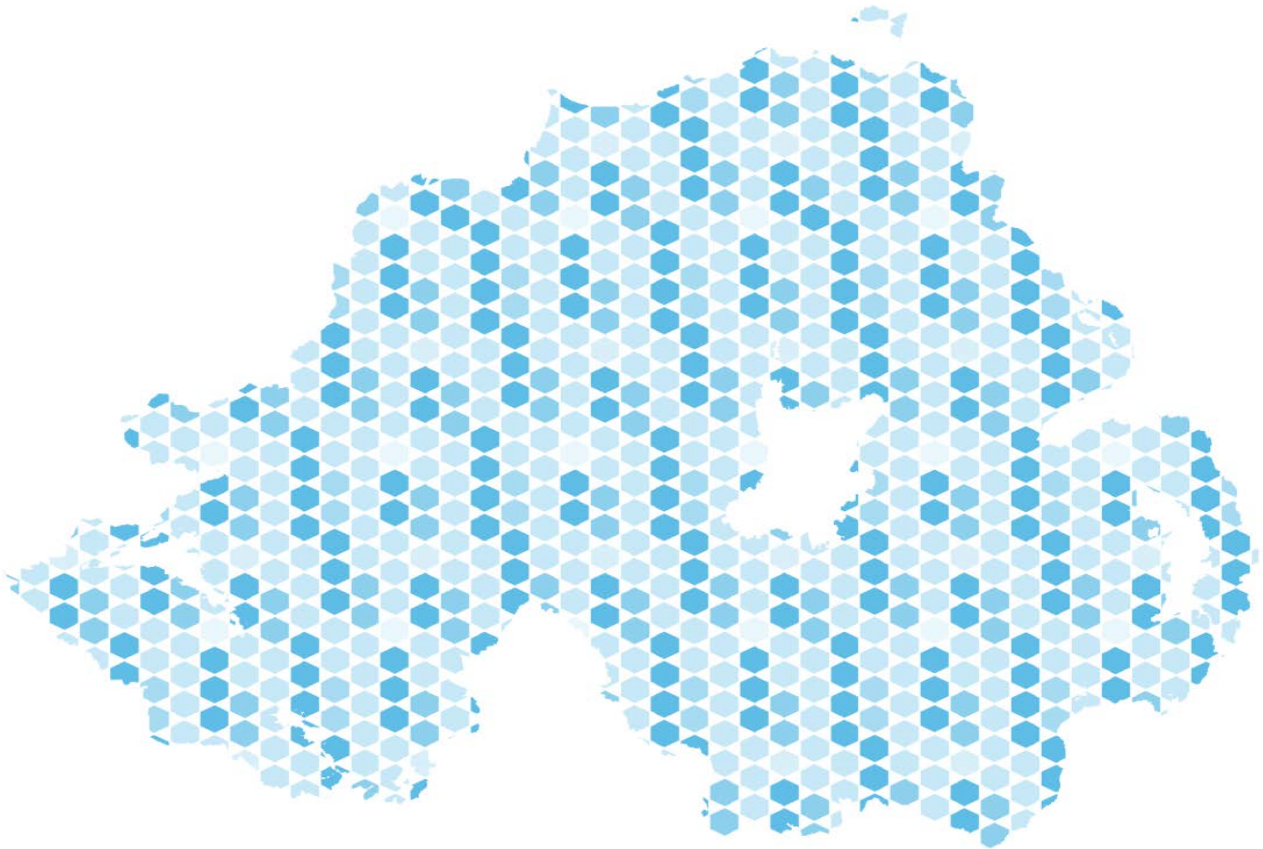


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Glasswater Primary School,  
Crossgar, County Down

Controlled, co-educational

Report of an Inspection in  
October 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## INTRODUCTION

### 1. Context

Glasswater Primary School is a controlled primary school situated in Crossgar. Almost all of the children attending the school come from the village and surrounding area. The enrolment has risen slightly this year and the school is oversubscribed. The percentage of children entitled to free school meals has decreased slightly while the proportion of children requiring additional help with aspects of their learning has fluctuated over the past four years. The school operates currently under a federation arrangement with another primary school, with a shared principal and separate boards of governors.

Glasswater Primary School	2014/15	2015/16	2016/17	2017/18
Enrolment	96	99	97	104
% Attendance	96.4	95.8	N/A	
% NI Primary School Average attendance	95.4	95.5	N/A	N/A
Percentage of children entitled to Free School Meals	17.7	19.2	15.5	N/A
No. of children on SEN register	15	10	9	16
% of children on SEN register	15.6	10.1	9.3	15
No. of children with statements of educational needs	*	5	6	7
No. of newcomers	*	*	0	0

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Around 13 percent of parents and 38 percent of staff responded to the confidential questionnaires. The responses to the parental questionnaire were generally positive and indicated high levels of satisfaction with the life and work of the school; a few matters were raised through the written comments; these included the operation of the federation arrangement. The responses to the staff questionnaire recognised the effective working relationships within the school and the opportunities provided for professional development. The ETI has communicated to the principal and the chair of the board of governors the main findings and the individual issues arising from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on literacy including across the curriculum;
- quality of provision with a particular focus on literacy; and
- quality of leadership and management.

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

### KEY FINDINGS

#### 5. Outcomes for learners

- The children achieve very good standards in literacy and numeracy and engage with interest and a sense of purpose in their learning. In the foundation stage, the children interact confidently with adults and with their peers. In key stages (KS) 1 and 2, the children are developing progressively their understanding and use of language within a variety of meaningful contexts including novels, poetry and their World Around Us topics. Most read and write to an appropriately high standard for a range of purposes across the areas of learning. Across the school, the children can solve problems and communicate well using a variety of information and communication technology (ICT) applications.
- The children make consistent progress as they move through the school, acquiring and developing skills, understanding and knowledge which builds upon their experiences and their previous learning.
- The children are well-disposed towards learning; they show high levels of maturity and self-reliance during paired and group activities and their behaviour is exemplary. The children think creatively and critically and transfer their learning to different contexts.

#### 6. Quality of provision

- The children experience a well-balanced and carefully connected curriculum across all key stages; overall, challenge and progression are maintained from year-to-year.
- The planning for learning is detailed and effective; the teachers' evaluations take account of the children's individual needs and interests. Almost all of the lessons observed during the inspection developed learning effectively and 70% were very good. The teachers use skilfully a range of complementary learning, teaching and assessment strategies to engage the children and extend their learning. Effective questioning, which develops the children's thinking and extends their oral responses, is a key strength of the classroom practice.
- The school identifies appropriately the individual learning needs of the children; staff plan for and support the children very well through educational plans and strategies which are child-centred and inclusive.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

## **7. Leadership and management**

- Leadership at all levels is focused clearly on developing a collegial approach to the school development process which centres on empowering staff, improving further the learning experiences for the children and raising the standards they attain. As a result, the school is inclusive and meets very well the individual pastoral and learning needs of the children.
- The school development plan (SDP) is well-informed by the school's effective self-evaluation processes, including the analysis of the school's internal data and good levels of consultation with the children, parents, staff and governors. The SDP is underpinned by clear and appropriate action plans, which guide well the improvement work.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors bring a variety of skills to their work, they are very well informed about the life and work of the school and are proactive in developing the school's community links. The governors allocate resources appropriately and monitor closely the standards achieved by the children and the improvement work carried out by the staff.
- 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.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

## **9. Overall effectiveness**

Glasswater Primary School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

**Health and safety**

1. While the principal and staff are active in overseeing the access arrangements to the school, the volume of traffic at the beginning and end of the school day and the absence of a pedestrian gate could potentially compromise the safety of the children; this situation needs to be addressed as a matter of urgency.

### **Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

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

## Reporting terms used by the Education and Training Inspectorate

### 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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

### Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

<sup>1</sup> And the overall provision in a unit, as applicable.



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