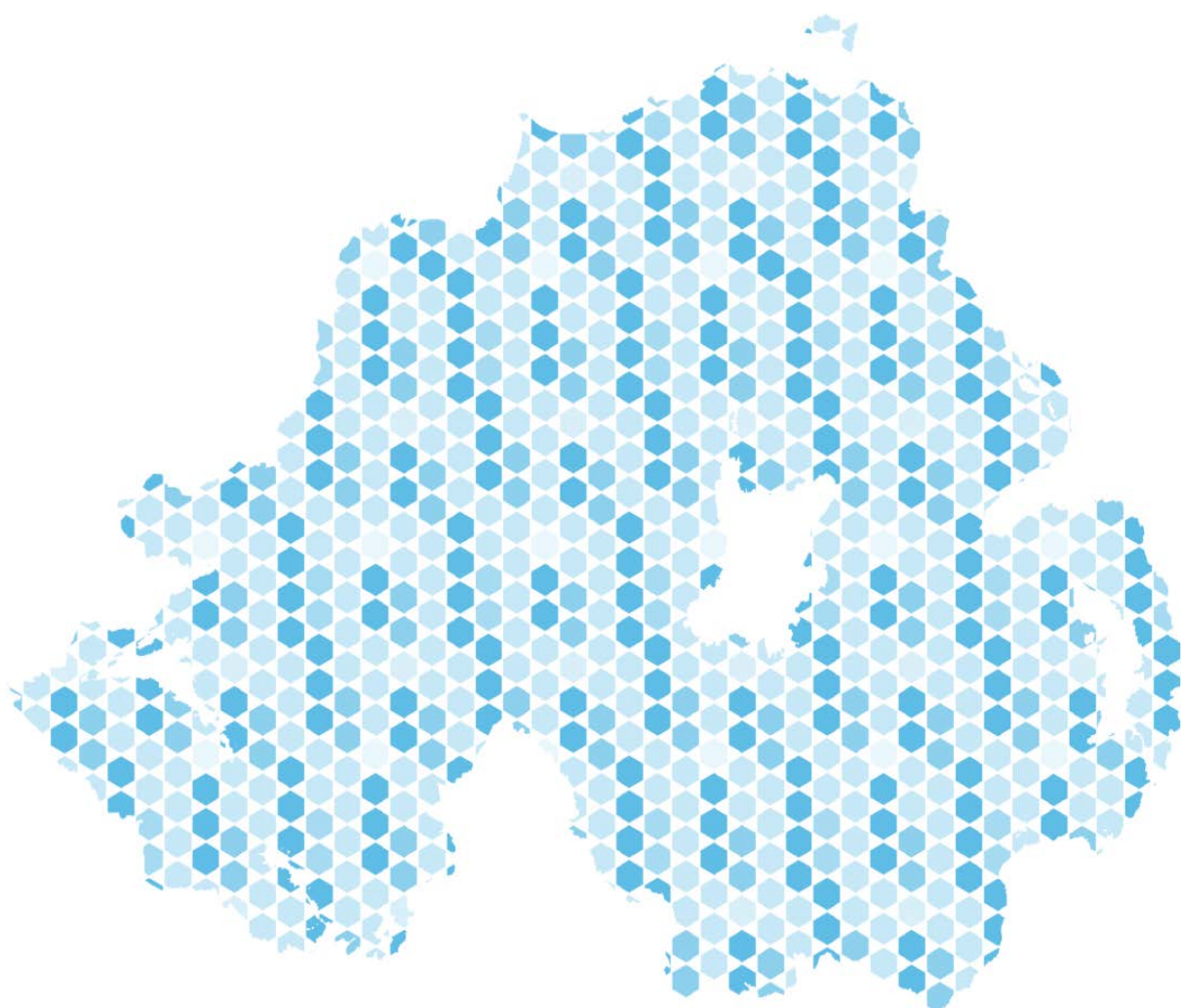


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Portadown Integrated Primary
School and Nursery Unit,
Co Armagh

Report of an Inspection in
October 2014

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*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
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Quantitative terms

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Thirty-one percent of the parents of the children in the primary school responded to the questionnaires with twelve including written comments. Most of the responses were positive about the life and work of the school. In particular, the parents highlighted their appreciation of the caring staff and the strong pastoral and integrated ethos of the school. All comments received at the time of the inspection were discussed with the senior management team and the representative of the board of governors and are addressed in the body of the report. Almost all of the teaching staff and a small number of the support staff completed questionnaires and their responses were wholly positive. There were no questionnaire returns from the parents of the nursery unit children.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision, including the nursery unit; and
3. the quality of leadership and management.

3. Context

Portadown Integrated Primary School and Nursery Unit is situated close to Craigavon hospital in Portadown. The school draws children from a wide catchment area and both the nursery and primary school are consistently oversubscribed. As a result, enrolment has increased during the last two years with the addition of a second full-time nursery class and two primary classes. There have been several teaching staff changes in the nursery unit and one teacher is in post since September, 2013; the other teacher is recently appointed in September 2014. A majority of the primary school staff are in post over the past five years. The principal was acting principal and the vice-principal was a member of staff at the time of the last inspection. The current enrolment is 289.

At the time of inspection, 17.2% of primary school children were entitled to free school meals and 17% were identified as requiring additional support with aspects of their learning.

Portadown Integrated Primary School and Nursery Unit	2011/12	2012/13	2013/14	2014/15
Enrolment Nursery Unit	27	26	54	54
Enrolment Primary School	204	208	217	235
% Attendance (NI Average)	94.61	93.36	95.9	-
FSME Percentage ¹	15.69	16.83	17.05	17.2
% (No) of children on SEN register	16.67	25.96	22.12	19.15
No. of children with statements of educational needs	6	*	5	8
No. of newcomers	*	5	9	20

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Very good
Achievements and Standards	Very good
Provision	Very good
Leadership and Management	Very Good
Nursery Unit	Good

5. Achievements and standards

- The children are confident and creative and contribute to the attractive artwork displays throughout the school. They engage well in the learning process and have taken personal responsibility for contributing to the integrated school ethos and are respectful to others. They participate effectively in group and paired work, and display high levels of independence in all aspects of school life. The children have pride in their school and their behaviour is exemplary.
- The school's internal assessment data indicates that most of the children make very good progress in English and mathematics in line with their ability or above expectation. The school has appropriately identified a small number of the children who are underachieving due to a range of factors and have put in place an effective range of teaching strategies to address barriers to their learning.
- The children in the nursery enjoy interesting activities and almost all are well-settled into the new school year and beginning to engage in play. There is a wide variation in the children's use of language and they are acquiring good personal and social skills. The children are secure in their routines and are effectively developing early mathematical ideas. They produce representational work and model making of a very good standard.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- The children's communication skills are very good. As they progress through the school, they develop very good reading skills across the curriculum. The children are articulate and demonstrate high levels of confidence in their interactions with adults and their peers. During the inspection, a group of children from year 7 read fluently and discussed with enthusiasm their favourite authors and the texts they enjoy best. The children's numeracy and using mathematics skills across the curriculum are very good. By year 7, the children are secure in their knowledge of number facts and place value; they have a very good working knowledge of key concepts and are confident and flexible in their thinking across the areas of mathematics.
- The children who require additional support with aspects of their learning achieve very good standards of literacy and numeracy in line with, or above, their assessed ability.
- All of the children use information and communication technology (ICT) to explore and express their learning. By the end of key stage (KS) 2 all have acquired accreditation in the use of ICT. The children use a range of digital media to enhance their enjoyment of learning.

6. Provision

- The quality of the learning and teaching ranged from good to outstanding in the nursery and primary school. In the most effective practice the teachers allow time for the children to process information and to respond to well-constructed questions. There is a close match in the planned learning to the needs of individual children. The teaching has good pace and challenge with effective support provided by the classroom assistants. There is an effective range of problem-solving tasks and games which encourages competitiveness and collaborative learning. A particular strength of the best practice teaching is the quality of the interaction which sustains the children's interest and involvement in the learning process.
- The planning for the nursery and the primary provision is detailed. The staff in the nursery unit plan a stimulating programme that provides appropriate breadth and balance for the children. In the primary classes, the teachers' planning is comprehensive and provides clear guidance for their work with the children. In the best practice there is differentiation to meet the varying levels of ability in the classes. The assessment of learning through the use of a range of tests and teacher tasks is effective and the staff have identified appropriately the need to develop further the assessment for learning and marking for improvement processes.
- The children with additional needs benefit from the close collaboration of their teachers who track their progress carefully, share assessment information regularly and discuss effective practice for learning. The children who have difficulty with literacy or numeracy are supported very effectively through skilled, specialist teaching in small withdrawal groups and in their classrooms; as a result, all of the children make very good progress and become more confident in their learning.

- The whole school programme and planning for progression in literacy and numeracy is very good and ensures that there is progression in the children's development of skills, knowledge and understanding. Clear priority is given to developing the children's skills in talking and listening, reading and writing. There is an effective reading culture wherein reading is well promoted and valued. The use made of e-books, kindles and ipads to engage boys and improve reading standards is a key strength. KS 2 children act as librarians, promoting events such as the school book week and world book day throughout the school. The school is focusing appropriately on improving further the children's writing standards. There is a need to develop creative and extended writing, using sharper success criteria to indicate to the children the features of the best work in a variety of writing forms. The school's mathematics curriculum provides for balanced coverage and very good progression across the processes in mathematics, number, measures, shape and space and handling data. Mental mathematical activities are used as challenging features of lessons, and the children are developing very well their ability to explain their mental strategies using appropriate mathematical language. The teachers pose problems and encourage the children to participate in mathematical games which reinforce their understanding and enjoyment. Across the key stages, ICT is integrated effectively into the learning activities to support, enrich and extend the children's learning.
- The quality of pastoral care is outstanding. There is a supportive and inclusive ethos throughout the school and all the staff are committed to the children's well-being and their personal, social and emotional development. The children's achievements are celebrated with many examples of their work displayed throughout the school and nursery unit. The children develop an enthusiasm for learning and high levels of self-esteem and confidence. The children benefit from the very good opportunities to develop roles of responsibility at playtime, and through the school council and eco-team which encourages them to contribute to decision-making on aspects of school life that affect them.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management of the school have a strategic vision for school improvement underpinned by a child-friendly rights respecting integrated ethos. The school has made considerable progress since the last inspection in 2005. The draft school development plan and associated action plans which identifies appropriate priorities for improvement are in the process of consultation with the wider school community. The whole-school improvement process is underpinned by the effective use of performance data and appropriate target setting to raise standards in literacy and numeracy.
- The nursery unit is an integral part of the school; the newly developed nursery team is enthusiastic and committed to meeting the needs of the children and has appropriately identified a range of areas to improve further the overall quality of the pre-school programme. There is a need to monitor more rigorously the progression in learning, and the breadth of the children's learning experiences within and across the nursery and foundation stage.

- The school has established several after school activities to meet the requests of parents for activity based childcare. The activities provided through the deployment of the staff are effectively extending the children's learning opportunities. The school continues to keep the quality, attendance and range of all afternoon activities under review. The parents have established a supportive parent-teacher association which raises funds for the school and there is also parental representation on the school teams for e-safety, eco and rights respecting work. The school reports that they use newsletters, the website, texting and email, annual and additional requested parent-teacher meetings to communicate with the parents about the life and work of the school.
- The integrated school has limited opportunity for the children to develop further sharing in education with other local schools. Some of the teaching staff have a useful sharing in education link with a local nursery and two post-primary schools which encourages the staff to share curricular information.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The board of governors has appropriately identified aspects of governance to review and ensure that there is a more strategic overview of policies and procedures as part of the school improvement process.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children reported that they felt very secure in school and know what to do if they have any concerns about their well-being.

8. Conclusion

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 the capacity for sustained self-improvement.

The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

The area for improvement is:

- to develop further the leadership in order to improve the arrangements for sharing best practice across the nursery and foundation stages to enhance the quality of the children's learning experiences .

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the area for improvement.

Health and safety

1. A review of the controlled access system is required and all mobiles located beside the main school require a suitable safety system.
2. The fence around the pond needs to be raised to secure the area.

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