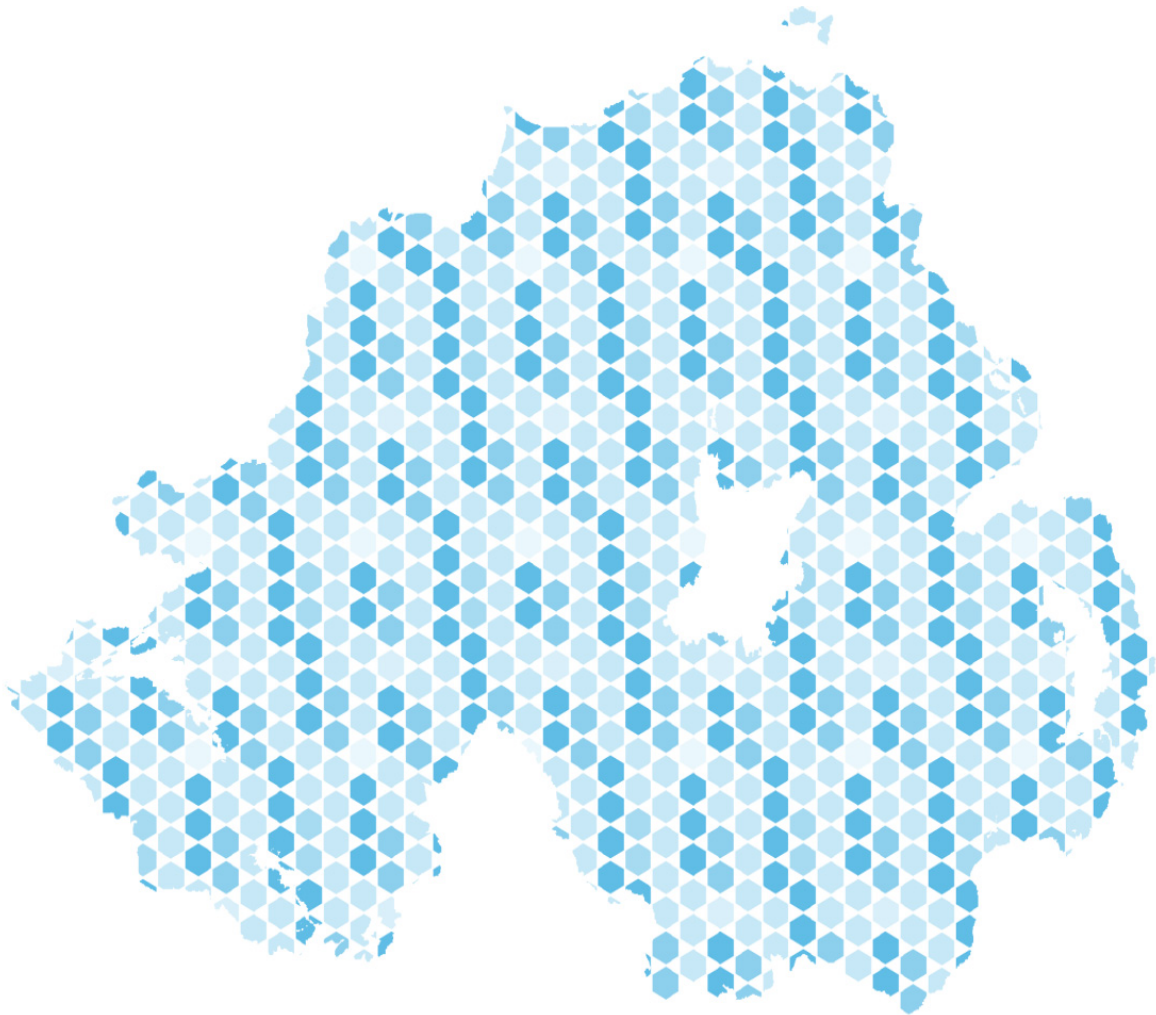


PRIMARY INSPECTION



Education and Training
Inspectorate

Silverstream Primary School
and Nursery Unit, Greenisland

Report of an Inspection
in April 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:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

SCHOOL CONTEXT

Silverstream Primary School and nursery unit is situated in Greenisland in County Antrim. All of the children attending the school come from the local community. The enrolment has increased in recent years and currently stands at 97 in the primary school and 26 in the nursery unit. At the time of the inspection, approximately 50% of the children in the school were entitled to free school meals. The school has identified 25% of the children who require 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 FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and 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 good.

- In English and mathematics, most of the children make good progress as they progress through the school and attain **standards** in line with their ability. The children are able to express their thoughts and feelings orally and through the use of a range of writing approaches. Most of the children are able to apply their numeracy skills within meaningful contexts.
- The children identified **with special educational needs** make very good progress and reach the standards of which they are capable. The school, through its own assessment data, is able to demonstrate clearly the good progress made by the children.
- The children in the **nursery unit** attain good standards in language development and early mathematical skills.

Provision for Learning

The provision for learning is very good.

- The **children** are confident, very welcoming and mannerly to visitors and their behaviour is excellent. They are highly respectful of the staff and each other and have a positive disposition to learning. The children interact well with one another in paired and group work; they are keen to demonstrate and apply their learning in a variety of contexts.
- The staff are very hard-working and highly committed to the education and care of the children, and are very well supported by the classroom assistants. The quality of the **teaching** observed ranged from good to outstanding. Approximately one third of the lessons observed were outstanding. The teachers use a range of active and practical learning and teaching strategies to engage the children, to challenge their thinking and to extend their learning. There were good interactions among the children and between the children and their teachers.
- The teachers make good use of **information and communication technology** (ICT) to support the children in their learning in both literacy and numeracy. During the inspection, there were good examples of the interactive white boards being used effectively to engage the children. The children use ICT competently to develop and consolidate their understanding in many areas of the curriculum.
- The provision for **special educational needs** is **very good**. Effective arrangements are in place to identify the children who require additional support across all classes and realistically high targets are set for the children. The children are supported well in their learning through appropriate in-class differentiation. The classroom assistants make a valuable contribution to the children's progress. There is evidence that the children who make sufficient progress in their learning are withdrawn from the SEN register.
- The quality of the arrangements for **pastoral care in the school and the nursery unit** is outstanding. This is evident through the excellent working relationships at all levels and the caring, supportive and child-centred ethos throughout the school. The school has worked hard to put the family and local community at the centre of school life. There is a strong commitment to encourage the children to have a say in matters that affect them.
- The school and nursery unit has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the guidance issued by the Department of Education.
- The school, including the nursery unit, gives very good attention to **promoting healthy lifestyles**.

Leadership and Management

The quality of leadership and management is very good.

- The quality of the leadership provided by the **Principal**, who has been in post for 15 years, is very effective. Since taking up her post, she has paced the necessary changes to the work of the school appropriately and ensures the development of a sense of collegiality amongst all the staff. She has delegated curricular responsibilities effectively to the conscientious staff; there is a clear and shared vision for the future development of the school. The Principal is supported well by the Vice-principal.
- The SEN, literacy, numeracy, assessment, ICT and ECO **co-ordinators** provide very good leadership. A particular strength is the extent to which the range of qualitative and quantitative performance data is being used to identify areas for further development in learning and teaching. The co-ordinators are developing very effectively their roles in monitoring and evaluating the quality of the provision in their areas of responsibility.
- There is a well embedded culture of **self-evaluation** leading to continuous improvement among the staff and they all take responsibility for developing aspects of school life. The **School Development Plan** (SDP) has identified a range of relevant priorities and is supported by clearly focused action plans. Parents, children, staff and governors are given regular opportunities to contribute to the improvement process. Within the SDP, there is a strong focus on the provision for literacy and numeracy.
- The **governors** report that they are well-informed about all aspects of the life and work of the school; they work very effectively with the Principal to ensure the school is managed well.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good, and in the nursery unit it is good. The school is meeting very effectively the educational and pastoral needs of the learners, and has demonstrated its capacity for sustained self-improvement.

SILVERSTREAM PRIMARY SCHOOL NURSERY UNIT

KEY FINDINGS OF THE INSPECTION

- There is a welcoming, positive and inclusive ethos in the nursery based on very good relationships at all levels.
- The children are well settled, happy and motivated; they demonstrate good levels of concentration and cooperation in the play activities.
- There is a broad and balanced programme which offers good opportunities for learning in all areas of the curriculum, particularly the developments and use made of the highly stimulating outdoor play environment.
- There are instances of good quality interactions between the staff and the children which develop purposeful play; the children develop very good independence and self management skills.
- The good quality of the planning for and the evaluation of the children's learning experiences.
- A good start has been made in self evaluation to improve aspects of the nursery provision.

In the areas inspected, the quality of education provided by the nursery unit is good. The nursery has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the nursery has demonstrated the capacity to address, ETI will monitor the school's progress on the areas for improvement.

STATISTICAL INFORMATION ON SILVERSTREAM PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1	Class 2	Class 3
Attending full-time	26		
Attending part-time			
Under 3 years of age*			
With statement of special educational needs			
Without a statement but receiving therapy or support from other professionals for special educational needs			
At CoP stages 3 or 4**			
At CoP stages 1 or 2**	2		
With English as an additional language			

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	6
Average attendance for the previous year.	91%

2. *Duration of Sessions*

Full-time	Part-time: am	Part-time: pm
4½ hours	-	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	0
Nursery Assistants (qualified)	1	0
Nursery Assistants (non-qualified)	0	0

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	26
Percentage returned	37%
Number of written comments	5

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Silverstream Primary School iii. **Date of Inspection:** 17/04/12
 ii. **School Reference Number:** 301-6005 iv. **Nature of Inspection:** Short

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	6	11	11	13	11
Enrolments					
Primary	102	90	93	97	97
Reception	0	0	0	0	0
Nursery Unit	26	27	26	27	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): 94% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 95%

- | | 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) | 7 | 1 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 19.4 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 19.4 | | | |
| iv. Class Size (Range): | 14 to 22 | | | |
| v. Ancillary Support:
Number of Hours Per Week : | i. Clerical support:
ii. Foundation Stage Classroom Assistant Support: 20
iii. Additional hours of other classroom assistant support: 20 | | | |
| vi. Percentage of children with statements of special educational needs: | 0% | | | |
| vii. Total percentage of children on the Special Needs Register: | 25% | | | |
| viii. Number of children who are not of statutory school age: | 0 | | | |
| ix. Percentage of children entitled to free school meals: | 51% | | | |
| x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics: | English
46% | Mathematics
46% | | |

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 73 questionnaires issued to the **parents** of the children in the **primary school**, 15% were returned to Inspection Services branch, including 12 which contained additional written comments. 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 pleasure with the high quality of education and care provided by the staff, the children's progress, the dedication and approachability of the staff and the quality of leadership provided by the Principal. The few issues raised were discussed with the Principal.

In the **nursery** unit, 26 questionnaires were issued to the parents of the children; 37% were returned to ISB and five contained written comments. The responses indicated that the parents appreciate the nursery provision highly; they appreciate the caring staff and the progress made by the children in the nursery.

The chair of the **governors** met with the inspection team on the first day of the inspection and expressed strong support for the work of the school, highly praised the commitment of the staff and emphasised the importance of the school ethos in the community.

Seven of the **teachers** and four members of the learning **support staff** responded very positively to the staff questionnaires.

The inspectors also met with a group of the **year 6 children**; they talked happily and enthusiastically about their experiences at school, the opportunities provided for them to participate in decisions to improve aspects of the provision, and the support and encouragement they receive from all of the staff. The children are aware of what to do if they have worries about their safety and well-being.

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