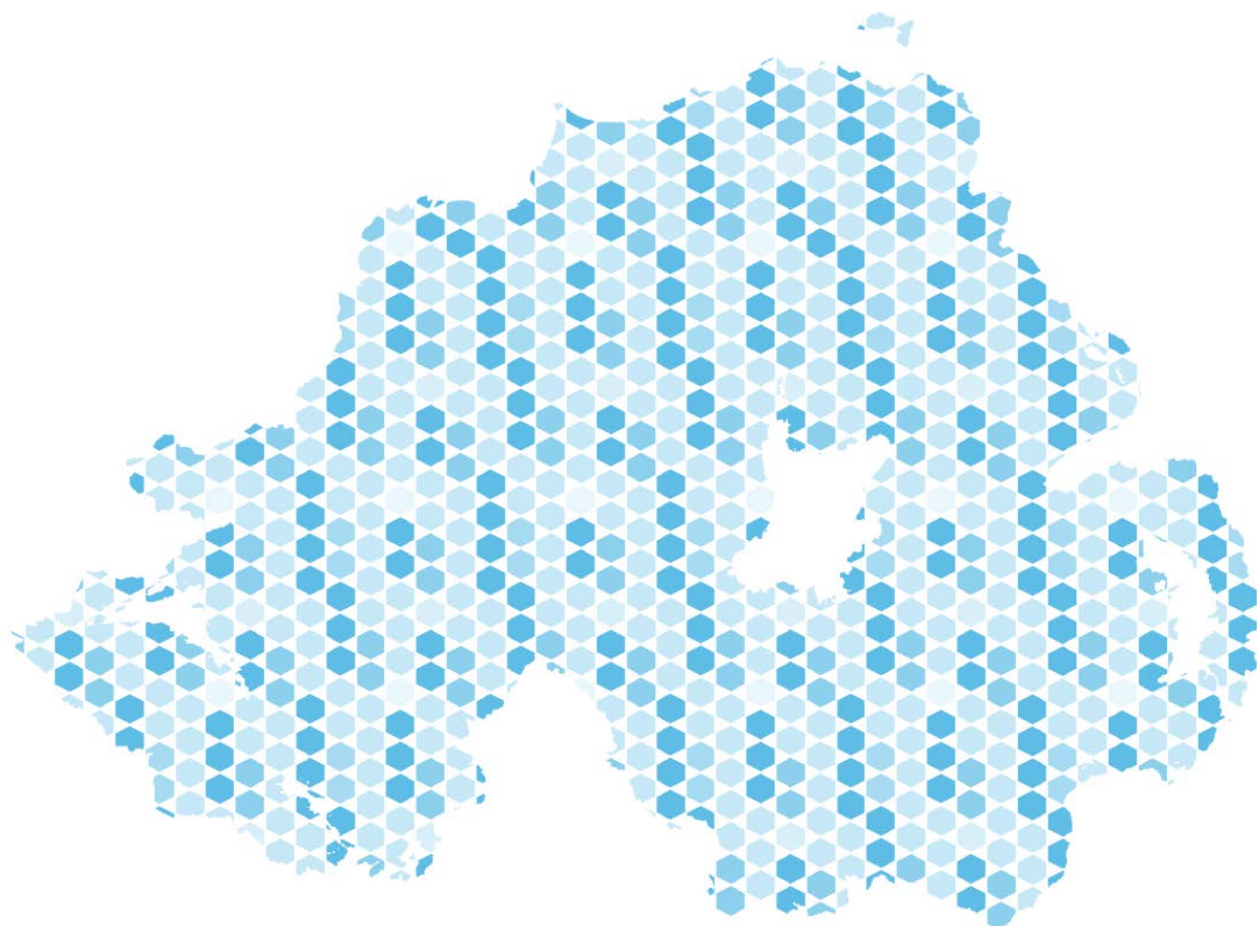


PRIMARY INSPECTION



Education and Training
Inspectorate

Londonderry Model Primary
School, Londonderry

Report of an Inspection in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.
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.

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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 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 learning and teaching, 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 from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Thirty-two percent of parents responded to the questionnaire they indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the inclusive, multicultural and diverse nature of the school. They also commented positively on the family atmosphere in the school, the range of activities beyond the classroom and the dedication of all staff. All of the teachers and support staff completed the confidential questionnaire. Their responses were very positive; they emphasised the inclusive atmosphere in the school and the good links with the parents. The ETI has reported to the principal and the chair of the board of governors, and discussed with them, the main issues arising from the questionnaires.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards in literacy and numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning in the school, including the nursery unit, the autistic spectrum disorder class and the learning support unit; and
- quality of leadership and management.

3. Context

Londonderry Model Primary School and Nursery Unit is a controlled school situated in the Northland area of Londonderry. Almost all of the children attending the school come from local area. The school's motto, "Celebrating Cultural Diversity" is evident in all aspects of school life. In addition to the mainstream classes, the school provides a designated learning support unit (LSU) and an autism spectrum disorder (ASD) classroom. The enrolment has fluctuated slightly over the last four years and stands currently at 315 children. The percentage of children entitled to free school meals and those who require additional support with aspects of their learning has remained steady.

Londonderry Model Primary School and Nursery Unit	2012-13	2013-14	2014-15	2015-16
Enrolment	328	339	305	315
Nursery Unit enrolment	27	27	25	30
% School attendance	93.2	93.7	93.5	93.1
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	39	39	39	42
No. of children on SEN register	118	136	119	123
% of children on SEN register	36	40	39	39
No. of children with statements of educational need	17	18	22	22
No. of newcomer children	16	17	13	12

Source: data as held by the school.
N/A not available

4. Overall findings of the inspection

Overall effectiveness	Address important areas for improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Important area for improvement
Nursery Unit	Significant area for improvement
Autism Spectrum Disorder Class	Good
Learning Support Unit	Good

5. Achievements and standards

- The children are friendly, courteous to visitors and well-behaved. They are motivated and engage enthusiastically in the learning process. They co-operate well and support one another in paired and group work. The children take pride in their achievements and present their work to a high standard.
- The school's performance data shows that almost all of the children make progress in English and mathematics at or above expectation. The children who require additional support with aspects of their learning are making the expected progress.
- The children attain good standards in numeracy. Across all key stages, the children enjoy, and engage well in, the numeracy lessons. The standard of presentation in the children's books is consistently high. In the foundation stage, the children can sort, count and investigate time and shape using a variety of practical strategies and authentic resources. As the children progress through the school, they become increasingly competent in all core aspects of mathematics. The most able children in year 7 have a good knowledge of the key mathematical concepts; however, they demonstrate limited flexibility in their mathematical thinking.

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

- From an early age, the children display good skills in talking and listening; they respond well to questions and are able to express clearly their ideas. The children work effectively in pairs and groups, listening to one another and sharing their views and opinions. The children write for a range of purposes and audiences and the quality of their writing is good. The children's handwriting and the standard of presentation of work in their books are high. During the inspection, the year 7 children read with fluency and expression, demonstrated a very good understanding of books and engaged meaningfully in discussions with inspectors about their favourite authors.
- The children in the autism spectrum disorder and learning support classes enjoy the calm and nurturing environment within the settings. The children's social skills are developing well and they benefit from the regular opportunity to integrate with their peers. These children and the children receiving withdrawal support make good progress.
- The children in the nursery unit are developing appropriately their social skills and co-operate well with the daily routines. They enjoy books, listen and respond well to group stories, songs and rhymes. However, the children's language skills, independence, creativity and imagination are underdeveloped owing to a lack of opportunity to access challenging and open-ended learning programmes.
- The children achieve good standards in information and communication technology (ICT); they use it confidently to enhance their learning, and develop their skills and capabilities. By the end of key stage (KS) 2, the children make very effective use of ICT to evaluate, share and exchange learning with their peers.

6. Provision for learning

- Almost all of the teaching observed was good or better and the majority of lessons were very good. In the best practice, in a majority of the lessons, the children were supported effectively by the teaching staff and classroom assistants. The use of open-ended questioning helped to consolidate further the children's learning and extend their thinking. The children's work is marked regularly and supportively and, in the most effective practice, the teachers' feedback enables the children to improve their work. There is, however, inconsistency in the quality of marking for improvement across the school. It will be important for the school to disseminate the good practice existing in the school to ensure greater consistency in the marking of the children's work.
- The provision for literacy is good. Reading is developed appropriately across the school through the phonics programmes, shared and guided reading and class novel activities; these are supplemented by the children's frequent use of the richly stocked school and class libraries, which include challenging and unfamiliar texts. Enrichment activities, such as competitions, book fairs and visiting authors, encourage and support the children's interest in reading and writing. The children have good opportunities to write in response to texts and other stimuli. The effective use of thinking frames and opportunities to redraft work develops well the children's writing and improves the quality of their work. There is currently variation in the use of other contexts, such as the World Around Us, for extended writing. Although the planning for literacy has been reviewed recently, it lacks the necessary progression across the key aspects of literacy and the children need further opportunities to develop their writing across the curriculum.

- The teachers use well a range of effective learning and teaching strategies which foster the children's enjoyment of, interest in and aptitude to mathematics. Across all key stages, the children work regularly in pairs and the teachers use effective questioning to provide good opportunities for the children to develop their confidence and their use of mathematical language to explain their thinking. The teachers exploit and develop further the children's knowledge of mathematics in other areas of the curriculum, particularly in the World Around Us. In KS 2, the children have limited opportunities to develop their flexibility in mathematical thinking and their understanding of mathematical processes through open-ended tasks and investigative work.
- Good and appropriate long-term planning is in place for literacy and numeracy which provides an overview for the development of the children's knowledge, understanding and skills, including their communication and mathematical skills. In contrast, the medium-term planning lacks clear direction, support and guidance for teachers to meet the range of needs within the classes. The programme of play-based learning, across the early years, does not provide effective, high-quality learning experiences for the children.
- The pastoral care within the school and nursery unit is of a very good quality and is evidenced through the welcoming, inclusive ethos, the respect for diversity and the value placed on respecting the rights of all in the school community. The needs of the children are central to the work of the school. There are very good working relationships at all levels and the staff are committed to meeting the pastoral needs of all of the children. The children's achievements are valued and celebrated throughout the school and they are supported to achieve their best. Through the very effective school-council, Eco-council and the 'buddy system', the children have opportunities to take on roles and responsibilities, and be involved in the decision-making process. In addition, the extensive range of activities beyond the classroom enhances the quality of the children's overall learning experiences and contributes significantly to their personal development.
- The school has a very inclusive approach to special educational needs provision. Early identification of need is prioritised and the children benefit from the school's effective liaison with a wide range of external support agencies. Across a minority of year-groups, there remains variation in the clarity of the targets in the individual education plans and the staff's approach to their review. Overall, the impact of the range of interventions on outcomes achieved by the children is not monitored closely enough.
- The planning, assessment and effective implementation of the pre-school programme has significant areas for improvement in the nursery unit. The learning environment is not richly resourced and the quality of the staff's interactions does not support effectively the children's learning. The record keeping for children in the nursery unit identified as requiring additional support is not sufficiently rigorous. The development of the outdoor area is beginning to enhance the quality of the children's learning experiences.
- The school and nursery unit gives very good attention to promoting healthy eating and all children receive fruit as part of their daily snack. A wide range of opportunities are available to encourage physical activity which include outdoor games, climbing and balance equipment and after-school clubs which are encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The leadership and management have important areas for improvement. The current school development plan² (SDP) is in its final year of the three-year cycle and is of a poor quality. Although the senior management team members have begun to develop a new three-year SDP it lacks meaningful consultation with children, parents and governors to support the identification of appropriate priorities for improvement. The school's current processes for self-evaluation and school development planning are underdeveloped. The action plans do not guide the improvement work of the school as they lack appropriate targets which focus clearly on improving the quality of the provision and meeting the learning needs of all of the children. There is a need to enhance the capacity of the learning co-ordinators to monitor the provision in their respective areas of responsibility and to ensure that the work they undertake has a positive impact on the learning and teaching.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are not sufficiently rigorous in their evaluation of the curriculum as presented by key post holders. They do, however, have a very good range of complementary skills and expertise and are supportive to the life and work of the school.
- The school communicates effectively with parents. The children and their families can avail of the counselling service within the school environment. Many of the children have the opportunity to develop further their personal and social skills through, for example the 'Sunshine' breakfast club and the wide range of after-school clubs. The school has developed good links with external agencies.
- 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 year 6 children reported that they felt very safe in school and knew what to do if they had any concerns about their well-being.

8. Overall effectiveness

Londonderry Model Primary and Nursery Unit needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are to:

- improve the effectiveness of the strategic leadership at all levels in the school and nursery unit; including the capacity to self-evaluate robustly and to develop further the school development planning process;
- improve the quality of the planning to ensure the needs of all of the children are met effectively to improve the outcomes they achieve; and
- improve the quality of the provision in the nursery unit.

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 12 to 18 months.

² The school development plan is non-compliant with the requirements of the School Development Planning Regulations (NI) 2010.

Health and Safety / Accommodation

1. There is a need to conduct a risk assessment on the fabric of the building.

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