines and play activities. The primary school

children are encouraged to adopt healthy lifestyles through their participation in sporting activities, particularly, the popular after-school clubs and the School Council's involvement in promoting healthy eating.

The strengths of the school include:

- the positive attitude of the children and their strong engagement in all aspects of the learning;
- the very good progress the children are making in developing their thinking skills and personal capabilities through the successful whole-school approach to the provision of valuable collaborative and independent learning experiences;
- the very high standards achieved by almost all the children in literacy and numeracy, including the children with additional learning needs;
- the high quality of the teaching observed, almost all of which ranged from very good to outstanding;
- the very good use made of self-evaluation, in particular, the effective analysis undertaken of quantitative performance data, leading to a continued improvement in the standards achieved by the children in literacy and numeracy; and
- the outstanding quality of the leadership provided by the Principal and Vice-principal who empower all of the staff well to carry out their roles and responsibilities to a high standard, through their effective planning of high quality continuing professional development for all staff matched well to the priorities of the School Development Plan.

CONCLUSION

In the areas inspected, the quality of education provided by the primary school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

THE NURSERY UNIT

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

- There is a friendly, caring ethos in the nursery unit based on excellent working relationships at all levels. Very good use is made of all available space to create inviting play areas which arouse the children's curiosity and contribute to their purposeful and productive play.
- The carefully planned programme is broad and balanced and offers excellent opportunities for learning in all areas of the pre-school curriculum. There is evidence that all the children are making good progress, particularly in their early language and communication skills and in mathematical understanding.
- The quality of the interaction between the staff and the children is consistently of a high standard and, on occasions, outstanding.
- The well-organised daily timetable helps to develop effectively the children's thinking skills and personal capabilities through the provision of a good balance of free play and activities organised by the staff.
- The staff know the children very well and have developed an effective system of record keeping and assessment. Very good provision is made for the children identified as requiring additional support with aspects of their learning. The staff are well supported through the good links established with the special educational needs co-ordinator in the primary school and the speech therapist. Furthermore, comprehensive and effective arrangements are in place to ensure that all of the children make a smooth transition to year 1. These include monthly meetings between the teacher in charge of the nursery unit and the foundation stage co-ordinator in the primary school to discuss the continuity and the progression in the children's learning experiences, regular visits between the nursery unit and the primary school and the sharing of detailed transition profiles at the end of the year.
- The teacher in charge of the nursery unit demonstrates very good leadership and fosters a reflective approach to the work of the dedicated staff team. The nursery unit has a comprehensive development plan which identifies appropriate priorities for strategic development, and is linked to a rigorous and systematic approach to self-evaluation.

CONCLUSION

In the areas inspected, the quality of education provided by this nursery unit is outstanding; the quality of pastoral care is also outstanding. The nursery unit has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION ON THE NURSERY UNIT IN CHRIST THE REDEEMER PRIMARY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	26	26
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**	7	8
At CoP stages 1 or 2**	1	0
With English as an additional language	0	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.	1
Average attendance for the previous year.	91.7%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
08.50 am – 13.20 pm		

3. Details of Staff

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

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	52
Percentage returned	34.6%
Number of written comments	11

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