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## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Greenwood Primary School and Nursery Unit  
Belfast**

**Inspected: February 2008**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT, BELFAST, BT4 3HS (101-0304)**

The focused inspection in November 2005 highlighted strengths in the school's ethos, the provision for pastoral care, the links with parents, the children's responses, and the standards they achieve, particularly in reading, the quality of the teaching and the quality of leadership provided by the Principal. The areas for improvement identified were the need to:

- review the opportunities for learning through structured play; and
- develop teaching strategies which maintain the pace and challenge of the lessons and engage more fully the wide range of abilities within each class, particularly the more able.

In the interval since the inspection, the following action which affects the work of the school has taken place:

- a new Vice-principal was appointed and took up post in September 2007; and
- the school acquired additional resources for play-based learning.

The Education and Training Inspectorate carried out a follow-up inspection in February 2008. The school's development plan has been adjusted in light of the inspection findings. The following are the most important improvements since the focused inspection:

- the teachers have reviewed their planning for play to include the identification of clear learning outcomes with an appropriate focus on the development of thinking skills;
- there is a better understanding of the role of the adult in promoting the children's learning through play, and this is leading to more sustained and effective interaction with the children;
- the school has continued to develop and monitor effectively the guidelines for the teaching of writing which provide the children with opportunities to write in a wide range of styles; and
- the teachers make very good use of a range of resources and teaching strategies which provide appropriate challenge, help develop the children's independence and cater for the wide range of abilities present in the classes.

Since the inspection, the school evaluated the progress made in the areas for improvement identified in the original inspection. The promotion of a self-evaluative culture throughout the follow-up inspection period contributed significantly to the improvement made, and helped the school identify appropriately its priorities for future development. The inspection confirms that, through effective self-evaluation, the school demonstrated clear evidence of improvement.

Good progress has been made in the areas for improvement identified during the original inspection. The educational and pastoral needs of the learners are well met. The parents and broader community can have confidence in the effectiveness of the school's response to the findings of the inspection and its capacity for sustained self-improvement.

## **THE NURSERY UNIT**

The inspection in November 2005 highlighted strengths in the quality of the learning environment and the children's responses to the planned activities. The area for improvement identified was the need to:

- link the information gained through observation to provide more challenge or support for individual children.

In the interval since the inspection, the following action which affects the work of the nursery unit has taken place:

- a temporary full-time teacher was appointed and took up post in September 2006;
- additional resources were acquired to broaden the children's learning experiences in the outdoor area; and
- the teacher accessed training in developing music-making in the nursery and in supporting children with special educational needs.

The Education and Training Inspectorate carried out an inspection visit to the unit as part of the follow-up process. This report was compiled following the inspection visit on 20 February 2008.

The nursery has a development plan, which has been adjusted in light of the inspection findings. The following are the most important improvements brought about by the staff and the management team:

- the children's responses to the play activities are evaluated regularly and this information is now used to inform the planning;
- the staff have reviewed and improved the methods of assessing and recording the progress of those children who require additional challenge or support; and
- the nursery teacher has liaised with the Year 1 teachers to ensure continuity and progression in the planned themes and topics, and has worked with the Literacy Co-ordinator to promote further the children's listening skills.

Since the inspection, the nursery unit has evaluated the progress made in the area for improvement identified in the original inspection. The promotion of a self-evaluative culture throughout the follow-up inspection period contributed to the improvement made, and helped the nursery identify appropriately its priorities for future development.

Good progress has been made in the area for improvement identified during the original inspection. The educational and pastoral needs of the children are well met. The parents and broader community can have confidence in the effectiveness of the nursery's response to the findings of the inspection and its capacity for sustained self-improvement.

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