



*The Education and Training Inspectorate -
Promoting Improvement*

**Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



Education and Training Inspectorate

Report of a Follow-up Inspection

**Glenwood Primary School
Belfast**

May 2014

FOLLOW-UP TO THE INSPECTION OF GLENWOOD PRIMARY SCHOOL, BELFAST, BT13 3GW (101-6485)

The focused inspection of Glenwood Primary School in January 2013 highlighted strengths in relation to the good and very good teaching observed; the quality of the pastoral care of the children; the commitment of the teachers; and, the very good working relationships which exist throughout the whole school.

The inspection identified the need for improvement in the following key areas:

- to raise the standards in literacy and numeracy;
- to 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
- to improve the quality of learning and teaching.

The inspection conclusion in January 2013 stated:

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 leadership and management, standards, and learning and teaching which need to be addressed urgently if the school is to meet effectively the needs of the all the children.

The school entered the formal intervention process on 25 February 2013. The Department of Education (DE) indicated at that time that a follow-up inspection would take place and that, in the interim, the Education and Training Inspectorate (ETI) would evaluate the progress being made in bringing about the necessary improvements through follow-up visits. The post-inspection action plan was received in DE in May 2013. The Department of Education acknowledged the positive response that the school had made, and planned to make, regarding the areas for improvement identified in the report. The first interim follow-up visit took place on 11 December 2013 with a second interim follow-up visit on 25 March 2014.

In the interval since the original inspection, the school received extensive support from the Curriculum Advisory and Support Service (CASS) of the Belfast Education and Library Board (BELB).

Since the original inspection, the following actions which affect the work of the school have taken place.

- The staff received extensive professional development and support from BELB CASS in a number of areas including literacy, numeracy, special educational needs and leadership and management.
- The staff introduced a good range of strategies, opportunities and resources to foster the children's interest and enjoyment in reading and literacy, including year group and whole-school projects, the introduction of an interactive reading programme and a set of electronic-readers.

- The staff have begun to focus more specifically on how to motivate and engage boys with their learning: they have established a boys' reading club and provide the boys with regular opportunities to speak in front of an audience at school assemblies and other events.
- A structured lesson format was introduced by the principal, and the staff have worked together to develop a shared understanding of what constitutes effective learning and teaching.
- The planning formats were revised and the weekly planning was developed further to include differentiated activities and more creative teaching approaches.
- A review of the provision for children with statements of special educational needs has taken place.
- The role of the co-ordinators has been developed with a focus on providing strategic direction and more robust systems for monitoring and evaluating the quality of the provision.
- The teachers have higher expectations of the children and plan their questioning to ensure a focus on developing key vocabulary and providing the children with opportunities to give extended answers.
- A variety of programmes was introduced in order to raise the standards of literacy and numeracy within the school.

The following are the most important improvements since the original inspection.

- The teaching of reading has developed a greater focus across the three key stages, and the children talk very positively about their enjoyment and interest in reading. The whole-school projects have proved highly motivational for the children and provide good opportunities for creative literacy, numeracy and artwork, and the greater involvement of the parents through the celebratory exhibitions of the children's work. The most able children in year 4 and year 7 read with fluency and they are keen to discuss their favourite authors and novels.
- The teachers plan more effectively to meet the needs of all of the children and reflect regularly on the quality of the children's learning, using these evaluations well to inform their future planning.
- The children engage well with their learning and show good levels of engagement, responding well to the challenges and skilful questioning of the teachers.
- Throughout the follow-up inspection process, the quality of the teaching observed ranged from satisfactory to outstanding; approximately half of the lessons were very good or outstanding. In the very best practice, the teachers have high expectations for the children's work and behaviour, build well on the children's prior learning and interests, and focus appropriately on the key learning to be developed both during, and in well-planned reviews at the end of the lesson.

- Appropriately focused withdrawal and in-class support is provided for the children with statements of special educational needs. Well-targeted intervention programmes and provision are in place for the children who require additional support and for those children identified as gifted and talented; as a result, the children are making good progress in their learning.
- The co-ordinators provide good leadership in their curricular areas and work well collaboratively. They implement systematic, rigorous monitoring and evaluation of the provision and the standards, which have shown good improvement to date.
- The children have higher standards of talking and listening compared to those during the original inspection, and are confident when answering questions and joining discussions in class. They use a wider range of vocabulary and can explain more clearly their thinking and reasoning. The children are taking an increasing pride in their work, evidenced by the improved standards of work and presentation in their books.
- The majority of the children on the targeted reading programmes have made good progress in their reading and the attendance level of these children has also improved; a small number of these children have improved their reading or attendance by significant amounts.
- The most able children in year 4 and year 7 have greater flexibility in their mathematical thinking and can explain clearly the range of strategies they use. They are confident across a range of mathematical areas and report that they enjoy engaging in their learning in this area of the curriculum.

In the areas inspected, the quality of education provided by this school is now good. The school has important strengths in most of its educational (and pastoral) provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address.

There remains the need to:

- continue to raise the standards achieved in literacy and numeracy and embed the good practice which has begun.

The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the area for improvement.

© CROWN COPYRIGHT 2014

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

