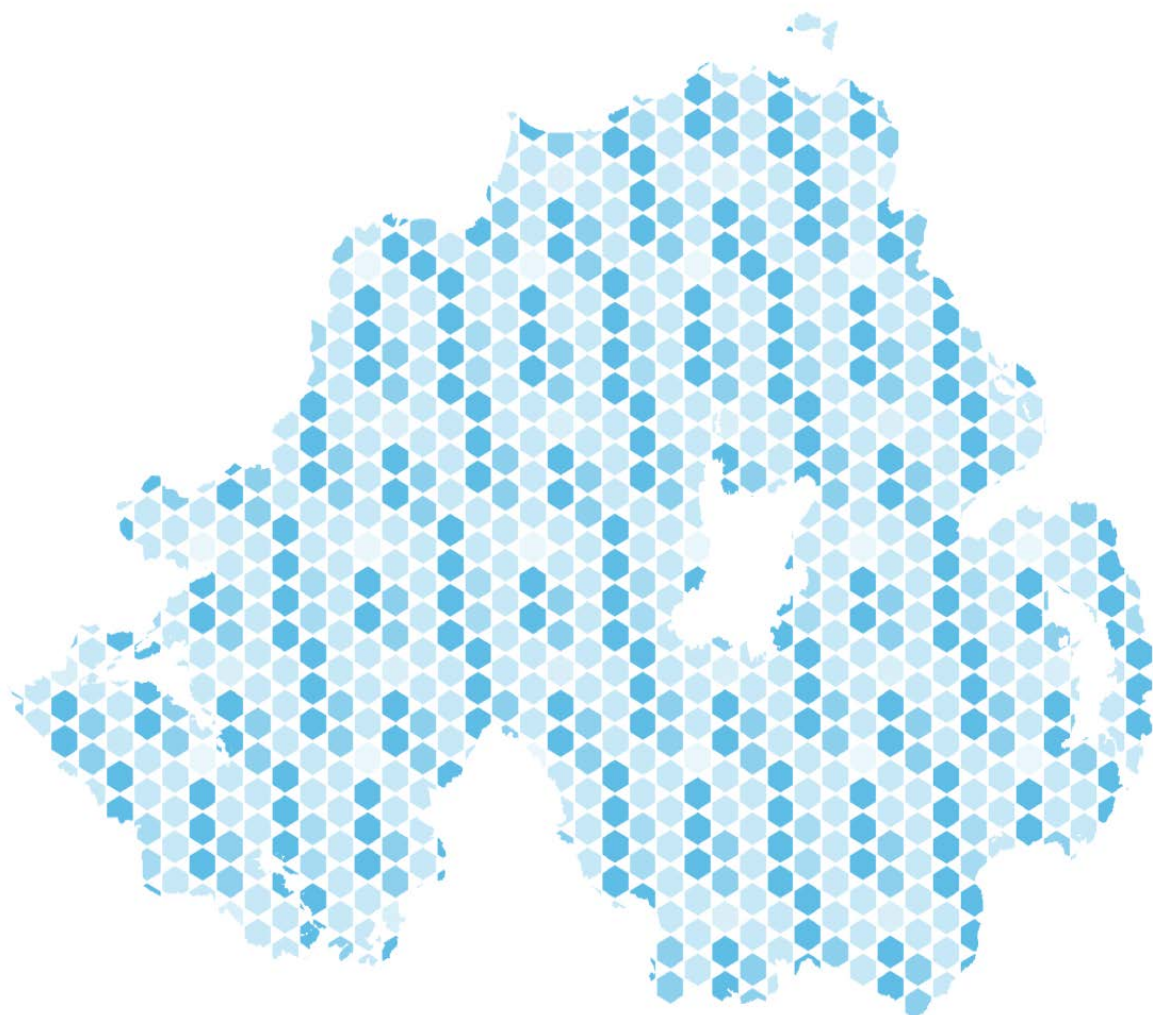


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Euston Street Primary School  
and Nursery Unit, Belfast

Report of an Inspection in  
November 2013

*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



CSE



## Quantitative terms

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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall finding	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	5
Appendices	

## 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 Education and Training Inspectorate's (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 teaching and learning, 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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued (total number in the school per category)	Number returned	Percentage returned	Number with comments
Primary School Parents	178	11	6%	*
Nursery Unit Parents	40	*	*	*
Teaching staff	17	16	94%	*
Support staff	13	8	62%	*

\* fewer than 5

The Education and Training Inspectorate (ETI) is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parental questionnaire may be low.

The responses to the parental questionnaires indicated that there were high levels of satisfaction with the primary school and nursery unit. In the small number of written responses, the parents praised the principal and reported that they value the approachable staff. All of the teachers and the support staff completed questionnaires and their responses were almost all positive.

## 2. Context

Euston Street Primary School and Nursery Unit is situated on Euston Street, located between the Woodstock and Castlereagh Roads, Belfast. The nursery unit is facilitated within the primary school building; it includes two nursery classes. There has been a growth in newcomer children attending the school. The principal and vice-principal are recently appointed within the last fourteen months. The school has experienced a high turnover of staff in the previous four years.

<b>Euston Street Primary School Primary School and Nursery Unit</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Enrolment	266	270	277	287
% Attendance	89.3%	90%	89.9%	-
FSME Percentage <sup>1</sup>	57%	65%	63%	62%
% of children on SEN register	44%	30%	42%	31%
No. of children with statements of educational needs	*	*	*	*
No. of newcomers	15	23	38	56

**Source:** data as held by the school.

\*fewer than five

### 3. Focus of inspection

The inspection focused on:

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

### 4. Overall finding

<b>Overall Performance Level</b>	<b>Inadequate</b>
<b>Achievements and Standards</b>	<b>Inadequate</b>
<b>Provision</b>	<b>Inadequate</b>
<b>Leadership and Management</b>	<b>Inadequate</b>
<b>Nursery Unit</b>	<b>Good</b>

### Key findings of the inspection

#### 5. Achievements and standards

- The children are generally well behaved and work diligently to meet the expectations of the staff. When given the opportunities, they are capable of demonstrating good self-management skills and persevere well to complete tasks. During the inspection, the younger children demonstrated good levels of self-confidence and enjoyment while performing for an audience of parents and visitors. In the nursery and year one classes, the children have good levels of independence and self-management skills; however, these are insufficiently built upon throughout the other year groups.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- An analysis of the end of key stage (KS) 2 performance data in three of the past four years\* shows that, in English and mathematics, the school's performance is consistently below the Northern Ireland (NI) average. Compared with schools in the same free school meals (FSM) category, the performance in English and in mathematics is consistently below the average for similar schools. The school's internal performance data shows that a significant minority of the children, including those who require additional support with aspects of their learning, are making inadequate progress in English and mathematics in line with their ability. The children have difficulties with the understanding and application of basic literacy and numeracy skills.
- To improve further the attainment of the children who have additional educational needs the staff need to build more consistently on the children's prior attainments.
- The children in the nursery unit, including those with English as an additional language, are well integrated and are making good progress in their acquisition of English. They can sort, match and count naturally through play and are interested in early mark-making.
- The children's achievements and standards in information and communication technology (ICT) including the Council for the Curriculum, Examinations and Assessment (CCEA) ICT Accreditation are below the Northern Ireland (NI) average in the past two years. The children's work on display shows that they have a broad range of ICT skills; this good practice of using ICT to support learning needs to be developed further to enhance the quality of the children's educational experiences.

## **6. Provision**

- The planning for the key components of both literacy and numeracy lack coherence and progression. The staff need to plan programmes that match specifically the children's learning needs and monitor their progress and development in order to raise the low standards in literacy and numeracy. The organisation of the daily timetable is too fragmented and needs to be reviewed to ensure that there are sufficient periods of time for the children to engage actively in their English, reading and mathematics sessions.
- The quality of teaching ranged from very good to satisfactory. Over half of the lessons were good or better, the remainder of the teaching was satisfactory. In the best practice, the children enjoyed learning in a stimulating classroom environment and the quality of effective questioning enabled the children to think through and consolidate their learning. The remainder of the teaching had areas for improvement. The activities did not match sufficiently the learning needs and interests of the children. The lack of rigour in marking for improvement is affecting the children's progress in learning and they are unaware of, and, consequently repeat common errors in their work. The development of ICT is focused too narrowly on the acquisition of skills. The use of the library and ICT suite needs to be improved as a resource for regular reading and developing the children's interests and enjoyment in learning.

---

\* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

- The school has recently reviewed the entire provision for special educational needs and has put processes in place to identify the children's learning difficulties and to provide support. There continues to be important areas for improvement. The special educational needs co-ordinator has identified appropriately that the current level of withdrawal support is insufficient and the teachers need to take greater responsibility for developing the children's individual educational plans.
- The children in the nursery unit and the early years experience good literacy and numeracy provision and develop good language and mathematical skills. Throughout the other year groups, there is a need to consolidate the children's knowledge and application of key concepts and skills, to develop their confidence, dispositions to learn and the standards they achieve. In a minority of the lessons, the children were given good opportunities to work together at practical problem-solving and investigative activities. The effective practice of connecting the learning in meaningful contexts needs to be disseminated within and across the school.
- The quality of the provision in the nursery unit is good. The educational programme provides appropriate opportunities for learning through play in all areas of the pre-school curriculum. The children respond well to the high expectations of the staff and their involvement in the children's play is sensitive and develops effectively their language and learning. The nursery unit staff need to develop further the progression in the planning and the assessment of the children's learning.
- The quality of the arrangements for pastoral care is satisfactory. The staff have implemented a new reward system and the children are responding positively to the recognition of the improvements in their good behaviour. The school has recently provided the children with greater opportunities to be involved in decision making in the life and work of their school through the student council and Eco team. The nursery unit has a very positive ethos based on good working relationships at all levels. The staff provide a secure and supportive environment which helps the children to grow in confidence.
- The school gives satisfactory attention to promoting healthy eating and physical activity. The children need to have a mid-morning break and sufficient time for personal development, social interaction and play. The nursery unit gives good attention to healthy eating; the children have regular opportunities to play outdoors and would benefit from a more progressive and challenging physical play programme.

## **7. Leadership and management**

- After a prolonged period of instability in the staffing, the recently appointed principal and the vice-principal have begun to establish management structures. Most of the co-ordinators are newly appointed. A start has been made to the identification of under and low achievement and the use of a range of strategies to develop good behaviour and better attendance at school.

- The school development plan (SDP) does not meet fully the requirements of the Department of Education School Development Planning 2010 regulations. Leadership and management at all levels need to apply a strategic approach to self-evaluation and action-planning leading to sustained school improvement. In addition, the views of parents, the children, the governors and the staff need to be sought and incorporated when revising the SDP to take account of the findings of the inspection and the updating of the school policies.
- The school fosters links with the parents that include educational and behaviour management workshops and has availed of support provided by external support agencies. Leaders at all levels would benefit from further leadership and management training to establish robust procedures to monitor and evaluate the whole school planning and assessment arrangements.
- The Board of Governors is supportive of the principal and the staff. Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in most aspects of governance evaluated. Currently, the governors are working with the Belfast Education and Library Board (BELB) to reduce the school budget under-spend and to target resources to areas of need to improve the quality of provision. There are aspects of governance to review, namely, to ensure that the governors use their challenge function in setting more specific targets for improvement in literacy and numeracy standards and to improve the quality of learning and teaching in the school. They need to develop a more rigorous cycle of review of the whole-school policies to ensure that the policies are up-to-date and reflect the current school priorities, the new staff roles and responsibilities and the needs of the children.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the children, they indicated that they know who to speak to if they have any concerns about their well-being.

## **8. Conclusion**

In almost all of the areas inspected, the quality of education provided in this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in leadership and management, standards and learning and teaching which need to be addressed urgently if the school is to meet effectively the needs of all the children.

### **The main areas for improvement include the need:**

- to raise the low standards in literacy and numeracy attained by the children;
- to develop further the planning, teaching and assessment for learning in order to improve the children's learning experiences; and
- for leadership and management at all levels to apply a more strategic approach to self-evaluation and action-planning leading to sustained school improvement.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-18 month period.



**Health and Safety/Accommodation**

- During the inspection, the gates were open to the school grounds and vehicles had unregulated access.
- The garden area has a number of trip hazards.

© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

