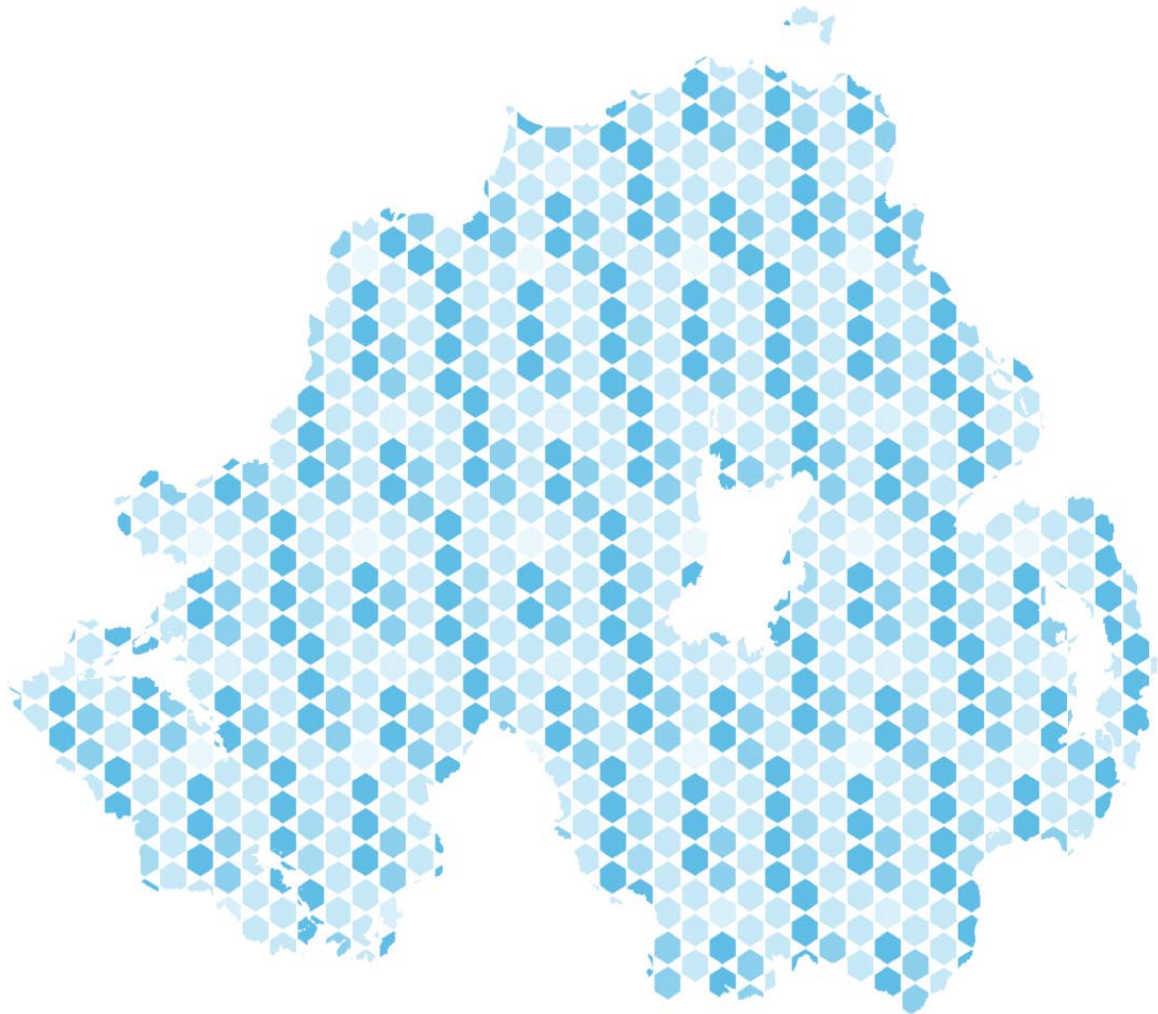


PRIMARY INSPECTION



Education and Training
Inspectorate

Greenhaw Primary School,
Derry

Report of an Inspection
in February 2010

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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

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Greenhaw Primary Derry**
 ii. **School Reference Number: 201-6071** iii. **Date of Inspection: W/B 22/02/10**
 iv. **Nature of Inspection: Focused**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	22	37	43	38	32
Enrolments					
Primary	220	223	236	246	247
Reception	0	0	0	0	0
Nursery Unit	52	52	52	52	52
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): 93.5% **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) | 14 | 2 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 19.1 | NI PTR: 20.4 | | |
| iii. Average Class Size: | 24.7 | | | |
| iv. Class Size (Range): | 18 to 33 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | 29 | |
| ii. Foundation Stage Classroom Assistant Support: | | | 50 | |
| iii. Additional hours of other classroom assistant support: | | | 115 | |
| vi. Percentage of children with statements of special educational needs: | | | 3% | |
| vii. Total percentage of children on the Special Needs Register: | | | 29.5% | |
| viii. Number of children who are not of statutory school age: | | | 0 | |
| ix. Percentage of children entitled to free school meals: | | | 44% | |
| x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above in English and mathematics: | English
81% | | | Mathematics
90% |

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Greenhaw Primary School is situated in the Carnhill Estate in Derry. The enrolment in the primary school has risen in recent years and currently stands at 247 children with an additional 52 in the nursery unit. Almost all of the children who attend the school come from the local and surrounding area. Approximately 44% of the children are entitled to free school meals (FSM). The school has identified 30% of the children as requiring additional support with aspects of their learning.

1.2 FOCUS

The inspection focused on:

- the quality of the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management;

The contribution of information and communication technology (ICT) in promoting and supporting learning, and the school's and nursery unit's arrangements for pastoral care, including child protection, were also evaluated.

In addition, the school was selected as part of a sample to monitor the implementation of the healthy food in schools initiative.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and a group of the children from year 6.

Almost 20% of parental questionnaires from the primary school were returned to Inspection Services Branch. Eleven returns included additional written comments. The parents expressed a very high level of satisfaction with the educational and pastoral provision provided by the school. In particular, they acknowledged the caring and happy atmosphere within the school, the good manners and behaviour of the children and the opportunities provided for them to participate in extra-curricular activities.

Almost 31% of the parents from the nursery unit responded to the questionnaires, five of whom wrote additional comments. The parents indicated a very high level of satisfaction with the provision in the nursery unit. In particular, many parents indicated that they appreciate the approachable staff, the positive ethos and the care given to children experiencing health problems.

Four of the teachers responded to the online questionnaires. The responses were wholly positive about all aspects of the life and work of the school. Three members of the support staff responded to the online questionnaires indicating satisfaction with most aspects of school life and a desire to be more fully involved in training, planning and decision making.

The small number of issues raised through the questionnaires were shared with the Principal and the governors.

The governors spoke with appreciation about the commitment and vision of the Principal and the very positive links that exist between the school and the local community.

In discussions, the children in year 6 talked enthusiastically about many aspects of school life. They reported that they feel safe and secure and are aware of what to do if they have worries about their safety or well-being.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in both the school and the nursery unit is very good. The strengths of the pastoral care provision include:

- the inclusive, caring and supportive ethos throughout the school;
- the friendly and well-mannered children and their very good behaviour;
- the development of the children's self-esteem and confidence and the celebration of their work and achievements;
- the excellent range of after-school activities provided for the children;
- the interesting and stimulating learning environment;
- the very good quality of the working relationships; and
- the effective contribution made by the support staff to the children's well-being.

1.5 CHILD PROTECTION

The school and nursery unit have satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education, but the following areas need to be addressed:

- a deputy-designated teacher should be identified within the nursery unit;
- all entrance doors into the nursery unit should be secure and monitored closely by the staff at the beginning and end of each day; and
- a code of conduct and an intimate care policy, to guide the staff in their work with the children, need to be agreed and the intimate care policy shared with the parents.

1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity through, for example, the popular breakfast club and the children's survey of current eating habits at break and lunch times, which encourage them to adopt healthy lifestyles.

1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

Regular communication keeps the parents well informed about school life and events. The involvement of parents in the education of their children is actively promoted through a range of initiatives including the Parents in Numeracy, Shared Reading and Paired Reading programmes. Parents' views are sought through effective consultation processes, for example, the recent review of the anti-bullying policy. To support and enhance its provision further, the school has developed and maintained a good range of meaningful links with other schools and agencies. The children participate in a variety of valuable educational activities and visits in the local and wider community.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in mathematics and English the school's performance has improved. In mathematics, performance is in line with the Northern Ireland (NI) average and in English it is below the NI average. When compared with schools in a similar FSM category, the levels of attainment in English are above the average and in mathematics are well above the average.

Nearly all the children are highly motivated and demonstrate very good levels of engagement and enjoyment in their learning. The level of their oral communication is often outstanding. They interact confidently with their teachers and demonstrate interest and skill in learning collaboratively through group and paired work. Most of the teachers have appropriately high expectations of the children which is evident in the very good progress they make in their learning. In most cases the children experience a range of appropriately challenging tasks and activities with opportunities to display their very good levels of independence and self-management skills. They are able to transfer their skills and capabilities to other meaningful contexts.

2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is good.

Under the guidance of an effective and committed co-ordinator the work is monitored and evaluated annually. The planning, assessment and outcomes are reflected upon and strengths and areas for improvement are identified. These outcomes help direct the work of the following year. The yearly schemes of work provide a useful framework for progression and coherence. In most cases Thinking Skills and Personal Capabilities are fully embedded within the four-week plans and opportunities to develop literacy across the curriculum are highlighted; this is helping to promote a more holistic and connected approach to the development of literacy. A particular strength across the school is the strong emphasis placed on developing the children's oral skills.

In the foundation stage (FS) and KS1, activity-based learning and group work promote the acquisition and development of the children's oral skills well. The teachers need to ensure that there is a clear understanding of what the learning outcomes are and use these to assess accurately the children's learning. As the children progress through KS2 they participate in role-play, drama activities, group and paired work, and are able to respond in a most mature and informed manner. The teachers' questioning is very skilful and further promotes the children's understanding.

In the FS and KS1 the children acquire the basic skills of reading through the development of phonological awareness as well as through shared and guided reading. The children in years 1 and 2 are able to identify letter shapes and sounds easily and some can read unfamiliar words. They continue to make good progress in reading in years 3 and 4. Class libraries should be more attractively displayed to encourage and promote a love of reading. In KS2, the children's reading skills are further developed across many areas of the curriculum and through using a suitable range of non-fiction books and texts. Many of the older children can talk enthusiastically about their favourite books and authors. The central library in the school contains a variety of interesting books which helps promote a love of reading. By the end of KS2, the majority of children read at or above their expected level.

In the FS, the children experiment with letter and word formation through a variety of activities including the use of whiteboards. This initial work is effective and there are some examples of emergent writing displayed around the classrooms. There needs to be a greater focus on providing children with opportunities to develop these initial writing and phonic skills, in order for them to become more independent in their writing.

In KS2 literacy skills are developed well across all areas of learning, and the children have opportunities to write for different audiences and in different forms. Some of this work is of a very high standard. The children are involved in writing for younger children, producing short animated stories representing different aspects of their own and others' cultures. Many of the children have had poems published in local anthologies. By year 7 the children's written work is of a high standard.

2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is outstanding.

The mathematics co-ordinator has led the work in mathematics over a long period of time, and there is clear evidence of the excellence of her leadership in the motivation and enthusiasm for mathematics displayed by the children, and in the outstanding standards achieved. The arrangements for self-evaluation leading to further improvement are rigorous and have been used effectively to identify a few minor aspects of the mathematics provision for further development.

The children experience a well-planned mathematics programme which provides appropriate progression in a wide range of mathematical content and skills. All of the teachers use a range of strategies to support the development of the children's skills in mental calculations and their understanding of the number system. The children benefit from the frequent and appropriate use of practical materials which consolidate very effectively their mathematical learning.

In the FS a good balance between practical, oral and written work provides many opportunities for the children to develop a sound understanding of all areas of mathematics. Oral work is used well to develop mathematical abilities. On occasion in the FS, the work does not cater sufficiently for the varying abilities of the children and there is an insufficient focus on the learning outcomes expected.

In KS1 and KS2, the children's mathematical learning is consolidated effectively through imaginative well-planned lessons, and a good balance of practical work and written exercises. In particular, the work frequently includes well-designed consolidation tasks and challenging problem-solving activities which add appeal, and relevance to the learning. Oral work is particularly well managed and the children have frequent opportunities to talk to and learn from one another during group work. There is an effective exchange of mathematical ideas between the children, accompanied by an appropriate use and a good development of mathematical language. In all the KS1 and KS2 classes, the children benefit from the use of a wide range of mathematical resources to develop their investigative skills, and flexible ways of thinking and solving problems. They respond very well to these approaches, displaying motivation, commitment and enthusiasm, and frequently reaching outstanding standards in all aspects of their work in mathematics.

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The quality of the planning to support the teaching and learning is good. In the best practice it ensures progression and identifies appropriately the intended learning and the teaching strategies to be used. The majority of written plans are evaluated effectively and are adapted to take full account of the range of ability within the class. In a minority of the planning there needs to be a sharper focus on the outcomes for all of the children.

3.2 TEACHING

During the inspection the quality of the teaching observed ranged from satisfactory to outstanding; the majority of the teaching was very good or better. In the best practice a suitable variety of teaching strategies is employed effectively, and teachers use skilful questioning to encourage thinking and to promote extended responses from the children. The teachers understand the children's learning needs, engage their interest and motivation and ensure appropriate challenge and progression for all the children. Wall displays are used effectively to support learning. In addition, ICT is used effectively in all of the classes, with teachers making good use of computer programs, programmable devices and websites to support learning and teaching in literacy and numeracy; this is having a positive impact on the written work of many of the children. In a minority of the lessons observed the teachers' expectations of what the children can achieve were too low, previous learning was not built upon, and the planned activities lacked challenge and did not meet the needs of all the learners.

3.3 ASSESSMENT

The arrangements for assessment and target setting are good. The teachers use a range of standardised and end of KS tests to evaluate the children's learning. This performance data is analysed thoroughly and informs the setting of targets for improvement in aspects of literacy and numeracy. In addition, the data is used very effectively to track the children's progress and identify children who may require additional support with their learning.

The children's written work is marked regularly. In the best practice, effective marking promotes improvement and the children are encouraged to engage in self-evaluation of their learning. It is important that this very good practice is disseminated across all classes to ensure greater consistency throughout the school.

There are appropriate procedures for keeping the parents well informed about their children's progress, for example, through annual written reports, formal parent-teacher consultations and informal contacts between teachers and parents. The annual written reports for parents provide necessary information about their children's progress and the standards they reach.

3.4 SPECIAL EDUCATIONAL NEEDS

The overall quality of the provision for children who require additional support with aspects of their learning is very good. The school is strongly committed to meeting the needs of these children and the inclusive approach emphasises the education of children with special educational needs alongside their peers in the classroom.

The arrangements for special educational needs (SEN), under the very effective leadership of the special educational needs co-ordinator (SENCO), are very systematic and effective. A full range of information is used appropriately to identify children's needs as early as possible including observations and information received from the nursery unit.

The class teachers liaise with the SENCO to develop education plans which set out realistic targets and strategies to address each child's needs. These targets are reviewed regularly and shared with the parents and, where appropriate, with the individual child.

The full-time learning support teacher (LST) provides withdrawal sessions for some of the children in both literacy and numeracy. In the work observed, the children were supported very effectively by the LST who works closely with the class teachers, to plan lessons which will both complement their class work and address their specific learning needs. During the withdrawal sessions children are encouraged to reflect on their learning and identify key learning points and areas where they need further assistance. In most classes, the teachers plan for and meet the individual needs of all children. This good practice should be shared among all class teachers.

A key strength of the SEN provision is the identification of children for inclusion in 'booster groups'. These children are given short-term intensive support and make good progress in their areas of need.

The SENCO has attended relevant training and disseminated the information to his colleagues. The good links maintained with various external support agencies provide valuable assistance to individual children. The school efficiently deploys and utilises the good support provided by the classroom assistants. The majority of the children who receive withdrawal support are making good progress in their learning.

4. LEADERSHIP AND MANAGEMENT

4.1 LEADERSHIP

The Principal provides very effective leadership and management. She is highly reflective in her work and dedicated to promoting the highest possible standards of education for all the children. She sets a positive tone for the working of the school through her excellent relations with the children, parents and staff. The school's management team, guided by the purposeful direction of the Principal, and ably and effectively supported by the Vice-principal, provide strong and successful leadership in the implementation of the pastoral and curricular areas of the school development plan (SDP). All of the co-ordinators provide very good curriculum leadership within their areas of responsibility.

4.2 PLANNING FOR IMPROVEMENT

The school gives very good attention to, and meets fully, the requirements of the School Development Plans Regulations (Northern Ireland) 2005. A collegial approach to school development has been established and there are outstanding opportunities for consultation with the staff, parents and children about aspects of the curriculum and school life such as Personal Development and Mutual Understanding, and anti-bullying. The Principal and senior management team promote a culture of self-evaluation and reflection, with an appropriate range of policies and action plans, including literacy and numeracy, supporting effectively the process of school improvement. Staff development has been used very effectively to enhance the skills and knowledge of the teachers and school leadership and is contributing very successfully to raising the standards of the children's attainments.

4.3 RESOURCES, FINANCIAL MANAGEMENT AND GOVERNANCE

The governors are fully involved in the strategic planning and policy development of the school and support effectively the Principal and the staff in the implementation of the SDP. They regularly attend training and ensure that all aspects of the life and work of the school are kept under review. Subject co-ordinators report to the governors on improvements made to the areas under focus.

5. CONCLUSION

5.1 The strengths of the school include:

- the inclusive and supportive ethos of the school which is exemplified through the very good behaviour of the children, their positive attitudes to their learning and their confidence in talking about their work;

- the high quality of the teaching observed which was very good or outstanding in the majority of the lessons;
- the standards achieved by the children by the end of KS2, which were good in literacy and outstanding in numeracy;
- the provision for children who require additional support with aspects of their learning;
- the very good processes established for self-evaluation and school development planning in promoting improvement; and
- the very good leadership of the Principal, ably assisted by the Vice-principal and SMT, and supported by the hard-working teaching and non-teaching staff.

5.2 The area for improvement is the need to:

- disseminate the key aspects of the best teaching observed across the school to improve that quality of teaching where it is not of this high standard.

5.3 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 learners and has demonstrated its capacity for sustained self-improvement.

6. THE NURSERY UNIT

6.1 The main strengths within the nursery unit's educational and pastoral provision are as follows:

- the children's good behaviour, their obvious enjoyment of the activities provided and their ability to play co-operatively;
- the caring support provided by the staff which helps the children settle to their play and which promotes the children's confidence and independence;
- the satisfactory to good opportunities provided in most areas of the pre-school curriculum; and
- the spacious indoor accommodation and outdoor area.

6.2 The priorities for further development include the need to:

- review and improve the organisation of the day and the use made of the different play areas to ensure that all time is used effectively to promote learning through play and the necessary routines;
- develop further the programme for language and communication through raising the profile and use of books and by maintaining a consistently high level of staff interaction with the children; and
- ensure that both the short and long-term planning identify the necessary progression and challenge needed to meet the children's individual needs and stages of development.

In the areas inspected, the quality of education provided by this nursery unit is good. The nursery unit has demonstrated strengths in its educational and pastoral provision. The Inspection has identified areas for improvement which the unit has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the nursery unit's progress on the areas for improvement.

STATISTICAL INFORMATION ON THE NURSERY UNIT IN GREENHAW PRIMARY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	26	25
Attending part-time	0	0
Under 3 years of age*	9	7
With statement of special educational needs	0	0
At CoP stages 3 or 4**	1	1
At CoP stages 1 or 2**	1	2
With English as an additional language	1	0

* 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.	25%
Average attendance for the previous year.	93.74%

2. Duration of Sessions

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

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	2	0
Nursery Assistants	2	0
Qualified Nursery Assistants	0	0

Number of: ***	
Students	7
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	52
Percentage returned	30.76%
Number of written comments	5

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