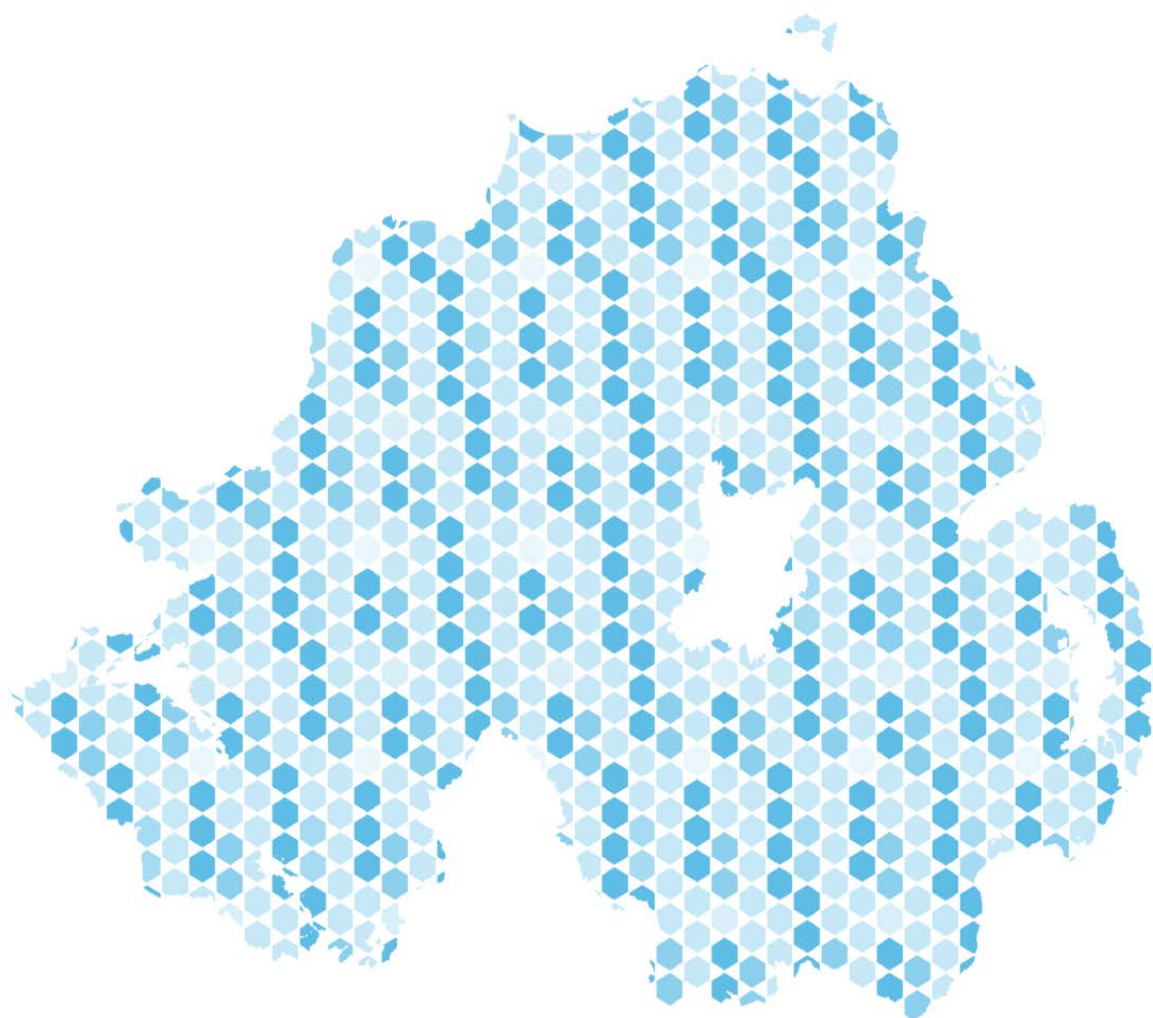


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Glenwood Primary School,  
Belfast

Report of an Inspection  
in January 2013

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## Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

## 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%

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

## 1. School context

Glenwood Primary School is situated in Upper Riga Street off the Shankill Road in north Belfast. The children come from the local area which has suffered from significant civil unrest over a long period of time. The enrolment has remained steady in recent years and stands currently at 498. Approximately 39% of the children in the primary school have been identified as having special educational needs (SEN). Around 71% are entitled to free school meals.

Since September 2012, Glenwood Primary School has been participating in the Belfast Education and Library Board's (BELB) Achieving Belfast programme. Achieving Belfast is a long-term, sustained intervention whose aim is to address under-achievement and improve educational outcomes and standards in schools. The school was identified based on a range of factors, including educational attainment that is well below the Belfast area board average at the end of KS2, and the high number of children coming from areas of multiple social disadvantage.

## 2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

### OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is inadequate. The areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the children.

### Summary of key findings

Achievements and standards Quality of provision Leadership and management	Inadequate Inadequate Inadequate
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### KEY FINDINGS OF THE INSPECTION

### **3. Achievements and standards**

#### **The quality of the children's achievements and standards is inadequate.**

- The children participate well in class and co-operate willingly with their peers to complete their work. When given the opportunity to engage in more creative activities they respond with enthusiasm. In plenary sessions they find it difficult to explain their thinking and set out their reasoning. As they progress up the school they need to have more consistent opportunities to develop their independence and become more competent in managing their own learning.
- An analysis of the KS2 assessment data over the past four years indicates that in English and mathematics, the school's performance is well below both the Northern Ireland (NI) average and the average of schools in the same free school meals category; in mathematics the children's performance shows an upward trend with slight improvements noted in recent years.
- The children in year 7 are entered for the Council for the Curriculum, Examinations and Assessment (CCEA) Information Technology (IT) Accreditation Scheme. The majority of the children entered achieve the expected level of attainment.
- The children achieve a satisfactory standard in mathematics. By year 7, the most able children have a sound understanding across a range of mathematical concepts and complete simple and more complex mental calculations quickly and accurately. Across KS1 and KS2, the children's mathematical thinking is underdeveloped; the children rely on a limited range of strategies and are insecure when explaining their method of calculation. The children's standard of attainment in literacy is inadequate with most of the children lacking the confidence to articulate their ideas and opinions. The majority of the children are not reading commensurate with their chronological age, and in discussion with groups of the children from years 4 and 7, the majority expressed both their reluctance to read and a limited interest and enjoyment in reading. Across the school, the children write in a variety of genres, but the writing lacks creativity and a developing awareness of writing style.
- The majority of the children identified as requiring additional support with aspects of the learning and behaviour make progress; and a small number make sufficient progress to be discontinued from the SEN register.

### **4. Provision for learning**

#### **The quality of the provision for learning is inadequate.**

- The teachers plan jointly and have developed comprehensive, short and medium-term documentation. Although there is inconsistency in the quality of the planning overall, there are particular strengths in the foundation stage and KS1 where there is a suitable focus on learning; in addition, useful cross-curricular connections have been made in ICT and the ways in which it supports effectively developments in numeracy. In KS2, the teachers' planning requires a sharper focus on the children's learning outcomes. The planning at whole-school level needs to be monitored and evaluated more effectively in order to inform more fully the quality of the teaching.

- There is no whole-school approach to assessment for learning. Elements of self-assessment and peer assessment have been introduced, but they lack appropriate structure and depth for the children. A minority of teachers provide constructive feedback to the children during lessons and respond thoughtfully to their written work. It will be important for all the teachers to link their approaches to assessment more closely to their planning.
- The quality of the teaching observed ranged from satisfactory to very good. The majority of the teaching was good with just over one-tenth being very good. In almost one-third of the teaching, however, there is a need for improvement. Key features of the best practice included the effective use of open-ended questions by the teachers and their encouragement of the children to provide extended responses. In these lessons, the work was matched closely to the varying abilities of the children and contained appropriate levels of challenge. The teachers set high expectations of what the children can achieve and built effectively on their prior learning experiences. In the least effective practice, the work lacked a suitable context and there were missed opportunities for the children to explain their thinking and develop their confidence in the oral presentation of their learning. The activities set did not take sufficient account of the wide range of abilities within the classes. The lessons were overly directed by the teachers and there was an over-reliance on the completion of de-contextualised worksheets.
- Within the foundation stage, a language development programme is used well to identify class and individual strengths, and areas for development in language; the tracking of the children's performance indicates that there is improvement in their communication skills. As they progress through the school, the children need more focused opportunities to develop further their language and communication skills across all areas of learning. The whole-school planning for the development of reading is ineffective. The teachers need to foster an enjoyment of reading and develop a shared understanding of the effective teaching of reading in order to address urgently the significant number of children who are not reading at an appropriate level. Having identified the limited creativity in the children's writing at KS1 and KS2, it will be important for the teachers to review how they teach writing and ensure that they employ effectively a wider range of stimuli, including the use of novels for group and guided reading, in order to develop the children's imaginative skills. The school has identified the underperformance of boys in literacy; there is, however, no coherent strategy to address this area of underperformance and there is an urgent need to develop a whole school strategy to encourage boys to engage with the curriculum in order to raise their standards of achievement.
- Whilst the whole school scheme for numeracy provides a detailed line of progression across the key stages and across the areas of mathematics, there is a variation in the quality of the outworking of this programme into classroom activities. In the foundation stage, the children have opportunities to acquire appropriate mathematical knowledge and language through the effective use of games and practical activities. In KS1 and KS2, there is inconsistency in the level of challenge in numeracy activities and in the level of differentiation employed to match tasks to the range of abilities. The children need more opportunities to develop mathematical processes such as reasoning and communication. To improve the children's understanding and flexibility in mathematical thinking, the teachers need to integrate processes more fully into

the day-to-day teaching of mathematics and to set the learning within meaningful contexts. There is also a need to develop a whole-school approach to the teaching of mental mathematics: to teach a wider range of strategies and encourage and challenge the children to explain their thinking and apply these strategies to problem-solving and investigative work.

- The quality of the arrangements for pastoral care is good. There is a welcoming, supportive and friendly ethos within the school. The children were well behaved during the inspection, treated their peers with respect and engaged courteously with the adults and visitors to the school. The children have good opportunities to be involved in decision-making and in raising money for the school through the active school council.
- The quality of the provision for children with SEN is satisfactory. The mainstay of the provision is individual and group withdrawal as well as the provision of smaller classes. The special educational needs co-ordinator (SENCO) uses a range of tests to identify early the children requiring additional support with their learning and the withdrawal teachers implement appropriate intervention strategies. Suitable targets are outlined in the individual education plans drawn up for each child who requires support in his/her learning in literacy or numeracy or guidance in his/her behaviour. The classroom assistants work closely with the teachers and provide effective support for the children in class. In order to achieve maximum impact from this provision the class teachers need to liaise more closely with the SEN teachers to assess the children's progress on a more regular basis.
- The school gives good attention to promoting healthy eating and physical activity through, for example, healthy break-time routines and the wide range of after-school activities all of which encourage the children to adopt a healthy lifestyle.

## **5. Leadership and management**

### **The quality of leadership and management is inadequate**

- The school is rightly proud of the high levels of staff attendance which reflect both the commitment of the teachers and the very good working relationships which exist throughout the whole school. The school leadership team has invested much time and energy in fostering the pastoral care of the children and has reached out to the parents with some success and endeavoured to involve them more fully in the education of their children.
- The school has identified key priorities within the school development plan. However, they are not reflected adequately in the strategic planning and they are not addressed in a systematic, whole-school manner. The associated action plans do not focus sufficiently on improving the children's learning and they lack an effective mechanism for evaluation. A thorough evaluation of the current needs of the children is required, supported by a suitable programme of staff professional development.

- There is a pressing need for all of the staff to review and raise the standards of achievement of the children in literacy and numeracy. The school leadership team needs to adopt a firmer overview of the core business of the school with the expressed aim of closing the gap in attainment more swiftly. The monitoring and evaluating role of the co-ordinators needs to be strengthened to include a greater focus on the outcomes attained by the children.
- The school is beginning to use internal assessment data and to monitor the children's performance information in an informal manner. It will be important to establish a sound baseline for this activity and to track individuals, and groups of children longitudinally in order to determine trends and measure progress.
- The school needs to consider carefully its current approach to the organisation of the classes by ability in KS2 two. There is evidence to suggest that it is having a negative influence on the experiences of some children as it prevents them from interacting with their peers in more challenging activities. The school needs to provide high quality experiences for all the children.
- The parents are kept well informed of their children's progress through annual reports and regular newsletters; in addition, the school website provides helpful information for the parents to engage with their children's learning.
- The governors are well-informed about the work of the school and highly supportive of the Principal and staff. It will be important as the school moves forward for the governors to exercise a more robust challenge function in relation to achieving improvements in the children's achievements and standards of literacy and numeracy.
- 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 year 6 children they indicated that they feel happy in school and that they know who to speak to if they have any concerns about their well-being.

## CONCLUSION

In almost all of the areas inspected, the quality of education provided in this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the children.

The areas for improvement include the need to:

- raise standards in literacy and numeracy;
- provide more sharply focused strategic leadership at all levels and implement more robust systems for monitoring and evaluating the core work of the school; and
- improve the quality of learning and teaching.



## 6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of questionnaires issued to the school	101
Number of questionnaires returned	31
Percentage of returns	30.69%
Number of comments	17

Almost all of the responses from the parental questionnaire indicated a high level of satisfaction with the provision in the school. In particular, the parents praised the approachable Principal and teaching staff for the care and support they provide for their children. The very small number of concerns raised in the written comments has been discussed with the governors and the Principal.

**In discussions with the governors**, they expressed their appreciation of the hard work and commitment of the whole staff. In particular, they highlighted the strong pastoral support provided for the children and the very good working relationships at all levels within the school.

**The inspectors also met with a group of the year 6 children.** The children reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns. They also spoke positively about school life; most of them expressed their enjoyment of their lessons, of the extra-curricular activities available, and of being involved in the school council.

TEACHERS QUESTIONNAIRES	
Number of questionnaires returned	25
Number of comments	7

SUPPORT STAFF QUESTIONNAIRES	
Number of questionnaires returned	16
Number of comments	3*

*\*Denotes fewer than five*

Twenty-five of the teachers and sixteen of the support staff completed the questionnaire. All of the staff who responded indicated their support for the work of the school.

**Health and safety**

- Traffic congestion at set down and pick-up times each day constitutes a health and safety risk to the children.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Glenwood Primary** iii. **Date of Inspection: W/B 28/01/13**  
 ii. **School Reference Number: 101-6485** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	64	80	81	85	70
<b>Enrolments</b>					
Primary	467	484	498	504	498
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): 92.2% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 92.81%

<b>Primary &amp; Reception</b>	<b>Nursery Unit</b>	<b>Special Unit</b>	<b>Irish Medium Unit</b>
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- D. i. Number of Teachers (including the principal and part-time teachers): 26.4 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 18.82 NI PTR: 20.2
- iii. Average Class Size: 23.66
- iv. Class Size (Range): 17 to 31
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |  |     |  |
|---|--|-----|--|
| i. Clerical support:  |  | 56  |  |
| ii. Foundation Stage Classroom Assistant Support:           |  | 138 |  |
| iii. Additional hours of other classroom assistant support: |  | 295 |  |
- vi. Percentage of children with statements of special educational needs: 3.4%
- vii. Total percentage of children on the Special Needs Register: 38.6%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 70.62%
- 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):
- |  |                |                    |              |
|--|----------------|--------------------|--------------|
|  | <b>English</b> | <b>Mathematics</b> | <b>Irish</b> |
|  | 45.07%         | 63.38%             | N/A          |

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