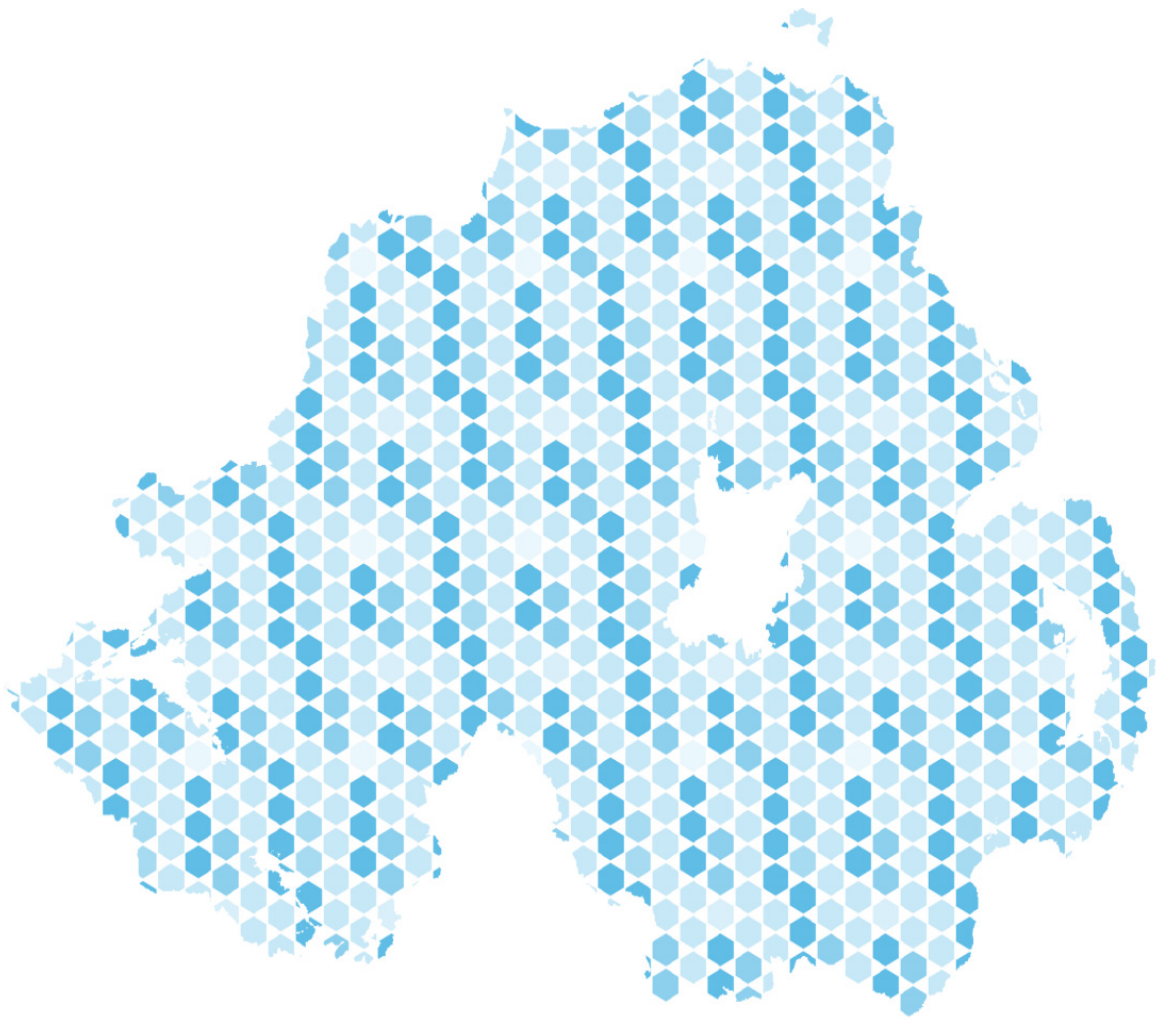


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Cedar Integrated Primary  
School and Nursery Unit,  
Crossgar

Report of an inspection  
in March 2012



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:

<b>DESCRIPTOR</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## SCHOOL CONTEXT

Cedar Integrated Primary School and Nursery is situated on the Kilmore Road, just outside Crossgar, County Down. The children come from the village and the wider surrounding area. While the intake to year 1 has remained steady over the last four years, the enrolment has fallen from 199 to 185 children. Over the same period, the enrolment at the nursery unit has remained constant. At the time of the inspection just under 12% of the children were entitled to free school meals. The school has identified almost 22% of the children as having additional needs in 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.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

## OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of the education provided by this school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated its capacity to address. The Education and Training Inspectorate will monitor the school's progress in these areas for improvement.

## KEY FINDINGS OF THE INSPECTION

### Achievements and Standards

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

- In English and maths most of the children attain good **standards**. Most of the children communicate well and are able to use their numeracy skills and strategies competently to solve a range of problems. They attain high standards in their use of ICT. The school has appropriately identified the need to develop further the use of performance data to set appropriate short-term targets, track the children's progress and ensure that all of the children attain standards in line with their ability.
- The children identified as having **special educational needs** make good progress and achieve standards in line with their ability.

## Provision for Learning

The provision for learning is good.

- The **children's** behaviour is exemplary; they are consistently friendly and courteous to each other and to visitors to the school. They are highly motivated to learn, settle quickly to work and participate confidently in their lessons. They work well independently and co-operate effectively in paired and group activities.
- The quality of the **teaching** ranged from good to outstanding, with the majority being good and almost two-fifths being very good. The lessons were consistently well structured and the teachers used a good range of learning and teaching strategies, including skilful questioning, to extend the children's thinking. The teachers' planning is detailed and includes well-focused differentiation which meets the needs of all of the children. The classroom assistants engage actively with the children and provide them with appropriate support in their learning.
- The provision for **special educational needs** is very good. The children's needs are identified early and appropriate in-class and withdrawal support is provided. The school has established effective processes for consulting the parents, children and teachers about the writing and updating of the individual education plans.
- The quality of the arrangements for **pastoral care** in the school and nursery unit is very good. The very good working relationships at all levels are characterised by mutual respect. The children's achievements are recognised through an effective reward system which celebrates all aspects of their learning and personal development. The school develops well the children's sense of personal responsibility through, for example, the playground "Buddy" system.
- The school and nursery unit have satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the **child protection** guidance issued by the Department of Education (DE). The school needs to ensure that training for all designated persons is updated regularly, that there is a named person within the nursery unit and that the associated policies are reviewed and updated to reflect the practice within the school and nursery unit.
- The school and nursery unit give very good attention to promoting **healthy eating** and **physical activity** through the whole-school focus on healthy breaks and lunchboxes and the very good opportunities provided for active play.

## Leadership and Management

The quality of leadership and management is very good.

- The **Principal** provides very good strategic leadership and communicates her vision very effectively. She has fostered a collegial ethos within the school and is committed to raising further the standards attained by the children.
- The whole-school **self-evaluation** and **school development planning** processes are very good. The well-established culture of self-evaluation and the consultation processes within the school inform the school development plan and associated action plans.

- The **Vice-principal** and **co-ordinators** support the Principal effectively and provide very good strategic leadership in their areas of responsibility.

## **CONCLUSION**

In the areas inspected, the quality of the education provided by this school is good. The school has important strengths in its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated its capacity to address. These are the need to:

- develop further the use of performance data to set appropriate short-term targets, track more effectively the children's progress and raise further the standards they achieve; and
- update key curricular and pastoral policies.

The Inspectorate will monitor the school's progress in the areas for improvement.

## CEDAR INTEGRATED PRIMARY SCHOOL NURSERY UNIT

### KEY FINDINGS OF THE INSPECTION

- There is a friendly, caring **ethos** in the nursery based on very good working relationships at all levels. The children display a positive attitude to their learning, make full use of the attractive and interesting learning environments, respond positively to the staff's expectations and demonstrate very good behaviour.
- The quality of the **interaction** between the staff and the children is consistently of a high standard. The nursery teacher and assistant join in the play activities to engage the children in purposeful discussion about their work and use skilful questioning to develop their thinking and language.
- There are good **opportunities for learning** in all areas of the pre-school curriculum; the promotion of the children's personal, social and emotional development, the progression of their language and the development of their understanding of the world around us are particular strengths of the programme.
- The written **planning** provides a broad and varied programme for the children throughout the year and is used effectively to guide the staff in their work.
- The **nursery teacher** is very conscientious and has a clear vision for developing the work within the nursery. She works closely with the **nursery assistant** and both contribute to the overall effectiveness of the programme.

In the areas inspected, the quality of the education provided by the nursery unit is good. The nursery unit has important strengths in most of its educational provision. The inspection has identified an area for improvement which the nursery unit has demonstrated the capacity to address.

This is the need to:

- develop further the methods of record-keeping and assessment to ensure there is sufficient evidence to provide an accurate account of the children's progress and development across all areas of their learning.

The Inspectorate will monitor the nursery unit's progress in the area for improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Cedar Integrated Primary** iii. **Date of Inspection: W/B 22/03/12**  
 ii. **School Reference Number: 406-6588** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	27	28	25	27	27
<b>Enrolments</b>					
Primary	196	199	194	191	185
Reception	0	0	0	0	0
Nursery Unit	26	26	26	26	26
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): 95.1% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.16%

**Primary & Reception    Nursery Unit    Special Unit    Irish Medium Unit**

- D. i. Number of Teachers (including the principal and part-time teachers): 8.6    1    0    0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 21.51    NI PTR: 20.2
- iii. Average Class Size: 26.43
- iv. Class Size (Range): 24 to 30
- v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 36  
 ii. Foundation Stage Classroom Assistant Support: 40  
 iii. Additional hours of other classroom assistant support: 136.25
- vi. Percentage of children with statements of special educational needs: 3.2%
- vii. Total percentage of children on the Special Needs Register: 21.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 11.89%
- 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** 85.19%    **Mathematics** 85.19%    **Irish** N/A

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 126 questionnaires issued to the parents of children in the primary school, 33 (26%) were returned to Inspection Services Branch (ISB), including 14 which contained additional written comments. Of the 25 questionnaires issued to the parents of children in the nursery unit, 5 (20%) were returned to ISB and a small number contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the school's welcoming ethos; the dedicated, approachable staff; and the leadership of the Principal.

Seventeen members of staff, including the teachers and the support staff, responded very positively to the staff questionnaires. The key messages from all of the questionnaires have been shared with the Principal and a representative of the Board of Governors (governors).

The inspectors also met with a group of the year 6 and 7 children; they talked very positively about the helpful staff, the very good opportunities for physical activity during the school day and in extra-curricular activities. They reported that they feel very secure in school and know what to do if they have any concerns about their safety and well-being.



**HEALTH AND SAFETY**

- There is no visibility panel in the door to the learning support room.

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