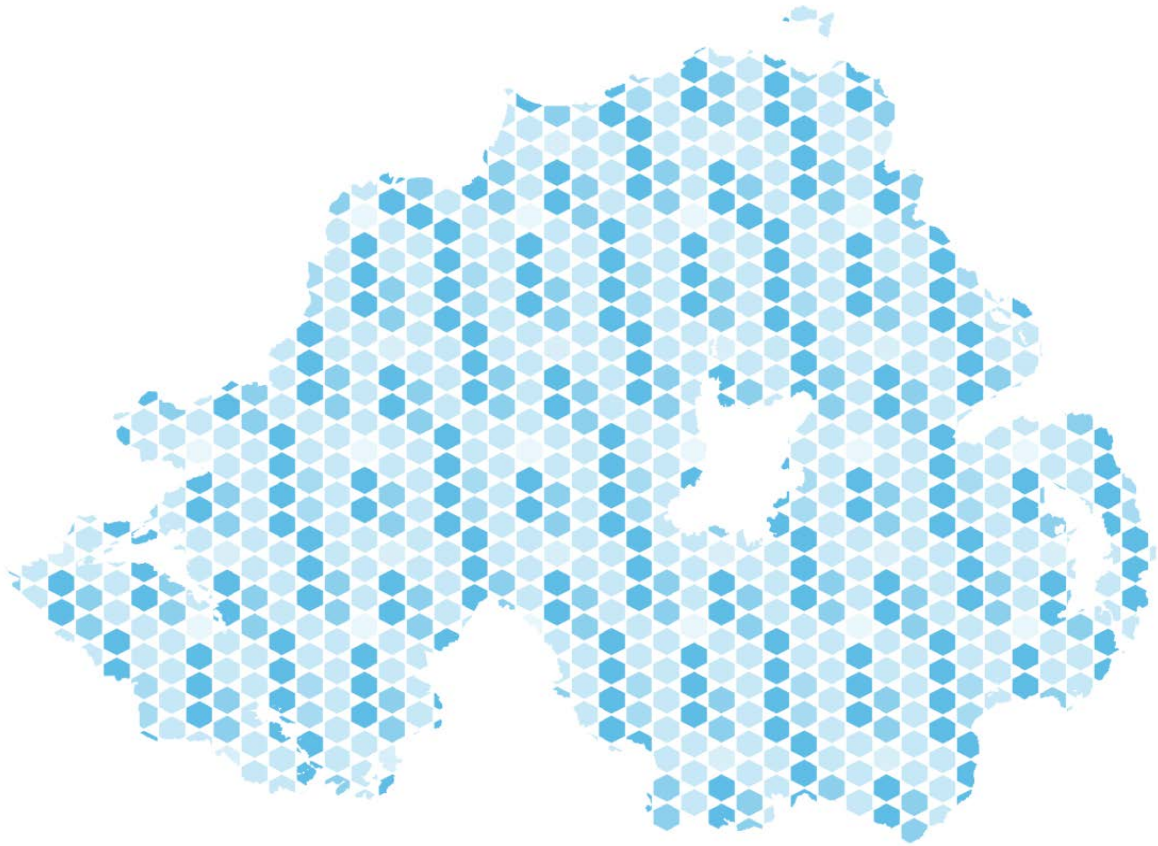


PRIMARY INSPECTION



Education and Training
Inspectorate

Holy Evangelists' Primary School and
Nursery Unit, Twinbrook, Dunmurry,
Belfast

Maintained, co-educational

Report of a Baseline Monitoring
Inspection in May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Baseline Monitoring Inspection of Holy Evangelists' Primary School and Nursery Unit, Twinbrook, Dunmurry, Belfast (403-6702)

Introduction

The aim of the Baseline Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Holy Evangelists' Primary School and Nursery Unit opened in September 2015 as an amalgamation of the former St Luke's Primary School and St Mark's Primary School and Nursery Unit, Twinbrook. The school is operating currently on the existing site of St Luke's Primary School and the nursery unit is on the former site of St Mark's Primary School. A new school build is being planned which will enable all of the children, from the nursery unit and primary school, to be educated together.

Views of parents and staff

A confidential, online questionnaire was issued to parents and staff in advance of the inspection visit. A minority of parents and a majority of staff responded to the questionnaire. Almost all of the staff responses indicated high levels of awareness of, and contribution to, the establishment of the school's ethos, vision and values; most agreed that staff development opportunities are linked clearly to school priorities. Most of the parental responses highlighted satisfaction with all aspects of the life and work of the school. In particular, the parents praised: the approachable principal and staff; and, the support they receive from the parental hub, including the opportunities for learning and socialising that the resource creates for them. All of the findings, including the small number of issues arising, have been shared with the senior leadership team.

Focus of the inspection

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for learners. During the inspection, a line of inquiry was selected from the development plan priorities; the school was asked to demonstrate if and how the actions taken have led to improvement for the children. The ETI met with groups of children from year 6 and the senior leadership team, which included the principal, vice-principal, special educational needs co-ordinator and the literacy co-ordinator.

The line of inquiry focused on the school's actions to:

- improve the outcomes for children across all aspects of communication through the development of a shared understanding of effective learning and teaching in literacy.

Key findings

- The children throughout the school, from nursery to key stage (KS) 2, engage fully in their learning, remain on task and work well both independently and with each other. Almost all contribute confidently to whole-class discussions and express their ideas, thoughts and opinions in a coherent and confident manner. The children make progress in their learning across all aspects of communication. They use appropriately, and with increasing confidence, a range of strategies to read and write independently; the children articulate the strategies they use and

engage in meaningful self- and peer- assessment. The children understand the range of thinking skills and personal capabilities that they are developing through their learning and talk about these maturely from the foundation stage through to KS 2. A small group of year 6 children, who met with the inspectors, read with fluency and accuracy and talked confidently about their choices of authors and genres.

- During the inspection, all of the literacy lessons observed, including those for children with additional learning needs, were effective or highly effective in promoting high quality learning and teaching; most lessons were highly effective. In the most effective practice: staff set high expectations for the children's learning and behaviour; learning was well-paced and suitably differentiated to meet the needs of all children; and, the consistently high quality of the staff's questioning and interactions extended skilfully the children's learning, creativity and thinking. There is a systematic, ongoing and robust approach to assessment, which uses a wide variety of methods to monitor and track children's progress and set targets to inform future learning.
- There is a thorough and robust whole-school process of self-evaluation leading to improvement. Consultation with the children, staff and parents, and the effective use of a wide range of first-hand evidence by senior leaders and co-ordinators, have been used to identify appropriate priorities for the school development plan.
- The amalgamation has been led successfully by the dedicated senior leadership team and there is a shared commitment by all staff to the vision, ethos and values of the school. The senior leadership team, and all members of the school community, place the children at the centre of all aspects of the life and work of the school.

Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect the guidance from the Department of Education. The group of children from year 6 reported that they feel happy and safe in school and know what to do and who to talk to if they have a concern about their safety or well-being.

Conclusion

At the time of inspection, and for the line of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This will be reflected in future inspection arrangements.

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