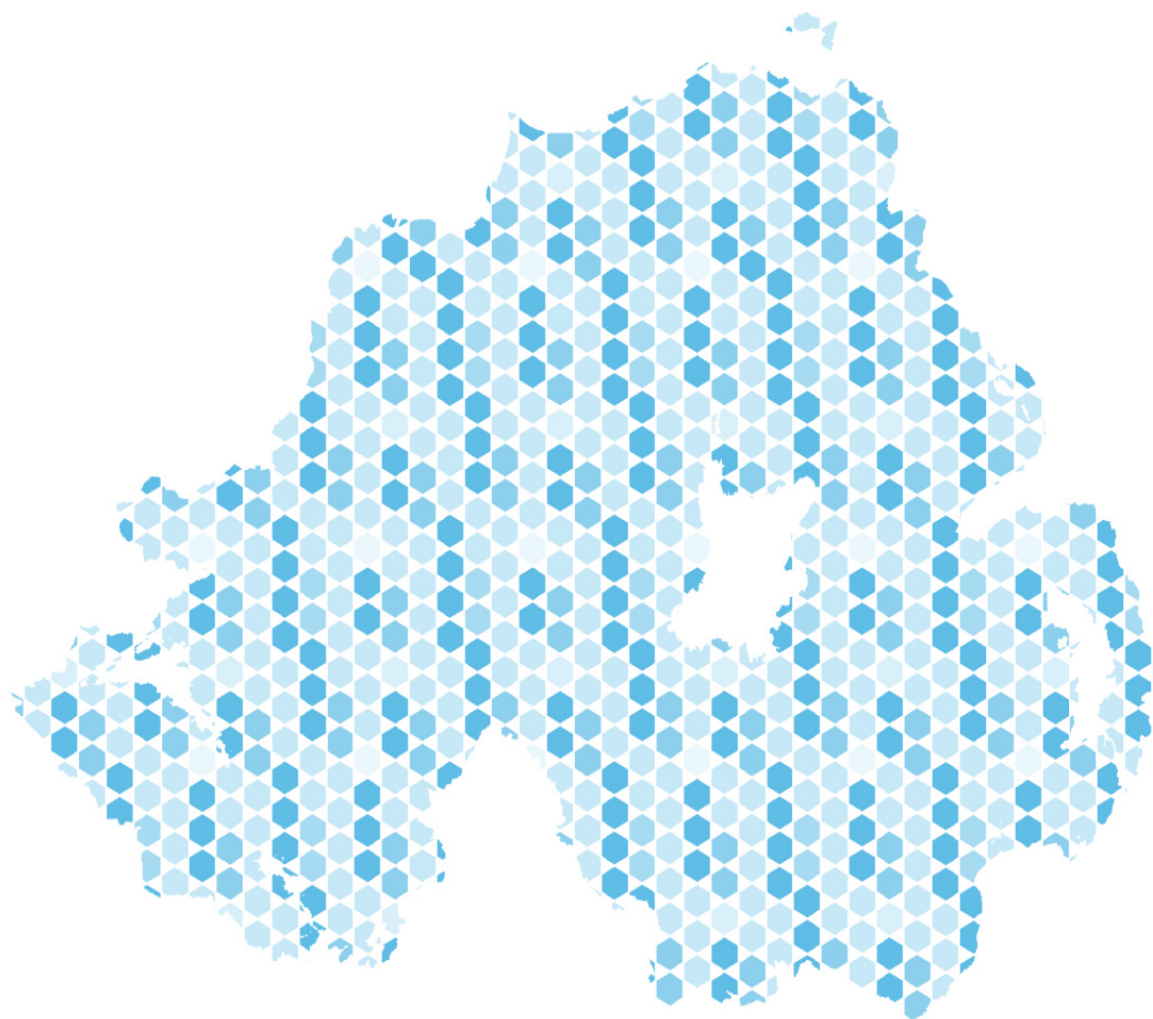


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Lough View Integrated Primary  
School and Nursery Unit,  
Belfast

Report of an Inspection  
in March 2011

## CONTENTS

| Section |  | Page |
|---------|--|------|
|         | STATISTICAL INFORMATION                |      |
| 1.      | INTRODUCTION                           | 1    |
| 2.      | ACHIEVEMENTS AND STANDARDS             | 2    |
| 3.      | THE QUALITY OF PROVISION FOR LEARNING  | 4    |
| 4.      | LEADERSHIP AND MANAGEMENT              | 5    |
| 5.      | CONCLUSION                             | 6    |
| 6.      | THE NURSERY UNIT                       | 7    |
|         | STATISTICAL INFORMATION (NURSERY UNIT) |      |

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 |

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Lough View Integrated Primary      iii. **Date of Inspection:** W/B 28/03/11  
 ii. **School Reference Number:** 406-6579      iv. **Nature of Inspection:** Focused

B.

| <b>School Year</b> | <b>2006/07</b> | <b>2007/08</b> | <b>2008/09</b> | <b>2009/10</b> | <b>2010/11</b> |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Year 1 Intake      | 55             | 51             | 50             | 49             | 59             |
| <b>Enrolments</b>  |                |                |                |                |                |
| Primary            | 408            | 407            | 393            | 395            | 400            |
| Reception          | 0              | 0              | 0              | 0              | 0              |
| Nursery Unit       | 26             | 26             | 26             | 26             | 26             |
| 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): 95.4%      **NI Avg Att:** 94.9%
- | <b>Primary &amp; Reception</b> | <b>Nursery Unit</b> | <b>Special Unit</b> | <b>Irish Medium Unit</b> |
|--------------------------------|---------------------|---------------------|--------------------------|
|--------------------------------|---------------------|---------------------|--------------------------|
- D. i. **Number of Teachers**  
 (including the principal and part-time teachers): 18      0      0      0  
 (Full-time equivalent = 25 teaching hours)
- ii. **PTR (Pupil/Teacher Ratio):** 23.5      NI PTR: 20.7
- iii. **Average Class Size:** 28.5
- iv. **Class Size (Range):** 26 to 33
- v. **Ancillary Support:**
- |                                  |   |      |
|----------------------------------|---|------|
| <b>Number of Hours Per Week:</b> | i. Clerical support:  | 82.5 |
|                                  | ii. Foundation Stage Classroom Assistant Support:           | 90   |
|                                  | iii. Additional hours of other classroom assistant support: | 126  |
- vi. **Percentage of children with statements of special educational needs:** 2.25%
- vii. **Total percentage of children on the Special Needs Register:** 21.5%
- viii. **Number of children who are **not** of statutory school age:** 0
- ix. **Percentage of children entitled to free school meals:** 6%
- x. **Percentage of children at the end of Key Stage 2 for 2009/10 who attained level 4 and above in English and mathematics:** **English** 78.12%      **Mathematics** 87.5%

## **1. INTRODUCTION**

### **1.1 SCHOOL CONTEXT**

Lough View Integrated Primary School and Nursery School is situated on a green field site, in the Castlereagh Hills, overlooking Belfast. The children come from within a 15 mile radius of the school. The enrolment of the school has remained steady over the past three years and currently stands at 400 children within the primary school; the enrolment in the nursery unit stands at 26. Approximately 5% of the children are entitled to free school meals. The school has identified approximately 21% of the children who require additional support with aspects of their learning.

### **1.2 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.

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.

### **1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN**

Twenty-six questionnaires were issued to the parents of the nursery unit; approximately 54% were returned to the Inspection Services Branch (ISB) and nine contained additional written comments. All comments were highly supportive of the nursery unit and included mention of the child-centred ethos, the warm and caring staff and the welcoming and secure learning environment. One hundred and thirty-six questionnaires were issued to the parents of the primary school; approximately 61% were returned to ISB and 57 contained additional written comments. A majority of the comments reflected very favourably on the professionalism and approachability of the Principal and teaching and support staff, the range of afterschool activities and the sense of community that permeates the school.

Sixteen of the teaching staff and seven members of the support staff responded to the online questionnaires. Six teachers supplied additional, highly positive comments that included expressions of pride in the school and reference to good relationships and team work among the staff.

The governors spoke very positively about the caring, inclusive ethos of the school and their appreciation of the work of the Principal and all of the staff and their commitment to the children. They reported that they were kept very well informed and had benefited from the opportunities for staff to raise the governors understanding of school developments such as the phonics programme and child protection related matters.

In discussions held with the year 6 children they talked with great enthusiasm and maturity about their experiences in the school. They value the help and support of their teachers, have great pride in their school and enjoy the wide range of after-school activities. The children indicated that they know what to do and who to turn to if they have any concerns regarding their work or their safety and well-being.

An analysis of the questionnaires and the written comments was shared with the Principal and the governors.

#### 1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school and the nursery unit is outstanding. The Principal and the staff are committed to the wellbeing of the children and place much emphasis on promoting their self-esteem, confidence and personal development. The friendly, inclusive and supportive ethos permeates the whole school and promotes mutual respect and exemplary behaviour among the children, an example of which is the effective 'Buddy System' that operates throughout the whole school. The children's views and opinions on a wide range of issues are sought regularly and valued by the teachers. The children have the opportunity to participate in a wide range of extra-curricular activities which include music, drama and sporting activities. In addition, their learning and social development are enhanced through regular visits to places of educational interest and visitors to the school.

#### 1.5 CHILD PROTECTION

The school and the nursery unit have very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

#### 1.6 HEALTHY EATING AND PHYSICAL ACTIVITY

Across the school the children have regular opportunities for energetic outdoor play and sports, which encourage the children to adopt healthy lifestyles.

#### 1.7 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

There is a sense of community within the school based on very good working relationships and strong partnerships at all levels. The Parents' Council provides valuable support to new parents to the school as well as raising funds to enhance the provision and quality of experiences for the children. In addition, the 'Parents at Loughview Support group' (PALS) provides guidance and assistance to parents of children with additional needs. The staff work conscientiously to ensure that communication with the parents is effective and maintained through, for example, regular newsletters, a parental survey, the school Web site, Open Days and information meetings. Excellent links have been established with the neighbouring post primary school to enrich the children's educational and social experiences and to ensure smooth transitions between the schools. Strong links have been established with the local Council and also sporting organisations such as the Irish Football Association and Athletics Northern Ireland. The school contributes to selected charities and an appropriate emphasis is placed on the importance of caring for others in the wider community.

### 2. ACHIEVEMENTS AND STANDARDS

#### 2.1 LEARNING

The children are highly motivated and always engaged in their learning. They work together collaboratively in pairs and small groups, expressing their own ideas confidently and showing respect for the opinions of others. Their learning experiences have been greatly enriched by the recent development of outdoor provision, including a nature trail and pond within the grounds of the school.

An analysis of the key stage (KS) 2 assessment data over the past four years shows that in English and mathematics the school's performance has fluctuated from slightly below to significantly above the Northern Ireland average. When compared with schools in the same free school meals category, the levels of attainment in English and mathematics are above the average.

The children with special educational needs (SEN) achieve well. The close monitoring of progress and very good early intervention enables the children to become more independent and confident as they progress through the school.

## 2.2 ENGLISH AND LITERACY

The quality of provision for English and literacy is very good.

The literacy team lead, monitor and evaluate effectively the provision and outcomes for literacy across the school. They have identified the need to improve spelling due to underachievement in some classes and have appropriately prioritised this as an area for development. The action plans for literacy are well informed and focus appropriately on raising standards of literacy further for all of the children.

The children demonstrate excellent talking and listening skills. A variety of well planned opportunities for the children to engage and interact with others promotes very good thinking, talking and listening skills. In the nursery unit and across all key stages the children are keen to talk about their work.

The children achieve very good standards in reading. Throughout the school the children experience a variety of approaches to reading including shared, guided and independent reading and have regular opportunities to read for research, personal interest and pleasure. An effective reading buddy scheme supports and enhances the children's reading. As they progress through the school the children are introduced to a broad range of texts including fiction, non-fiction and poetry. They read with enjoyment, appropriate intonation, fluency and understanding of the text. By the end of KS2 almost all the children are reading at a level in line with their ability. The school is in the process of developing a new reading scheme for KS2 to extend the children's development in reading and improve further the standards they attain.

The standard of written work achieved by the children is very good. The children have opportunities to develop their writing skills by writing in different forms including, poems, instructions, letters, reports and stories. They are also provided with extensive cross-curricular opportunities to write for a variety of purposes and audiences. The teachers encourage the children to edit and redraft their work to improve the quality of their writing. As the children progress through the school they write with increasing independence and have opportunities to publish their work in the school newspaper, The Lough View Voice.

ICT is very effectively integrated into classroom activities. The use of pod cast and audio files provide excellent opportunities for the children to produce their own stories and film clips.

## 2.3 MATHEMATICS AND NUMERACY

The quality of provision for mathematics and numeracy is very good.

The school has recently established a mathematics team consisting of teachers across the three key stages to review and further develop the provision for mathematics. The team has drawn up an appropriate action plan for mathematics which identifies the strategies to further improve the very good provision; these include a review of the long-term planning and more rigorous use of the wide range of data collated to target and support children who are identified as under-achieving.

The teachers plan conscientiously and work extremely hard to impart their enthusiasm for mathematics through the provision of enjoyable and challenging learning experiences which meet the needs of the children across the ability range and instil a belief in success. Across the three key stages the children were very articulate in their explanations of what they learned during practical investigations and the strategies they use to solve mental mathematics problems. The focus on developing the children's investigative and problem-solving skills is impacting very positively on their achievements in mathematics. The children have regular opportunities to apply their skills in meaningful and interesting contexts; the teachers make learning connections both within mathematics and across the curriculum.

The class teachers work collaboratively with the teachers who provide withdrawal support for mathematics. The quality of this additional support is very good and valued by the children; there is evidence to show that this support is addressing gaps in the children's mathematical knowledge and understanding.

Information and communication technology is used creatively and innovatively to extend the children's enjoyment and understanding. The teachers and children use the Interactive White Board confidently and competently to bring mathematics in the real world into the classroom. The year 4 children have set up a Wiki page and are presently creating a link to the school's website.

Almost all of the children achieve very good or better standards in mathematics reflective of their ability.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

#### **3.1 PLANNING**

The quality of planning to support the teaching and learning is good. The medium-term planning by the respective year groups provides a broad framework for progression and ensures coherence in the children's learning, particularly by connecting all the areas of the curriculum through thematic topics. The teachers evaluate their planning regularly and these evaluations are increasingly being used to inform future planning to meet the needs of all the children. This good practice needs to be consistent across the school in order to help raise further the standards.

The planning for SEN is integrated well across the school and the teachers take care to use the detailed information provided by the special educational needs co-ordinator (SENCO) to guide their classroom practice.

#### **3.2 TEACHING**

The teachers are dedicated, hard-working and focused on ensuring the holistic development of each child; they work very successfully to promote in the children a sense of enjoyment in learning.



During the inspection the quality of the teaching observed was always good or better and was very good or outstanding in three quarters of the lessons. In the most effective practice, the teachers had appropriately high expectations of the children, there was a sustained focus on the planned learning and the lessons were well paced and purposeful. Through effective questioning, the teachers challenged the children's thinking, deepened their understanding of key concepts and promoted the development of their oral literacy. They used a wide range of teaching strategies effectively, enabling the children to play an active role in their own learning.

The SENCO together with the two learning support teachers are committed to providing for the additional needs of children across the range of ability. The school has a clear and comprehensive policy in place for those children with SEN. The SENCO has a good strategic overview of this area; she was instrumental in the school's attainment of the Dyslexia Friendly School Quality Mark in 2009. There is effective co-operation and communication between the teachers providing withdrawal learning support and peripatetic support for the children and this is linked closely to the overall work of the classroom teachers.

The classroom assistants contribute significantly to the life and work of the school and, as part of the current improvement strategy, the school has up-skilled the classroom assistants, in areas such as phonics, to the benefit of the children.

### **3.3 ASSESSMENT**

In most classes, the teachers mark the children's written work regularly and supportively and provide prompt oral feedback to improve learning. In the best practice, the teachers annotate the work, often indicating how it could be further improved. The children are also being encouraged to both self evaluate their own work and peer evaluate the work of others.

The school uses a range of standardised and non standardised tests; they have begun to use assessment data in order to track individual children and identify underachievement. The Principal and his Senior Leadership Team have, appropriately, identified the need to engage in more rigorous analysis of the assessment outcomes in order to track the children's progress at individual, class and whole-school level, to identify low or under-achievement and to help prioritise key areas for whole-school development.

## **4. LEADERSHIP AND MANAGEMENT**

### **4.1 LEADERSHIP**

The overall quality of leadership and management is very good.

The Principal provides very good leadership for the school. He is in his second year in the post and has an appropriate vision for the school with a clear understanding of how to realise this. He is thoroughly committed and dedicated to providing high standards of education for all the children in his care.

The Vice-principal and Senior Leadership Team support very effectively the Principal and contribute to setting the appropriate tone for the life and work of the school.

The Principal has recently developed curricular teams in order to fully embed the Primary Curriculum and this has encouraged and embraced the motivation and enthusiasm of the staff. The team spirit generated among the teaching staff ensures that all are committed to the aims of the school and contribute to the very high standards of work achieved by the children.

The governors are involved in the overall strategic planning and policy development for the school. They also play an important role in monitoring and evaluating the life and work of the school.

#### 4.2 PLANNING FOR IMPROVEMENT

The school development plan (SDP) is compliant with the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

#### 4.3 ACCOMMODATION

Excellent use is made of corridors and classrooms to creatively celebrate the children's work and achievements. There are many bright and colourful displays depicting aspects of school life. The internal and external environments of the school are pleasant and well-maintained

### 5. CONCLUSION

#### 5.1 The strengths of the school include:

- the outstanding quality of the pastoral care provided for the children and the excellent behaviour of the confident and highly motivated children;
- the quality of the teaching observed, almost three quarters of which was very good or outstanding;
- the very good standards achieved by the children in mathematics and Literacy;
- the very good quality of the arrangements for SEN;
- the very good leadership of the Principal who is very well supported by senior and middle management teams; and
- the hard working and dedicated teachers and support staff.

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.

## 6. THE NURSERY UNIT

The key strengths of the nursery unit include:

- the friendly, caring ethos;
- the high levels of motivation, engagement and enjoyment of learning displayed by the children;
- the skilful interaction of the staff with the children;
- the excellent opportunities provided for learning in all areas of the pre-school curriculum;
- the close attention paid to meeting the needs of individual children, including those with additional educational needs; and
- the reflective approach of the nursery teacher, supported by the Foundation Stage co-ordinator, and the commitment of the staff to providing quality pre-school experiences for all the children.

In the areas inspected, the quality of education provided by this nursery unit is outstanding. The nursery unit has demonstrated its capacity for sustained self-improvement.

# **STATISTICAL INFORMATION ON LOUGH VIEW INTEGRATED PRIMARY SCHOOL NURSERY UNIT (406-6579)**

## **1. Details of Children**

| <b>Number of children:</b>             | <b>Class 1</b> | <b>Class 2</b> |
|--|----------------|----------------|
| Attending full-time                    | 0              | 0              |
| Attending part-time                    | 26             | 0              |
| Under 3 years of age*                  | 0              | 0              |
| With statement of SEN**                | 0              | 0              |
| At CoP stages 3 or 4***                | 0              | 0              |
| At CoP stages 1 or 2***                | 2              | 0              |
| With English as an additional language | 1              | 0              |

\* On 1 July.

\*\* Special Educational Needs.

\*\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

|   |       |
|---|-------|
| Percentage qualifying under DE admission criteria 1 or 2. | 0%    |
| Average attendance for the previous year.                 | 97.8% |

## **2. Duration of Sessions**

| <b>Full-time</b> | <b>Part-time: am</b> | <b>Part-time: pm</b> |
|------------------|----------------------|----------------------|
| -                | 2½ hours             | -                    |

## **3. Details of Staff**

| <b>Number of:</b>            | <b>Full-Time</b> | <b>Part-Time</b> |
|------------------------------|------------------|------------------|
| Teachers                     | 0                | 1                |
| Nursery Assistants           | 0                | 2                |
| Qualified Nursery Assistants | 0                | 0                |

| <b>Number of: ****</b> |   |
|------------------------|---|
| Students               | 1 |
| Trainees               | 0 |

\*\*\*\* Total placements since September of current year

## **4. Parental Questionnaires (to be completed by Inspection Services Branch)**

|                            |         |
|----------------------------|---------|
| Number issued              | AGI   Á |
| Percentage returned        | ÍÍ %    |
| Number of written comments | J       |

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