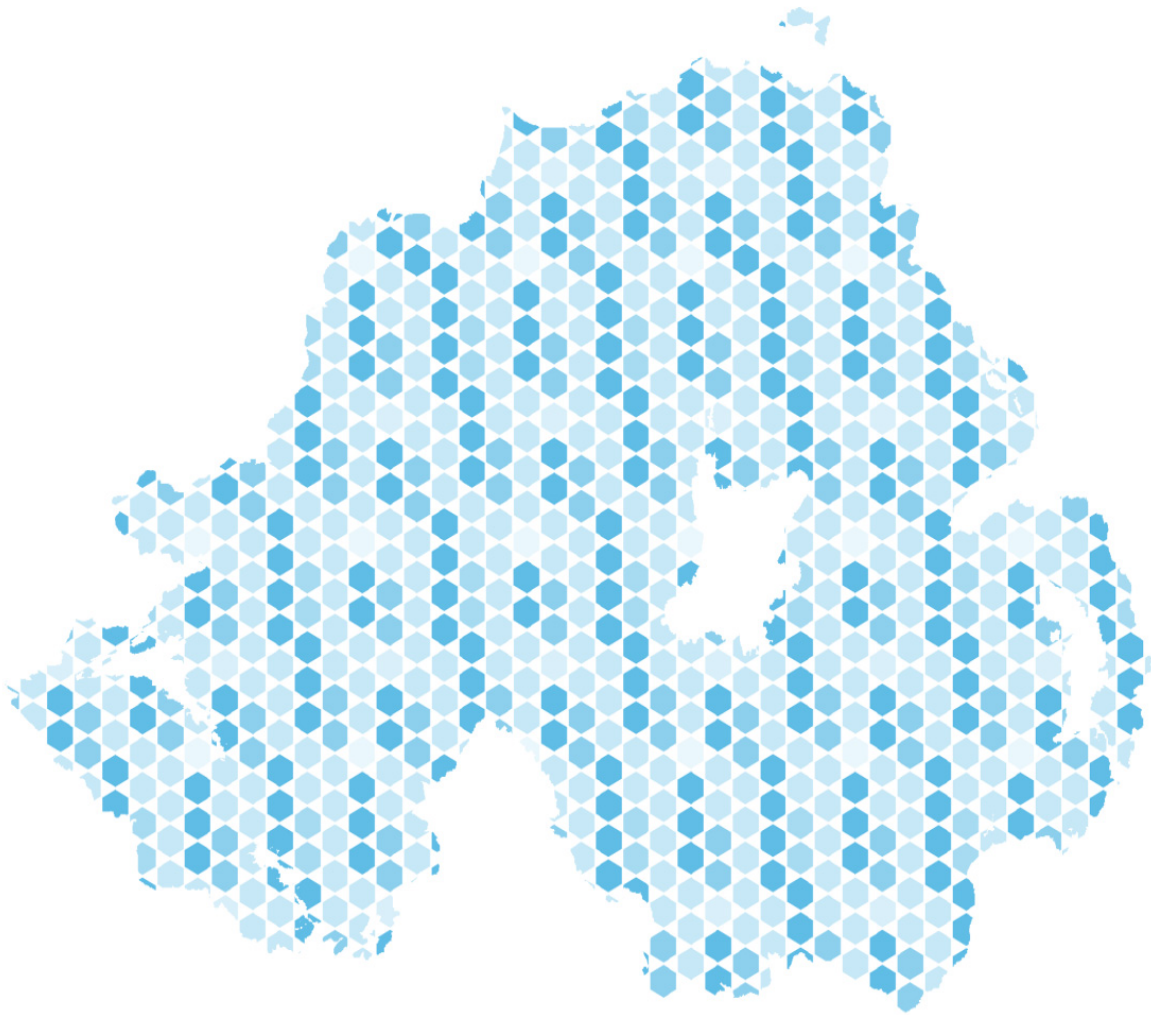


PRIMARY INSPECTION



Education and Training
Inspectorate

Woods Primary School,
Magherafelt

Report of an Inspection
in March 2012



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

Woods Primary School is situated near the village of Ballyronan, close to Magherafelt. The children attending the school come from a wide catchment area around the school. Enrolment has increased over the past five years from 109 to the current position of 141. At the time of the inspection 14% of the children in the school were entitled to free school meals. The school has registered approximately 14% of the children as having special educational needs.

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 including the school's processes for self-evaluation leading to improvement.

OVERALL FINDING OF THE INSPECTION

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 children; and has demonstrated its capacity for sustained self-improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- In **English and mathematics**, most of the children attain very good standards in line with or above expectation. The children have a love of reading, and both literacy and numeracy are linked well with their play and other learning areas. The children are confident and articulate; they co-operate well and show their developing independence by taking various roles and responsibilities within and beyond the classroom.
- The children identified with **special educational needs** make good progress and attain standards in line with their ability.

Provision for Learning

The provision for learning is very good.

- The **children's behaviour** is very good. Most of the children settle quickly to their learning and contribute well to class discussions. They have a positive disposition to school life and welcome visitors and newcomers to the school enthusiastically. The pupil voice has been extended further through the recent establishment of the whole school pupil council.

- The quality of the **teaching** observed ranged from satisfactory to outstanding. Most of the teaching was good or very good. Where the teaching is very good or better, the children are encouraged to think creatively, and they respond well to challenging practical activities. The teachers make good use of the children's responses to extend the learning further and take very good account of the needs of all the children. The school provides a breadth of practical mathematical experiences and a very good balance of writing opportunities.
- The children with **special educational needs** are identified at an appropriately early stage through the careful analysis of a range of information. Provision is based on a whole school approach of well-matched individual and small group support for children who have difficulties in aspects of their learning, and the very effective in-class support provided by the classroom assistants. The school has established very good links with a range of multi-agency support teams.
- The quality of the arrangements for **pastoral care** is very good. A particular strength of the school is its inclusive, welcoming ethos, the very good working relationships at all levels, and the way in which the staff use their in-depth knowledge of all the children to develop their understanding of the children's needs. The school has very close links with the parents and the local community.
- The school has very good comprehensive arrangements in place for **safeguarding** children. These arrangements reflect the child protection guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**. The school promotes well the sporting provision available to the children through extra-curricular activities and there is an appropriate emphasis placed on the importance of eating healthy breaks and lunches.

Leadership and Management

The quality of **leadership and management** is very good.

- The **teaching Principal**, who has been in post for six years, has led very effectively the implementation of a wide range of appropriate improvement actions. She has also developed a strong culture of self-evaluation leading to continuous improvement in the provision for learning during a time of significant staff changes.
- The **co-ordinators** support the principal well and provide effective curricular leadership in their respective areas of responsibility. They are making good use of the performance data available to them. The school has appropriately prioritised planning and the more effective whole school use and analysis of data as key actions to ensure continuous improvement in the quality of the school's provision and the standards that the children attain.
- The school has very good processes for whole-school **self-evaluation and school development planning (SDP)**. The highly evaluative SDP is based on effective consultation and regular audits resulting in appropriate action-planning for improvement.

CONCLUSION

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Woods Primary** iii. **Date of Inspection: W/B 20/03/12**
 ii. **School Reference Number: 501-3702** iv. **Nature of Inspection: Short**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	16	15	21	24	20
Enrolments					
Primary	117	122	136	139	141
Reception	0	0	0	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): 92.8% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 87.6%
- | | 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) | 7.2 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 19.58 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 23.33 | | | |
| iv. Class Size (Range): | 18 to 28 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 25 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 40.5 |
| iii. Additional hours of other classroom assistant support: | | | | 52 |
| vi. Percentage of children with statements of special educational needs: | | | | 2.2% |
| vii. Total percentage of children on the Special Needs Register: | | | | 14.2% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 14.2% |
| 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
84.21% | Mathematics
84.21% | Irish
N/A | |

HEALTH AND SAFETY

- There are considerable safety issues for the children at drop-off and collection times during the school day due to traffic congestion at the front of the school.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, 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, and for a group of children from year 6 to meet the inspectors.

Ninety questionnaires were issued to the parents of the children in the primary school: 31 were returned to Inspection Services branch and 16 contained additional written comments. Most of the responses from the questionnaires were highly affirmative of the work of the Principal, the teaching and support staff. Generally the written comments praised the provision for learning and the welcoming and caring atmosphere in the school. A few queries were raised and these were shared with the Principal.

The teachers and the support staff completed confidential questionnaires and almost all of the responses were highly positive about most aspects of the school.

The inspectors met a group of year 6 children and they talked enthusiastically about their learning experiences and the broad range of after school activities available to them. The children are aware of what to do if they have worries about their safety and well-being. In addition, they indicated that the staff contact their parents when they are unwell. The children spoke positively about the welcome afforded to new children and of the inclusive ethos within the school.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

