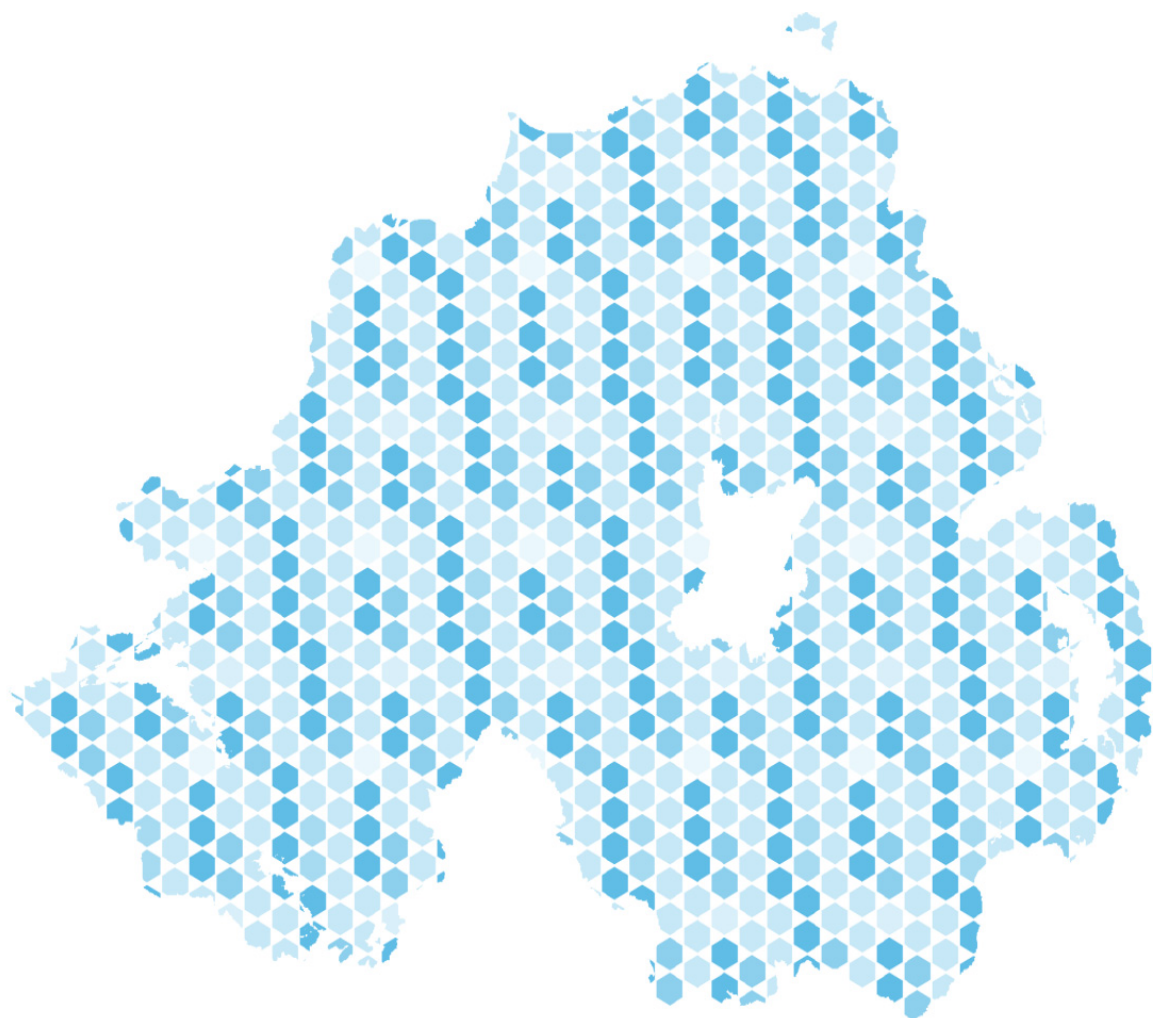


PRIMARY INSPECTION



Education and Training
Inspectorate

Cregagh Primary School,
Belfast

Report of an Inspection
in October 2011

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, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Cregagh Primary School is located in the Cregagh Estate in east Belfast. The majority of the children come from the immediate surrounding area. The school's enrolment has shown a steady decline over the past three years. It currently stands at 157, including eight children who attend the two hearing impaired units as they require specialist teaching to meet their hearing and language difficulties. At the time of the inspection, approximately 38% of the children were entitled to free school meals; the school has identified almost 34% of the children as requiring additional support with aspects of their learning.

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 including the school's processes for self-evaluation leading to improvement .

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is good and the pastoral care is very good. The school is meeting effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's **achievements and standards** is good.

In English and mathematics, most of the children attain standards by the end of key stage (KS) 2 in line with their ability. In the past three years there has been an improvement in the percentage of children attaining Level 4 and above in both English and mathematics. To sustain this improvement and raise the standards of attainment further, teachers need to ensure there is sufficient challenge and consistent progression in all aspects of their learning.

The children identified with special educational needs make progress and also reach standards of which they are capable.

The school makes increasingly effective use of a range of quantitative and qualitative assessment data to track the progress of individual children in order to identify those who require additional support with aspects of their learning. Teachers need to use this information to inform more effectively their planning and classroom practice.

Provision for Learning

The provision for **learning** is good.

The children demonstrate good levels of motivation, engagement and enjoyment in their learning. They listen attentively, respect the staff and, when given the opportunity, they work well collaboratively both in small groups and paired work. Their behaviour was exemplary during the inspection.

The staff work hard to create a positive climate for learning which encourages the pupils' confidence and self-esteem.

The quality of the **teaching** observed ranged from inadequate to outstanding, with the majority of the lessons observed being very good or better. In the best practice the teachers are well supported by the classroom assistants. Key features of the best teaching observed included the effective questioning which developed the children's thinking and oracy skills; adept use of information and communication technology (ICT) to support the teaching and learning; work that was differentiated appropriately and effective consolidation of learning. The less effective practice included too much teacher direction, missed opportunities to encourage the children's oracy and thinking skills, slow pacing and low-level challenge. The school has identified appropriately the need to develop a policy for play based learning to ensure the staff has better shared understanding of progression and challenge. The staff has worked hard to develop the outdoor area as an effective learning environment.

The teachers generally mark the children's written work regularly and supportively and provide prompt oral feedback to improve learning. In the best practice, effective marking promotes improvement and the children are encouraged to engage in the self-evaluation of their learning.

The provision for **special educational needs** is good. Children benefit from well planned and focused withdrawal sessions in both English and mathematics as well as effective in class support. The school has identified the need to review its approach to planning individual education plans and the inspection findings endorse this.

The quality of provision in the **hearing impaired units** is very good. The provision has many strengths of which the most effective aspects are: the comprehensive planning, assessment and collaborative working of the teachers and the speech and language therapist; the teachers' excellent level of skill, understanding of and sensitivity to the children's learning needs; and the high quality of the teaching which is carefully focused on language development. The children make good progress in their communication, literacy, and numeracy skills. They also make good progress in their level of social and personal well-being from their starting points as assessed on admission and as indicated in their statutory statements of educational needs.

The unit provides a valuable and much needed resource and is a notable feature of the school.

The quality of the arrangements for **pastoral care** is very good. This is evident for example, through the very good working relationships observed between the staff and the children, and the children's exemplary behaviour. The school makes good use of a broad range of visits and visitors to the school to enhance the children's learning experiences and has developed many useful links and partnerships within the community. The children have increasing opportunities to air suggestions and ideas about the life and work of the school through the recent introduction of the School Council and Eco Council.

The school has very good arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education (DE).

The school gives good attention to promoting **healthy eating** and provides a wide range of opportunities for sport and physical activity.

Leadership and Management

The overall quality of **leadership and management** is good.

The Principal is committed to the life and work of the school and has worked diligently to promote the school in the local and wider community. He is very effectively supported by his recently appointed Vice-principal.

The school development plan (SDP) meets the DE requirements. However, most of the action plans are not sufficiently focused on teaching and learning and do not adequately identify the strategies through which the targets will be realised

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

In the areas inspected, the quality of education provided by this school is good and the pastoral care is very good. The school is meeting effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cregagh Primary** iii. **Date of Inspection: W/B 26/10/11**
 ii. **School Reference Number: 401-1632** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	22	22	26	19	22
Enrolments					
Primary	164	155	163	154	149
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	13	9	9	10	8
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): 93.7% **NI Avg Att: 94.7%**
- Average Attendance for those children on the
 Special Educational Needs Register: 93%
- | | Primary &
Reception | Nursery
Unit | Special
Unit | Irish Medium
Unit |
|---|--|-----------------------------|---------------------|----------------------|
| D. i. Number of Teachers
(including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours) | 8.8 | 0 | 2 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 14.5 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 21.3 | | | |
| iv. Class Size (Range): | 17 to 25 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support: | 32 | | |
| | ii. Foundation Stage Classroom
Assistant Support: | 42.5 | | |
| | iii. Additional hours of other
classroom assistant support: | 149 | | |
| vi. Percentage of children with statements of special educational needs: | 8.3% | | | |
| vii. Total percentage of children on the Special Needs Register: | 33.8% | | | |
| viii. Number of children who are not of statutory school age: | | | | |
| ix. Percentage of children entitled to free school meals: | 37.6% | | | |
| x. Percentage of children at the end of Key Stage 2 for 2010/11
who attained level 4 and above in English and mathematics,
and Irish (in Irish-medium schools): | English
78.2% | Mathematics
82.5% | Irish
N/A | |

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

One hundred and twenty-six questionnaires were issued to the parents of the primary school; approximately 47% were returned to the Inspection Services Branch and 28 contained additional written comments. A majority of the comments reflected very favourably on the support and dedication of the Principal and teaching staff; attention was also drawn to the friendly, caring and supportive ethos of the school. Ten questionnaires were issued to the parents of the Special Unit; 60% were returned and a few contained additional written comments.

Nine of the teaching staff and thirteen members of the support staff responded to the online questionnaires. A small number of the teachers and support staff supplied additional comments all of which were very positive in particular about the improvements in areas such as literacy and numeracy and the Principal's commitment to the life and work of the school and hearing impaired units.

The inspectors also met with a group of the year 6 children. The children report they enjoy school, feel safe and know who to turn to if they have a concern. In particular they reported their enjoyment of clubs, sport, art and English.

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