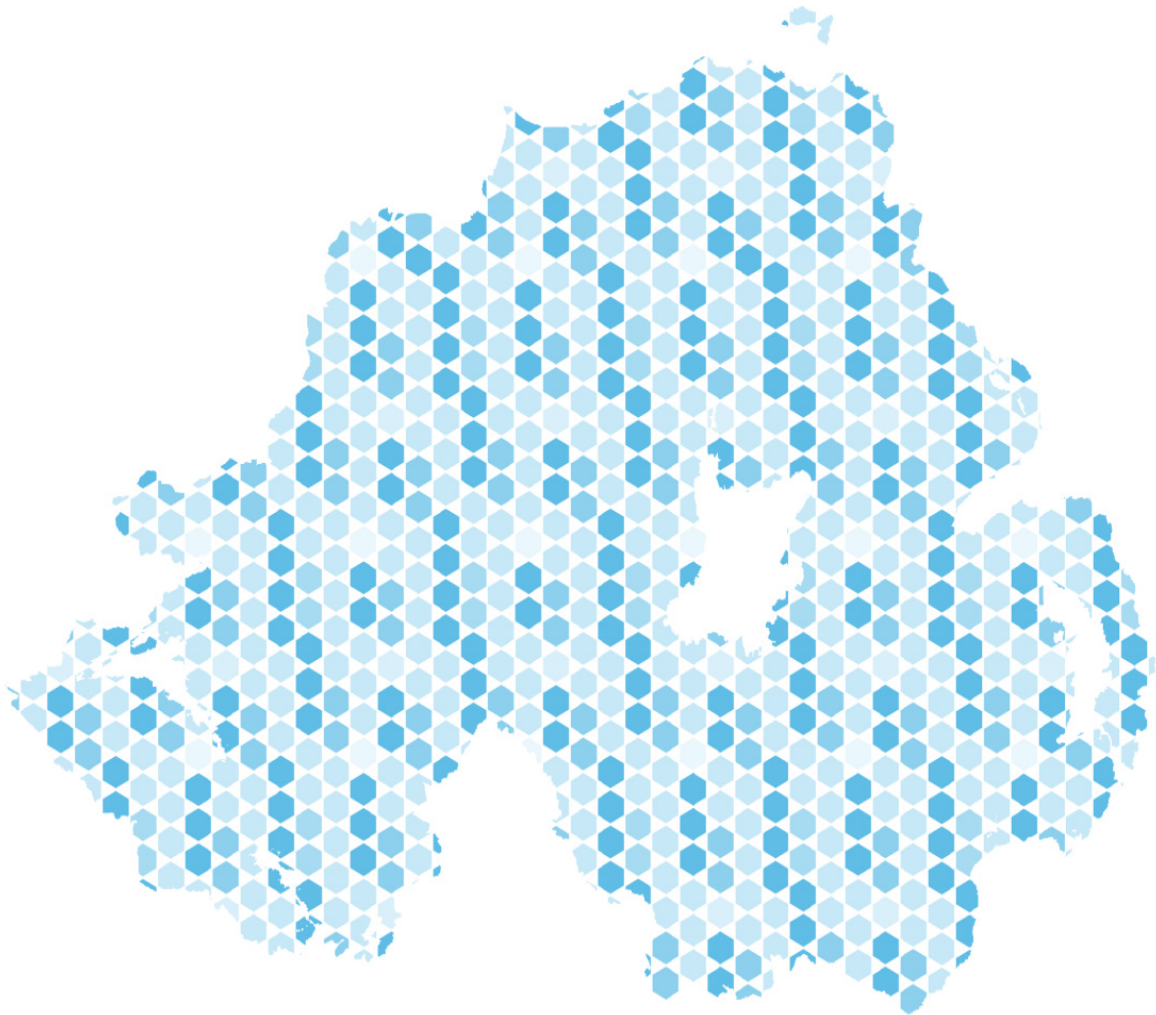


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Belmont Primary School,  
Belfast

Report of an Inspection  
in June 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

Belmont Primary School is situated on the Belmont Road in east Belfast. The enrolment has increased steadily over the past four years and currently stands at 251. The majority of the children come from the local Belmont area. The school is part of a unique model for primary education in Belfast and it caters for children in years 1 to 3. Almost all of the children then transfer to another nearby controlled primary for years 4 to 7. At the time of the inspection 6.8% of the children were entitled to free school meals and the school had identified approximately 20% 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 outstanding; the quality of the pastoral care is also outstanding. The school 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 outstanding.

- In English and mathematics, most of the children attain excellent **standards** in line with their ability. The children are highly motivated, articulate and are able to work with a high degree of independence and self-management.
- The children who require **support with aspects of their learning** make the progress and attain the standards of which they are capable. A major feature of their progress is their increased confidence and self-esteem.
- The children have been very successful in achieving for the school a number of **externally accredited awards**, most recently, a second Green Flag award for Eco-schools, the Save our Smiles Award for healthy eating and the Lord Mayor's special award for continued environmental work.

### PROVISION FOR LEARNING

The provision for learning in the school is outstanding.

- The **children's behaviour** is exemplary. They are polite, courteous and engage confidently and enthusiastically with their peers and all other adults through all aspects of school life.
- Almost all of the teaching observed was very good or outstanding. The hard-working **teachers** work well together as a team and hold high expectations for the standards and achievements of every child. The classroom assistants provide valuable support to the teachers and the children.
- The school identifies at an appropriately early stage the children who need **support** in literacy and/or numeracy. Additional provision, either through withdrawal or in class support, is matched very well to the children's needs and provided in a most supportive, sensitive and effective manner.
- There is a very welcoming and inclusive ethos in the school where every child is highly valued. The quality of **pastoral care** is characterised by the excellent working relationships at all levels; the vibrant displays throughout the school which celebrate the work of all children; the very good use made of educational visits and visitors to enhance the children's learning and social development; and the extensive range of after-school activities available to all the year 3 children.
- The school has very good comprehensive arrangements in place for **safeguarding children**. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives excellent attention to promoting **healthy eating and physical activity**; for example, through the healthy break buffet, the walking bus and the extensive range of sporting activities available to the children which encourage them to adopt healthy lifestyles.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is outstanding.

- The **Principal** provides very effective leadership. She is highly committed to the life and work of the school and provides clear and realistic strategic direction for its development and improvement. She promotes a strong collegiality amongst all the staff and a very inclusive ethos involving the parents, staff and other link schools.
- The whole-school **self-evaluation** and **school development planning** (SDP) processes are very good. The SDP has been informed through discussions with the children, parents, staff and Board of Governors. It is supported by appropriate action plans to guide the continued developments and improvements within the school.
- The **middle management team** including the **Special Educational Needs Co-ordinator** provide very good leadership and management for their areas of responsibility. The processes for monitoring and evaluating learning and teaching are very well developed and inform further developments within the school.

## **CONCLUSION**

In the areas inspected, the quality of education provided by this school is outstanding; the quality of the pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Belmont Primary** iii. **Date of Inspection: W/B 01/06/11**  
 ii. **School Reference Number: 101-0012** iv. **Nature of Inspection: Short**

B.

| School Year       | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake     | 86      | 67      | 88      | 81      | 84      |
| <b>Enrolments</b> |         |         |         |         |         |
| Primary           | 239     | 223     | 241     | 242     | 251     |
| Reception         | 0       | 0       | 0       | 0       | 0       |
| Nursery Unit      | 0       | 0       | 0       | 0       | 0       |
| 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): 95.3% **NI Avg Att: 94.9%**
- |  | 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)      | 10.6                  | 0            | 0            | 0                         |
| ii. PTR (Pupil/Teacher Ratio):   | 23.7                  | NI PTR: 20.7 |              |                           |
| iii. Average Class Size:   | 27.9                  |              |              |                           |
| iv. Class Size (Range):  | 26 to 29              |              |              |                           |
| v. Ancillary Support:  |                       |              |              |                           |
| Number of Hours <b>Per Week</b> :  |                       |              |              |                           |
| i. Clerical support:   |                       |              |              | 28                        |
| ii. Foundation Stage Classroom Assistant Support:  |                       |              |              | 90                        |
| iii. Additional hours of other classroom assistant support:  |                       |              |              | 15                        |
| vi. Percentage of children with statements of special educational needs:   |                       |              |              | 0.79%                     |
| vii. Total percentage of children on the Special Needs Register:   |                       |              |              | 20.7%                     |
| viii. Number of children who are <b>not</b> of statutory school age:   |                       |              |              | 0                         |
| ix. Percentage of children entitled to free school meals:  |                       |              |              | 6.8%                      |
| x. Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics: | <b>English</b><br>N/A |              |              | <b>Mathematics</b><br>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 116 questionnaires issued to the parents, in the primary school 61 (52.5%) were returned to the Inspection Services Branch, including 40 which contained additional written comments. All of the parental questionnaires expressed high levels of satisfaction with almost all areas of the life and work of the school.

All of the written responses to the questionnaire refer to the excellent school and the importance placed by the staff and Principal on the development of every child as an individual. They express high regard for the welcoming and approachable Principal and staff and for the school as a place where children learn well and experience a broad and balanced curriculum.

Thirteen members of the teaching staff responded to the online questionnaire and four included written comments. The responses were wholly positive about all aspects of the school. Four members of staff made written comments highlighting the effective leadership of the Principal, the very good working relationships among the staff and the importance placed on the welfare and progress of the children.

The six support staff who responded to the online questionnaire were very positive about almost all aspects of the school. There were two additional written comments which indicated that there is a good team spirit among the staff.

The inspectors also met with a group of the year 3 children. They talked happily and enthusiastically about their experiences in school and are aware of what to do if they have any concerns about their safety and well-being.

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