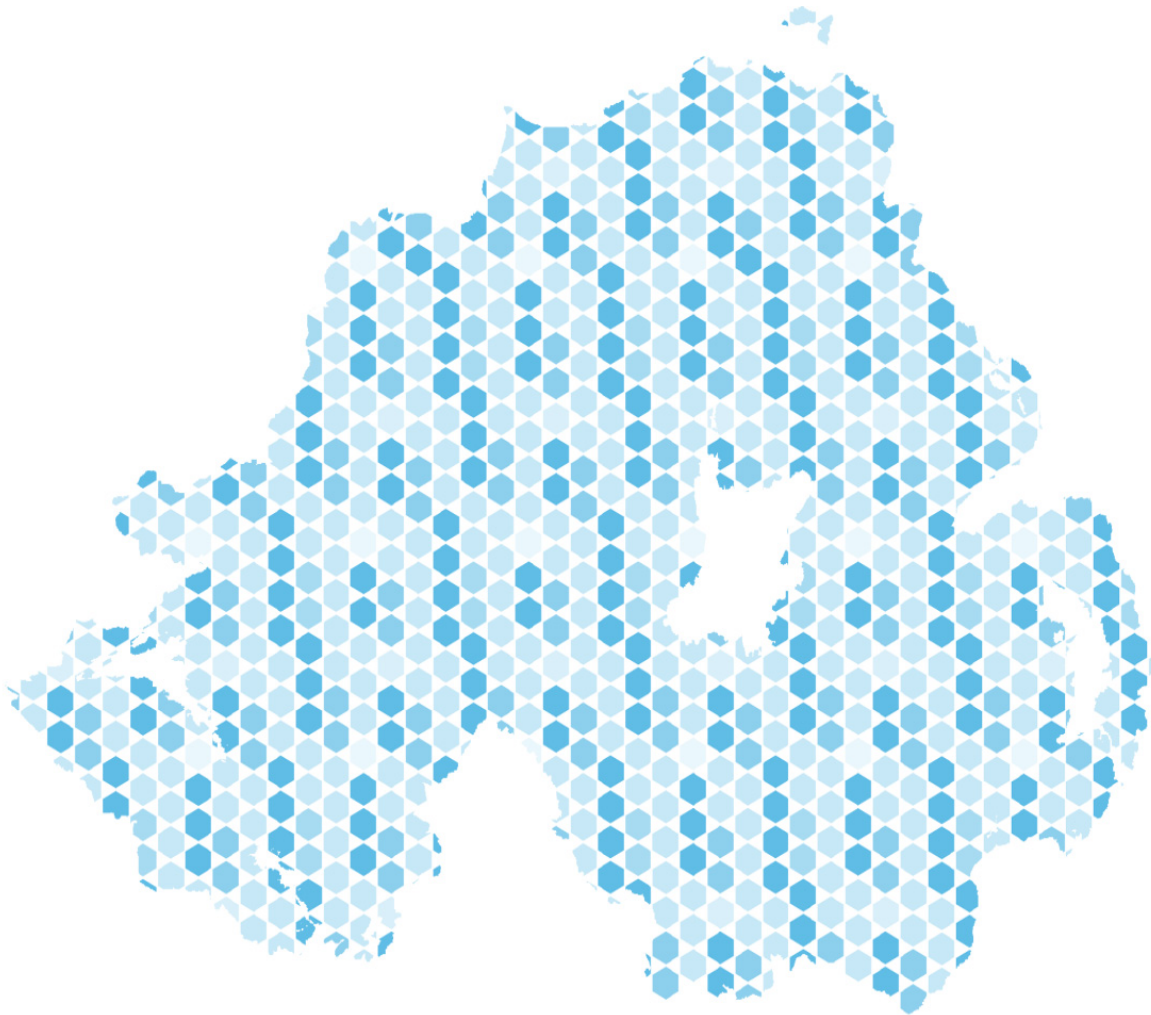


PRIMARY INSPECTION



Education and Training
Inspectorate

All Children's Integrated
Primary School, Newcastle

Report of an Inspection
in September 2011



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

SCHOOL CONTEXT

All Children's Integrated Primary School is situated in the town of Newcastle, County Down, in the Walled Garden which was formerly part of the Annsley estate. The enrolment has risen over the last four years from 200 children in 2008/9 and currently stands at 215. The majority of children come from the town of Newcastle and the remainder come from the wider surrounding area. At the time of the inspection approximately 20% of the children were entitled to free school meals. The school has identified 24 children who require additional support with aspects of their learning.

FOCUS

The inspection focused on:

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

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is **good**. The school has important strengths in most of its educational and pastoral provision.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is good.

- In English and mathematics most of the children attain good **standards**. The school has appropriately identified the need to make more effective use of data in order to identify where they can improve further the quality of the learning and teaching for the children who are under-performing so that all of the children can attain standards in line with their full potential.
- The children identified with **special educational needs** make good progress in line with their ability and reach the standards of which they are capable.

Provision for Learning

The provision for learning is good.

- The **children are highly motivated and well-behaved**. They work well independently, co-operate fully in paired or group activities and respond articulately in whole-class discussion.
- The quality of the **teaching** ranged from satisfactory to very good. Most of the lessons observed were good or very good. In the majority of lessons teachers used a wide range of strategies, including effective questioning, to challenge the children to think creatively and explain their reasoning. The classroom assistants engaged actively with the children and provided appropriate learning support.

- The quality of the arrangements for **pastoral care** is very good and is characterised by an ethos of mutual respect throughout the school. The excellent behaviour of the children is promoted through the effective use of positive behaviour strategies, including peer mediation.
- The school has very good arrangements in place for safeguarding children. These arrangements adhere to the **child protection** guidance issued by the Department of Education (DE).
- The provision for **special educational needs** (SEN) is good. The children's needs are identified early and additional support for literacy is provided. The school has prioritised the formal provision of numeracy support in the SEN action plan; the inspection endorses this course of action. There are good processes for consulting the parents, children and teachers about the writing and updating of the individual education plans.
- The school gives very good attention to promoting **healthy eating** and physical activity. The healthy break and healthy lunchbox initiatives are well established and a wide range of opportunities for physical activity is available to all classes.

Leadership and Management

The quality of leadership and management is good.

- The **Principal** leads the school effectively and is strongly supported by all staff, in particular the co-ordinators. She sets high standards and inspires confidence and respect among the staff and the children. She has established clear channels of communication with parents, staff and governors.
- The whole-school **self-evaluation** and **school development planning (SDP)** processes are satisfactory. The school needs to establish more rigorous processes for consultation and self-evaluation and adopt a more consistent format for action planning, which will include an assessment of resource implications.
- The **special educational needs co-ordinator**, the **literacy co-ordinator** and the **numeracy co-ordinator** provide good strategic leadership. They use the school's assessment data well to identify the key whole- school priorities for the development of their respective areas of responsibility.

CONCLUSION

In the areas inspected, the quality of education provided by this school is **good**. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. These are the need to:

- make more effective use of the monitoring and evaluating processes within the school, including the analysis and use of data, in order to inform teaching and learning and ensure that all of the children attain standards in line with their full potential; and

- establish more rigorous processes for consultation and self-evaluation and adopt a more consistent format for action planning, which will include an assessment of resource implications.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: All Children's Integrated Primary** iii. **Date of Inspection: W/B 26/09/11**
 ii. **School Reference Number: 405-6541** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	24	35	38	30	30
Enrolments					
Primary	195	200	210	214	215
Reception	4	4	2	0	0
Nursery Unit	0	0	0	0	0
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): 95.6% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 91.18%
- | | 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) | 9.6 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 22 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 27 | | | |
| iv. Class Size (Range): | 22 to 31 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 30 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 55 |
| iii. Additional hours of other classroom assistant support: | | | | 17 |
| vi. Percentage of children with statements of special educational needs: | | | | 4.18% |
| vii. Total percentage of children on the Special Needs Register: | | | | 10.23% |
| viii. Number of children who are not of statutory school age: | | | | |
| ix. Percentage of children entitled to free school meals: | | | | 20% |
| x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): | English
83.33% | Mathematics
83.33% | Irish
N/A | |

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

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection. Of the 63 questionnaires issued to the parents, 30 (48%) were returned to DE, including 17 which contained additional written comments. Almost all of the parental questionnaires expressed high levels of satisfaction with the life and work of the school. In the written comments, the parents expressed their appreciation of the inclusive ethos; the helpful, supportive staff who are committed to the holistic development of the children; and the leadership of the Principal. Any concerns raised in the questionnaires have been passed on to the Principal. Seven of the teachers and four members of the support staff responded very positively to the staff questionnaires.

The inspectors also met with a group of the year 6 children; they talked very positively about their learning and the wide range of extra-curricular activities, including very good opportunities for physical activity, available to them. They reported that they felt very secure in school and knew what to do if they had any concerns about their safety and well-being.

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