




-  Cregagh Primary School's long-standing vision is understood by all stakeholders, who are wholly committed to building the school 'as a family of learning at the heart of the community'. The strong sense of a family of learning, including the staff professional learning network, is enhanced by support from a wide range of external agencies and links across the community.
 -  The children aspire to do their best, believe in themselves, have a strong sense of belonging at school and achieve in line with their ability.
 -  The wellbeing of the children is evidenced through the high levels of care, the high expectations for every child and the supportive working relationships across the school. Consequently, the children feel safe, well cared for and enjoy their learning.
 -  Wide consultation with governors, staff, parents and children has supported the identification of appropriate priorities for improvement. The recent focus on the development of phonics across the school has had a positive impact on the children's literacy skills.
 -  Teachers have high expectations of the children's behaviour, contributions and engagement in their learning. The clear focus on the promotion of specific vocabulary and talking and listening skills has impacted positively on the children's oracy and their writing.
 -  A monitoring and evaluation programme is in place to review the progress of school priorities. Senior leaders recognise the need to develop further these processes to gather first-hand evidence to measure the impact and progress against key priorities.
 -  The enriching provision for deaf children is at the core of inclusion in this school. The deaf and hearing children integrate daily and are thriving personally, socially, emotionally and academically with the support of the dedicated and skilful staff.
 -  The staff know and support all the children well in their learning. The classroom practice and tailored interventions used by the school to support children identified as having special educational needs (SEN) are impacting positively on their learning outcomes and self-esteem.
 -  The well-embedded shared education partnership across the key stage 2 classes enriches the children's learning experiences, such as preparing them better for transition to post-primary school.
 -  The carefully planned, purposeful and highly effective integration opportunities provided across the deaf unit and mainstream classes impacts positively on the inclusion and learning experiences of the children.
 -  At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.
- Area for action:
-  to continue to use first-hand evidence to identify and disseminate effective practice across the school and support the achievement of the key priorities for improvement.
- Area of dissemination:
-  the carefully planned, purposeful and highly effective integration opportunities provided across the deaf unit and mainstream classes.

Going forward

-  Cregagh Primary School's vision to be 'a family of learning at the heart of the community' is developing well the children's enthusiasm and motivation for their learning. Every child is supported by this family of learning to, 'Aspire, Believe, Belong and Achieve'.
-  ETI, through the engagement of the district inspector, will continue to work with the school in addressing the area for action as laid out in this report and in sharing the example of highly effective practice from which others may learn.