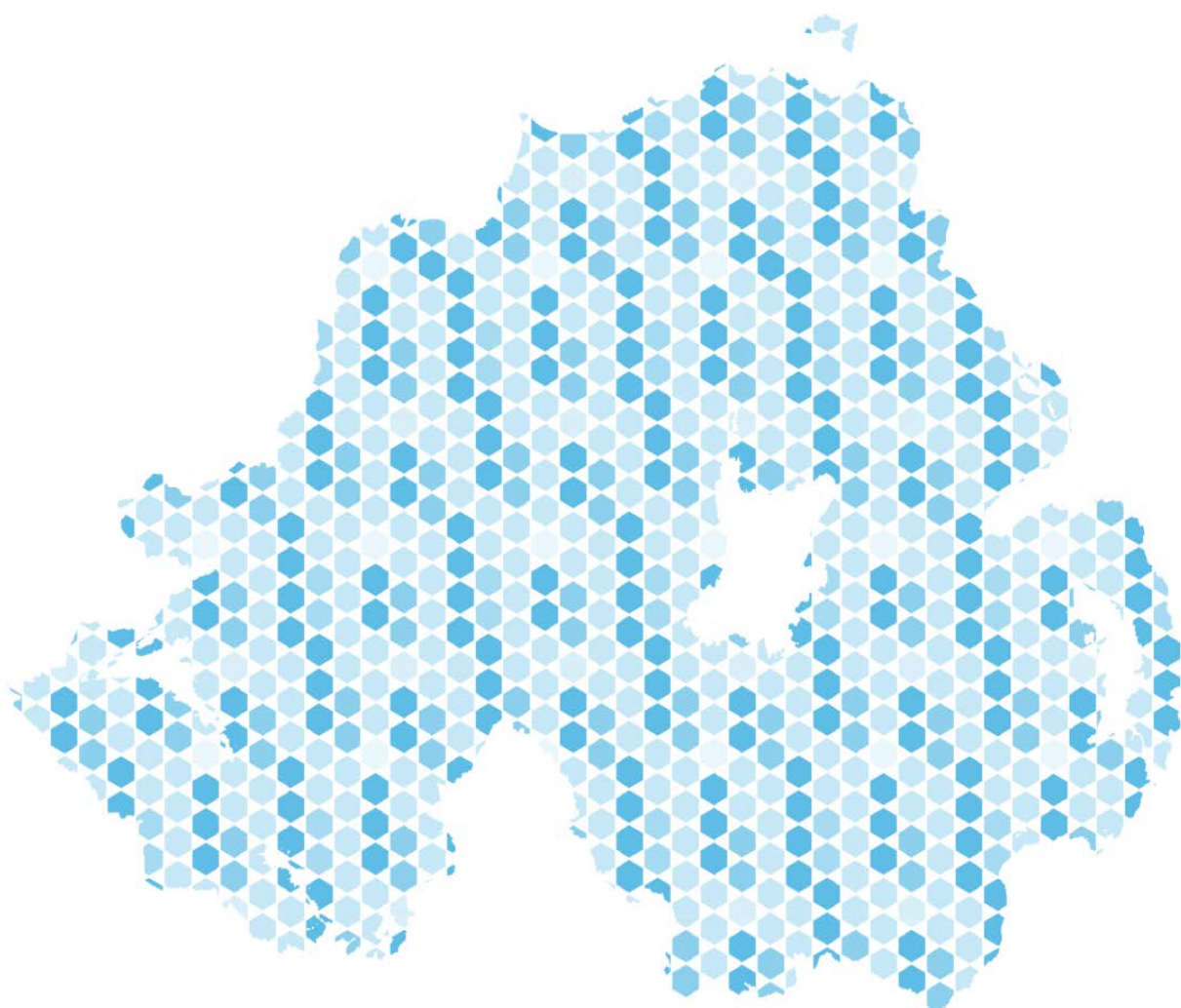


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Windmill Integrated Primary
School and Nursery Unit,
Dungannon, Co Tyrone

Report of an Inspection in
January 2015

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*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
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CUSTOMER
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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 representatives from the governors;
- a meeting with a group of parents;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Twelve percent of parents responded to the questionnaires. While most responded favourably to aspects of the life and work of the school such as the progress their children are making, the help and support of the teachers and the extracurricular provision, a few matters were raised. There was one written response praising highly the provision in the nursery unit. Approximately half of the teaching staff completed questionnaires and again while there were many positive aspects to this response, a small number of concerns were also raised. ETI has reported to the principal and representatives of the board of governors the outcomes of the questionnaires. In discussions held with the year 6 children, they talked with great enthusiasm and maturity about their experiences in the school. They value the help and support of their teachers, have great pride in their school and enjoy the wide range of after-school activities.

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 in literacy and numeracy in the school; and
3. the quality of leadership and management.

3. Context

Windmill Integrated Primary School is situated on the periphery of Dungannon, County Tyrone. The children attending the school come from the local and wider area. Over the past four years, the enrolment has increased steadily and currently stands at 225 children. Approximately 39% of the children are entitled to free schools meals and 18% of the children have been identified as requiring additional support with aspects of their learning. The school leadership has undergone change since September 2013 with the appointment of a new principal and changes to the management structure.

Windmill Integrated Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	203	205	215	225
% Attendance (NI Average)	95	94	94	95
FSME Percentage ¹	27	35	35	39
% of children on SEN register	13	15	16	18
No. of children with statements of educational needs	8	13	7	10
No. of newcomers	18	18	33	24

Source: data as held by the school.

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 respectful of their teachers, listen well in class and settle quickly to their learning tasks. When provided with stimulating and appropriately differentiated learning activities, they respond readily and with enthusiasm, showing respect for the views of others.
- The school's internal performance data shows that, in English, almost all of the children and in mathematics most of the children make very good progress in line with their ability or above expectation. The majority of the children who require additional support with aspects of their learning are also progressing well in line with their abilities.
- Throughout the school, the children have very effective talking and listening skills; they work together collaboratively in pairs and small groups, expressing their own ideas confidently. The most able children in year 7 read with confidence and display high levels of interest in reading for enjoyment. The quality of the presentation of the children's written work is given a high priority throughout the school and the children write for a variety of purposes and audiences. The teachers need to broaden the opportunities for extended writing to foster further the children's creativity and provide greater challenge.
- The children have a sound knowledge of key mathematical concepts, are able to discuss their learning using appropriate mathematical language and are confident in applying their skills. By year 7, the most able children apply a very good range of mental strategies to solve mathematical problems. They complete the calculations with speed and accuracy and the children have a secure knowledge and understanding of the mathematics curriculum.

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

- The children's use of information and communication technology (ICT) to enhance their learning is of a high standard as is reflected in the excellent results attained by the majority of the children who participate in the voluntary Council for the Curriculum, Examination and Assessment scheme of ICT accreditation. While all of the children are timetabled for sessions in the school's ICT suite, the school and planning authorities need to address urgently the accommodation issue which currently restricts ready access to this important facility.

6. Provision

- In the most effective practice, the majority of the lessons were well paced and purposeful and there was a sustained focus on the planned learning. Through effective questioning, the teachers challenged the children's thinking, deepened their understanding of key concepts and promoted the development of their oral and problem solving skills. They used a wide range of teaching strategies effectively, enabling the children to play an active role in their own learning, including meaningful plenary sessions to consolidate the children's learning. In the less effective practice, in a minority of lessons, the teachers held low expectations for the children's learning with insufficient differentiation to meet the needs of all of the children.
- The teachers mark the children's work regularly with supportive comments. In the most effective practice, the teachers acknowledge success by issuing rewards, identify how children can improve, set targets and the children consider these before moving on to the next piece of work. The school has appropriately identified the embedding of assessment for learning as a key priority. The school's current analysis of performance data accurately informs the teachers of the needs of individual children and guides the subsequent interventions. Detailed achievement and pastoral notes are passed on to the next teacher at the end of the year to support the children in their transition through the school.
- The school has developed a coherent approach to the development of literacy skills which facilitates progression and ensures that all aspects of literacy are taught in a connected way, using an appropriate range of strategies. The teachers use very well a blend of interactive approaches, including group work, drama and role-play strategies, both to stimulate the children's interest and to broaden their thinking and vocabulary. The central library is used effectively to encourage a love of reading in conjunction with an interactive reading programme in which the school has recently invested.
- The teachers provide a stimulating learning environment for numeracy which promotes the children's thinking skills. The numeracy lessons are well structured and both teachers and classroom assistants are guided by the detailed weekly planners. In the lessons observed the children were given opportunities to develop their numeracy skills, asked to explain their mathematical reasoning and engage in investigative tasks. Numeracy is well integrated across the curriculum and effective use is made of ICT to enhance the learning and teaching of mathematics. In the best practice the teachers have high expectations however there is a need to extend the challenge for the more able children.

- The children who require additional support with aspects of their learning are supported very well through in-class and withdrawal sessions. Throughout the school, the learning support assistants make a significant contribution to the children's learning and well-being. The children's learning is monitored and evaluated regularly to ensure progression and to reduce barriers to further progress and achievement.
- In the nursery unit, the quality of the interaction between the staff and the children is consistently of a good standard and, on occasions, very good. The particular strengths of the play provision include the development of the children's oral language, their personal, social and emotional development, the children's creative skills and their understanding of early mathematical concepts. In addition, the children enjoy long periods of outdoor play which is of a very good quality. The staff need to develop further the weekly and monthly planning to reflect more closely the needs and interests of individual children.
- The quality of the arrangements for pastoral care in the school and the nursery unit is very good. There is a caring, welcoming and inclusive ethos evident throughout the school reflecting the integrated nature of the school. The children are proud of their school and they show care and respect for one another and for the staff. The children have increasing opportunities to be involved in decision-making in the school, for example, through the recently formed school council and being consulted on class rules.
- The school and the nursery unit give very good attention to promoting healthy eating and physical activity through, for example, the healthy eating policy and the range of sports activities provided for the children thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The senior leadership team have a realistic direction for the school and nursery unit based on a clear knowledge of and vision for the school. The recently appointed principal is committed to the well-being of the children and has already introduced initiatives in, for example, planning and staff development, which contribute well to the ongoing improvement of the provision within the school and nursery unit. While the current school development plan (SDP) is broadly compliant, it is coming to the end of its cycle and the new SDP needs to be more rigorously informed by data and self evaluation, with key priorities agreed in a collaborative and coherent manner.
- The literacy and numeracy coordinators evaluate effectively the provision through the monitoring of the teachers' planning, children's books and observations of lessons to inform future areas for development. The action plans for literacy and numeracy have identified appropriate areas for development in response to detailed analysis of the available data. There is, however, a need for clearer quantitative targets within the action plans to measure the impact of the actions identified. The action plan pertaining to the nursery unit needs to be reviewed and to include a more rigorous timescale for the monitoring and evaluation of the identified priorities for improvement. The special educational needs co-ordinator leads very effectively the provision for children who require additional support. The strong pastoral focus to care for all the children is well interwoven into the provision.

- The school and nursery unit link with the parents who are well informed about their children's progress and the life and work of the school and nursery through, for example, school newsletters and the school website. There are very effective links with the local and wider community, for example a Care Home for the Elderly, pre-school settings, a special educational school, primary and post-primary schools which enhance further the children's learning. There are well-developed links between the nursery unit and the foundation stage. These links support the smooth transition of the children to year one in the primary school.
- Based on the evidence presented at the time of inspection, ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are well-informed about and engaged in aspects of the life and work of the school. In partnership with the principal, the governors are developing their challenge function and capacity to work more effectively.
- On the basis of the evidence available at the time of the inspection, the school and the nursery unit have comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the year 6 children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the 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 children; and has demonstrated its capacity for sustained self-improvement.

Accommodation

1. While all of the children are timetabled for sessions in the school's ICT suite, the school and planning authorities need to address urgently the accommodation issue which currently restricts ready access to this important facility.

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